Personal Development, Health and Physical Education Stage 6 Syllabus

Content: PDHPE Stage 6 Preliminary Course

Preliminary Core 1: Better Health for Individuals

This module should occupy approximately 30% of total course time.

Module Description

This compulsory module examines the meanings of health, the perceptions individuals have about health and the range of factors and behaviours that influence health. Students are introduced to health promotion and investigate approaches and strategies that can assist individuals to achieve better health.

In this module, students investigate the following critical questions:

- What does health mean to individuals?
- What influences the health of individuals?
- What strategies help promote the health of individuals?

After studying this module, students will understand and value how a wide range of factors interact to support an individual to achieve better health. This understanding is further developed in the HSC core module, Health Priorities in Australia.

Outcomes

A student:

P1 identifies and examines why individuals give different meanings to health
P2 explains how a range of health behaviours affect an individual’s health
P3 describes how an individual’s health is determined by a range of factors
P4 evaluates aspects of health over which individuals can exert some control
P5 describes factors that contribute to effective health promotion
P6 proposes actions that can improve and maintain an individual’s health
P15 forms opinions about health-promoting actions based on a critical examination of relevant information
P16 uses a range of sources to draw conclusions about health and physical activity concepts.
What does health mean to individuals?

Students learn about:

- meanings of health
  - definitions of health
  - dimensions of health
  - relative and dynamic nature of health

- perceptions of health
  - perceptions of their health
  - perceptions of the health of others eg parents, the elderly, the homeless
  - implications of different perceptions of health
  - perceptions of health as social constructs
  - impact of the media, peers and family

Students learn to:

- examine the dynamic nature of health by exploring:
  - the interactions between the dimensions
  - the concept of good health
  - the health continuum
  - how health changes over time
  - how an individual’s circumstances affect their health

- examine perceptions of health by exploring questions such as:
  - how healthy am I? How healthy do other people think I am?
  - how healthy do I think other people are?
  - why would my perceptions of health be similar or different to others?
  - how might an individual’s perception of health affect their behaviour and wellbeing?

- determine the degree to which perceptions of health are socially constructed

Teacher Note: When studying this core, emphasis should be on drawing from realistic contexts relevant to students. These include food habits, body image, physical activity, drug use, mental health, sexual health and road safety.

- health behaviours of young people
  - the positive health status of young people
  - protective behaviours and risk behaviours

- explore current research and information to:
  - identify the prevalence of and trends in the health behaviours of young people
  - challenge the accuracy of societal perceptions of the health behaviours of young people

- identify protective and risk behaviours for health issues relevant to young people and predict how risk decreases or increases when multiple factors interact
What influences the health of individuals?

Students learn about:

- the determinants of health
  - individual factors, eg knowledge and skills, attitudes, genetics
  - sociocultural factors, eg family, peers, media, religion, culture
  - socioeconomic factors, eg employment, education, income
  - environmental factors, eg geographical location, access to health services and technology

- the degree of control individuals can exert over their health
  - modifiable and non-modifiable health determinants
  - the changing influence of determinants through different life stages

- health as a social construct
  - recognises the interrelationship of determinants
  - challenges the notion that health is solely an individual’s responsibility.

Students learn to:

- analyse how an individual’s health can be determined by a range of factors acting in various combinations

- assess the degree of control individuals have over their health, by exploring questions such as:
  - how much control do individuals have over the determinants?
  - what can individuals do to modify the determinants they have little control over?
  - how does the level of influence of the determinants change over time?

- investigate how the determinants of health explain why some individuals and groups have better or worse health than others.

What strategies help to promote the health of individuals?

