R–10 Health and Physical Education
Teaching Resource
FOREWORD

The *R–10 Health and Physical Education teaching resource* is part of the *SACSA Companion Documents* series. Underlying the development of this series is the need to promote consistency of curriculum within and across schools in South Australia.

These resources are designed to support teachers to engage further with the SACSA Framework and work towards maximising students’ achievement. They arise from the need expressed by many teachers for the requirements of the SACSA Framework to be made more explicit for each year level.

The documents are written by practising teachers in close collaboration with curriculum officers, members of professional associations and other committed educators.

This resource is a valuable support for teachers working to meet the diverse needs of learners in the range of settings across South Australia.

Steve Marshall
CHIEF EXECUTIVE
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The following people and groups are acknowledged for their valuable contribution to the development of this resource.

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INTRODUCTION

This *R–10 Health and physical education teaching resource* is one in a series of companion documents to the South Australian Curriculum, Standards and Accountability (SACSA) Framework and provides specific support for planning, teaching and learning.

It has been written by junior primary, primary and secondary teachers with the support of and in collaboration with curriculum officers, professional associations and other committed educators.

The document has been drafted in workshops, initially circulated in draft form to all South Australian schools, reviewed and refined by teachers as the result of feedback from colleagues.

Support for using the SACSA Framework

The purpose of this document is to provide support for teachers in planning, programming and assessing using the SACSA Framework.

This teaching resource details a sample range of learning descriptors relating to the Key Ideas and Outcomes in health and physical education R–10. These descriptors, in dot point format:

- make explicit the knowledge, skills and understandings reflected in the Key Ideas and Outcomes
- make consistent the expectations for learning at specific year levels within and across sites
- are written from the learner’s perspective
- help to make explicit the development of Essential Learnings identified within each Key Idea
- help to make explicit the teaching and learning processes of this Learning Area
- make visible the literacy and numeracy practices of the Learning Area
- provide examples for the use of a range of ICTs sequenced developmentally across the Bands.

Assessment to support learning is maintained as a focus throughout the resource.

The learning descriptors are not prescriptive. They describe the possible growth points of learners as they progress towards demonstrating Outcomes to reach a Standard. Learning does not develop in a linear fashion. Teachers will continue to use their professional knowledge, skills and judgment to provide the rich array of learning experiences that cater for all learners in their classrooms. This teaching resource is a tool to support this process.

Planning for teaching and learning

When using this resource for planning, teaching and learning, teachers will also need to engage with the following core principles:

- Learning involves building on prior knowledge, with learners active in constructing their own learning as they progress through cycles of growth.
- Linked and integrated learning with other Learning Areas are vital components of program planning and learning development.
- Equity Cross-curriculum Perspectives and Enterprise and Vocational Education are critical considerations.
- In the Early Years, when planning for teaching, learning and assessing children’s progress, it is important that teachers refer to the Developmental Learning Outcomes. The *Overview of Key Ideas and Developmental Learning Outcomes* chart has been included at the beginning of the Early Years section, particularly for use by those teachers of Reception and Year 1 children.
- Safe and secure teaching and learning environments should be established in which managers and teachers use appropriate risk management processes to minimise risks to health and safety. This should be done in accordance with the department’s Risk Management Framework, the principles of hazard management and occupational health, safety and welfare legislation.

The health and physical education Learning Area

In the context of the SACSA Framework, health and physical education is structured around three main strands of learning:
- physical activity and participation
- personal and social development
- health of individuals and communities.

These strands encapsulate ways of knowing, understanding, valuing and behaving. Whilst being separate bodies of knowledge, they are interrelated and of equal importance. They complement one another and provide different starting points for health and physical education. Together, these strands constitute the essence of quality health and physical education.

The Essential Learnings are significant elements in health and physical education. This Learning Area has a strong focus on personal and social health and wellbeing, values and attitudes and the way learners put these into practice within their personal, family and community interactions. In particular, Identity and Interdependence are explicit focuses of learning.

