

B O A R D O F S T U D I E S
N E W S O U T H W A L E S

Stage 6

Personal Development, Health and Physical Education Life Skills Course

Syllabus

Amended 2007

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1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

2 Stage 6 Life Skills Courses: Guidelines for Schools

Preamble

The Government's White Paper for the Higher School Certificate, *Securing Their Future*, included a commitment to extend the curriculum and reporting arrangements that were established for the School Certificate to HSC students with special education needs. This was in recognition of the principle that the post-compulsory years of schooling should cater for all students who choose to participate.

To meet this commitment, the Board of Studies has developed Life Skills courses for Stage 6 in each broad area of learning. The courses are:

- English Life Skills
- Mathematics Life Skills
- Personal Development, Health and Physical Education Life Skills
- Citizenship and Society Life Skills
- Science Life Skills
- Creative Arts Life Skills
- Technological and Applied Studies Life Skills
- Work and the Community Life Skills.

These courses have Board Developed status and can be used along with other Board Developed courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 Unit Preliminary course and a 2 Unit HSC course. There will not be an external examination for Life Skills courses.

These guidelines have been designed to help schools make decisions about whether a pattern of study in Stage 6 that includes or comprises Life Skills courses is appropriate to the educational needs of individual students. Schools will use these guidelines and courses to assist in developing a pattern of study that is consistent with the individual transition-planning process for the student.

Rationale for Stage 6 Life Skills Courses

The Stage 6 Life Skills courses extend the curriculum and reporting arrangements that were established for the School Certificate for students with intellectual disabilities. There are eight Stage 6 Life Skills courses.

The Stage 6 Life Skills courses stress the application of knowledge and understanding, skills, values and attitudes to a range of environments that will be accessed by students with an intellectual disability.

HSC rules and requirements

As detailed in the Board of Studies *Assessment Certification and Examination (ACE) Manual*, the eligibility requirements for the Higher School Certificate are the same for all candidates. Students must:

- have gained the School Certificate or other qualification that the Board of Studies considers satisfactory
- have attended a government school, an accredited non-government school, an institute of TAFE or a school outside NSW recognised by the Board
- have satisfactorily completed courses that comprise the pattern of study for the Higher School Certificate and
- have undertaken and made a serious attempt at the required forms of assessment for each course.

Pattern of study

To be eligible for the Higher School Certificate, all students, including those studying Stage 6 Life Skills courses, must undertake a Preliminary course pattern that includes 12 units of study and an HSC course pattern that includes 10 units of study. Both patterns must include:

- at least six units from Board Developed courses
- at least two units of a Board Developed course in English
- at least three courses of two units value and
- at least four subjects.

For the Preliminary course pattern, students may study Senior Science or no more than six units of any combination of Biology, Chemistry, Earth and Environmental Science, Physics.

For the HSC course pattern no more than six units of any combination of Biology, Chemistry, Earth and Environmental Science, Physics and Senior Science courses may be studied.

Students with special education needs can meet the requirements of the HSC using a combination of:

- Board Developed courses and/or
- Board Endorsed courses (including Content Endorsed courses) and/or
- Board Developed Life Skills courses and/or
- Industry Curriculum Framework course options.

This flexibility allows schools to develop individualised programs of study that challenge students according to their individual needs.

Eligibility to enrol in Stage 6 Life Skills Courses

Schools do not need to seek the Board's permission to enrol students in Stage 6 Life Skills courses. These decisions will be made by the school.

When making decisions about enrolling students in Stage 6 Life Skills courses, schools should bear in mind that the main aim of the Stage 6 Life Skills courses is to extend the curriculum and reporting arrangements that were established in Stage 5 for students with special education needs. The Board expects that the majority of students who enrol in Stage 6 Life Skills courses will be students with an intellectual disability.

In general, students enrolling in Stage 6 Life Skills courses will have completed at least four courses based on Life Skills outcomes and content in Stage 5.

In special circumstances, a student who has not undertaken at least four courses based on Life Skills outcomes and content in Stage 5 may wish to enrol in Life Skills courses for Stage 6.

These special circumstances might include situations where:

- a student has attempted regular syllabuses for the School Certificate but has experienced significant difficulty
- a student transfers from interstate or overseas
- a student has a deteriorating condition.

In these and similar circumstances, schools should only enrol students in Stage 6 Life Skills courses as a result of careful planning. The planning should establish why options other than Stage 6 Life Skills courses, such as accumulation or special provisions for the HSC examinations, are not appropriate.

The individual transition-planning process

When entering students for Stage 6 Life Skills courses, the Principal is certifying that the student is eligible and that the decision is the result of an individual transition-planning process.

Schools will make decisions about whether to enrol individual students in Stage 6 Life Skills courses in the context of an individual transition-planning process that is completed for both Year 11 and Year 12. The process must address how the pattern of study and attainment of the Higher School Certificate will contribute to the student's transition from school to adult life.

Transition-planning documentation

The completion of a transition-planning process for each student is a condition of access to Stage 6 Life Skills courses.

Schools do not need to forward transition-planning documentation to the Office of the Board.

The transition-planning documentation for each student should show evidence of:

- involvement of the student, and other significant individuals in the student's life, in the planning process
- clear directions and goals for the student's studies
- priorities for instruction
- identification of relevant settings and strategies
- resource requirements (across home, school and community settings as appropriate)
- strategies for monitoring progress
- clearly-defined time frames.

The documentation should show that the planned learning experiences and teaching activities are:

- appropriate to the chronological age of the student
- functional and life-skills oriented where appropriate
- developed across a range of settings
- planned collaboratively to meet present and future needs.

It should also address the student's specific needs at the point of transition from school to post-school.

Planning a pattern of study for students undertaking Stage 6 Life Skills courses

- Life Skills courses may form all or part of a pattern of study for students, based on the individual transition-planning process.
- Modules, outcomes and content from selected Stage 6 Life Skills courses will be chosen on the basis that they meet the individual needs, goals and priorities for each student.
- Students are not required to complete all the modules within a Life Skills course nor are they required to complete all the outcomes and content within each module of a Life Skills course.

The flow chart following demonstrates the links between individual transition planning, and the selection of courses to meet the needs of individual students and the Preliminary and HSC pattern of study requirements.

Individual Transition-planning Process

Student's Stage 5 Pattern of Study

List all courses (reflecting School Certificate key learning area requirements) being undertaken by the student and any workplace learning experiences

Student's Strengths, Interests and Abilities

Summarise student's strengths, interests and abilities relevant to transition planning

Areas for Student's Further Development

Summarise specific areas for further development

Individual Transition-planning Meeting – End of Stage 5

- Ensure that student, parents, carers, appropriate school staff and other relevant people are fully involved in the meeting
- Agree on goals for post-school
- If agreed that student goals will best be met by remaining at school to complete the HSC, determine pattern of study for Year 11 (Preliminary year)
- Document decisions made and associated responsibilities

Outline Pattern of Study for Year 11 – Preliminary Year – 12 Units

- List all courses to be undertaken by the student*, ensuring that these reflect student goals and priorities and the HSC requirements
- For **Stage 6 Life Skills courses**, list the selected modules, outcomes and content which will constitute each student's educational program as determined by the individual transition-planning process
- Identify relevant settings, strategies
- Identify resource requirements (across home, school and community settings as appropriate)
- Identify strategies for monitoring progress and clear time frames

Individual Transition-planning Meeting – End of Preliminary Year

- Ensure that student, parents, carers, appropriate school staff and other relevant people are fully involved in the meeting
- Review outcomes achieved in Preliminary year
- Review and confirm student post-school goals
- Determine pattern of study for HSC Year – Year 12
- Document decisions made and associated responsibilities

Outline Pattern of Study for Year 12 – HSC Year – 10 Units

- List all courses being undertaken (reflecting HSC requirements) by the student*, ensuring that these reflect agreed student goals and priorities and the HSC requirements
- For **Stage 6 Life Skills courses**, list the selected modules, outcomes and content which will constitute the student's educational program as determined by the individual transition planning process
- Identify relevant settings, strategies and clear time frames
- Identify resource requirements (across home, school and community settings as appropriate)
- Identify strategies for monitoring progress within the context of the Profile of Student Achievement

Note:

* Stage 6 – Note that students entered for Stage 6 Life Skills courses may access Industry Curriculum Framework course options, and other Board Developed or Board Endorsed courses.

Satisfactory completion of Life Skills courses

A student will be considered to have completed a Stage 6 Life Skills course satisfactorily if, in the Principal's view, the student has:

- followed a program developed from the relevant Life Skills syllabus
- applied themselves with diligence and sustained effort to the set tasks and experiences of the program
- achieved some or all of the course outcomes (see Profile of Student Achievement below).

There are no time requirements for any Board Developed or Board Endorsed course. The Board expects, however, that most students would meet the outcomes for a 2 Unit Preliminary course and a 2 Unit HSC course over approximately 240 indicative hours in total (ie 120 indicative hours each).