Students learn about:

- what is health promotion

- responsibility for health promotion
  - individuals
  - community groups/schools
  - non-government organisations
  - government
  - international organisations, eg WHO, United Nations

Students learn to:

- describe the various health promotion roles and responsibilities adopted by individuals, groups and governments
### Personal Development, Health and Physical Education Stage 6 Syllabus

- **Health promotion approaches and strategies**
  - lifestyle/behavioural approaches, eg quit smoking programs, health education
  - preventative medical approaches, eg childhood immunisation, cancer screening
  - public health approaches, eg health-promoting schools and workplaces

- **Determine the effectiveness of a range of health promotion strategies relevant to young people, eg government interventions relating to alcohol consumption and young drivers**

- **Propose other actions that may improve the health of young people**

- **The Ottawa Charter as an effective health promotion framework**
  - developing personal skills
  - creating supportive environments
  - strengthening community action
  - reorienting health services
  - building healthy public policy

- **Describe the historical significance of the Ottawa Charter for Health Promotion**

- **Explain how health promotion based on the action areas of the Ottawa Charter have contributed to positive health outcomes. For example:**
  - reduction in road injuries
  - reduction in tobacco use

- **Principles of social justice**
  - equity
  - diversity
  - supportive environments.

- **Identify strategies where the principles of social justice have been applied to promote the health of individuals.**

### Suggested teaching and learning strategies

Given a case study of an individual, analyse the factors that influence the individual’s health behaviours. Give examples from the five action areas of the Ottawa Charter to illustrate what strategies could be implemented to promote their health.

Respond to this slogan: ‘Good health is your responsibility. Act now!’
Does it provide the best explanation for how health is determined?
Preliminary Core 2: The Body in Motion

This module should occupy approximately 30% of total course time.

Module Description

This compulsory module examines the scientific foundations of human movement. In this module, students explore how the body moves and why it moves in particular ways. Students focus on the relationships between anatomy, physiology, fitness, biomechanics and efficient human movement.

In this module, students investigate the following critical questions:

- How do the musculoskeletal and cardiorespiratory systems of the body influence and respond to movement?
- What is the relationship between physical fitness, training and movement efficiency?
- How do biomechanical principles influence movement?

This module forms a basis for a more detailed study of physiology and improving performance in the HSC course.

Outcomes

A student:

P7 explains how body systems influence the way the body moves
P8 describes the components of physical fitness and explains how they are monitored
P9 describes biomechanical factors that influence the efficiency of the body in motion
P10 plans for participation in physical activity to satisfy a range of individual needs
P11 assesses and monitors physical fitness levels and physical activity patterns
P16 uses a range of sources to draw conclusions about health and physical activity concepts
P17 analyses factors influencing movement and patterns of participation.
How do the musculoskeletal and cardiorespiratory systems of the body influence and respond to movement?

Students learn about:

- **skeletal system**
  - major bones involved in movement
  - structure and function of synovial joints
  - joint actions, eg extension and flexion

- **muscular system**
  - major muscles involved in movement
  - muscle relationship (agonist, antagonist)
  - types of muscle contraction (concentric, eccentric, isometric)

- **respiratory system**
  - structure and function
  - lung function (inspiration, expiration)
  - exchange of gases (internal, external)

- **circulatory system**
  - components of blood
  - structure and function of the heart, arteries, veins, capillaries
  - pulmonary and systemic circulation
  - blood pressure.

Students learn to:

- identify the location and type of major bones involved in movement, eg long bones articulate at hinge joints for flexion and extension

- identify the location of the major muscles involved in movement and related joint actions

- perform and analyse movements, eg overarm throw, by examining:
  - bones involved and the joint action
  - muscles involved and the type of contraction

- analyse the various aspects of lung function through participation in a range of physical activities

- analyse the movement of blood through the body and the influence of the circulatory and respiratory systems on movement efficiency and performance.

What is the relationship between physical fitness, training and movement efficiency?

Students learn about:

- **health-related components of physical fitness**
  - cardiorespiratory endurance
  - muscular strength
  - muscular endurance
  - flexibility
  - body composition

- **skill-related components of physical fitness**
  - power
  - speed
  - agility
  - coordination
  - balance
  - reaction time

Students learn to:

- analyse the relationship between physical fitness and movement efficiency. Students should consider the question 'to what degree is fitness a predictor of performance?'

- measure and analyse a range of both health-related and skill-related components of physical fitness

- think critically about the purpose and benefits of testing physical fitness
### Personal Development, Health and Physical Education Stage 6 Syllabus

- **aerobic and anaerobic training**
  - FITT principle

- **design an aerobic training session based on the FITT principle**

- **immediate physiological responses to training**
  - heart rate
  - ventilation rate
  - stroke volume
  - cardiac output
  - lactate levels.