Learning in health and physical education promotes the integration of physical, social, emotional, environmental and spiritual dimensions of living. It includes areas such as health education, physical education, home economics, outdoor education, aquatics, sport and recreation. In the Senior Years, it also includes work education, community studies and other cross-disciplinary studies. Learners gain knowledge, understandings and attitudes, and develop processes and skills that enable them to achieve healthy behaviour and address specific health-related issues.

There is a range of significant community matters that can be addressed while striving for the Outcomes of health and physical education. These community matters can be included specifically in this Learning Area, in addition to whole school approaches to promoting an active and healthy school community (eg by addressing such matters as road safety, food and nutrition, and protective behaviours).

While sport is an activity of choice delivered by teachers, coaches and/or parents and caregivers, it adds value to and extends the knowledge, skills, attitudes and behaviours that are integral to the health and physical education Learning Area. Teachers could take the opportunity to highlight these aspects of learning and build on the team, problem-solving and other skills developed in sport.

Format of this resource

The format of this document has been developed:
- for practical use by teachers
- to ensure consistency across Curriculum Bands
- with consideration to the organisation of the SACSA Framework, including the following pattern:

### Year levels, Key Ideas and Outcomes, and Standards

<table>
<thead>
<tr>
<th>Year Level</th>
<th>R</th>
<th>1</th>
<th>2</th>
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<td>Towards 5</td>
<td>Towards 5</td>
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</table>
To meet these purposes the document:

- is organised in Curriculum Bands for the following year levels: Early Years (R–2), Primary Years (3–5), Middle Years (6–8) and in a combined Middle–Senior Years Band (8–10)

- has Year 8 descriptors duplicated in Middle Years and Middle–Senior Years to assist continuity from primary to secondary sectors

- includes cross-referencing to allow navigation between Bands and strands

- provides examples of content at particular levels, while not constraining the possibilities to these examples

- provides a glossary of terms

- provides some examples of resources including references, suggested resources, suggested websites, and DECS Outreach and other services.

**Assessment to support learning**

Both formal and informal assessment strategies are important in health and physical education. Cognitive learning, intellectual processes and motor skill development are built on by applying a range of processes and skills in a variety of situations and across a multitude of topics. The application of these skills and processes enable the building of a learner’s self-esteem and identity.

It is essential that a range of negotiated and inclusive assessment practices are used to continuously gather evidence of learner achievement in relation to the Outcomes. To this end, a range of assessment practices should be used, to assess participation, skill development, behaviour, attitude and application in a range of contexts and situations.

Assessment examples provided in this document are included to stimulate reflection and ideas about assessment, as teachers undertake their planning of teaching and learning. The appropriate mix of practices will be dependent on the circumstances of each learning situation.

**Further assistance**

To further assist in planning, programming and assessing:

- a copy of this document in *Word* format is available on the SACSA website. This format allows teachers to cut, paste and modify the document to suit individual needs. Go to <http://www.sacsa.sa.edu.au/companion>

- a professional learning package, *Planning for teaching and learning*, which includes a *PowerPoint* presentation, has been developed to support use of this and the other SACSA Companion Documents and is also available on the SACSA website. Go to <http://www.sacsa.sa.edu.au/companion>.

HEALTH AND PHYSICAL EDUCATION LEARNING AREA

**Healthy and active living**

**IDENTITY**
- Emotional
- Cognitive
- Spiritual
- Social
- Physical

**Healthy and active living**

**DIVERSITY**

**SOCIAL JUSTICE**

**SUPPORTIVE ENVIRONMENTS**

**ESSENTIAL LEARNINGS**
- Futures
- Identity
- Interdependence
- Thinking
- Communication
- Literacy
- Numeracy
- Information and communication technologies

**ATTITUDES AND VALUES**
- Caring
- Compassion
- Confidence
- Democracy
- Diversity
- Empathy
- Encouragement
- Enjoyment
- Equity
- Generosity
- Honesty
- Initiative
- Optimism
- Participation
- Perseverance
- Resilience
- Respect
- Responsibility
- Tolerance
- Trust