What students receive on successful completion

As detailed in the Board of Studies *ACE Manual*, all students who meet the pattern of study requirements and satisfactorily complete the required studies will receive a Higher School Certificate testamur, a Record of Achievement and a Profile of Student Achievement.

Testamur

The testamur is the Higher School Certificate. It shows the name of the student and the school, and includes a statement that the student has met the requirements for the credential.

Record of Achievement

A HSC Record of Achievement will be provided to any student who completes a Life Skills course. It lists all courses satisfactorily completed and the result for each course. A Record of Achievement is cumulative and lists all courses completed for Stage 6 in previous years.

Profile of Student Achievement

The Profile of Student Achievement is a report completed by the school on the student's individual achievements. The Board of Studies provides schools with a Profile of Student Achievement booklet for each student. The Profile of Student Achievement lists the outcomes for each Life Skills course. As the student demonstrates that they have achieved a learning outcome, the relevant section of the Profile of Student Achievement is signed and dated by the relevant school teacher.

Before the student leaves school, the Profile of Student Achievement is verified by the school principal as a true and accurate record of all learning outcomes demonstrated by the student. The Profile of Student Achievement is a record of all outcomes attained by the student.

Assistance and advice

School systems or sectors are able to advise schools on transition-planning and on options for students with special education needs. Schools seeking to enrol students in Stage 6 Life Skills courses may contact their system or sector's special education staff for information on transition-planning and options for their students.

Information and advice on any aspect of Life Skills Stage 6 courses are also available from the Senior Curriculum Officer (Special Education) at the Office of the Board of Studies. Board of Studies Liaison Officers can also advise on matters such as HSC entries and appeals.

The Board of Studies and the Office of the Board of Studies are committed to consultation and to responding to the needs of all students and schools. Schools and parents involved with the education of students with special needs are welcome to contact the Office of the Board of Studies at any time with comments or suggestions on the Life Skills courses or any other aspect of the Board's policies or requirements relating to students with special education needs.

Occupational health and safety

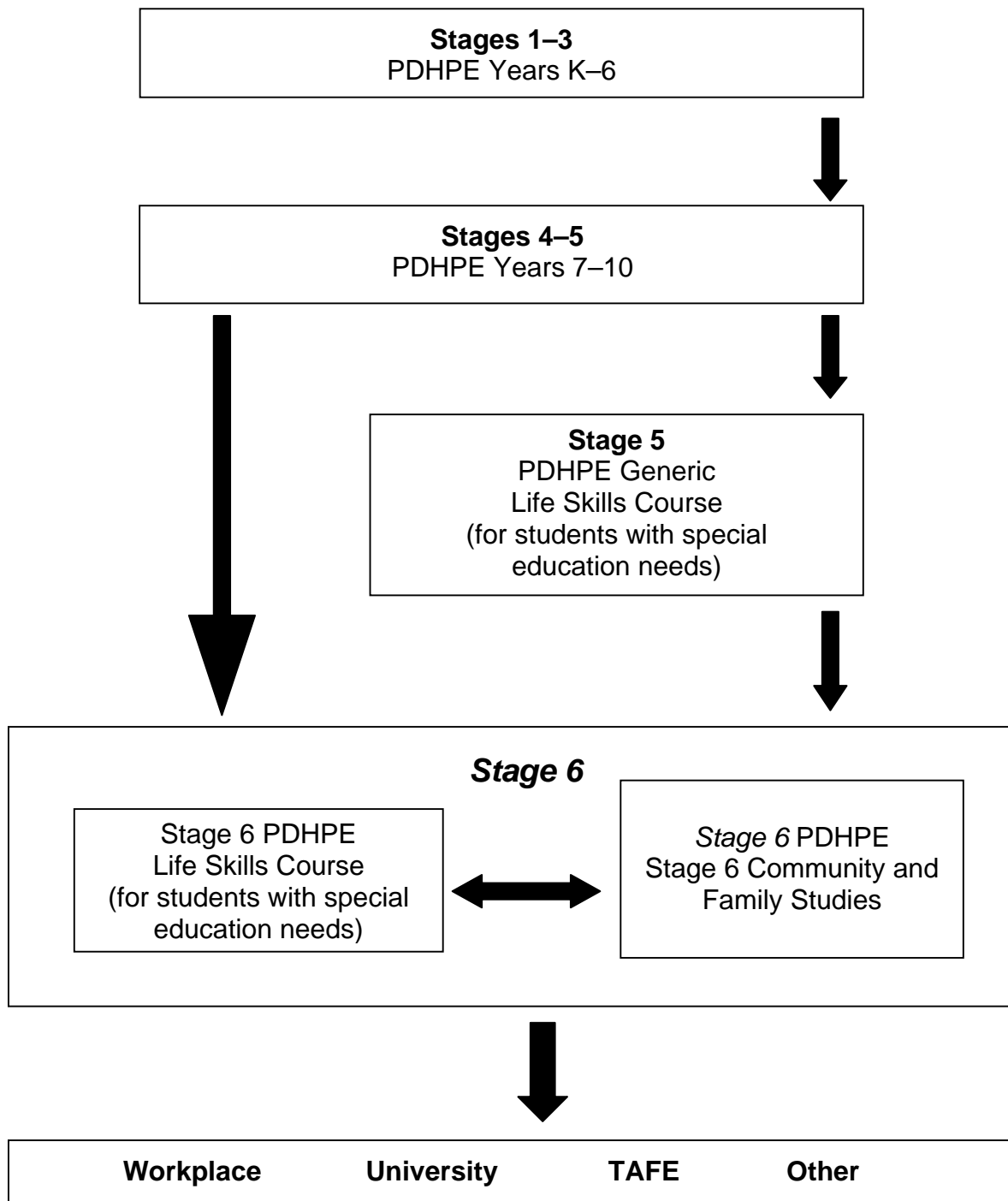
In developing units of work for Life Skills courses, teachers should consider the occupational health and safety issues of working with students. Safe working practices and environments should be provided at all times.

Care must be taken at all times in the practical activities students engage in. Non-slip mats can be provided in wet areas and the height and type of tables considered to suit the physical needs of students. Electrical hazards should be avoided at all times. For example, attention must be given to the safe use of tools, materials and technologies. If students are using tools or machinery, the dangers of working with such items should be explained. Students should be trained to work with tools and machinery. The adequate ventilation of classrooms, particularly when any hazardous substances are used, should be considered. Extractor fans, for example, can greatly assist in the removal of fumes from classrooms.

Further information about working with hazardous substances is available in the document *Chemical Safety in Schools Package* produced by the Department of Education and Training, 1998.

Exposure to excessive noise levels may lead to impaired hearing. The frequency and loudness of sound should be taken into account in the planning of any activities.

3 Continuum of Learning for Stage 6 PDHPE Life Skills Students



4 Aim

The aim of Stage 6 Personal Development, Health and Physical Education Life Skills is to develop in students the values and attitudes, knowledge, understanding and skills that will enable them to lead healthy, active and productive lives.

5 Objectives

In Stage 6 Personal Development, Health and Physical Education Life Skills, students will:

1. develop knowledge, understanding and skills in the management of issues related to personal growth and development
2. develop knowledge and understanding in order to make informed health and lifestyle decisions
3. develop skills, and informed and responsible values and attitudes, that enhance the quality of interpersonal relationships
4. develop knowledge, understanding and skills relating to safe living practices
5. develop knowledge, understanding and skills that facilitate participation in a range of leisure activities
6. develop the knowledge and skills to engage in a range of outdoor recreational pursuits.

6 Course Structure

Each course has six modules, which focus on generalising knowledge, understanding, skills, values and attitudes across a range of post-school environments. The structure of each Stage 6 Life Skills course is designed to provide a broad and balanced approach to meet individual student needs within the context of the transition-planning process.

The Stage 6 Personal Development, Health and Physical Education Life Skills course has an indicative time allocation of 120 hours in each of the Preliminary and HSC courses. The choice of outcomes and content from the modules within each course, and the time spent on the content, should reflect the needs of individual students.

Generally the outcomes contained in the Stage 6 PDHPE Life Skills course progress in degree of difficulty. The outcomes, however, are not based on a developmental hierarchy. Therefore students are not required to satisfy previous outcomes before engaging with particular outcomes and content later in each module.

The content points listed with each outcome form the basis of the learning opportunities for students. Teachers may choose the most relevant aspects of the content to meet the particular needs of individual students. Any examples provided with the content points are suggested strategies only. Teachers may use the examples provided or develop other examples to meet the particular needs of individual students.

