

# Year 8 Health and Physical Education (Semester 1 or 2)

## Achievement

In Year 8, 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:

- Personal, Social and Community Health:  
*Being healthy, safe and active; Communicating and interacting for health and wellbeing; Contributing to healthy and active communities*
- Movement and Physical Activity:  
*Moving our body, Understanding movement; Learning through movement*

## Delivery (mode, time requirements, lessons)

The Year 8 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 45 minute tutorial each week. Lessons are delivered via our Learning Management System. Students are also 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, stationery.

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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><b>Unit 1: Skill Acquisition</b></p> <ul style="list-style-type: none"> <li>Students will explore the different types of feedback and evaluate their impact on learning a new skill. They will identify the key positions in each phase of a specialised movement skill and propose a plan that includes cues and feedback to refine their performance</li> <li>Students will film and analyse their own performance before and after implementing their proposed plan for two different skills/actions.</li> </ul>
		<p><b>Summative assessment:</b> Task – Collection of Work: Video of performance, reflections, and feedback.</p>	
	Term 2 or 4	Unit 2	<p><b>Unit 2: Nutrition for Life</b></p> <ul style="list-style-type: none"> <li>Students investigate their own eating habits and make comparisons to <i>The Australian Guide to Health Eating</i>, identifying areas of strength and areas for improvements. They will explore the impact our families and other relationships have on our food choices and habits</li> <li>Students will identify strategies to address their areas of need and propose a meal plan to improve health and wellbeing.</li> </ul>
			<p><b>Summative assessment:</b> Task – Investigative Report including 3-day Food Journal</p>
	Term 2 or 4	Unit 3	<p><b>Unit 3: Aussie Sport</b></p> <p>Students examine the cultural and historical significance of physical activity across Australia's history, including that of our indigenous peoples, and how connecting to the environment can enhance health and wellbeing. They will establish respectful relationships through modifying the rules and scoring system of an indigenous game to promote inclusivity and fair play for a diverse range of participants.</p>
			<p><b>Summative assessment:</b> Task – Collection of Work: Game card with instructions, video example of game</p>

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