**ORGANISATIONAL AND SELF-MANAGEMENT SKILLS**
- Analysing
- Assessing
- Communicating
- Comparing
- Decision making
- Evaluating
- Goal setting
- Motor skills
- Negotiating
- Planning
- Predicting
- Problem solving
- Quantifying
- Recalling
- Critical reflecting
- Researching
- Synthesising

**KNOWLEDGE AND UNDERSTANDINGS**
- Aquatics
- Community health and citizenship
- Dance
- Drug education
- Food and nutrition
- Food preparation
- Fundamental movement
- Gymnastics
- Health and wellbeing
- Identity
- Gender, race and culture
- Inclusion
- Outdoor education
- Physical activity and fitness
- Recreational activities
- Relationships and sexuality
- Safety
- Sport
- Swimming
KEY PRINCIPLES AND VALUES

The health and physical education Learning Area is based upon key principles of diversity, social justice and supportive environments. These principles underpin the SACSA Framework and guide the development of the strands and the identification of knowledge, skills, processes and values across the Bands. Learning approaches that recognise these principles can help students to make informed choices and take responsible actions to support values important to their society.

DIVERSITY

Understanding diversity involves:
- Recognising the cultural and social diversity of society and examining and evaluating diverse values, beliefs and attitudes.
- Recognising the contribution of social, cultural, economical and biological factors to individuals’ values, attitudes and behaviours.
- Exploring different views about issues such as gender roles, physical activity, peer-group relationships, sexuality, cultural beliefs, and what constitutes a healthy environment.
- Exploring conflicting values, morals and ethics and the importance of considering options and the consequences of actions for wellbeing when making decisions.

Learners develop an understanding of diversity by:
- Using case studies and scenarios to identity and clarify values, considering different points of view, weighing up alternatives and evaluating the consequences of translating value positions into practice.
- Gathering and analysing information to assist in distinguishing facts from opinions and making informed decisions.
- Developing skills in negotiation, assertiveness, active listening, questioning, and presenting points of view.

SOCIAL JUSTICE

Promoting social justice involves:
- Showing concern for the welfare, rights and dignity of all people.
- Understanding how structures and practices affect equity at personal, local and international levels.
- Recognising the disadvantages experienced by some individuals or groups (for example, remote communities or people with disabilities) and actions that can redress them.
- Understanding how decisions are made and priorities established and how these affect individual, group and community wellbeing.

Learners develop an understanding of social justice by:
- Working collectively, identifying, evaluating and planning strategies and taking action over forms of inequity that influence access to resources and to a healthy and safe environment.
- Developing the skills needed for taking part in decision making and public debate.
- Developing the skills of finding and analysing information upon which to make informed decisions.
SUPPORTIVE ENVIRONMENTS

Establishing supportive environments involves:

- Recognising the home, school and community as settings for promoting health and physical activity.
- Consulting, interacting and cooperating with the people at home, in school and in the community, and encouraging the participation of parents and caregivers in the development of school programs and approaches to teaching and learning.
- Showing sensitivity to personal and cultural beliefs in dealing with some issues in the health and physical education area.
- Recognising the crucial role that supportive physical, social and emotional environments play in enhancing personal growth and development, physical activity, effective relationships, and safety.
- Ensuring parents and caregivers know about learning programs in sensitive areas and are provided with opportunities to contribute to the educational content and delivery of such programs.
- Developing programs that are socially inclusive.
- Accessing appropriate community resources and agencies to improve student learning outcomes and ensuring these partnerships are encouraged and built into programs with teacher direction and supervision.

Learners develop an understanding of supportive environments by:

- Assessing changes in structures and practices (such as group and community behaviours, technology, work patterns, leisure, urbanisation, and food consumption) and the impact of these on the wellbeing of individuals and groups.
- Taking care of and accepting themselves as they grow and change, and valuing themselves as members of various groups.
- Developing the knowledge, skills, attitudes and values needed to achieve effective relationships, and taking care of one another, friends, the community and the natural environment.

