

Health & Physical Education

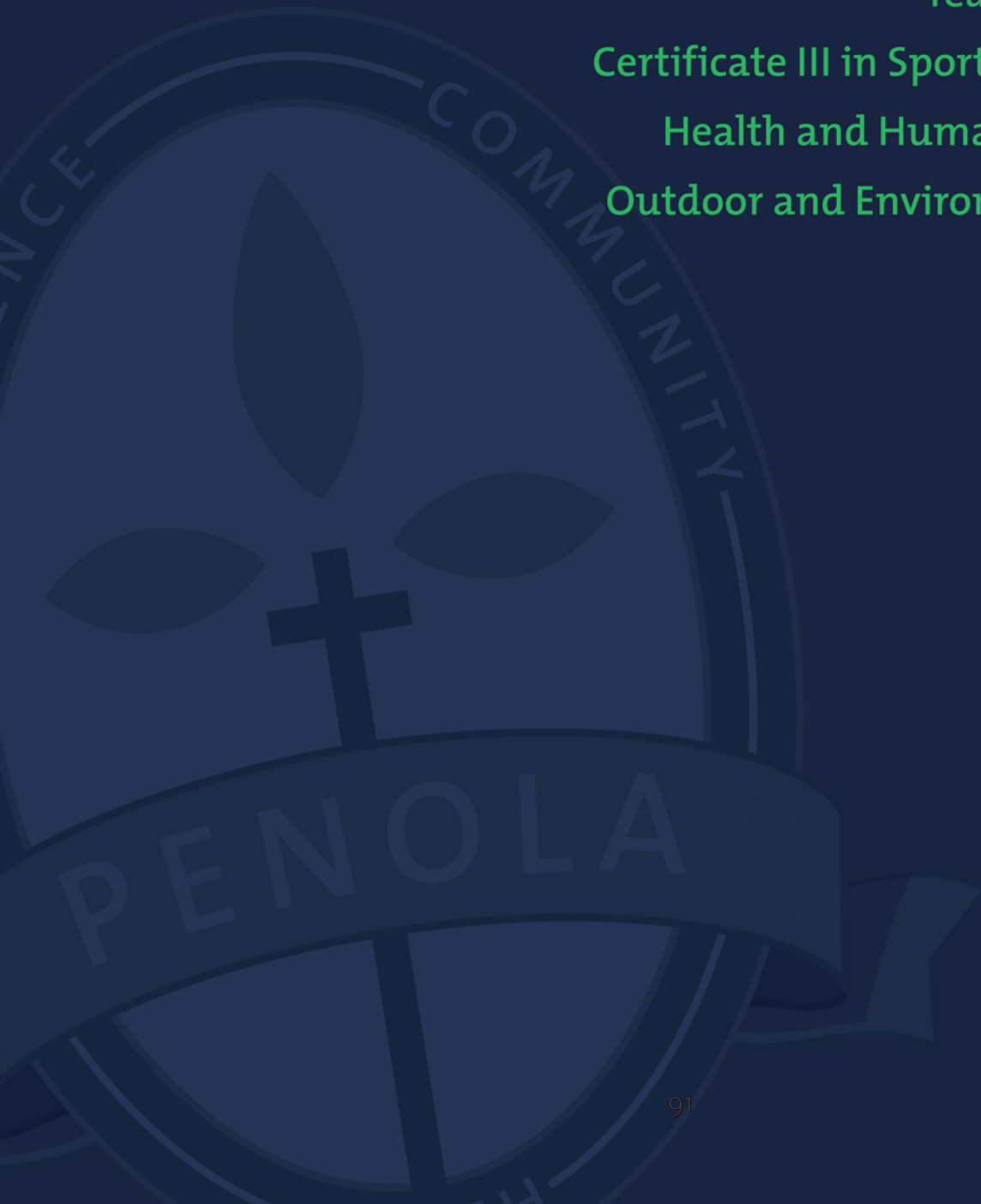
Year 7 - 10 Health and Physical Education