Module	Module Description
Growth and Development	Knowledge, understanding and effective management of a range of personal health issues is critical to daily life as students grow and develop. A level of comfort and control as they experience physical changes will assist students as they enter post-school environments.
Developing and Maintaining a Healthy Lifestyle	A broad understanding of the importance of health practices (including nutrition, activity patterns and drug use) enables students to lead healthy lifestyles. The ability to access appropriate health care support will enhance their efforts to develop and maintain personal health.
Interpersonal Relationships	The ability to engage appropriately in a range of interpersonal relationships is a key factor in the successful participation of students in post-school environments. This module emphasises the ability to deal effectively with a range of emotions.
Safe Living	Students' effective participation in a range of post-school environments will be supported by knowledge, understanding, and skills in a range of safe living practices
Leisure	A balanced lifestyle includes the effective use of leisure time. This module outlines knowledge, understanding and skills that will assist students to engage in a range of leisure activities that will enhance their post-school life
Outdoor Recreation	Participation in a range of outdoor recreational activities is an important feature of post-school life for all students. This module provides students with experiences and information to enable them to engage in outdoor activities as a participant or spectator

7 Objectives and Outcomes

Objective Students will:	Outcomes A Student
1. develop knowledge, understanding and skills in the management of issues related to personal growth and development	1.1 indicates need for assistance and cooperates with others in relation to personal health care
	1.2 recognises the need for the management of personal hygiene and grooming
	1.3 selects appropriate clothing for specific occasions
	1.4 understands and manages their own routine health care procedures
	1.5 understands that some personal health care procedures require privacy
	1.6 responds effectively to appropriate and inappropriate actions by others
	1.7 recognises and demonstrates protective behaviours
	1.8 recognises inappropriate behaviour and responds assertively
	1.9 recognises and responds appropriately to bodily changes as part of physical maturation
	1.10 recognises and responds appropriately to emotional transitions
	1.11 demonstrates understanding of possible consequences of a range of sexual activities and knows how to seek advice or assistance if necessary
2. develop knowledge and understanding in order to make informed health and lifestyle decisions	2.1 recognises, selects and eats foods that are nutritious
	2.2 engages appropriately in eating and drinking activities
	2.3 understands the relationship between diet, physical activity and health
	2.4 recognises the need for, and participates in, regular physical activity
	2.5 identifies habits, behaviours or lifestyle practices that may lead to the transmission or prevention of communicable and non-communicable diseases
	2.6 identifies appropriate agencies or sources that can provide current, reliable advice on nutrition and lifestyle issues
	2.7 identifies circumstances when professional health care support may be needed
	2.8 recognises and demonstrates understanding of appropriate and inappropriate use of drugs
	2.9 demonstrates knowledge and understanding of personal medical conditions and allergic reactions to medication
	2.10 demonstrates an understanding of the relationship between personal and community health

Objective Students will:	Outcomes
3. Develop skills, and informed and responsible values and attitudes, that enhance the quality of interpersonal relationships	3.1 demonstrates awareness and understanding of a variety of interpersonal relationships
	3.2 identifies behaviour appropriate to different types of relationships
	3.3 demonstrates communication skills when relating to others
	3.4 demonstrates awareness of the skills and personal qualities involved in initiating and maintaining relationships
	3.5 demonstrates awareness and understanding of the qualities of friendships
	3.6 demonstrates awareness and understanding of, and respect for, the feelings of others
	3.7 demonstrates awareness and use of strategies to cope with changing relationships
4. develop knowledge, understanding and skills relating to safe living practices	4.1 demonstrates an understanding of safe and unsafe situations and takes appropriate action in unsafe situations
	4.2 demonstrates appropriate behaviour in emergency situations
	4.3 demonstrates an understanding of, and skills in, appropriate road safety behaviours as a pedestrian, wheelchair user, bike rider, passenger and driver
	4.4 demonstrates safety in and around the home
	4.5 demonstrates safe lifting practices
	4.6 demonstrates knowledge about, and skills in, using fire blankets, fire extinguishers and alarms
	4.7 demonstrates knowledge, understanding and skills of basic water safety.

Objective Students will:	Outcomes
5. develop knowledge, understanding and skills that facilitate participation in a range of leisure activities	5.1 chooses and participates in a range of indoor and outdoor leisure activities
	5.2 demonstrates appropriate interpersonal behaviour while engaging in leisure activities
	5.3 finds information about and accesses venues and services for leisure activities
	5.4 plans a social activity
	5.5 demonstrates an understanding of the elements of a balanced leisure program
	5.6 demonstrates skills in, and understanding of, caring for animals
	5.7 enjoys a range of sporting activities as both spectator and participant
	5.8 demonstrates movement skills when participating in physical activities, team games and sports
6. develop the knowledge and skills to engage in a range of outdoor recreational pursuits	6.1 participates in outdoor recreational activities individually, with a partner or in a group
	6.2 demonstrates knowledge about, and skills in, a range of aquatic activities
	6.3 demonstrates knowledge about, and skills in, bushwalking and camping
	6.4 demonstrates knowledge about, and skills in, gardening
	6.5 demonstrates knowledge about, and skills in, outdoor eating activities
	6.6 understands and minimises the impact of recreational activities on the environment

8 Key Competencies

The Stage 6 PDHPE Life Skills course provides a context for the development of general competencies essential for the acquisition of effective, higher-order thinking skills. These are necessary for community living, further education and training, and employment.

The following key competencies are embedded in PDHPE Life Skills:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others in teams
- using mathematical ideas and techniques
- solving problems
- using technology.

These key competencies are developed through the objectives, modules, outcomes and content of the Stage 6 PDHPE Life Skills course, in ways which address individual student needs.

9 Modules

Module 1: Growth and Development

Module Description

Knowledge, understanding and effective management of a range of personal health issues is critical to daily life as students grow and develop. A level of comfort and control as they experience physical changes will assist students as they enter post-school environments.

Outcome

1.1 Indicates need for assistance and cooperates with others in relation to personal health care

Content

Students:

- use personalised communication strategies such as gesture, vocalisation, signing, other devices or speech, to indicate a need for assistance with routine health care
- indicate recognition of the steps involved in preparing to eat with assistance from others and cooperate in the process
- indicate recognition of the steps involved in mealtime procedures, such as tube feeding, and cooperate in the process
- indicate recognition of the steps involved in preparing to drink with assistance from others, and cooperate in the process
- indicate recognition of the steps involved in preparing to use a standard toilet (with or without modifications) with assistance from others, and cooperate in the process, by such things as clothes adjustment, student positioning, physical support/assistance from another person, cleaning
- indicate recognition of the steps involved in being assisted with toileting, and cooperate in processes such as positioning on change table and clothing adjustment
- indicate recognition of the steps involved in clean intermittent catheterisation and cooperate in the process if assistance is required
- prepare and clean equipment, use appropriate space, adjust clothing and use injection/prevention procedures when self-catheterising with assistance
- indicate recognition of, and cooperate in the process of, managing menstruation with assistance

- indicate recognition of, and cooperate in the process of, taking a shower or bath with assistance
- indicate recognition of, and cooperate in the process of, routine health care procedures such as cleaning teeth, taking medication, hair care and suctioning of fluids

Outcome

1.2 Recognises the need for the management of personal hygiene and grooming

Content

Students:

- indicate recognition of the need for personal hygiene
 - eg – ask carers for help in washing
 - prepare carefully for social occasions
- indicate recognition of appropriate timing of specific personal hygiene and grooming procedures
 - eg – wash hands before eating and after going to the toilet, comb hair, clean teeth, manage menstruation
- indicate recognition of necessity of daily personal hygiene and grooming procedures
 - eg – showers or baths
- indicate recognition of personal hygiene and grooming procedures to meet personal needs as appropriate
 - eg – change clothes, wash hair, have hair cut
- manage personal hygiene and grooming procedures as part of a daily plan
 - eg – wash hands, shower, clean teeth, comb hair, manage menstruation
- manage personal hygiene and grooming procedures to meet personal needs as appropriate
 - eg – change clothes, wash hair, arrange for a hair cut

Outcome

1.3 Selects appropriate clothing for specific occasions

Content

Students:

- recognise and select appropriate clothing
 - eg – singlets and thermal underwear for cooler weather
 - wear school, work or training uniform
 - dress suitably for recreation/parties/weddings
 - dress suitably for discos/formal occasions
 - dress suitably for weather conditions

- recognise and select appropriate footwear
 - eg – wear boots for bushwalks
 - wear sandals in hot weather

- recognise and select appropriate clothing and footwear to meet safety requirements
 - eg – wear shirt and hat in the sun
 - choose jeans and boots for gardening
 - wear shorts and trainers for sport

Outcome

1.4 Understands and manages their own routine health care procedures

Content

Students:

- identify their own routine health care procedures
 - eg – catheterisation, blood sugar level testing, insulin injections, medication
 - epipen for allergic reaction
- indicate understanding of the purpose of personal health care procedures
- use safe practices for personal health care procedures
 - eg – clean catheters, deal safely with needles used for injections
- manage specific health care procedures with assistance or prompts from others according to agreed requirements
- manage specific health care procedures independently according to agreed requirements
- manage health care procedures independently and safely on a routine basis and in a range of environments