Responsibility for supportive environments for program development involves:

- Recognising that teachers have a prime responsibility for the duty of care and the learning program for all children and students when non-teachers are involved in the delivery of programs within health and physical education (eg teachers are responsible for behaviour management when students are being taught by swimming/aquatics instructors and when external providers have input into learning programs).
- Ensuring the teacher plays a key role in managing the delivery of these programs, including determining value for money, accessing resources, making judgments about the effectiveness of the learning program and the achievement of learning outcomes (eg ensuring relevant and appropriate support for these aspects of the learning program, refer to DECS aquatics and water safety program).
- Recognising that many issues and topics should be dealt with sensitively and be developmentally appropriate (eg body weight, body image, sexuality, substance use and harassment).
- Establishing a safe, supporting and trusting environment in the classroom before broaching these issues.
- Setting group norms, respecting confidentiality, ‘talking in the third person’ and ‘protective interrupting’.
- Assisting individual students to develop realistic understandings of their capabilities and assisting them in setting realistic goals for their development, and not testing physical activity, skills and fitness (refer to appendix 3: Measurement of effectiveness of physical activity).
<table>
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<tr>
<th>LEARNING AREAS</th>
<th>KEY IDEAS</th>
<th>DEVELOPMENTAL LEARNING OUTCOMES</th>
<th>LEARNING AREAS</th>
<th>KEY IDEAS</th>
<th>DEVELOPMENTAL LEARNING OUTCOMES</th>
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<td><strong>AGE 3 to AGE 5</strong></td>
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<tr>
<td><strong>The psycho-social self</strong></td>
<td>In partnership with educators in respectful and caring environments: Children form secure attachments developing close bonds with one and then more educators. Id • In • KC4 Children begin to develop trust in themselves and others and their environments. F • Id • In • KC4 Children construct a secure sense of self and a confident personal and group identity within their family, their communities and their out-of-home care. Id • In • KC4 Children extend their sense of personal and group identity. Id • In • KC4 Children develop autonomy and a sense of agency. Id • In • KC4 Children contribute in a variety of ways as members of groups. Id • In • KC4</td>
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<td><strong>The physical self</strong></td>
<td>In partnership with educators in safe and planned environments: Children use their sensory capabilities with increasing integration, skill and purpose to connect with, perceive, explore and respond to their world. Id • In • T • KC1 • KC2 Children explore a range of movement patterns involving strength, body control and coordination for increasingly skilled voluntary actions. Id • In • KC6 Children develop balance for stability and movement and an awareness of their body in space, in order to move with purpose, safety and expression. Id • In • T • KC1 Children develop an awareness of their body’s needs and their routines for food, relaxation, activity and sleep, and develop increasing independence in their personal care. In • KC1 Children develop a sense of being connected with others and their worlds. F • Id • In • KC1 • KC2</td>
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<td><strong>The thinking and communicating self</strong></td>
<td>In partnership with educators in language-rich and thoughtful environments: Children accept challenges to wonder and find answers in their natural and socially constructed environments. F • T • C • KC6 Children ask questions, wonder and discover a range of ways to explore and find answers to problems. F • T • KC6 Children discover a range of ways to recognise, investigate, manipulate, use, represent and invent phenomena in their natural and constructed environments. In • F • T • C • KC1 • KC2 Children develop a range of movement patterns involving strength, body control and coordination for increasingly skilled voluntary actions. Id • In • T • KC1 Children begin to develop trust in themselves and others and their environments. F • Id • In • KC4 Children develop a range of physical competencies. Id • In • C • KC1 • KC2</td>
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The Birth to Age 5 Key Ideas and the Developmental Learning Outcomes complement and connect with the Reception to Year 2 Key Ideas and Curriculum Standards. Together they comprise the requirements for the Early Years Band. Reference to the Reception to Year 2 phase will support continuity in teaching and learning (see Learning Area overviews).
Learning Area: Health and physical education
Strand: Physical activity and participation
Band: Early Years
Standard: 1