Year 9 - 10 Electives

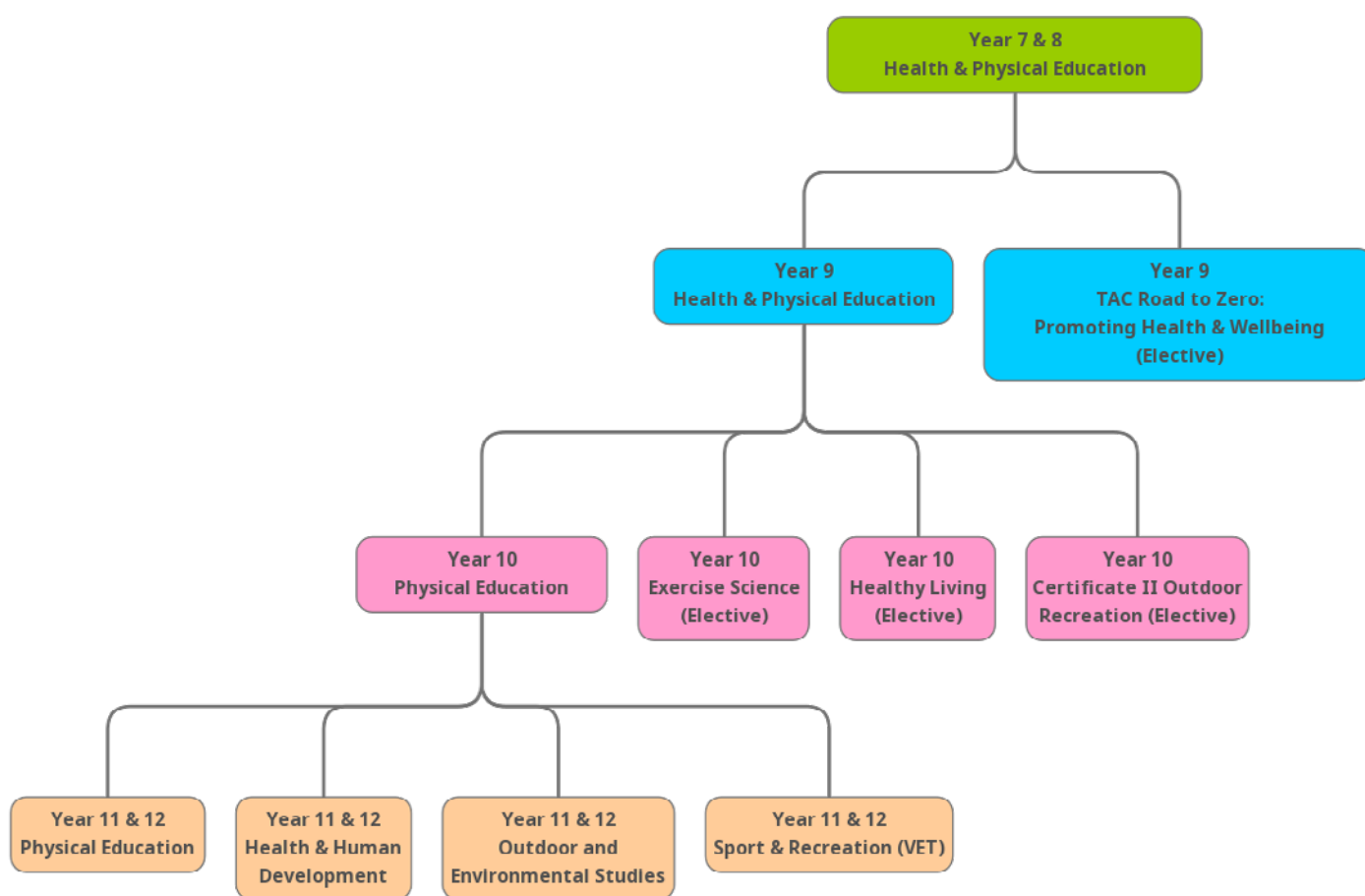
Certificate III in Sport and Recreation

Health and Human Development

Outdoor and Environmental Studies



Health & Physical Education Pathways



Health & Physical Education

Year 7 - 10

Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally.

Movement is a powerful medium for learning, through which students can acquire, practice and refine personal, behavioural, social and cognitive skills. The Physical Education curriculum at Penola Catholic College provides students an opportunity to develop their movement skills within the school environment and also takes them into the community to be active and identify possible opportunities for them to continue physical activity in their own time, outside of school hours.

The knowledge, understanding, skills and dispositions students develop through movement in Physical Education, encourages students to take up activity across their lifespan and in turn lead to positive health outcomes. Movement competence and confidence is seen as an important personal and community asset to be developed, refined and valued. Engaging with their peers to achieve team outcomes and develop movement sequences allows them to develop appropriate social connections with their peers.

Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, physical activity locally, regionally and globally.