Outcome

1.5 Understands that some personal health care procedures require privacy

Content

Students:

- recognise that personal health care procedures such as dressing, bathing, showering and toileting should be carried out in privacy
- understand that personal health care procedures may involve assistance from other people and will be carried out in a private manner
- understand that when assistance from others is required, some physical touching or handling will be involved
- understand the need for, and develop skills in, modifying the environment to ensure privacy
eg – shut curtains while dressing
- acknowledge their rights and the rights of others to have health care procedures carried out in a private and dignified manner
- recognise and understand the need to respect the privacy of others

Outcome

1.6 Responds effectively to appropriate and inappropriate actions by others

Content

Students:

- recognise appropriate touching and handling involved in carrying out personal procedures
- recognise and respond to inappropriate touching and handling involved in carrying out personal procedures
- demonstrate skills in rejecting or protesting against inappropriate touching and handling through vocalisation, gestures, communication devices
- identify people who should be informed if inappropriate touching or handling occurs
- use personalised communication strategies to inform identified people if inappropriate touching or handling occurs

Outcome

1.7 Recognises and demonstrates protective behaviours

Content

Students:

- indicate recognition of the need to vary expressions of personal feelings and emotions to suit the nature of relationships with others
 - eg – hug parents
 - shake hands with teachers or work colleagues
- indicate recognition of the need to vary expression of personal feelings and emotions in different environments
- express personal feelings and emotions appropriately to a range of known and unknown people in home, school, community, training and work environments
- seek advice from identified people if they are unsure about how, when and where to express personal feelings and emotions
- identify specific aspects of safe and unsafe personal situations
 - eg – identify safe spaces such as a safety house
 - identify unsafe spaces such as parks at night, poorly lit public toilets
- identify appropriate strategies to respond to threats, bribes, verbal abuse and harassment from others
 - eg – respond assertively, seek assistance, identify support networks in different environments
- take assertive action in response to inappropriate behaviour by known or unknown people
 - eg – carry out 'No-Go-Tell' routine
 - use 'Trust, Talk, Take Control' routine

Outcome

1.8 Recognises inappropriate behaviour and responds assertively

Content

Students:

- demonstrate understanding of personal space for themselves and others and indicate their own needs
- recognise and identify inappropriate behaviours by both known and unknown people
 - eg – inappropriate touching, physical, verbal or emotional abuse, invasion of privacy
- indicate recognition of what constitutes inappropriate interpersonal behaviour in particular contexts
 - eg – touching in public places
- indicate recognition of what constitutes inappropriate coercive behaviour, both verbal and physical
 - eg – taunts, threats, violence, abuse
- recognise and communicate their own physical and emotional responses that indicate unease or discomfort about the behaviour of others
 - eg – fear, anger, physical symptoms of stress
- identify situations across environments where inappropriate behaviours are more likely to occur
 - eg – where alcohol and drugs are involved
 - alone with unknown people
 - alone with known people
- make appropriate decisions about safe and unsafe situations and environments
 - eg – safe access times, accessing facilities with known others, asking support staff for help
- use assertive personalised communication strategies to communicate dissent and indicate concern when threatened or intimidated by others
 - eg – ‘No- Go-Tell’
 - ‘Trust, Talk, Take Control’
- identify key people who should be informed about inappropriate interpersonal and coercive behaviour of others
- identify the various modes appropriate to particular circumstances, suitable for communicating concerns about inappropriate behaviour
 - eg – dialling 000, face-to-face, in writing
- express concern regarding discriminatory, coercive, harassing or violent behaviour by known people, using vocalisation, signs, gestures, communication devices, speech or writing in a range of environments

- use signs, symbols and written information in different environments to find support personnel
eg – identify safety house, find police station

Outcome

1.9 Recognises and responds appropriately to bodily changes as part of physical maturation

Content

Students:

- identify and name male and female characteristics that undergo change during puberty
- identify physical changes, both seen and unseen, to body systems that happen to boys and girls as they mature
eg – changes to voice, physical size, skin, and reproductive systems
- identify the purposes and functions of physical changes, both seen and unseen, to body systems that happen at puberty to boys and girls
- recognise the fact that changes to body systems are a normal part of maturation
- understand that there are individual variations within each stage of development
- recognise and understand the development of sexual feelings
- express sexual feelings in a safe and socially acceptable manner
- recognise the need for personal management of some physical changes, eg menstruation, 'wet dreams'
- recognise the implications of changes to body systems for appropriate personal and interpersonal behaviour
eg – privacy, personal space, when and where to discuss changes to body systems and with whom
- know how to cope with sexual arousal when in a public place
- outline the stages of the reproductive process

Outcome

1.10 Recognises and responds appropriately to emotional transitions

Content

Students:

- identify and express the changes in feelings and emotions which accompany maturation
- express a range of wants, needs, feelings and emotions
- respond to their own personal, emotional changes and feelings through displaying appropriate behaviour
 - eg – discuss difficulties with others, seek personal space to resolve feelings of frustration, use anger-management skills
- identify strategies to manage or control feelings and emotions such as mood changes, sexual feelings, frustration, fatigue
- identify personal strengths, abilities and characteristics
- identify factors that contribute to self-esteem, self-worth and a sense of responsibility
 - eg – feeling valued as an individual
 - sense of achievement
- consider the feelings and emotions of others
- respond to emotional changes and feelings of others through displaying appropriate behaviour
 - eg – acknowledge need for personal space and solitude, receptive listening, empathy
- recognise and accept that a sense of identity is associated with becoming an adult including:
 - body image
 - gender
 - sexual identity
 - uniqueness
 - strengths
 - interests

Outcome

1.11 Demonstrates understanding of possible consequences of a range of sexual activities and knows how to seek advice or assistance if necessary

Content

Students:

- understand the reproductive process
- recognise the need for consent by both parties to a sexual relationship
- recognise possible consequences of sexual activities for themselves, their partners and others
 - eg – pregnancy and parenting, abortion, HIV/AIDS and other sexually transmitted diseases, social and lifestyle consequences
- recognise the consequences of unplanned or unwanted pregnancies
 - eg – parenthood
 - marriage
 - adoption
 - abortion
 - family adjustments
 - financial adjustments
 - impact on career options
- recognise the importance of contraception and ‘safe sex’
 - eg – choices available, roles and responsibilities, impact on health
- identify appropriate sources for advice on, and assistance with, the implications and consequences of sexual activity, and how to contact them
- identify appropriate sources for advice on, and assistance with, contraception, and how to contact them

Module 2: Developing and Maintaining a Healthy Lifestyle

Module Description

A broad understanding of the importance of health practices (including nutrition, activity patterns and drug use) enables students to lead healthy lifestyles. The ability to access appropriate health care support will enhance their efforts to develop and maintain personal health.

Outcome

2.1 Recognises, selects and eats foods that are nutritious

Content

Students:

- eats foods when they are offered, if appropriate
- identify nutritious foods
- identify foods that are not considered healthy
- identify food and eating patterns that promote nutrition and health, and those that do not
- recognise differences between the nutritional values of processed and unprocessed foods
- understand the factors that contribute to a balanced diet
- identify the foods in the different food groups that they should eat most, moderately and least
- select and eat nutritious and healthy foods

Outcome

2.2 Engages appropriately in eating and drinking activities

Content

Students:

- indicate hunger or thirst through personalised communication strategies
eg – speech, gestures, symbols, communicative devices
- indicate recognition of mealtime routines
eg – time of day, hand washing, sitting at table
- indicate recognition of, and cooperate in, the steps involved in preparing to eat with assistance from others
eg – clothes protection, student positioning, preparing food and utensils, physical support or assistance from another person, time to chew or swallow, indicating sufficiency, cleaning up
- indicate recognition of, and cooperate in, the steps involved in tube feeding
- demonstrate appropriate manners involved in eating a meal at a table, either alone or with others
eg – appropriate amount of food to place in mouth, time to chew or swallow, finish mouthful before speaking, wait appropriately for second course
- demonstrate skills and techniques involved in eating a meal at a table, either alone or with others
eg – body posture, use of cutlery, use of napkin, use of condiments
- demonstrate appropriate manners in a range of eating situations
eg – when eating finger food at a party
– a sit-down meal
– a picnic or barbecue
- demonstrate understanding of the need to eat and drink throughout the day, taking into consideration weather and exercise factors

Outcome

2.3 Understands the relationship between diet, physical activity and health

Content

Students:

