

Year 10 - PDHPE 2024

TERM 1			
TIMING 10 Weeks	<p>THEORY: Personal Safety Students learn about developing strategies that empower individuals to lead healthy, safe and active lifestyles for the benefit of one’s wellbeing. Students will plan, rehearse and evaluate options for managing situations where their own and others’ health, safety and wellbeing may be at short or long-term risk, specifically focusing on alcohol and road safety.</p> <p>PRACTICAL: Invasion games Throughout the term, students will engage in invasion games such as Oz-Tag where they develop, implement and evaluate movement concepts and strategies.</p>		
	UNIT OVERVIEW		ASSESSMENT
	<p>THEORY:</p> <ul style="list-style-type: none"> • Reducing risks • Alcohol • Binge drinking • Effects of alcohol on the body • Safe partying — reducing the risk • Reducing the road toll • Road traffic crashes — the facts • Road safety and inexperienced drivers • Mobile phones • Fatigue • Alcohol consumption and road safety • Illicit drugs, medication and road safety • Speeding 	<p>PRACTICAL:</p> <ul style="list-style-type: none"> • Oz-Tag • Athletics 	<p>Task Number: 1 Nature of Task: Road Safety Initiative Percentage: 25% Week: 8 Reported: Semester 1</p> <p>Task Number: 2 Nature of Task: Skill Application, Game Understanding, Effort and Interpersonal Skills in Oz-Tag Percentage: 25% Week: Throughout Semester 1 Reported: Semester 1</p>

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TERM 2			
TIMING 10 Weeks	<p>THEORY: Healthy Relationships Students learn about developing skills and strategies that promote inclusivity, equality and respectful relationships. Students will explore ethical responsibilities in relationships, how the balance of power affects relationships and strategies to manage situations involving conflict.</p> <p>PRACTICAL: Striking, Net Games and Court games Throughout the term, students will engage in a range of striking, net-based and court-based games. Students will use feedback to create adaptations to movement skills to make them more effective in different contexts. Students will create new rules, strategies and tactics to improve movement and evaluate the effects these have on performance.</p>		
	UNIT OVERVIEW		ASSESSMENT
	<p>THEORY:</p> <ul style="list-style-type: none"> • What is a relationship? • Components of inclusive and equal relationships • Relationship expectations • Influences on relationships • Rights and responsibilities in relationships • Conflict resolution • Setting ground rules and boundaries • Decision-making in relationships • Active listening • Dealing with disrespectful relationships • Ethical and responsible use of social media • Domestic and dating violence • Harassment and sexual harassment • Impacts of abuse • Staying safe: trust, talk, take control 	<p>PRACTICAL:</p> <ul style="list-style-type: none"> • Athletics • Cricket • Softball • Baseball • Swedish Longball • Mini Tennis • Volleyball • Kick Tennis • Badminton • Basketball • Futsal • European Handball • Netball 	

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TERM 3			
TIMING 10 weeks	<p>THEORY: Understanding Sexual Health and Sexuality, and Consent Students learn about planning and prioritising strategies in their community to empower individuals to lead healthy, safe and active lifestyles for the benefit of one's wellbeing. Students will learn to plan and advocate for health, safety and wellbeing in terms of sexual health.</p> <p>PRACTICAL: Invasion Games Throughout the term, students will engage in a range of invasion games. Students will use feedback to create adaptations to movement skills to make them more effective in different contexts. Students will create new rules, strategies and tactics to improve movement and evaluate the effects these have on performance. Students will include, assist and lead others during physical activity.</p>		
	UNIT OVERVIEW		ASSESSMENT
	<p>THEORY:</p> <ul style="list-style-type: none"> • Understanding sexual health • Gender and sexuality • Consent • Accessing Health Products and Services • Who and what shapes our identity? • Personal views, beliefs and values • Shaping our personal identity: goals and achievements • Discrimination • Diversity is something to celebrate • Supporting Others • Norms, Stereotypes and Expectations • Sense of identity, health and wellbeing <p>Ways to support yourself and others</p>	<p>PRACTICAL:</p> <ul style="list-style-type: none"> • Soccer • Futsal 	<p>Task Number: 3 Nature of Task: Skill Application, Game Understanding, Effort and Interpersonal Skills in Futsal/Soccer Percentage: 15% Week: Throughout Term 3 Reported: Semester 2</p>

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TERM 4			
TIMING 10 weeks	<p>THEORY: Your Health Rights and Responsibilities Students learn about how they can plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity. Students will examine and promote young people’s rights to healthcare and support services. They will also evaluate strategies and actions that aim to enhance health and wellbeing in the school and community. Finally, students will predict future challenges and opportunities and the skills required to manage these in a positive way.</p> <p>PRACTICAL: Striking, Court and Net Games Throughout the term, students will engage in a range of striking, net based and court-based games. Students will use feedback to create adaptations to movement skills to make them more effective in different contexts. Students will create new rules, strategies and tactics to improve movement and evaluate the effects these have on performance.</p>		
	UNIT OVERVIEW		ASSESSMENT
	<p>THEORY:</p> <ul style="list-style-type: none"> • Your health rights and responsibilities • Sociocultural factors • Political factors • Empowering for health and wellbeing • Empowering individuals and communities • Aboriginal and Torres Strait Islander peoples — family and community • Context of health • Determinants of health • Individual behaviours that influence health and wellbeing • Other influences on the health and wellbeing of your community • Access to community health resources • Your environment • Advocating for positive health • Supportive environments • Managing change and transition • Finding the right job • Preparing for an interview • Employment for life 	<p>PRACTICAL:</p> <ul style="list-style-type: none"> • Pickleball • Volleyball 	Task Number: 4 Nature of Task: Yearly Examination Percentage: 25% Week: 2 Reported: Semester 2