- **compare the relative importance of aerobic and anaerobic training for different sports, eg gymnastics versus soccer**

- **examine the reasons for the changing patterns of respiration and heart rate during and after submaximal physical activity.**

### How do biomechanical principles influence movement?

**Teacher Note:** These selected areas of biomechanics should be studied through practical workshops and need only be dealt with in sufficient detail to understand their link to fundamental movement, eg why do you lean forward to accelerate?

**Students learn about:**

- **motion**
  - the application of linear motion, velocity, speed, acceleration, momentum in movement and performance contexts

- **balance and stability**
  - centre of gravity
  - line of gravity
  - base of support

- **fluid mechanics**
  - flotation, centre of buoyancy
  - fluid resistance

**Students learn to:**

- **apply principles of motion to enhance performance through participation in practical workshops**

- **apply principles of balance and stability to enhance performance through participation in practical workshops**

- **apply principles of fluid mechanics to enhance performance through participation in practical workshops**

- **describe how principles of fluid mechanics have influenced changes in movement and performance, eg technique modification, clothing/suits, equipment/apparatus**

- **apply principles of force to enhance performance through participation in practical workshops.**
**Suggested teaching and learning strategies**

With a group of students conduct a number of different fitness tests designed to measure the same element of physical fitness. Prepare a report on the results of each group member and discuss any variations in results across the tests.

Analyse a range of movements or performances to identify how biomechanical principles influence technique, eg multimedia analysis.
Preliminary Option 1: First Aid

This module should occupy approximately 20% of total course time.

Module Description

This option module addresses the need for a well-rehearsed, established routine in the delivery of first aid. In this module, students engage in the investigation and practical application of the major assessment and management techniques for the types of injury and medical conditions that require first aid attention. They explore the cause and symptoms of these main injuries and medical conditions. Students also explore the ethical arguments associated with the delivery of first aid.

In this module, students investigate the following critical questions:

- What are the main priorities for assessment and management of first aid patients?
- How should the major types of injuries and medical conditions be managed in first aid situations?
- What does the individual need to consider in administering first aid?

This module prepares students for undertaking a positive first aid role desirable in many settings, including the workplace. It is possible that this module can be delivered in such a way that those students wishing to gain an accredited first aid certificate are able to do so. Students have the opportunity to further develop related skills in the HSC option module Sports Medicine.

Outcomes

A student:

P6 proposes actions that can improve and maintain an individual’s health
P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings
P15 forms opinions about health-promoting actions based on a critical examination of relevant information
P16 uses a range of sources to draw conclusions about health and physical activity concepts.
What are the main priorities for assessment and management of first aid patients?

Students learn about:

- setting priorities for managing a first aid situation and assessing the casualty
  - situational analysis
  - priority assessment procedures
  - DRSABCD (Danger, Response, Send for help, Airway, Breathing, CPR, Defibrillation)
  - STOP (Stop, Talk, Observe, Prevent further injury)
- crisis management
  - cardiopulmonary resuscitation (CPR)
  - bleeding
  - shock
  - neck and spinal injury
  - moving the casualty
  - medical referral
  - care of the unconscious casualty.

Students learn to:

- plan and conduct appropriate assessment and management procedures in response to a range of first aid scenarios
- demonstrate CPR procedures using a manikin
- use safe procedures when moving a casualty.

**Teacher Note:** Students require a general understanding of the anatomical and physiological bases for their actions in assessment and crisis management scenarios, eg the effect of shock on circulation, the reason for head tilt to open the airway, the point at which medical referral is required.

How should the major types of injuries and medical conditions be managed in first aid situations?

Students learn about:

- management of injuries
  - cuts and lacerations
  - fractures
  - dislocations
  - head injuries and concussion
  - eye injuries
  - nasal injuries
  - burn injuries
  - teeth injuries
  - electrocution
  - chest injuries
  - abdominal injuries
- management of medical conditions
  - heart attack
  - stroke
  - diabetes
  - epilepsy
  - asthma
  - anaphylaxes
  - poisoning
  - bites and stings
  - exposure to heat and cold.

