

Years 1 to 10 Health and Physical Education Syllabus

Analysis of Core Learning Outcomes

PROMOTING THE HEALTH OF INDIVIDUALS AND COMMUNITIES

LEVEL 1

1.1 Students describe and demonstrate everyday actions that they can take in a range of situations to promote health.

What is it the students should know?

- How to describe
- What health means
- What is generally meant by promoting health
- What everyday actions are
- Everyday actions that promote health
- How these everyday actions promote health in different situations

What is it that the students should be able to do?

- Describe everyday actions they can take in a range of situations that promote health
- Demonstrate everyday actions they can take in a range of situations that promote health

1.2 Students recommend healthy eating practices and demonstrate making healthy choices from a range of foods.

What is it the students should know?

- How to make recommendations
- How food contributes to health
- What healthy eating practices are
- About a range of foods
- How to make healthy choices from a range of foods

What is it that the students should be able to do?

- Recommend healthy eating practices
- Demonstrate making healthy choices from a range of foods

1.3 Students decide which people and things make environments and activities safe.

What is it the students should know?

- Basic decision-making skills
- A range of environments
- People who work in environments to make them safe
- Things that exist in various environments to make them safe
- People who make activities safe
- Things that make activities safe

What is it that the students should be able to do?

- Make decisions about which people and things make environments safe
- Make decisions about which people and things make activities safe

1.4 Students explain how health products and people in the community help them meet their health needs.

What is it the students should know?

- What is needed in a good explanation
- What is meant by the term health products
- What their health needs are
- How health products help them meet their health needs
- People in the community who help meet their health needs
- How these people help them meet their health needs

What is it that the students should be able to do?

- Explain how health products help them meet their health needs.
- Explain how people in the community help them meet their health needs.



1.5 Students explain how elements of different environments in which people live, work and play affect health.

What is it the students should know?

- What is needed in a good explanation
- Different environments in which people live, work and play
- Elements of the different environments in which they live, work and play that may affect health
- How elements of different environments in which people live, work and play affect health

What is it that the students should be able to do?

- Explain how elements of different environments in which people live, work and play affect health.

LEVEL 2

2.1 Students describe and demonstrate actions they can take to promote the different dimensions of the health of themselves and others.

What is it the students should know?

- How to describe something
- Health is made up of a number of dimensions - physical, social, emotional, mental, spiritual
- What promoting health means
- The nature of each of these dimensions in general terms.
- That individuals are able to take action to promote their own health and the health of others
- What actions can be taken to promote the different dimensions of our own health
- What actions can be taken to promote the different dimensions of health of others

What is it that the students should be able to do?

- Describe the actions they can take to promote the different dimensions of their own health
- Describe the actions they can take to promote the different dimensions of the health of others.
- Demonstrate the actions they can take to promote the different dimensions of their own health
- Demonstrate the actions they can take to promote the different dimensions of the health of others.

2.2 Students explain the benefits of eating a variety of nutritious foods and plan ways to increase the range of nutritious foods in their diets.

What is it the students should know?

- How to explain clearly
- The contribution of food to health
- What is meant by nutritious foods
- A range of nutritious foods
- The benefit of eating a variety of nutritious foods
- Why variety in food intake is important
- What comprises their diets
- Ways to increase the range of nutritious foods in the diet

What is it that the students should be able to do?

- Explain the benefits of eating a variety of nutritious foods
- Plan ways to increase the range of nutritious foods in their diet

2.3 Students propose and demonstrate ways to promote personal safety and the safety of others.

What is it the students should know?

- How to propose ways/actions
- Ways to promote personal safety
- Ways to promote the safety of others

What is it that the students should be able to do?

- Propose and demonstrate ways to promote personal safety
- Propose and demonstrate ways to promote the safety of others

2.4 Students identify places where health products and services may be obtained and suggest reasons why people choose to use different health products and services.

What is it the students should know?

- How to make suggestions
- How to consider reasons for people's choices
- What health products are
- What health services are
- Where health products may be obtained
- The different health products that are available in their community
- Where health services are available
- The different health services that are available in their community
- Different people choose different health products and services

What is it that the students should be able to do?