KEY IDEAS
(Refer p12 for DLO overview)

<table>
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<th>Reception Towards Standard 1</th>
<th>Year 1 Towards Standard 1</th>
<th>Year 2 Standard 1</th>
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<tr>
<td><strong>FUNDAMENTAL MOVEMENT SKILLS</strong></td>
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<tr>
<td>- Explores various forms of locomotion (eg running, jogging walking, hopping, galloping, jumping, starting/ stopping, skipping).</td>
<td>- Practises locomotion activities by revising and extending skills (eg dodging, leaping).</td>
<td>- Refines locomotion skills by revising and extending skills.</td>
</tr>
<tr>
<td>- Bounces and catches a large ball with both hands.</td>
<td>- Bounces a ball continuously using preferred and non-preferred hand.</td>
<td>- Bounces a ball continuously using preferred and non-preferred hand while moving and changing direction.</td>
</tr>
<tr>
<td>- Throws underarm using two hands.</td>
<td>- Throws underarm for accuracy.</td>
<td>- Throws underarm and overarm for accuracy and distance using preferred and non-preferred hand.</td>
</tr>
<tr>
<td>- Explores throwing overarm.</td>
<td>- Throws overarm using preferred and non-preferred hand.</td>
<td>- Tracks and traps balls of different sizes and shapes using preferred and non-preferred hand and foot.</td>
</tr>
<tr>
<td>- Tracks and traps a large rolled ball.</td>
<td>- Tracks and traps a small rolled ball.</td>
<td>- Tracks balls of various shapes and sizes for accuracy and distance.</td>
</tr>
<tr>
<td>- Tracks and traps a large ball using hands and body (eg catching).</td>
<td>- Tracks and traps a large ball using hands and feet.</td>
<td>- Strikes using forehand/backhand off a tee with a bat or racquet.</td>
</tr>
<tr>
<td>- Kicks balls of various shapes and sizes.</td>
<td>- Kicks balls of various shapes and sizes for accuracy.</td>
<td>- Jumps a short rope turned by themselves in a variety of ways (eg backwards, the bell, skier, crisscross).</td>
</tr>
<tr>
<td>- Strikes with one hand off a tee.</td>
<td>- Strikes with one hand off a tee using a bat or racquet.</td>
<td>- Jumps a short rope.</td>
</tr>
<tr>
<td>- Jumps a short rope.</td>
<td>- Skips individually with a short rope.</td>
<td>- Jumps a short rope turned by themselves in a variety of ways (eg backwards, the bell, skier, crisscross).</td>
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<tr>
<td>- Jumps in a long rope turned by others.</td>
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Possible starting points for planning, programming and assessing

KEY TO SYMBOLS

Essential Learnings:
F Futures
Id Identity
In Interdependence
T Thinking
C Communication

Key Competencies:
KC1 collecting, analysing and organising information
KC2 communicating ideas and information
KC3 planning and organising activities
KC4 working with others and in teams
KC5 using mathematical ideas and techniques
KC6 solving problems
KC7 using technology

OUTCOMES

1.1 Demonstrates self-awareness and confidence in coordination and control of movement skills for widening involvement in physical activities in different settings.
Id C
Children explore movement patterns and refine coordinated actions, developing self-awareness and skills that facilitate ongoing participation in physical activity.

<table>
<thead>
<tr>
<th>Id KC5 KC6</th>
<th>relating to Outcome 1.1</th>
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</thead>
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<td><strong>ASSESSMENT EXAMPLE</strong></td>
<td>Reflects on own performance and identifies a future goal.</td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td>Identifies achievements.</td>
</tr>
<tr>
<td></td>
<td>Makes judgements about own performance.</td>
</tr>
<tr>
<td></td>
<td>Identifies a future goal.</td>
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</tbody>
</table>

**Year 1 Towards Standard 1**

- **Works** cooperatively with partners and in small groups.
- **Practises** safe behaviour and uses equipment safely.
- **Explores** the concept of positive sporting attitudes and behaviour.
- **Practises** positive sporting attitudes and behaviour.