Students learn to:

- identify signs and symptoms, and primary management for each injury and medical condition
- apply bandages, slings and splints appropriately in the treatment of particular injuries
- explain the nature of the identified medical conditions.
What does the individual need to consider in administering first aid?

<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• physical environment</td>
<td>• analyse the particular safety issues associated with each physical environment</td>
</tr>
<tr>
<td>− traffic accidents</td>
<td>and formulate specific self-protective strategies that should be observed</td>
</tr>
<tr>
<td>− water environment</td>
<td>• describe the procedures to be taken to reduce risk of contact with body fluids</td>
</tr>
<tr>
<td>− electricity</td>
<td>and in the event of contact with body fluids in first aid settings</td>
</tr>
<tr>
<td>• infection control and protection</td>
<td>• debate the legal and moral dilemmas associated with providing first aid</td>
</tr>
<tr>
<td>− HIV/AIDS</td>
<td>• distinguish between a manageable first aid situation and an emergency situation</td>
</tr>
<tr>
<td>− blood-borne viruses (Hepatitis B and C)</td>
<td>• identify available sources of support for those involved in the delivery of</td>
</tr>
<tr>
<td>• legal and moral dilemmas</td>
<td>emergency first aid.</td>
</tr>
<tr>
<td>− legal implications, eg Occupational Health and Safety legislation, litigation</td>
<td></td>
</tr>
<tr>
<td>− moral obligations, eg duty of care, responsible citizenship</td>
<td></td>
</tr>
<tr>
<td>− commonsense versus heroics</td>
<td></td>
</tr>
<tr>
<td>• support following first aid situations</td>
<td></td>
</tr>
<tr>
<td>− debriefing</td>
<td></td>
</tr>
<tr>
<td>− counselling.</td>
<td></td>
</tr>
</tbody>
</table>

Suggested Assessment Strategies

Demonstrate using a manikin the procedure for assessment of an unconscious patient, including the application of CPR.

Conduct a safety audit of a familiar setting and recommend preventative strategies to be put in place as necessary.

Prepare a presentation on the nature of a particular medical condition and its first aid treatment.
Preliminary Option 2: Composition and Performance

This module should occupy approximately 20% of total course time.

Module Description

This option module is concerned with the way that movement is composed and performed. Students explore the elements of composition and apply them to movement skills in a medium of their choice. This process will lead to students performing a gymnastic sequence, dance, aerobics routine or games strategies. Students also develop appropriate ways of appraising performance and use the resulting feedback to refine their compositions.

In this module, students investigate the following critical questions:

- How do the elements of composition apply to different movement mediums?
- How are the elements used to compose movement?
- What is the role of appraisal in the process of composing and performing?

In this module, it is assumed that students’ compositions will build on existing skills in the selected medium. It may be necessary, however, to further develop these skills and add new skills to their movement repertoire in order to maximise performance potential.

Outcomes

A student:

P13 develops, refines and performs movement compositions in order to achieve a specific purpose

P16 uses a range of sources to draw conclusions about health and physical activity concepts

P17 analyses factors influencing movement and patterns of participation.
### How do the elements of composition apply to different movement mediums?

**Teacher Note:** It is suggested that a range of mediums are explored when introducing the elements of composition. In this way, students will be able to appreciate the commonalities and unique features of each medium.

