

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

### Achievement

In Year 7, students begin to analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. They analyse how stereotypes, respect, empathy and valuing diversity influence relationships. Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline. They analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing. Students apply and transfer movement skills and movement concepts across a range of situations. They implement and evaluate the effectiveness of movement strategies on movement outcomes. Students propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes. They select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.

### 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. All assessments are based on the following strands:

- Personal, social and community health
- Movement and physical activity

### Delivery (mode, time requirements, lessons)

The Year 7 HPE course runs for a Semester facilitating two units across the two terms (9 weeks per unit). Students have access to live lessons 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.

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	<b>Unit 1: Ready for the Challenge</b> <ul style="list-style-type: none"> <li>Students analyse factors that influence identities and response to change and describe strategies to respond to these influences</li> <li>Students analyse how stereotypes, respect and empathy influence relationships</li> </ul> Students analyse health information and message to propose strategies that enhance their own and others' health, safety, relationships and wellbeing.
			<b>Summative assessment:</b> Task – Exam: Short answer and scenario-based exam questions
	Term 2 or 4	Unit 2	<b>Unit 2: Nutrition for Life</b> <ul style="list-style-type: none"> <li>Students analyse health information from the Australian Guide to Healthy Eating by comparing it to their own eating habits and propose strategies that enhance their own health and wellbeing</li> <li>Students propose and evaluate strategies designed to achieve personal health and wellbeing outcomes by recommending a meal plan</li> </ul>
			<b>Summative assessment:</b> Task – Research Report: Introduction, Data analysis, Discussion & Recommendations.

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