**ASSESSMENT EXAMPLE**

Uses a digital photograph to **reflect on own performance** (eg kicking a ball, skipping with a short rope).

**Criteria**

- Identifies achievements.
- Makes judgements about own performance.
- Identifies a future goal.

**Year 2 Standard 1**

- **Works** cooperatively in small groups and teams (eg relay).
- **Practises** safe behaviour and uses equipment safely.
- **Develops** further positive sporting behaviour (eg being a good winner, being a good loser, playing fairly, giving and receiving compliments, cooperating, negotiating, including others).

**ASSESSMENT EXAMPLE**

Completes a self-assessment using a rubric or matrix (eg overarm throw for accuracy and distance, kicking balls of various shapes and sizes for accuracy and distance) and identifies a future goal.

**Criteria**

- Identifies achievements.
- Makes judgements about own performance using a rubric or matrix.
- Identifies a future goal.

1.1 Demonstrates self-awareness and confidence in coordination and control of movement skills for widening involvement in physical activities in different settings. Id C

**POSSIBLE TOPICS:**
- Mini Commonwealth Games
- Mini Olympics
- Mini Paralympics
- Sports day

**POSSIBLE PROGRAMS/RESOURCES:**
- Jump Rope for Heart
- PE Week
### Key Ideas

Children explore movement patterns and refine coordinated actions, developing self-awareness and skills that facilitate ongoing participation in physical activity. **Id KC5 KC6**

### Outcomes

<table>
<thead>
<tr>
<th>Reception</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Towards Standard 1</strong></td>
<td><strong>Towards Standard 1</strong></td>
<td><strong>Standard 1</strong></td>
</tr>
</tbody>
</table>

**Learners participate in various forms of dance that are integrated with arts and include creative, modern, social, aerobic, cultural and folk dance.**

- **Explores** personal space becoming aware of others around them.
- **Explores** and **experiments** with different ways of moving using a variety of levels, pathways, shapes and speeds.
- **Creates** and **performs** dances, individually and in a small group, linking simple movements (e.g., stretch, tiptoe, spiral).
- **Responds** to music, stories, rhythms, moods and feelings to create movement patterns (e.g., teacher reads ‘Koala Lou’, identifies movements and children perform).

**Assessment Example**

- Creates and performs a dance including three simple movements.

**Criteria**

- Demonstrates start and finish positions.
- Performs three distinct movements.

**Possible Topics:**
- Bush dance
- Contemporary dance
- Creative dance
- Literature based dance
- Social dance

---

**Assessment Example**

- Creates and performs a dance with a partner by linking four movements.

**Criteria**

- Collaborates with a partner.
- Movements match the music.

**Assessment Example**

- Records a small group dance and reviews the dance using a rubric.

**Criteria**

- Collaborates within the group.
- Demonstrates a variety of movements.
### Key Ideas

