# Health and Movement Science Life Skills Stage 6 – Years 11–12: Sample scope and sequence

## Year 11

### Term 1

| Weeks 1–10 |
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| **Unit:** Personal care and your health  **Focus area(s):** Health for individuals and communities  Students develop their understanding and skills to identify their own personal care needs such as medical treatment, hygiene, grooming, nutrition and health, as well as recognising the importance of procedures and routines to maintain daily personal care. They recognise their right to consent and identify people who can assist them in ensuring privacy in their personal care routines. Students consider what being healthy means to them and how looking after their personal care needs keeps them healthy. |
| Life Skills outcomes: **HM-LS-01, HM-LS-02, HM-LS-03, HM-LS-18** |

### Term 2

| Weeks 1–10 |
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| **Unit:** Being active, staying healthy  **Focus area(s):** Health for individuals and communities  Students build on their understanding of health and recognise that being healthy includes physical, mental and social health. They explore ways to keep their bodies healthy through nutrition and physical activity. They identify healthy eating patterns and create meal plans that demonstrate a balanced diet. Students explore how physical activity keeps them healthy. They explore leisure or recreational activities available in their community and identify one they would like to try, or introduce their preferred leisure or recreational activities to their peers. Students recognise the benefits of participating in leisure or recreational activities on their own physical, mental and social health. |
| Life Skills outcomes: **HM-LS-03, HM-LS-04, HM-LS-10, HM-LS-17** |

### Term 3

| Weeks 1–10 |
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| **Unit:** How the body moves  **Focus area(s):** The body and mind in motion, Training for improved performance  Students explore how bones, muscles and joints work together to help us move and maintain our physical health. They participate in movement activities to develop specific locomotor or ball skills. They use the 3 stages of skill acquisition to learn a new locomotor or ball skill and explore the role of practice in enhancing their performance. They engage in physical activities to practise and develop these skills. Students identify one or more movement skills needed for a preferred physical activity and teach these skills to their peers using some aspects of the stages of skill acquisition. |
| Life Skills outcomes: **HM-LS-12, HM-LS-14, HM-LS-15, HM-LS-16** |

## Year 12

### Term 1

| Weeks 1–10 |
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| **Unit:** Health and safety – what matters to you  **Focus area(s):** Health for individuals and communities  Students explore key health issues and factors that impact Aboriginal and Torres Strait Islander youth and young people in Australia. They investigate ways that young people can improve their health regarding healthy relationships, digital safety, sexual health, appropriate and inappropriate use of substances, road safety, and mental health. They identify which organisations and individuals in the local community can support them with health needs. They identify healthcare facilities and services and explore how the NDIS connects people with disability to health supports and services. |
| Life Skills outcomes: **HM-LS-05, HM-LS-09, HM-LS-10, HM-LS-18** |

### Term 2

| Weeks 1–10 |
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| **Unit:** What motivates you  **Focus area(s):** The body and mind in motion, Training for improved performance  Students recognise what motivates them to be active and what may hinder them. They identify factors as either intrinsic or extrinsic and note which are more motivational. Students investigate communities of exercise and how these can motivate people to be physically active. They explore their preferences for participation in physical activity in groups or on their own. By participating in group physical activities as a spectator or participant, they develop skills to positively interact with others. Students explore local group activities available and the factors that may impact on their participation, including cost, location, skills and safety. |
| Life Skills outcomes: **HM-LS-14, HM-LS-16, HM-LS-17** |

### Term 3

| Weeks 1–10 |
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| **Unit:** Safety in action  **Focus area(s):** Training for improved performance  Students identify risks related to different physical activities and sports. They identify how they can increase safety for themselves as participants. They explore ways to increase safe participation and reduce risks for a range of participants. They demonstrate appropriate treatment for injuries and conditions, identify circumstances that require further first aid or specialist treatment, and locate individuals and/or organisations that can provide advice or support. |
| Life Skills outcomes: **HM-LS-06, HM-LS-17, HM-LS-19, HM-LS-20** |

### Term 4

| Weeks 1–10 |
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| **Unit:** Investigating Australia’s health  **Focus area(s):** Collaborative Investigation, Health in an Australian and global context  Students identify chronic conditions, diseases or illness affecting the health of Australians. They identify groups of people who may experience health problems or inequity. They explore how organisations and services can support people’s health.  Collaborative Investigation:  Students engage in a Collaborative Investigation simultaneous to the unit of work to investigate a local or national health campaign aimed at reducing the prevalence of a chronic condition, illness or disease. They pose a question that will be explored in their investigation and present their findings in a visual or multimodal form. |
| Life Skills outcomes: **HM-LS-08, HM-LS-10, HM-LS-11, HM-LS-18, HM-LS-19, HM-LS-20, HM-LS-21** |