- Identify places where health products and services may be obtained
- Suggest reasons why people choose to use different health products and services.

2.5 Students recommend ways they can care for their environments to promote and protect their health.

What is it the students should know?

- How to make recommendations
- How to promote health
- How to protect health
- Environments in which they live, work and play
- Aspects of these environments that influence their health – the physical, social, emotional, mental, spiritual dimensions of their health
- How to promote the different dimensions of their health in different environments
- How to care for different environments

What is it that the students should be able to do?

- Recommend ways to care for their environments to promote and protect their health.

LEVEL 3

3.1 Students describe the impact of their own and others behaviours on health and propose personal and group actions which promote the dimensions of their health.

What is it the students should know?

- What constitutes a good description
- How to make a proposal
- What health is
- What the dimensions of health are
- Which of our behaviours impact on health.
- How our behaviours impact on health.
- Which of the behaviours of others impact on health.
- How the behaviours of others impact on health.
- Personal actions that promote the dimensions of health
- Group actions that promote the dimensions of health

What is it that the students should be able to do?

- Describe the impact of their own behaviours on health
- Describe the impact of the behaviours of others on health.
- Propose personal actions that promote the dimensions of health
- Propose group actions that promote the dimensions of health

3.2 Students explain how eating behaviours affect health and take action on a food-related goal which promotes health.

What is it the students should know?

- What is needed in a good explanation
- What is meant by eating behaviours
- Some different eating behaviours
- How various eating behaviours affect health
- Which eating behaviours promote health
- How to set a food-related goal that promotes health

What is it that the students should be able to do?

- Explain how eating behaviours that affect health
- Set a food-related goal that promotes health
- Take action on a food-related goal that promotes health

3.3 Students identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.

What is it the students should know

- What are potentially hazardous, unsafe and situations
- What are emergency situations
- What actions can be used to respond to unsafe situations
- What actions can be used to respond to emergency situations

What is it that the students should be able to do?

- Identify potentially hazardous situations
- Demonstrate actions to respond to unsafe situations
- Demonstrate actions to respond to emergency situations

3.4 Students assess the reliability of sources of information relating to health products and services.

What is it the students should know?

- How to make an assessment
- What is meant by reliability
- What health products are
- What health services are
- Sources of information about health products and services
- How to develop criteria for assessing the reliability of sources of information

What is it that the students should be able to do?

- Assess the reliability of sources of information about health products and services.

3.5 Students describe feature of places where they live, work and play that influence the health of themselves and others, and propose ways they can help the people who are responsible for keeping these places healthy.

What is it the students should know?

- How to construct a good description
- How to make a proposal
- Places where they live, work and play
- The features of these places that influence their health and the health of others
- How these particular features influence their health and that of others
- Which people are responsible for keeping these places healthy
- What these people do to keep these places healthy
- Ways they can help these people keep the places where they live, work and play healthy

What is it that the students should be able to do?

- Describe features of places where they live, work and play that influence the health of themselves and of others
- Propose ways they can help the people who are responsible for keeping the places where they live, work and play healthy

LEVEL 4

4.1 Students recommend actions they can take to promote their health in response to social, biological or environmental factors.

What is it the students should know?

- How to make recommendations
- What is meant by social factors or,
- What is meant by biological factors, or
- What is meant by environmental factors
- What social factors influence health and how, or
- What biological factors influence health and how, or
- What environmental factors influence health and how
- Actions that can be taken to promote health in response to social factors, or
- Actions that can be taken to promote health in response to biological factors, or
- Actions that can be taken to promote health in response to environmental factors

What is it that the students should be able to do?

- Recommend actions they can take to promote health in response to social, biological or environmental factors

4.2 Students develop and implement strategies for optimising personal diet based on identified nutritional needs for growth, energy and health.

What is it the students should know?

- What are the nutritional (dietary) needs for growth
- What are the nutritional (dietary) needs for energy
- What are the nutritional (dietary) needs for health
- What strategies can be used to optimise personal diet
- How to develop strategies
- How to implement strategies
- What is meant by personal diet
- How to optimise personal diet

What is it that the students should be able to do?