Year 7 - 10 Physical Education

- Gymnastics Dance
- Swimming
- Athletics
- Outdoor Education
- Volleyball
- SEPEP

Major Games and Activities including:

- Basketball
- European Handball
- Skateboarding
- Bike Education
- Netball
- Soccer
- Striking Sports
- Rockclimbing
- Weight Training



Health & Physical Education

Year 8 - 9

In Health, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

Rather than focusing only on potential health risks or a deficit-based model of health, the curriculum has a stronger focus on supporting students to develop the knowledge, understanding and skills they require to make healthy, safe and active choices that will enhance their own and others' health and wellbeing.

This approach affirms that all students and their communities have particular strengths and resources that can be nurtured to improve their own and others' health, wellbeing, movement competence and participation in physical activity. The curriculum recognises that students have varying levels of access to personal and community resources depending on a variety of contextual factors that will impact on their decisions and behaviours.

Health literacy allows an individual to gain access to, understand and use health information and services in ways that promote and maintain health and wellbeing. The Health curriculum focuses on developing knowledge, understanding and skills related to health literacy.

Health aims to develop the knowledge, understanding and skills to enable students to:

- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships.
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health locally, regionally and globally.
- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan.

Years 8 - 9 Health Education

At Penola Catholic College, topics covered will include:

- Water Safety
- Sexuality & Relationships
- Drug Education
- Promoting Health
- Mental Health

Health Elective - Promoting Health and Wellbeing

This unit aims to provide students with an understanding of health promotion in the real world using the TAC and Melbourne Museum exhibition “Road to Zero”. The students will attend an excursion to the Melbourne Museum to be immersed in a day of interactive learning activities that will inform them about health and wellbeing issues related to their age group regarding road use. This exhibition is a world first and an exciting opportunity for students to provide possible steps to advocate for better health and wellbeing outcomes for their age group in regard to road use.

During their class time back at school, students will learn what is required for a powerful health promotion program to have success and evaluate their own health promotion programs against this information. The course will conclude with students presenting their own health promotion program to their peers of Year 9, with the intent of changing/modifying behaviours regarding road use.



Health & Physical Education

Year 10

In Year 10, all students will undertake two periods per week of Physical Education for the full year. Students can also choose from three different semester units in the Health and PE Learning Area as part of their free choices.

Exercise Science - Human Movement

This Semester unit aims to provide a basic introduction to the Body Systems including Neuromuscular and Skeletal systems as well as the Cardiovascular and Respiratory systems. Sports injury and rehabilitation and Sports Psychology will also be explored in this unit. The subject will provide an introduction to Energy systems which is a major component of the Year 12 Physical Education curriculum.

Health Living

Healthy Living is a semester subject where students are introduced to the concepts of Health Status and Factors Influencing Health Status in Australia. While it is not a prerequisite for VCE Health & Human Development, it does provide a snapshot of what students can expect if they choose to continue with the subject through VCE.

The unit has both an individual health and community health focus with units including:

- The role of nutrition & exercise in individual and population health
- Nutritional health of Australians
- Health Status and factors that influence Health Status in Australia
- Diet related diseases
- Health promotion programs aiming to improve Australia's Health Status

Certificate II Outdoor Recreation

This is a full year VET subject which will give students a TAFE certificate. Students will be working towards their Certificate II in Outdoor Recreation, by completing 6 core and 5 elective units.

The Outdoor Recreation program offers students the opportunity to gain both theoretical knowledge and practical skills, while allowing them opportunity to demonstrate competency in a range of areas to prepare them for various outdoor recreation environments.

Work may be undertaken as part of a team and performed under supervision in class, field locations such as camps or indoor recreation centres and facilities, in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

VCE Health & Human Development

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes. They examine and evaluate the work of global organisations such as the United Nations and the World Health Organization, as well as non-government organisations and the Australian government's overseasaid program. Students develop health literacy as they connect their learning to their lives, communities and world.

Unit 1 - Understanding Health and Wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations.

Areas of study include:

- Health perspectives and influences
- Health and nutrition
- Youth health and wellbeing

Unit 2 - Managing Health and Development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Areas of study include:

- Developmental transitions
- Health care in Australia

Unit 3 - Australia's Health in a Globalised World

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians.

Areas of study include:

- Understanding health and wellbeing
- Promoting health and wellbeing

Unit 4 - Health and Human Development in Global Context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development.

