

Year 7 Health and Physical Education (Semester 1 or 2)

Achievement

In Year 7, students expand their knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

Students begin to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Assessment Criteria

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- Unit 1: Changes and Challenges
 - Practise and apply strategies to seek help for themselves or others
 - Investigate and select strategies to promote health, safety and wellbeing
 - Evaluate health information and communicate their own and others' health concerns

- Unit 2: Get Moving
 - Practise and apply strategies to seek help for themselves or others
 - Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations
 - Evaluate and justify reasons for decisions and choices of action when solving movement challenges
 - Practice, apply and transfer movement concepts and strategies with and without equipment

- Unit 3: Big Decisions
 - Evaluate strategies to manage personal, physical and social changes that occur as they grow older
 - Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity
 - Evaluate health information and communicate their own and other's health concerns

Delivery (mode, time requirements, lessons)

The Year 7 HPE course runs for a Semester facilitating three units across the two terms (six weeks per unit). Students have access to a 45 minute scheduled lesson and a 30 minute tutorial each week. Lessons are delivered via our Learning Management System. Students are expected to undertake independent study on their program to complete lessons, tasks and assessment in accordance with the Work Rate Calendar.

Student Requirements

Computer, access to internet, email, printer, scanner, digital camera, pencil, eraser, highlighter

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Units and Learning Experiences, Summative Assessment, Criteria Assessed, Approximate timing/due date of Summative Assessment			
Semester 1 or 2	Term 1 or 3	Unit 1	<p>Unit 1: Changes and Challenges</p> <ul style="list-style-type: none"> Students investigate the changes their bodies go through and explore strategies and practices that enhance their own and others' health and wellbeing through this transition period Students will explore the impact of these transitions on their personal identities and how to manage them Students will analyse scenarios and propose strategies and practices that lead to positive health outcomes
		<p>Summative assessment: Task – Research: Peer focussed informational PowerPoint</p>	
	Term 2 or 4	Unit 2	<p>Unit 2: Get Moving</p> <ul style="list-style-type: none"> Students will identify different types of movement (health and skill related) and how functional actions and movements that we do on a daily basis can have links, or be mimicked in sports and physical activity Students will explore the importance of movement for health and wellbeing, and make connections to physical activity guidelines.
		<p>Summative assessment: Task – Collection of Work: Filmed practical performance, journal entries and reflection.</p>	
	Term 2 or 4	Unit 3	<p>Unit 3: Big Decisions</p> <ul style="list-style-type: none"> Students will analyse why young people sometimes turn to drugs and alcohol as coping mechanisms. They will investigate the long and short-term effects that alcohol and other drugs (in particular caffeine) have on the body and the laws associated with their use. Students examine health information related to ATODs, evaluate possible health concerns and implement actions to promote wellbeing in their school community
		<p>Summative assessment: Task – Research: School-focussed ATODS intervention action plan</p>	
Semester Reporting to parents			

Disclaimer All of the above information is accurate at the time of publication