- Develop strategies for optimising personal diet based on identified nutritional needs for growth, energy and health.
- Implement strategies for optimising personal diet based on identified nutritional needs for growth, energy and health.

4.3 Students propose ways of responding to situations and behaviours that are unsafe, harmful or risky, after assessing options and consequences.

What is it the students should know?

- How to make proposals
- What is meant by the terms unsafe, harmful and risky
- How to identify situations that are unsafe

- How to identify situations that are harmful
- How to identify situations that are risky
- Which behaviours are unsafe, harmful or risky
- Ways of responding to situations and behaviours that are unsafe, harmful or risky
- How to assess options for responding to unsafe, harmful or risky situations
- How to assess options for responding to unsafe, harmful or risky behaviours
- The consequences of various options for responding

What is it that the students should be able to do?

- Propose ways of responding to situations and behaviours that are unsafe, harmful or risky
- Assess the various options and consequences of possible ways of responding to unsafe, harmful or risky situations and behaviours

4.4 Students justify the selection of health products and services that best meet their health needs.

What is it the students should know?

- How to justify selections
- What their health needs are
- How to identify criteria for selecting health products that meet their health needs
- How to identify criteria for selecting health services that meet their health needs

What is it that the students should be able to do?

- Justify the selection of health products and services that best meet their health needs

4.5 Students identify aspects of their social and physical environments that enhance or pose threats to, their health, and plan strategies for achieving healthy environments for themselves and others.

What is it the students should know?

- What the physical environment is
- What the social environment is
- Aspects of the social environment that enhance health
- Aspects of the social environment that pose threats to health
- Aspects of the physical environment that enhance health
- Aspects of the physical environment that pose threats to health
- How to plan strategies
- Strategies that can be used to achieve healthy social environments for self and others
- Strategies that can be used to achieve healthy physical environments for self and others

What is it that the students should be able to do?

- Identify aspects of their social and physical environments that enhance or pose threats to, their health
- Plan strategies for achieving healthy social and physical environments for themselves and others

LEVEL 5

5.1 Students predict the short- and long-term consequences of health behaviours on the health of themselves and others, and propose actions to promote health, now and in the future.

What is it the students should know?

- How to make predictions
- What health behaviours influence the health of themselves
- What health behaviours influence the health of others
- What is meant by short-term consequences
- What is meant by long-term consequences
- Short term consequences of these health behaviours
- Long term consequences of these health behaviours
- How to make a proposal
- What actions promote health now
- What actions will promote health in the future

What is it that the students should be able to do?

- Predict the short term consequences of health behaviours on themselves
- Predict the short term consequences of health behaviours on others
- Predict the long term consequences of health behaviours on themselves
- Predict the long term consequences of health behaviours on others
- Propose actions to promote health now
- Propose actions to promote health in the future

5.2 Students devise and implement for themselves and others health-promoting strategies which recognise the influence of a range of factors on personal dietary behaviours, now and in the future.

What is it the students should know?

- How to devise strategies
- How to implement strategies
- What factors influence personal dietary behaviours now
- What factors may influence personal dietary behaviours in the future
- What are some health promoting strategies that recognise the current influence of a range of factors on personal dietary behaviours
- What are some health promoting strategies for the future that will recognise the influence of a range of factors on personal dietary behaviours

What is it that the students should be able to do?

- Devise for themselves and others health-promoting strategies which recognise the influence of a range of factors on personal dietary behaviours, now and in the future.
- Implement the strategies that have been devised.

5.3 Students demonstrate behaviours and actions to provide care or manage risk in responding to unsafe or risky situations and behaviours.

What is it the students should know?

- How to identify unsafe or risky situations and behaviours
- How to respond to situations and behaviours that are unsafe
- How to respond to situations and behaviours that are risky
- Behaviours and actions that provide care
- Behaviours and actions that manage risk

What is it that the students should be able to do?

- Demonstrate behaviours and actions to provide care in responding to unsafe or risky situations and behaviours
- Demonstrate behaviours and actions to manage risk in responding to unsafe or risky situations and behaviours

5.4 Students analyse the impact of factors on their own and others' ability to access and effectively use health information, products and services.