Areas of study include:

- Health and wellbeing in a global context
- Health and sustainable development goals

Assessment - Units 1 to 4

- Structured questions
- Case studies
- Data analysis
- Research projects
- Examinations



VCE Outdoor & Environmental Studies

VCE Outdoor and Environmental Studies is concerned with the way humans interact with and relate to outdoor environments. 'Outdoor environments' covers environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

Important: This study includes outdoor camps and experiences that incur a compulsory levy.

In 2019 the camp program included:

- 4-day Grampians hike (Year 11)
- 3-day Alpine experience to Mt Hotham (Year 11)
- 4-day Wilsons Promontory hike (Year 12)
- 3-day coastal experience in Anglesea (Year 12)

The 2019 costs were as follows:

- Year 11 Students - \$700 for the year
- Year 12 Students - \$560 for the year

The costs may be similar to 2019. Parents will be informed, and confirmations will be made for our camp destinations, dates and all costs at the parent information evening occurring in Term 4.

Please note: Students school fee accounts must not be in arrears in order for students to be eligible to enrol in Outdoor Education.

Unit 1 - Exploring Outdoor Experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived.

Areas of study include:

- Motivations for outdoor experiences
- Influences on outdoor environments

Unit 2 - Discovering Outdoor Environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

Areas of study include:

- Investigating outdoor environments
- Impact on outdoor environments

Unit 3 - Relationships with Outdoor Environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments.

Areas of study include:

- Historical relationships with outdoor environments
- Relationships with Australian environments since 1990

Unit 4 - Sustainable Outdoor Relationships

In this unit, students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens.

Areas of study include:

- Healthy outdoor environments
- Sustainable outdoor environments

Assessments - Units 1 - 4

- Skill competency (outdoor experiences)
- Tests
- Examinations

VCE Physical Education

Physical Education uses both theory and practical sessions to examine the biological, physiological, social and cultural influences on performance and participation in physical activity. Students will have the opportunity to examine factors that affect performance of skills and the complex interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances. This subject will allow students the ability to gain a greater understanding about their own performance in skilled tasks and evaluate their patterns of physical activity against individuals and groups in Australia.

Unit 1 - The Human Body in Motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise.

Areas of study include:

- How does the musculoskeletal system work to produce movement?
- How does the cardiorespiratory system function at rest and during physical activity?

Unit 2 - Physical Activity, Sport and Society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups.

Areas of study include:

- What are the relationships between physical activity, sport, health and society?
- What are the contemporary issues associated with physical activity and sport?



Unit 3 - Movement Skills and Energy for Physical Activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise.

Areas of study include:

- How are movement skills improved?
- How does the body produce energy?

Unit 4 - Training to Improve Performance

In this unit, students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity.

Areas of study include:

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?

Assessments: Units 1 - 4

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?

VCE Certificate III in Sport & Recreation

This VET Program is an entry level training program for students wishing to pursue a range of occupations associated with the sport and recreation industry. To gain your Certificate III in Sport and Recreation you need to complete the course over 2 years. If you decide not to continue the course in Year 12, you will only receive a partial completion of the Certificate III. You can though, carry those modules on if you decide to complete a TAFE course later in your academic journey.

The Certificate III in Sport and Recreation qualification aims to provide specific skills and knowledge required for employment at an aquatic centre, gymnasium, or sports centre.

The school works closely with an outside provider called iVet. Together we deliver 16 modules over the two years. These modules are theory based combined with practical lessons to reinforce the concepts that are covered in class.

The course will provide four units on the VCE Certificate and will be used in calculating the ATAR score for tertiary selection.

Units 1 and 2 - Units of Competency

Core Units:

- Organise personal work priorities and development
- Apply first aid
- Provide customer service
- Respond to emergency situations
- Follow work health and safety policies
- Develop and extend critical and creative thinking skills
- Follow work health and safety policies
- Use social media tools for collaboration and engagement

Electives:

Develop and update knowledge of coaching practices



Units 3 and 4 - Units of Competency

Core Units:

- Conduct basic warm-up and cool-down programs
- Plan and conduct sport and recreation sessions
- Facilitate groups
- Undertake risk analysis of activities
- Manage conflict
- Develop and update knowledge of coaching practices

Electives:

- Instruct and monitor fitness programs
- Provide fitness orientation and health screening

Assessments: Units 1 to 4

Sport and Recreation assesses student knowledge of set modules through:

- Data analysis
- Tests
- Practical activities in groups and individually
- Written examination
- Projects

The course will provide four units on the VCE Certificate and will be used in calculating the ATAR score for tertiary selection.