- describe what is meant by a 'balanced diet', 'physical activity' and 'personal health'
- recognise and name the properties of particular foods that contribute to personal health and the properties of foods that do not enhance personal health
- identify the food components of a balanced diet
eg – devise a weekly eating plan
- select foods that would make up a balanced diet and promote personal health in a range of environments
eg – devise a weekly eating plan suitable for a working week, a holiday trip, a week recovering from illness
- describe physical activities that can assist in promoting personal health
- understand the contribution of food intake and physical activity to maintenance of healthy weight

Outcome

2.4 Recognises the need for, and participates in, regular physical activity

Content

Students:

- identify physical activities that may be undertaken individually to promote health and fitness
eg – gym activities, swimming, bike riding, aerobics
- identify physical activities that may be undertaken with others to promote health and fitness
eg – dancing, team games
- select and participate in appropriate individual and group physical activities to maintain personal health
- identify local facilities for selected activities
eg – cycle tracks, pool, fitness centre, horse riding clubs
- demonstrate appropriate preparation for physical activities
eg – warm up before activities
– wear clothing appropriate to particular activities
- demonstrate safe practices while undertaking physical activities individually or with others
eg – safe use of gym equipment, use of safety and protective equipment

Outcome

2.5 Identifies habits, behaviours or lifestyle practices that may lead to the transmission or prevention of communicable and non-communicable diseases

Content

Students:

- indicate recognition of the difference between communicable and non-communicable diseases

- identify personal habits, behaviours or lifestyle practices which assist in preventing communicable diseases such as HIV/AIDS, hepatitis, measles, flu
eg – wash hands before eating and after using the toilet
– wash food before preparation
– store food appropriately
– do not eat food which has been visibly contaminated
– eat food from hygienic sources
– attend to personal hygiene – shower, bath, hair care, changing clothes
– do not share utensils, medication administration devices or personal health care items with others
– safe sex practices

- identify personal habits, behaviours and lifestyle practices that may prevent diseases such as heart disease, skin cancer, diabetes
eg – eat a balanced diet
– participate in appropriate exercise
– clean teeth regularly
– avoid excessive use of non-prescription medication
– take only medication that has been personally prescribed
– avoid smoking
– avoid consuming alcohol in excess
– use sun screens and dress appropriately outside
– get regular sleep

Outcome

2.6 Identifies appropriate agencies or sources that can provide current, reliable advice on nutrition or lifestyle issues

Content

Students:

- identify key health agencies in the local community and the type of advice they offer
eg – family doctor, hospital, specialist clinics
- investigate other sources in the community that can provide advice on lifestyle issues
eg – family, friends, sports clubs, self-help organisations, agencies such as Heart Foundation and Cancer Council, commercial health agencies
- identify sources of advice on a specific nutrition or lifestyle issue
eg – advice on contraception
- identify and compare the reliability of advice from a range of sources
eg – magazine advertisement, nurse

Outcome

2.7 Identifies circumstances when professional health care support may be needed

Content

Students:

- describe the services provided by family doctors, dentists, local hospitals, therapists and chemists
- describe when it would be necessary to obtain professional health care support from a doctor or dentist
 - eg – for regular check-ups, for pain or illness that is sudden or unusual, when there is a change in a medical condition, following an injury or accident, for treatment of a medical or dental condition, for renewal of a prescription
- describe when it would be necessary to obtain professional health care support from a hospital
 - eg – in an emergency that involves an accident, illness or injury, for treatment or an operation that has been deemed necessary by a doctor, for outpatient services following an injury or operation
- describe when it would be necessary to obtain professional health care support from a pharmacist
 - eg – to have prescriptions made up, to seek advice on over-the-counter medication
- outline and demonstrate appropriate procedures for obtaining health care services from a doctor, dentist, hospital or chemist
- know and communicate appropriate personal details to a doctor, dentist or hospital
 - eg – name, address, telephone, age, Medicare/health insurance details, details of current medication, weight, blood group, allergies to medication
- identify and demonstrate the ways that personal details may be provided to a doctor, dentist or hospital
 - eg – completion of forms, telephone interview, face-to-face
- recognise the need to be careful about providing personal confidential information
- indicate recognition of when and how it is appropriate to take medication
 - eg – as prescribed by a doctor
- indicate recognition of when and how it is appropriate to take medication without a doctor's advice or prescription
 - eg – for a cold or headache
- indicate recognition of prescribed or recommended dosage for particular medications

- identify the ways particular medications should be taken
eg – dissolved in water, by injection, skin patches, with meals
- indicate recognition of the ways particular medications should be stored to meet temperature and safety requirements
eg – away from sunlight, in the refrigerator, out of the reach of children
- indicate recognition of the ways unused medication should be disposed of
eg – taking it to the chemist
- demonstrate skills in relation to the administration of personal medication
eg – correct dosage, manner and time to be taken
- know how to store personal medication safely
eg – away from children, in a locked cabinet
- safely use, store and dispose of a variety of medications

Outcome

2.8 Recognises and demonstrates understanding of appropriate and inappropriate use of drugs

Content

Students:

- identify and discriminate between legal and illegal drugs
- discuss reasons why people take drugs
eg – medicinal, social, habit and addiction, pain, sadness and depression
- discuss the nature and purposes of medicinal drugs
- describe the dangers associated with the use of drugs
eg – addiction, illness
- know how to seek advice and assistance in relation to the use of drugs
eg – emergency doctors, chemists, poisons information services, hospitals
- recognise the need for personal responsibility in the use of legal drugs and substances
eg – understand the dangers of taking medication prescribed for someone else
 - understand the danger of inappropriate use of substances such as glue and petrol
 - understand health issues related to smoking
 - understanding the risks of driving or undertaking other activities while under the influence of alcohol
- demonstrate refusal skills when offered drugs for inappropriate purposes

Outcome

2.9 Demonstrates knowledge and understanding of personal medical conditions and allergic reactions to medication

Content

Students:

- identify personal medical conditions for which medication is required
eg – asthma, epilepsy, juvenile diabetes
- identify treatment or management strategies for personal medical conditions
eg – take regular meal breaks, carry inhaler or epipen
– take medication as prescribed
- identify how personal medical conditions might affect activities
eg – participation in sport
– safe operation of tools and machinery
– need for regular meal breaks
- indicate awareness of changes to personal medical conditions and take appropriate action
eg – asthma attacks becoming more frequent
- demonstrate ability to explain personal medical condition in appropriate circumstances
- manage or help manage their own medical conditions
- identify allergic reactions to medication, and carry alert device if necessary
eg – wear bracelet or necklace which clearly indicates allergy to penicillin

Outcome

2.10 Demonstrates an understanding of the relationship between personal and community health

Content

Students:

- acknowledge that community health is influenced by the actions of every individual in the community
- demonstrate personal practices that contribute to positive community health
eg – minimise pollution, care for public facilities, maintain personal hygiene practices
- identify and access community health facilities
eg – Department of Health, Department of Community Services, hospitals, Alcoholics Anonymous
- participate in community health projects
eg – ‘Slip, Slop, Slap’
– Active Australia
- recognise the symptoms of infectious diseases and take action, if necessary, to prevent them spreading
eg – cover mouth and nose when coughing and sneezing
- demonstrate concern for the welfare of other community members
- understand and value personal health and the health of others

Module 3: Interpersonal Relationships

Module Description

The ability to engage appropriately in a range of interpersonal relationships is a key factor in the successful participation of students in post-school environments. This module emphasises the ability to deal effectively with a range of emotions.

Outcome

3.1 Demonstrates awareness and understanding of a variety of interpersonal relationships

Content

Students:

- identify personal relationships which affect the individual
eg – family, peers, social groups
- recognise that interpersonal relationships are influenced by a variety of factors
eg – gender, age, stage of development, culture, environment, emotions
- recognise that relationships change and develop, particularly during adolescence
- understand that different relationships are formed as people develop different interests and concerns
eg – sport, leisure or Internet relationships
- value the benefits of belonging to a social group
eg – mutual support

Outcome

3.2 Identifies behaviour appropriate to different types of relationships

Content

Students:

- identify people with whom they have interpersonal relationships, in the living, work and leisure environments, and behaviours that are appropriate and socially acceptable within each of these relationships
- understand that some behaviours are only appropriate in private
- understand that some behaviours are only appropriate with the consent of all people involved
- understand that people behave differently in different contexts
eg – with family as compared to with friends

Outcome

3.3 Demonstrates communication skills when relating to others

Content

Students:

- establish and maintain eye contact when communicating with others
 - eg – look at communicative partner when speaking or listening
 - stop other activities to attend to communicative partner
- indicate recognition when greeting friends
 - eg – smile, nod, vocalise, gesture, use appropriate greeting phrase or action
- respond to a greeting
 - eg – vocalise, gesture, smile, use appropriate greeting phrase or action
- respond to social contact and show awareness of partner when engaged in an activity
 - eg – take part in conversation, take turns in leisure activity
- communicate effectively about a range of issues
 - eg – concerns, needs, pleasures, interests
- demonstrate appropriate non-verbal communication
 - eg – withdraw touch when it is unwelcome
- demonstrate listening skills
 - eg – use appropriate body language, active and reflective listening, give feedback
- understand and demonstrate awareness of personal space when interacting with others
- share ideas, feelings and opinions with others
- express ideas with confidence at appropriate times
- give positive feedback to others
- communicate with, and within, groups