What is it the students should know?

- How to analyse
- What is health information?
- Where is it available?
- What are health products?

- Where are they available?
- What are health services?
- Where are they available?
- Factors that impact on their ability to access and effectively use health information, products and services
- How these factors impact on their ability to access and effectively use health information, products and services

What is it that the students should be able to do?

- Analyse the impact of factors on their own and others' ability to access and effectively use health information, products and services.

5.5 Students examine the health-related impact of behaviours on our social and physical environments, and propose ways to promote health-enhancing social and physical environments.

What is it the students should know?

- What are social environments
- What are physical environments
- What health-related behaviours impact on social environments
- How health-related behaviours impact on social environments
- What health-related behaviours impact on physical environments
- How health-related behaviours impact on physical environments
- Ways of promoting health-enhancing social environments
- Ways of promoting health-enhancing physical environments
- How to develop a proposal

What is it that the students should be able to do?

- Examine the health-related impact of behaviours on our social and physical environments
- Propose ways to promote health-enhancing social and physical environments.

LEVEL 6

6.1 Students investigate the social, cultural and environmental factors associated with a health concern of young adults in order to propose strategies that promote the health of themselves and others.

What is it the students should know?

- How to conduct an investigation
- Health concerns of young adults
- How to conduct an investigation
- Social factors associated with a health concern of young adults
- How social factors influence a health concern of young adults
- Cultural factors associated with a health concern of young adults
- How cultural factors influence a health concern of young adults
- Environmental factors associated with a health concern of young adults
- How environmental factors influence a health concern of young adults
- How to propose strategies
- Strategies that promote the health of themselves and others

What is it that the students should be able to do?

- Investigate a social, cultural and environmental factors associated with a health concern of young adults
- Propose strategies that promote the health of themselves and others in relation to the social, cultural and environmental factors that influence a health concern of young adults

6.2 Students propose and implement strategies that support healthy eating behaviours in response to the impact of current trends in eating behaviours and planned diets.

What is it the students should know?

- What constitutes healthy eating behaviours
- How to develop a proposal
- How to implement strategies
- Strategies that support healthy eating behaviours (barriers and enablers)
- Current trends in eating behaviours
- What are planned diets

- Current trends in planned diets
- The impact/s that planned diets can have on health

What is it that the students should be able to do?

- Propose strategies that support healthy eating behaviours in response to the impact of current trends in eating behaviours and planned diets
- Implement strategies that support healthy eating behaviours in response to the impact of current trends in eating behaviours and planned diets

6.3 Students devise and implement personal and community strategies to respond to potentially unsafe situations and behaviours.

What is it the students should know?

- How to identify potentially unsafe situations – what makes them unsafe
- How to identify potentially unsafe behaviours – what makes them unsafe
- Possible personal strategies to respond to potentially unsafe situations and behaviours
- Possible community strategies to respond to potentially unsafe situations and behaviours
- How to implement strategies

What is it that the students should be able to do?

- Devise personal and community strategies to respond to potentially unsafe situations and behaviours
- Implement personal and community strategies to respond to potentially unsafe situations and behaviours

6.4 Students propose a combination of products and services required to accommodate their health needs now and in the future.

What is it the students should know?

- What their current health needs are
- Health products that meet their health needs now
- Health services that meet their health needs now
- What are their possible or probable future health needs
- Health products that may be required to meet their health needs in the future
- Health products that may be required to meet their health needs in the future
- How to develop a proposal

What is it that the students should be able to do?

- Propose a combination of products and services required to accommodate their health needs now.
- Propose a combination of products and services required to accommodate their health needs in the future.

6.5 Students assess the impact of rules, laws and policies in promoting healthy social and physical environments.

What is it the students should know?

- How to conduct an impact assessment
- What are healthy social environments
- What are healthy physical environments
- Rules, laws and policies that promote healthy social environments
- Rules, laws and policies that promote healthy physical environments

What is it that the students should be able to do?

- Assess the impact of rules, laws and policies in promoting healthy social environments
- Assess the impact of rules, laws and policies in promoting healthy physical environments