<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• space</td>
<td>• use variations of spatial elements in a range of movement contexts, eg performance space in dance and gymnastics</td>
</tr>
<tr>
<td>– direction, eg sideways, diagonal, up, down, around, zig zag</td>
<td>– ways of creating and reducing space in games situations</td>
</tr>
<tr>
<td>– level, eg high, medium, low</td>
<td>– simple aerobic routines by varying direction and formation</td>
</tr>
<tr>
<td>– dimensions, eg shrinking, expanding, field and court size</td>
<td></td>
</tr>
<tr>
<td>– patterns and formations, eg regular versus irregular, circles, lines, squares, offensive and defensive patterns</td>
<td></td>
</tr>
<tr>
<td>• dynamics</td>
<td>• identify how changing dynamics can achieve specific purposes, eg communication of ideas</td>
</tr>
<tr>
<td>– force, eg strong, weak, explosive, jerky</td>
<td></td>
</tr>
<tr>
<td>– flow, eg bound, free</td>
<td></td>
</tr>
<tr>
<td>• time and rhythm</td>
<td>• investigate how rhythm and timing relate to different movement mediums, eg golf swing, running tempo, gymnastics</td>
</tr>
<tr>
<td>– musical applications, eg beat, tempo, accent</td>
<td></td>
</tr>
<tr>
<td>– duration</td>
<td></td>
</tr>
<tr>
<td>– momentum</td>
<td></td>
</tr>
<tr>
<td>– self-paced versus externally paced</td>
<td></td>
</tr>
<tr>
<td>– timing</td>
<td></td>
</tr>
<tr>
<td>• relationships</td>
<td>• distinguish between the effects of self-paced and externally paced activity for composition of movement</td>
</tr>
<tr>
<td>– other people, eg audience, performers, opponents, team members, partners</td>
<td></td>
</tr>
<tr>
<td>– apparatus and equipment</td>
<td></td>
</tr>
<tr>
<td>– team formations, positional play, partner work.</td>
<td></td>
</tr>
</tbody>
</table>

### How are the elements used to compose movement?

**Teacher Note:** In this section, students are to specialise in a selected medium in order to develop and perform a movement composition. In their composition they apply those elements that have relevance to their medium.

<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• the process of creating movement</td>
<td>• distinguish those elements of composition and movement skills that relate to the purpose of their selected medium</td>
</tr>
<tr>
<td>– defining the purpose or motivating factors</td>
<td></td>
</tr>
<tr>
<td>– generating movement relevant to the purpose</td>
<td></td>
</tr>
</tbody>
</table>
- exploring variations
- improvising

- the process of combining and arranging movement
  - the rules and conventions of the medium
  - sequencing
  - transitions
  - repetition
  - variation.

- extend their movement repertoire through improvisation
- explore ways of linking movement between phases of a performance, eg moving on and off stage, turning defensive formation into attacking formation, moving from a balance to prepare for a tumbling run
- experiment with the effects that variations in movement and elements have on the performance
- design and perform an individual or group performance in a selected medium.

What is the role of appraisal in the process of composing and performing?

Students learn about:

- ways of appraising (observing, analysing, experiencing)
- aspects for appraisal
  - elements of composition
  - creativity and innovation
  - arrangement of movement
  - achievement of purpose
- establishing and applying criteria.

Students learn to:

- appreciate mediums from an aesthetic and artistic perspective
- design criteria that reflect each of the aspects of appraisal and apply them to a performance
- use appraisal feedback to identify areas for modification.

Suggested teaching and learning strategies

Design a set of criteria for appraising the performance.

Observe a range of performances on video and identify how the elements of composition have been applied.

Use compositional skills to solve a range of movement problems in a selected medium.

Develop an improvisation to change the nature of a set routine.
Preliminary Option 3: Fitness Choices

*This module should occupy approximately 20% of total course time.*

**Module Description**

This option module examines the exercise options that are available to meet the varying fitness needs of individuals. In this module, students investigate what exercise means to different people and the factors that influence exercise choices. As a major focus of this module, students experience a range of exercise options and evaluate the ability of each to meet individual fitness needs.

In this module, students investigate the following critical questions:

- What does exercise mean to different people?
- What are the ways people choose to exercise for fitness?
- What influences people’s choice of fitness activities?

This module enables students to reflect on their personal exercise needs and preferences and make informed consumer decisions about exercise options that address these needs.

**Outcomes**

A student:

- **P5** describes factors that contribute to effective health promotion
- **P6** proposes actions that can improve and maintain an individual’s health
- **P10** plans for participation in physical activity to satisfy a range of individual needs
- **P15** forms opinions about health-promoting actions based on a critical examination of relevant information
- **P16** uses a range of sources to draw conclusions about health and physical activity concepts
- **P17** analyses factors influencing movement and patterns of participation.
What does exercise mean to different people?