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>MOVEMENT EXPLORATION</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children explore movement patterns and refine coordinated actions, developing self-awareness and skills that facilitate ongoing participation in physical activity.</strong></td>
<td><strong>DOMINANT MOVEMENT PATTERNS</strong></td>
<td><strong>OUTCOMES</strong></td>
</tr>
<tr>
<td><strong>Exploring statics (eg with supports—front support, hangs, balances).</strong></td>
<td><strong>Practising statics (eg with supports—bunny hops, hangs, balances).</strong></td>
<td><strong>1.1 Demonstrates self-awareness and confidence in coordination and control of movement skills for widening involvement in physical activities in different settings.</strong></td>
</tr>
<tr>
<td><strong>Exploring landings (eg safely on feet, motorbike landing).</strong></td>
<td><strong>Practising landing safely on feet from a raised surface.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Experimenting different kinds of locomotion (eg bear walk, walk forward/backward).</strong></td>
<td><strong>Practising different kinds of locomotion (eg crab walk, run forward/backward/sideways).</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Trying different kinds of springs (eg jump with two feet).</strong></td>
<td><strong>Practising springs on one leg or two (eg hopscotch).</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Exploring rotations (eg on back in tuck shape, rock forward and backward).</strong></td>
<td><strong>Rehearsing rotations (eg using bunny hops on or over a bench).</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Trying different kinds of swings (eg hangs from a single bar with tight long body).</strong></td>
<td><strong>Practising different kinds of swings (eg hangs from a single bar in a shape such as a star).</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Towards Standard 1</strong></td>
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<td><strong>Year 2</strong></td>
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<tr>
<td><strong>Reception</strong></td>
<td><strong>Year 2</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Possible Starting Points for Planning, Programming and Assessing

- Id KC5 KC6 relating to Outcome 1.1
Children explore movement patterns and refine coordinated actions, developing self-awareness and skills that facilitate ongoing participation in physical activity.

**ASSESSMENT EXAMPLE**
**Demonstrates** a movement they can do now that they could not do before they participated in movement exploration, and records and discusses their self-assessment.

**Criteria**
- Identifies achievements.
- Makes judgments about own performance.
- Identifies a future goal.
- Reflects on own performance.

**ASSESSMENT EXAMPLE**
**Demonstrates, names and records** a movement of their choice (eg using a digital self-image), reflects on the image and identifies specific skills (eg landing on feet).

**Criteria**
- Identifies achievements.
- Makes judgments about own performance.
- Identifies a future goal.
- Names and chooses a movement.
- Identifies specific skills.

**ASSESSMENT EXAMPLE**
**Creates**, with a partner, a movement sequence to demonstrate three dominant movements (eg locomotion; moving across a space and/or apparatus on hands, feet; and hanging) and completes a self-assessment using a rubric or matrix.

**Criteria**
- Identifies achievements.
- Makes judgments about own performance.
- Completes own rubric or matrix.
- Identifies a future goal.

**POSSIBLE TOPICS:**
- Animals
- Circus
- Rhythmic gymnastics
- Travel
Learning Area: Health and physical education
Strand: Physical activity and participation

**KEY IDEAS**

Children explore movement patterns and refine coordinated actions, developing self-awareness and skills that facilitate ongoing participation in physical activity.

1.1

**OUTCOMES**

<table>
<thead>
<tr>
<th>Reception</th>
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<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Towards Standard 1</td>
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<td>Standard 1</td>
</tr>
</tbody>
</table>

### Reception

- **Participates** in simple water games and activities using equipment (eg noodle, balls, kick boards).
- **Put**s face in water and exhales.
- **Walks, runs, hops** through the water.
- **Floats** with support.
- **Enters** and **exits** the water safely.

### Year 1

- **Participates** in simple water games and activities using equipment (eg noodle, balls, kick boards).
- **Opens** eyes underwater and identifies objects.
- **Submerges** to recover objects from waist-depth water.
- **Glides forward and stands** using a flotation aid.
- **Floats** with flotation aid on front.
- **Floats** with flotation aid on back.
- **Follows** the safety rules of swimming/aquatic environments.
- **Submerges** to recover objects from waist-depth water.
- **Glides backwards and stands** using a flotation aid.
- **Glides forward and stands**.
- **Propels** through the water for 5 metres.
- **Floats** on front.
- **Floats** on back.
- **Demonstrates** safe practices and behaviours in swimming/aquatic environments.
- **Demonstrates** a safety roll (ie glides forward and rolls on to back).