Outcome

3.4 Demonstrates awareness of the skills and personal qualities involved in initiating and maintaining relationships

Content

Students:

- identify personal qualities that promote positive relationships
 - eg – cooperation, sharing, sense of humour, tolerance, respect, openness, honesty

- demonstrate the skills involved in initiating a friendship
 - eg – communicate clearly, listen
 - meet and make friends through participating in the community in recreational or leisure activities

- demonstrate the skills involved in maintaining a friendship
 - eg – conflict resolution, empathy, trust and confidentiality, reliability, listening, supporting, dealing with mistakes
 - express views and feelings appropriately
 - accept responsibility for personal actions

- recognise and value relationships
 - eg – at school, at work, within the family, in the community

- respond to the ideas, feelings and values of others

- recognise and accept that interpersonal relationships are dynamic
 - eg – friendships change with changing interests

- accept that relationships may involve levels of dependence, independence and interdependence

Outcome

3.5 Demonstrates awareness and understanding of the qualities of friendships

Content

Students:

- define qualities of friendship such as honesty, trust, reliability
- acknowledge that friendships involve responsibilities for themselves and others
eg – keeping confidences, reliability, honest opinions and feelings
- recognise that there may be issues that need to be resolved in maintaining friendships
eg – jealousy, conflict with other friends
- identify and show appropriate behaviour and respect towards others
eg – follow instructions from teachers or employers

Outcome

3.6 Demonstrates awareness and understanding of, and respect for, the feelings of others

Content

Students:

- acknowledge individual differences
eg – gender, race, marital status, disability, age and socio-economic status
- demonstrate sensitivity and empathy towards others in need
- demonstrate sensitivity to the rights, feelings and efforts of others

Outcome

3.7 Demonstrates awareness and use of strategies to cope with changing relationships

Content

Students:

- recognise and evaluate the reasons why a relationship might change or end
eg – change of school, move away from neighbourhood
- identify and explore the impact of, and their reactions to, the changes in, or the end of, a relationship
eg – grief, anger, despair, rejection, personal growth, new insight, acceptance
- use positive strategies to cope with stress, disappointment, loss, anger or rejection
- demonstrate conflict resolution skills
eg – negotiation, mediation, conferencing, reflective listening, communication of feelings, accepting others' feelings, recognising the causes of misunderstandings
- identify a network that can provide support when a relationship ends

Module 4: Safe Living

Module Description

Students' effective participation in a range of post-school environments will be supported by knowledge, understanding, and skills in a range of safe living practices.

Outcome

4.1 Demonstrates an understanding of safe and unsafe situations and takes appropriate action in unsafe situations

Content

Students:

- identify potential hazards in their living, work and leisure environments
- follow safe practice in a range of environments
- indicate concern or distress when in an unsafe situation or witnessing an unsafe practice
eg – tell others, use alarm system
- identify safe and unsafe weather conditions
- understand how weather conditions can affect the safety of outdoor activities and know how to take appropriate action
eg – cease outdoor activities in thunderstorm
- recognise and differentiate between different signals
eg – fire alarm, police or ambulance siren, beach warnings, school bell, hooters, smoke detectors
– flags indicating safe swimming area at a beach or indicating that the beach is closed
- respond appropriately to alarms and signals
eg – follow exit signs
- inform others of hazardous situations
eg – report road accident to 000
– alert teacher if student is injured
- identify personal physical warning signs that may indicate unsafe situations
eg different feelings in stomach, racing pulse, sweating

Outcome

4.2 Demonstrates appropriate behaviour in emergency situations

Content

Students:

- list situations where first aid or emergency may be needed in the living, work and leisure environments
 - eg – at home: falls, burns, electrocution, cuts, bites, stings, poisoning, other injuries, acute illness
 - at work: accidents with machinery, fume inhalation, pollution, road accidents, other injuries, acute illness
 - in the community: drowning, dehydration, road accidents, hypothermia and hyperthermia, sunstroke, other injuries, acute illness
- identify circumstances when first aid may be required
 - eg – burns, scalds, cuts, bites, stings
- demonstrate skills in administering basic first aid
 - eg – cleansing wounds, bandaging, supporting limbs
 - implementing Danger, Response, Airway, Breathing, Circulation procedure
- practise appropriate emergency procedures for different situations
 - eg – home safety
 - school safety
 - road safety
 - environmental safety
 - water safety
- follow basic guidelines in an emergency
 - eg – stay calm, send for help, administer basic first aid if required, warn others, contact emergency services
- evacuate an area or building when alarm sounds
- demonstrate knowledge of first aid techniques and procedures
 - eg – bleeding — elevation and pressure
 - fractures — bandaging
 - Danger, Response, Airway, Breathing, Circulation procedure
- practise first aid techniques
- demonstrate knowledge of CPR techniques and procedures
 - eg – expired air resuscitation, cardio-pulmonary resuscitation
- practice EAR and CPR techniques

Outcome

4.3 Demonstrates an understanding of, and skills in, appropriate road safety behaviours as a pedestrian, wheelchair user, bike rider, passenger and driver

Content

Students:

- understand the terms 'pedestrian', 'wheelchair user', 'passenger', 'bike rider' and 'driver'
- indicate recognition of appropriate behaviours as a pedestrian or wheelchair user
 - eg – crossing procedures using various facilities
 - using skateboards or rollerblades safely
- demonstrate road safety skills as a pedestrian or wheelchair user
- indicate recognition of appropriate behaviour as a bike rider
 - eg – use safety equipment
 - undertake bike safety checks
 - abide by road rules
- demonstrate road safety skills as a bike rider
 - eg – use reflective products
 - use safety equipment
 - ride in 'bike safe' areas
 - follow road rules
- indicate recognition of appropriate behaviour as a passenger
 - eg – use seat belts
 - do not distract the driver
- demonstrate skills as a passenger
 - eg – fasten seat belts
 - sit quietly, stay in seat
- travel in the community in a variety of ways with safety
 - eg – bus, car, taxi, bike, train, by wheelchair or on foot
- recognise appropriate behaviour as a driver
 - eg – abide by road rules
 - be aware of programs such as 'Stop, Revive, Survive'

Outcome

4.4 Demonstrates safety in and around the home

Content

Students:

- identify a variety of tools and appliances that may be used in the living, work and leisure environments
 - eg – at home: heaters, power tools, lawn mowers
 - at work: machinery, tools, computers
 - in the community: sporting equipment
- identify safety precautions and guidelines when using tools, utensils and electrical equipment
 - eg – use safety switches on electrical equipment
 - wear protective clothing
- use tools, utensils and electrical appliances safely
- recognise warning signs and symbols indicating dangerous substances in the living, work and leisure environment
 - eg – poison symbols, hard hat areas
- recognise everyday substances that are hazardous
 - eg – bleach, disinfectant, medicines, petrol, cleaning agents
- understand that misuse, abuse or incorrect handling of some substances may lead to accidents or illness
 - eg – do not store bleach in soft drink bottles
 - do not light fires with petrol
 - do not use other people's medication

Outcome

4.5 Demonstrates safe lifting practices

Content

Students:

- identify objects that may require lifting in the living, work and leisure environment
eg – furniture, cartons, weights
- understand the need to follow safe lifting practices to avoid injuries to back, shoulders and neck
- identify occasions when a one-person lift can be used
eg – picking up light items such as shopping bags
- demonstrate the skills required to carry out one-person and two-person lifts
eg – positioning, using legs not back, lifting close to body
- identify occasions when a two-person lift should be used
eg – moving a person, table or television
- identify when mechanical lifting devices are required

Outcome

4.6 Demonstrates knowledge about and skills in using fire blankets, fire extinguishers and alarms

Content

Students:

- identify the purposes for fire blankets, extinguishers, alarms and smoke detectors
- locate fire blankets, extinguishers and alarms in the home, work and leisure environments
- identify occasions when a fire extinguisher should or should not be used
eg – electrical fires
- demonstrate skills in using fire extinguishers and blankets
- recognise and respond to a fire alarm in different environments
eg – follow emergency evacuation procedures
- identify behaviours that are associated with risk of fire
eg – cooking, drying clothes near heater, smoking in bed

Outcome

4.7 Demonstrates knowledge, understanding and skills of basic water safety

Content

Students:

- identify safe places to swim in a range of water environments

- demonstrate water safety skills
 - float
 - scull
 - tread water
 - swim

- understand key water safety messages and practices
 - swim between flags or in areas indicated by lifesavers
 - swim with supervision or company
 - check depth of water
 - don't jump from heights into water eg off bridges

- identify and articulate their water skills abilities
eg – floating, dog paddle, tread water

- recognise environments where water safety skills are required

- identify and recognise potential hazardous situations involving water

Module 5: Leisure

Module Description

A balanced lifestyle includes the effective use of leisure time. This module outlines knowledge, understanding and skills that will assist students to engage in a range of leisure activities that will enhance their post-school life.