Students learn about:

- meanings of exercise
  - exercise as a form of physical activity
  - exercise and its relationship to fitness

- the value that people place on exercise and fitness
  - changing attitudes to fitness
  - fitness as a commodity.

Students learn to:

- critically examine questions such as:
  - to what extent should exercise be a part of lifestyle?
  - what does it mean to be fit?

- analyse a range of opinions about the value that people place on fitness.

What are the ways people choose to exercise for fitness?

Teacher Note: In this section, students should be provided with opportunities to maximise their participation in a variety of fitness activities and reflect on their value. Students do not require a detailed knowledge of how to design various fitness activities, e.g., aerobics. It is not essential that these opportunities be provided in specialised facilities. The focus may be on those activities which can be provided within the school.

Students learn about:

- individual fitness activities, e.g.
  - power walking/running
  - swimming
  - cycling
  - weight training programs
  - tai chi
  - pilates/yoga
  - emerging individual fitness activities

- group fitness activities, e.g.
  - aerobics/aquarobics
  - pump/step/spin classes
  - circuit training
  - team games
  - exercise for specific groups, e.g., exercise for pregnancy, children, fitness, gentle exercise for the aged
  - emerging group fitness activities

Students learn to:

- evaluate the range and variety of fitness activities available

- participate competently and safely in a range of fitness activities

- compare a variety of forms of fitness activities by investigating:
  - the benefits of this fitness activity
  - where the fitness activity is available
  - who would be attracted to this activity
  - cost involved
  - time commitment required
  - sources for further information
  - personal reflections on participation
### What influences people’s choice of fitness activities?

**Students learn about:**

- **settings for exercise**
  - exercise at home, e.g., home gyms
  - community facilities
  - fitness centres and personal trainers
  - exercise clubs, e.g., running, walking, cycling
  - cultural groups

- **advertising and promotion**
  - how do you know who to believe?
  - promotional techniques, e.g., direct marketing, limited offer memberships
  - accuracy of information
  - ethics of advertising

- **motivators and barriers to participation**
  - access to facilities
  - convenience of use
  - cost
  - feelings about fitness and exercise
  - exercise as a priority
  - influence of other responsibilities, e.g., family, work

**Students learn to:**

- evaluate the appropriateness of fitness activities to them by investigating:
  - does this fitness activity suit my fitness needs?
  - could I continue to participate in this fitness activity? Why? Why not?
  - are other fitness activities more suitable for me?

- analyse advertisements for fitness and exercise services by investigating:
  - who is the advertisement targeting?
  - what does the advertisement offer?
  - what are the benefits of the service?
  - are the claims believable?

- describe their own exercise preferences by considering:
  - their motivation for exercising
  - the influences acting on their choice of exercise for fitness
  - their feelings about establishing a training partner
  - barriers that they need to overcome.

### Suggested teaching and learning strategies

Prepare oral and written presentations that:

- analyse an exercise option, e.g., aerobics, power walking
- examine the exercise options available in the local area.

Maintain a reflective journal based on participation in a variety of fitness activities. Journal entries could reflect on:

- enjoyment gained from the activity
- accessibility to the activity to continue participation
- benefits to be gained from continued participation in the activity.

Interview a range of people about:

- their motivations for exercising
- the barriers that prevent them from exercising.
Module Description

This option module focuses on the development of skills, understanding and attitudes necessary for safe participation in outdoor recreation activities. Students undertake practical learning experiences in order to develop technical skills of campcraft, navigation and survival action. They analyse the interpersonal aspects that enhance the effectiveness of groups in outdoor recreation settings. Students also think critically about the benefits of outdoor recreation and issues such as conservation and managing risk.

In this module, students investigate the following critical questions:

• What is the value of outdoor recreation?
• What are the technical skills and understanding needed for safe participation in outdoor recreation?
• What impact does group dynamics have on the outdoor experience?

The study of this module provides students with the opportunity to develop leadership skills and the ability to work in teams. The combination of engaging with the environment and the challenges it presents offers a unique personal development experience.

