

## Year 7 - PDHPE 2024

### TERM 1

**Theory: Think Safe, Act Safe, Be Safe**

In this unit, students will examine and develop different strategies to ensure their safety, and the safety of others in a range of contexts, including online, on the road, in the sun and in the water. Students recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations.

**Practical: Invasion Games**

Throughout the term, students participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts. Students will create and perform sequences that solve tactical problems, defending space and achieving and retaining possession. Students participate in physical activities including competitive and non-competitive, individual and team activities.

**UNIT OVERVIEW**

**ASSESSMENT**

**THEORY:**

- Changing nature of personal identity in various contexts
- Identifies areas for improvement in different situations – literacy focus (letter)
- Road safety
- Sun Safety
- Bullying and Cyber safety
- Water Safety
- Saving a life
- DRSABCD action plan
- Variations of CPR
- Water safety
- Watching out for dangers
- Dangers in the waterways
- Water safety rules
- Rescue techniques
- Other conditions
- Recognising an unsafe situation

**PRACTICAL:**

- Fundamental movement skills
- Initiative Games (e.g. king ball and capture the flag)
- Athletics

**TIMING**  
Weeks 2-11

## Year 7 - PDHPE 2024

### TERM 2

**Theory: Respectful Relationships**

In this unit, students identify different types of relationships and develop an understanding of the qualities of healthy and respectful relationships. Students explore power in relationships and investigate strategies to positively respond to bullying or harassment and where to seek help.

**Practical: Athletics and Fit for Life**

Students will continue with the Athletics unit, taking a strong focus on skill development and body control. Students will then perform physical activities that improve health and skill-related components of fitness. Students will evaluate individual responses to a range of physical activities including heart rate, breathing rate, ability to talk and perceived exertion in order to monitor the body's reaction to a range of physical activities.

**UNIT OVERVIEW**

**ASSESSMENT**

**TIMING**  
Weeks 1-10

**THEORY:**

- Types of relationships
- Rights and responsibilities of individuals
- Healthy and unhealthy relationships
- Qualities of relationships
- Relationship skills
- Exploring how influences positively or negatively affect relationships
- Gender stereotypes
- Power in relationships
- Types of bullying
- Identifying and responding to harassment
- Identifying and responding to bullying
- Seeking help

**PRACTICAL:**

- Invasion Games (e.g. end-zone, soccer, touch football, oztag, AFL)

Task Number: 1  
Nature of Task: Portfolio of in Class Work on 'Think Safe, Act Safe, Be Safe' unit.  
Percentage: 50%  
Week: 2  
Reported: Semester 1

Task Number: 2  
Nature of Task: Cumulative practical effort, knowledge and application of skills in invasion games  
Percentage: 50%  
Week: Throughout Term 2  
Reported: Semester 1

## Year 7 - PDHPE 2024

### TERM 3

#### **Theory: A Healthy You**

Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health and wellbeing of their communities. Students will examine the benefits of a balanced lifestyle and explore strategies for promoting a lifetime of physical activity to lead healthy, safe and active lives.

#### **Practical: Striking Games**

Throughout the term, students will engage in a range of striking and court-based games. Student practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments. Students refine strategies and tactics to improve movement and evaluate the effects these have on performance.

#### **UNIT OVERVIEW**

#### **ASSESSMENT**

##### **THEORY:**

- Terminology related to dimensions of health and fitness – Health literacy focus
- Explore the different perceptions of health and wellbeing
- Examine the relationship between cognitive, physical, social, emotional and spiritual components of health perceptions of risk
- Dietary Guidelines – Healthy balance diet vs Unhealthy diet
- Recommendation for physical activity for teenagers
- Benefits of physical activity
- SMARTER Goals
- Recommendation for sleep for teenagers
- Benefits of sleep
- Effects of lack of sleep

##### **PRACTICAL:**

- Striking Games (e.g. Cricket, Tee Ball and Swedish Longball)
- Lifelong Fitness (e.g. Roll the dice, shuttle activities and fitness circuits)

Task Number 3:  
Nature of Task: Cumulative practical effort, knowledge and application of skills in striking games  
Percentage: 50%  
Week: Throughout Semester 2  
Reported: Semester 2

**TIMING**  
Weeks 1-10

## Year 7 - PDHPE 2024

TERM 4			
<b>TIMING</b> Weeks 1-10	<p><b>Theory: Preparing for Grade Sport</b> In this unit, students will develop and refine a range of specialised knowledge, understanding and skills in relation to their movement competence and confidence. Students will identify strategies and tactics that are similar and transferable across different movement contexts. This will help support them in developing lifelong physical activity habits and support their transition to Wednesday Sport.</p> <p><b>Practical: Court Games</b> Throughout the term, students will engage in a range of court based games. Student practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments. Students refine strategies and tactics to improve movement and evaluate the effects these have on performance. Students will also engage in a unit based on various Grade Sports, in preparation for their involvement in Wednesday Sport the following year.</p>		
	<b>UNIT OVERVIEW</b>		<b>ASSESSMENT</b>
	<p><b>THEORY:</b></p> <ul style="list-style-type: none"> <li>• History of Sports</li> <li>• Rules of various sports</li> <li>• Tactical and strategic play</li> </ul>	<p><b>PRACTICAL:</b></p> <ul style="list-style-type: none"> <li>• Court Games (e.g. Basketball, futsal and netball)</li> <li>• Preparing for Grade Sport</li> </ul>	<p>Task Number 4: Nature of Task: In Class Yearly Examination Percentage: 50% Week: 1-2 Reported: Semester 2</p>