



Penola
CATHOLIC COLLEGE
EST. 1995

HEALTH & PHYSICAL EDUCATION

Certificate III in Sport and Recreation
Health and Human Development
Outdoor and Environmental Studies
Physical Education



HEALTH AND PHYSICAL EDUCATION PATHWAYS

Year 7-9	Year 10	Year 11	Year 12	Tertiary/ TAFE/Career
Physical Education	Physical Education Exercise Science	Physical Education Units 1&2	Physical Education Units 3&4	University Human Movement Physical Education Outdoor Education Nursing Early Childhood Studies Exercise Science Exercise Rehabilitation Education Health Promotion & Marketing TAFE Sport & Recreation Fitness Instructor Sport Management
	Healthy Living	Health and Human Development Units 1&2	Health and Human Development Units 3&4	
		Health and Human Development Units 1&2	Health and Human Development Units 3&4	
	Certificate II Outdoor Recreation	Outdoor and Environmental Studies Units 1&2	Outdoor and Environmental Studies Units 3&4	
		Sport & Recreation (VET)	Sport & Recreation (VET)	



Possible Careers

- Teacher
- Sports Scientist
- Nutritionist
- Dietician
- Nurse
- Early Childcare
- Camp/Recreation Leader
- Tourism
- Outdoor Education Guide
- Health Promotion Officer
- Government: Environment and Sustainability
- Gym/Fitness Instructor
- Manager Fitness Centres
- Personal Trainer



CERTIFICATE III IN SPORT & RECREATION (VET)

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
- Analyse participation patterns
- Provide public education on the use of resources
- Undertake risk analysis of activities
- Manage conflict

Electives:

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

Assessment: 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.





HEALTH AND HUMAN DEVELOPMENT

Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments. These interrelationships are reflected in a social view of health that sees health as being created in the settings where people live and work. This social view of health recognises the need for personal skills development, the importance of empowering communities to take action to promote health, the creation of social and physical environments that are supportive of health and development, an awareness of the impacts on health of public policies and the need for health services to be oriented towards health promotion and the prevention of ill health.

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.

Areas of study include

- Health and wellbeing in a Global context.
- Health and sustainable development goals.

Assessment: Units 1 to 4

- Tests
- Examinations



OUTDOOR AND ENVIRONMENTAL STUDIES

VCE Outdoor and Environmental Studies is concerned with the ways 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 2017 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 2017 costs were as follows:

Year 11 Students- \$700 for the year

Year 12 Students- \$700 for the year

****2018 costs will be similar to 2017. Parents will be informed of confirmation of 2018 camp destinations, dates and costs at the parent information evening occurring in term 4, 2017.**

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
- Impacts 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

Assessment: Units 1 to 4

- Skill competency (outdoor experiences)
- Tests
- Examinations



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?

Assessment: Units 1 to 4

- Tests
- Examinations