Outcomes

A student:
P6 proposes actions that can improve and maintain an individual’s health
P10 develops plans for participation in physical activity to satisfy a range of individual needs
P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities
P16 uses a range of sources to draw conclusions about health and physical activity concepts
P17 analyses factors influencing movement and patterns of participation.
### What is the value of outdoor recreation?

Students learn about:
- reasons for participation in outdoor recreation
  - stress management/relaxation
  - enjoyment, challenge and excitement
  - social interaction
  - appreciation of the environment
  - health and fitness.

Students learn to:
- recognise the physical, social, intellectual, spiritual and emotional outcomes that may result from participation in outdoor recreation.

### What are the technical skills and understanding needed for safe participation in outdoor recreation?

Students learn about:
- planning skills
  - environment planning, eg weather, venue
  - emergency management planning/risk assessment, eg escape routes, first aid preparation, communication modes with external authorities, reconnoitre of routes
  - food and water considerations
  - resources for safe participation, eg tent, protective clothing
  - legal and administrative requirements, eg permission, liaison with authorities, trip intention forms

- campsite selection
  - geographic, environmental and climatic considerations
  - establishing the camp site (fireplace, waste disposal)
  - tree fall evaluation

- conservation skills
  - ‘leave no trace’ camping
  - minimal impact practices
  - ethical issues, eg impact of activities on the environment

Students learn to:
- design checklists and strategic plans to manage the preparation for an outdoor experience
- determine the essential requirements for an outdoor experience in order to ensure that loads to be carried are manageable
- assess the suitability of a camp site by considering issues such as distance from creeks and trees, and waste disposal considerations
- critically examine the implications of the following for planning and behaviour: ‘take nothing but photos and leave nothing but footprints’; ‘leave the area cleaner than you found it’
- debate issues from ethical dimensions such as:
  - should areas be set aside as human-free?
  - should 4WD and hiking be banned from some areas?
• navigational skills
  − map reading
  − grid bearing
  − magnetic bearing
  − true north
  − measuring distance
  − natural navigation (using sun, stars)

• emergency management skills
  − wilderness first aid, eg thermoregulation, snake bite
  − what to do when you are lost
  − bushfire procedures, lightning, flooded rivers

• skills needed for other outdoor activities relevant to the experience, eg
  − canoeing/kayaking skills
  − abseiling skills.

• navigate using a compass and maps with varying detail
  • estimate the approximate time that it will take to walk a designated route

• analyse a range of risk situations and propose prevention and management strategies
  • describe how to construct an emergency shelter using natural materials
  • perform relevant outdoor activities safely and with a basic level of proficiency.

What impact does group dynamics have on the outdoor experience?

Students learn about:

• leadership styles
  − democratic
  − laissez-faire
  − autocratic
  − strategic non-intervention

• understanding group dynamics
  − stages of group dynamics (form, storm, norm, transform)
  − conflict resolution
  − team building
  − cooperation

• facilitation skills
  − communication skills
  − decision-making
  − flexibility

• understanding strengths and weaknesses
  − participant readiness
  − self-efficacy
  − balancing challenge and safety (challenge by choice, taking risks in bounds of competence)
  − pushing the comfort zone

Students learn to:

• distinguish between the different leadership styles and debate their suitability for different situations

• work cooperatively to solve simulated initiative challenges

• distinguish actions that enhance group cohesion when working in teams

• apply cooperative decision-making processes to solve problems and challenges faced in outdoor experiences

• debate questions such as:
  − how do you control risks when participants are encouraged to push their comfort zone?
  − what ethical considerations confront a leader in balancing challenge and safety?
Suggested teaching and learning strategies

Present a practical demonstration and explanation of one key outdoor skill area, for example:
- map reading
- orienteering and compass work
- route planning
- wilderness/remote area first aid.

In pairs, work cooperatively to successfully complete an initiative game demonstrating the interpersonal skills needed in outdoor recreation, for example teamwork, cooperation, problem-solving.

Plan a three-day camp for 15 participants, detailing all aspects that need to be considered.
**Glossary**

**advocacy**  
A combination of individual and social actions aimed at gaining support and commitment for a particular goal or program.