Outcome

5.1 Chooses and participates in a range of indoor and outdoor leisure activities

Content

Students:

- indicate knowledge of indoor leisure activities in the local community
eg – ten pin bowling, dancing, eating out, parties, aerobics, bingo, swimming, concerts, hobby groups, theatre, cinema, board games, rollerskating, computer games, indoor sports such as basketball, volleyball, cricket
- use personalised communication to indicate choice of preferred indoor leisure activity
- indicate knowledge of outdoor leisure activities in the local community
eg – individual and team sports, archery, fishing, horse riding, bird watching, abseiling, visiting museums, photography
- use personalised communication to indicate choice of outdoor leisure activity
- participate in a range of indoor and outdoor leisure activities

Outcome

5.2 Demonstrates appropriate interpersonal behaviour while engaging in leisure activities

Content

Students:

- indicate recognition of the need to display appropriate social behaviour when engaging in indoor or outdoor leisure activities
eg – take turns, cooperate, share, play to rules, accept defeat, listen to coach or instructor, be supportive of team mates
- demonstrate appropriate social behaviour when engaging in leisure activities
- indicate recognition of the need to display appropriate social behaviour in particular situations
eg – at the pool, on public transport, at a concert, at a sports event
- behave appropriately in specific social and leisure situations
eg – in change rooms at a pool or gym
– while travelling on a bus or a train
– during performances at a theatre or cinema

Outcome

5.3 Finds information about and accesses venues and services for leisure activities

Content

Students:

- select venues for leisure activities about which further information is required
eg – cinema, theatre, restaurant

- find sources of information about venues
eg – telephone directory, library, flyers, classified ads, programs, TV, tour guide, newspapers, radio, entertainment guide, advertising boards, Internet, personal contact, magazines

- find information about selected activities from a variety of sources
eg – reading and listening, verbal communication, use of the telephone, keyboard skills, augmentative communication

- attend leisure activities as a spectator or participant using information gathered from a variety of sources
eg – attend a football match
– travel to a new restaurant
– meet team members for end-of-season outing

- recognise, select and identify the organisational details required when ordering a service or making a booking
eg – ordering take-away food
– making a booking for a theatre performance
– hiring sporting equipment

Outcome

5.4 Plans a social activity

Content

Students:

- recognise and identify types of parties and group activities
eg – birthdays, cultural celebrations, farewells, baptisms, weddings, special days, group theatre visits, outings, excursions, reunions

- detail the steps involved in carrying out a planned party or group activity
eg – determine number of guests/participants, venue, catering details, formulate invitations to guests, contact catering firm
– organise travel arrangements

- identify follow-up procedures
eg – thank you cards

- determine and organise appropriate activities for the social occasion
eg – games, speeches etc

Outcome

5.5 Demonstrates an understanding of the elements of a balanced leisure program

Content

Students:

- identify individual patterns of work, rest, sleep, physical activity, leisure and recreation
- recognise that a healthy lifestyle requires a balance of work, rest, sleep, physical activity, leisure and recreation
- design or look at examples of balanced and unbalanced leisure programs
- design personal balanced leisure programs
- participate in regular balanced leisure programs, based on personal preferences
- plan strategies to be sufficiently physically active for good health and fitness

Outcome

5.6 Demonstrates skills in, and understanding of, caring for animals

Content

Students:

- recognise the positive aspects of owning a pet
 - eg – companionship
 - responsibility

- recognise and understand the need to accept responsibility when caring for animals
 - eg – cleaning, providing shelter

- demonstrate awareness of community rules about keeping pets
 - eg – registration

Outcome

5.7 Enjoys a range of physical activities as both spectator and participant

Content

Students:

- recognise appropriate clothes to wear as spectators
eg – supporters' colours, suitable dress for weather conditions
- recognise appropriate clothes to wear when participating in an activity
eg – sports clothes for physical activities
- demonstrate knowledge and understanding of the rules of selected sporting activities
- appreciate the qualities of a good performance
- demonstrate perseverance in learning new activities
- demonstrate teamwork and fair play
- find sources of information on sports and sports events
eg – telephone directory, library books, newspapers, magazines, TV, radio, Internet, personal contact or interviews
- find information required to meet individual needs as a spectator or player
eg – disability access, toilets, concession tickets, specific seating arrangements

Outcome

5.8 Demonstrates movement skills when participating in physical activities, team games and sports

Content

Students:

- identify a range of physical activities, team games and sports
eg – ball games, word games, board games, energisers
- identify equipment required to participate in chosen physical activities, team games or sports
- recognise and identify the organisation of teams for different types of games and sports
eg – number of players, leader/captain
- recognise and use specific team game and sport terminology
- demonstrate skills in striking, kicking, throwing and propelling a variety of balls
eg – softball, football, cricket ball, tennis ball, snooker ball, volley ball
- demonstrate skills in catching, trapping, kicking and fielding a variety of balls
eg – softball, football, cricket ball, basketball, netball
- transfer or generalise skills from one situation to another
eg – netball to basketball
– rugby league to rugby union
– softball to baseball
– squash to tennis
- demonstrate strategies to avoid injury
eg – warm up, develop fitness, use safe techniques
- demonstrate awareness and knowledge of team positions in games played
eg – netball, basketball, hockey, soccer
- use movement skills to participate in games and sports
eg – run, jump, leap, twist, run, pivot, change direction
- combine skills to participate effectively in selected team games or sports
eg – movement skills, positional skills, hand/eye, foot/eye skills, knowledge of rules
- develop skill-related components of fitness in order to increase effective participation in games and sport
eg – balance, coordination, agility, speed
- monitor individual levels of physical activity

- demonstrate locomotor and non-locomotor skills in gymnastics, aerobics and dance sequences
eg – roll, leap, jump, skip, slide, balance, gallop, turn, twist

Module 6: Outdoor Recreation

Module Description

Participation in a range of outdoor recreational activities is an important feature of post-school life for all students. This module provides students with experiences and information to enable them to engage in outdoor activities as a participant or spectator.

Outcome

6.1 Participates in outdoor recreational activities individually, with a partner or in a group

Content

Students:

- identify a range of recreational activities that can be undertaken individually
eg – rollerblading, fishing, gardening, cycling
- identify and select recreational activities that can be undertaken with a partner or with a group
eg – orienteering, tennis, aquatic activities
- develop skills and knowledge necessary for successful participation in chosen activity
- participate in a chosen recreational activity as an individual, with a partner or as a member of a group
- indicate recognition of the nature and features of a preferred recreation activity from the list above or an alternative activity
eg – whether individual or group activity
 - the type and cost of equipment required for participation
 - the degree of training and skills required for participation
 - the safety issues and risks associated with participation
- demonstrate understanding of the knowledge required for participation in the preferred recreation activity
eg – regulations about where and when the activity may be undertaken
 - how to control, mount and dismount from a horse
 - how to ride a bicycle using gears and brakes effectively
- find information about preferred activity
eg – contact a horse riding group to ascertain details of instruction available
 - visit a sports store to seek advice about fishing gear
- demonstrate knowledge about and skills in the preferred activity
eg – wear a bike helmet
 - demonstrate skills in aquatic activity
 - identify regulations about fishing locations and the size of fish that may be retained

- participate with safety in preferred recreational activity
 - eg – wear safety equipment
 - wait their turn
 - mount and dismount a horse safely
 - enter and leave water safely

Outcome

6.2 Demonstrates knowledge about, and skills in, a range of aquatic activities

Content

Students:

- identify or indicate recognition of a range of aquatic activities
 - eg – swimming, diving, water polo, boating, water skiing, jet skiing, fishing, canoeing, aqua-aerobics, etc
 - hydrotherapy
- develop competence in the basic skills required to engage in aquatic activities effectively and safely
- engage in chosen aquatic activity safely
- demonstrate appropriate personal behaviours when engaged in aquatic activities
 - eg – suitable clothing, personal hygiene
 - sun safety

Outcome

6.3 Demonstrates knowledge about, and skills in, bushwalking and camping

Content

Students:

- identify the purpose of bushwalking
 - eg – fitness/enjoying scenery and the natural environment
 - searching for native animals/bird watching/plant identification
- identify and develop basic skills required to engage in bushwalking
 - eg – appropriate clothing and footwear/first aid
- demonstrate appropriate personal behaviours when engaged in bushwalking and camping
 - eg – fire safety/sun safety/insect repellents/suitable clothing/personal hygiene practices/minimal environmental impact/inform someone of where you are going/walk with a friend
- identify and indicate recognition of a range of camping activities
 - eg – using a tent, a caravan
- identify and develop basic skills required to engage in camping activities safely
 - eg – menu planning, campsite selection, pitching a tent, fire safety
- demonstrate appropriate personal behaviours when engaged in camping activities
 - eg – sensitivity to the rights of others, noise pollution, hygiene practices, minimal environmental impact

Outcome

6.4 Demonstrates knowledge about, and skills in, gardening

Content

Students:

- identify the range of activities involved in gardening
 - eg – establishing a garden
 - mowing, watering, fertilising, pruning

- identify and develop the basic skills and knowledge required for successful gardening
 - eg – sowing preparation, use of appropriate equipment, plant selection

- engage safely in gardening
 - eg – wearing protective clothing and footwear
 - using chemicals, tools and machinery safety

- identify specific tools needed for particular gardening needs
 - eg – spade, hoe, rake

Outcome

6.5 Demonstrates knowledge about, and skills in, outdoor eating activities

Content

Students:

- demonstrate basic skills required to engage in outdoor eating activities
 - eg – food preparation, menu planning, food hygiene, fire and utensil safety, cooking and serving techniques, site selection, purchasing take-away food

- engage in outdoor eating activities safely
 - eg – BBQs, picnics

- demonstrate appropriate personal behaviours when engaged in outdoor eating activities
 - eg – appropriate eating and drinking
 - personal hygiene, food hygiene
 - fire and utensil safety, minimal environmental impact, sensitivity to the rights of others, noise pollution

Outcome

6.6 Understands and minimises the impact of recreational activities on the environment

Content

Students:

- identify a range of environments where recreational activities may be carried out
eg – pools, rivers, bushland, national parks, gardens, snow fields, roads and tracks

- understand the need to protect and minimise the impact of recreational activities on environments
eg – sacred sites, bush regeneration areas, foreshores, landscaped pathways, beaches, areas above the snow line, islands, etc
– reefs

- indicate practices that have a negative impact on the environment
eg – dropping litter
– distribution of waste from cars
– abandoning dogs/cats in national parks
– disposal of oils and chemicals into stormwater drains and catchment areas

- follow guidelines to care for the environment
eg – ‘take only photos, leave only footprints’

10 Post-school Opportunities

The study of Stage 6 PDHPE Life Skills assists students to prepare for employment, further education and training and full and active participation in community life. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

Recognition of Student Achievement in Vocational Education and Training (VET)

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses in TAFE NSW or other Registered Training Organisations (RTOs).

RTOs, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and industry training packages endorsed within the AQF. Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website (www.ntis.gov.au).

Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students. Information on Life Skills courses can be found on the TAFE NSW website (www.tafensw.edu.au).

Recognition by other Registered Training Organisations

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement so that the degree of recognition available can be determined.

11 Assessment and Reporting

11.1 Assessment

Assessing student achievement is the process of collecting information on student performance in relation to the knowledge and skills objectives of the course and the related outcomes.

Within the Stage 6 PDHPE Life Skills course, the individual transition-planning process will determine the educational priorities for each student, from which modules and outcomes are studied and content covered. The content points listed with each outcome not only form the basis of the learning opportunities for students, but also provide examples of assessable activities on which teacher judgement will be based.

Assessment should take account of the individual ways that students demonstrate achievement of syllabus objectives and outcomes based on the content covered in the course. To cater for such individuality, a range of assessment materials should be used, appropriate for the outcomes to be measured, and relevant to students' capabilities. Such assessment instruments may include:

- observation of participation
- observation of performance of practical activities
- work experience reports
- oral reports and presentations
- group work
- journal writing
- written tasks.

Evidence of achievement of module outcomes can be based on ongoing observations during teaching and learning or from assessment tasks specifically designed to assess achievement at particular points.

Students may demonstrate achievement of outcomes across a range of situations or environments including the school, home, community and workplace. Assessment should reflect the student's ability to generalise the knowledge, skills, and values and attitudes to a range of adult environments.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. The type of support will vary according to the particular needs of the student and the requirements of the task. Examples of support may include:

- the provision of extended amounts of time
- physical and/or verbal assistance from others
- the provision of technological aids
- adjustments to the environment based on the specific needs of individual students.

Provision has been made in the Profile of Student Achievement for teachers to record where an outcome has been achieved independently or with support, and to list the most relevant examples of syllabus content that demonstrate achievement towards particular outcomes.

11.2 Reporting using the Profile of Student Achievement

The Board of Studies will provide schools with a Profile of Student Achievement booklet for each student. The Profile of Student Achievement lists the outcomes for each Life Skills course. Schools will use the Profile to report on student performance for each of the syllabus outcomes that the student has been working towards. As the student demonstrates that they have achieved a learning outcome, the relevant section of the Profile of Student Achievement will be signed off and dated by the relevant school teacher.

Using the Profile of Student Achievement, students' achievement of the designated outcomes, independently or with support, will be reported. Where a student is still working towards independent achievement of particular outcomes, teachers will indicate on the Profile of Student Achievement the level of the student's achievement with support, using a practical example.

Before the student leaves school, the Profile of Student Achievement is verified by the school principal as a true and accurate record of all learning outcomes demonstrated by the student. The Profile of Student Achievement is a permanent record of all outcomes attained by the student.

In addition, students who meet the pattern of study requirements and satisfactorily complete the required studies will receive a Higher School Certificate testamur and a Record of Achievement.

12 Glossary

Augmentative communication	<p>Any method of communication other than speech that is used either:</p> <ul style="list-style-type: none">– with speech where speech is difficult to understand– to facilitate increased use of speech– instead of speech, where speech will not develop. Communication modes such as signing or using communication aids ‘augment’ informal communication behaviours such as natural gestures, facial expression and body language.
Board Developed Courses	<p>Refer to Section 10 of the Board of Studies <i>Assessment, Certification and Examination Manual</i>.</p>
Board Endorsed Courses (including Content Endorsed Courses)	<p>Refer to Section 10 of the Board of Studies <i>Assessment, Certification and Examination Manual</i>.</p>
Collaborative planning	<p>Involves a team of people who have significant knowledge and understanding of the student, or the capacity to assist in the decision-making process. These people may include:</p> <ul style="list-style-type: none">• the student• parents/caregivers• teachers and other school personnel• transition personnel• Department of Community Services personnel• an advocate• others as appropriate.
Communication aid	<p>Usually non-electronic and accessed directly by touch or indirectly by eye-gaze. May include picture boards, communication books, object boards, etc.</p>
Communication device	<p>Any augmentative/alternative communication equipment. May be electronic with text or voice output options (VOCA) and accessed directly or indirectly by use of a switch.</p>
CPR	<p>Cardiopulmonary Resuscitation (CPR) is the method of performing EAR and ECC in tandem. This can be performed by one or two operators.</p>
EAR	<p>The term Expired Air Resuscitation (EAR) is used to describe the mouth-to-mouth, mouth-to-nose and mouth-to-mask methods of artificial ventilation of the lungs in addition to the mouth-to-mouth-and-nose method used on infants.</p>

ECC	External cardiac compression.
Individual transition-planning process	This is a mechanism that assists the school, student, parents/caregivers and other relevant personnel to select and work towards goals that will maximise the student's independence and quality of life. The transition-planning process focuses particularly on enabling the most appropriate educational program to be planned, with a view to preparing a student for post-school life.
Modules	Areas of study within each course that relate to particular content.
No-Go-Tell	A series of safety steps or strategies that can be used in unsafe or threatening situations. It involves the skills required to say no in threatening situations, to get away from the unsafe situation and to seek help, advice and support.
Personal communication/strategies system	Individually customised system of communication using augmentative strategies and supports. These are determined by assessment of physical and/or expressive/receptive need of the individual and may include one or a combination of the following supports: real objects, remnants, photographs, line drawings, signing and electronic voice output communication devices (VOCAs).
Personal health care procedures	Include feeding, toileting and suctioning of fluids.
Post-school environments	Within the context of transition-planning, students will be prepared for participation in a range of post-school environments including: <ul style="list-style-type: none">• employment• further education, training and other programs• community living.
Professional health care support	Includes nurses, medical practitioners and therapists.
Protective behaviours	Actions (personal safety skills) taken by both children and adults to help keep themselves safe and work towards reducing violence in the community. They help everyone to stay safe from the risks that surround us in our everyday life.
Subject	A subject is a name given to a defined area of knowledge. Several courses may be offered in a subject.

Syllabus	A document that describes a course/s of study for a subject. A syllabus includes statements of purpose, objectives, outcomes, content and indicative time.
Syllabus package	This includes a syllabus document with additional information on assessment and support material.
VET (Vocational Education and Training)	VET is industry-specific training that may lead to the award of a VET credential under the Australian Qualifications Framework.