**blood borne viruses**  
Used to refer to Hepatitis B and C.

**critical approach**  
This question-based approach to the study of PDHPE involves proposing a range of solutions to the problems being studied. It may involve consideration of alternatives to practices that have been accepted or in place for extended periods of time.

**determinants of health**  
The range of personal, social, economic and environmental factors that determine the health status of individuals and populations.

**dispossession**  
The removal of possessions, particularly land.

**enabling**  
Action in partnership with individuals and groups, providing resources and support to empower them to promote and protect their health.

**EPO**  
The drug epoetin is a synthetic version of human erythropoietin (EPO). The drug stimulates the bone marrow to produce red blood cells. It is considered as blood doping and its use is banned in sports.

**equity**  
Equity means that resources are allocated in accordance with the needs of individuals and populations with the desired goal of equality of outcomes.

**FITT Principle**  
A framework for developing fitness programs that emphasise the variables Frequency, Intensity, Type of exercise and Time or duration of exercise.

**health**  
A state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity.

**health literacy**  
The ability to understand and interpret health information and services and utilise this information in ways that promote and maintain good health.

**health promotion**  
The process of enabling people to increase control over and to improve their health.

**health status**  
The health of an individual or population measured against an identifiable standard.

**intersectoral collaboration**  
Different sectors of society work together in a coordinated manner in order to tackle a particular issue or achieve an agreed outcome. The combined effort is more effective and the outcome more sustainable than the health sector working in isolation.

**Jakarta Declaration**  
The declaration resulted from the World Health Organisation’s 4th International Conference on Health Promotion. The declaration raises new health challenges, affirms the Ottawa Charter action areas and establishes the following priorities:

− promote social responsibility for health
− increase investments for health development
− consolidate and expand partnerships for health
− increase community capacity and empower the individual
− secure an infrastructure for health promotion.

**mediation**  
The process of bringing different interests and parties together to a point of accepting solutions that promote health.
new public health

A model of health recognising the dual role of lifestyle and living conditions as determinants of health status. It involves establishing programs, policies and services that create environments that support health.

Ottawa Charter

The charter represents the views of the World Health Organisation’s First International Conference on Health Promotion. It outlines prerequisites of health and the importance of enabling, mediating and advocating for health. It outlines 5 essential actions for health promotion:

build healthy public policy
create supportive environments
strengthen community action
develop personal skills
reorient health services

PNF

Proprioceptive Neuromuscular Functioning is a form of flexibility training. It involves a phase of pushing away from the direction of stretch against resistance. This is followed by a period of relaxation with gentle reversing of the resistance to push along the line of stretch increasing the stretch beyond its normal range.

reorienting health services

Moving the focus of the health sector towards health promotion, prevention and supporting the wellbeing of the whole person to complement traditional roles of diagnosis, treatment and rehabilitation. The health sector is encouraged to also adopt a key role in coordinating other sectors to work for health.

resilience

The process and capacity that allows individuals to successfully adapt to challenges in their lives. Resilience is related to the development of personal life skills, such as social problem-solving, assertiveness, negotiation, social support accessing skills and a sense of connectedness.

settings

Places or social contexts at which populations engage in daily life. These settings present as potential sites for health-promotion activity that targets the relevant populations.

social action

Deliberate activity that is aimed at enhancing the wellbeing of others and oneself. Based on the theory that the nature of society is a product of individuals acting collectively. In the school setting this may include, for example, students participating in decision-making, developing peer support networks, or promoting drug free lifestyles.

social construct

A concept that has meaning and shared understandings based on people’s ways of seeing, interpreting, interrelating and interacting.

social justice

A value that favours measures that aim at decreasing or eliminating inequity; promoting inclusiveness of diversity; and establishing environments that are supportive of all people.

sociocultural

Related to social and cultural factors that impact on health and physical activity issues.

strategic non-intervention

The deliberate decision to monitor rather than intervene when people are faced with a challenge or problem. This allows for the development of resourcefulness, problem-solving skills and personal growth.

supportive environments

The places people live, work and play that protect people from threats to health and that increase their ability to make health-promoting choices.

trait and state anxiety

One’s normal disposition to be anxious generally (trait) vs one’s level of anxiety in a particular situation (state).