### Year 2

- **Participates** in simple water games and activities using equipment (eg noodle, balls, kick boards).
- **Submerges** to recover objects from waist-depth water.
- **Glides backwards and stands** using a flotation aid.
- **Glides forward and stands**.
- **Propels** through the water for 5 metres.
- **Floats** on front.
- **Floats** on back.
- **Demonstrates** safe practices and behaviours in swimming/aquatic environments.
- **Demonstrates** a safety roll (ie glides forward and rolls on to back).

#### ASSESSMENT EXAMPLE

**Identifies** new learning.
**Identifies and rates new learning.**
**Completes** a self-assessment using a rubric or matrix.

**Criteria**
- **Put**s face in water and exhales.
- **Floats** with support.
- **Recover**s submerged objects.
- **Floats** with a flotation aid (back and front).
- **Uses** safe practices.
- **Floats** on front and back.
- **Propels** through the water for 5 metres.
- **Uses** safe practices.

#### POSSIBLE TOPICS:
- Caring for waterways
- Thukeri: A Ngarrindjeri Dreaming story Years R–3.
- Water and surf safety
- Water travel

#### POSSIBLE RESOURCES:
- Thukeri: A Ngarrindjeri Dreaming story Years R–3.

**Band: Early Years**

**Standard: 1**
## KEY IDEAS

1. Children investigate a range of movement options and participate regularly in energetic physical activity to enhance their physical vitality and assist the process of healthy growth, development and learning.  
   **Id TKC1**  
   relating to Outcome 1.2

## ACTIVE LIVING

### Reception Towards Standard 1

- **Lists** and demonstrates different kinds of physical activity/movements.
- **Identifies** the effects of physical activity/movement (e.g., breathing faster, feeling hot, becoming thirsty).
- **Participates** in daily moderate to vigorous physical activities (e.g., gym fun, walking).
- **Demonstrates** a physical movement.
- **Contributes** possible ideas for and participates in movements in a whole class musical action.
- **Assesses** intensity of own participation in physical activity through visible signs (e.g., red face, perspiration, increased rate of breathing).

### Year 1 Towards Standard 1

- **Identifies and compares** vigorous and less vigorous physical activities.
- **Participates** in daily moderate to vigorous physical activities (e.g., games, circuits/stations).
- **Plans and demonstrates**, with a partner, a physical movement.
- **Works** with a class buddy to create and perform a musical action.
- **Assesses** intensity of own participation in physical activity through effects such as perspiration, increased rate of breathing, increased heart rate and feelings.

### Year 2 Standard 1

- **Identifies** the effects of physical activity/movement (e.g., breathing faster, feeling hot, becoming thirsty).
- **Participates** in daily moderate to vigorous physical activities (e.g., skipping, relays, parachute activities).
- **Plans and implements** ideas for physical activity for the class (e.g., musical action, obstacle course).
- **Designs and performs** a musical action in small groups.
- **Assesses** intensity of own participation and that of others in a physical activity through outward signs such as recovery period, heat of body and rate of breathing.

## ASSESSMENT EXAMPLE

**ASSESSMENT EXAMPLE**  
Creates, with support, graphics and text about themselves being active,

**ASSESSMENT EXAMPLE**  
Compares physical activities using a Venn diagram and identifies some visible

**ASSESSMENT EXAMPLE**  
Designs a walking track and uses a pedometer to measure the walking track,

### POSSIBLE TOPICS:
- Musical program action
- Orienteering
- Play the day away

### POSSIBLE PROGRAMS/RESOURCES:
- Fun and Games  
  Coordination
- Jump Rope for Heart

---

### OUTCOMES

<table>
<thead>
<tr>
<th>Reception Towards Standard 1</th>
<th>Year 1 Towards Standard 1</th>
<th>Year 2 Standard 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Early Years learners, developmentally appropriate physical activity includes ‘lifestyle activities’ such as active play, games, climbing and tumbling. Activities should be structured to include vigorous activity followed by periods of rest.</td>
<td></td>
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</tr>
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</tbody>
</table>

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1.2 Seeks to achieve health-related fitness through exploring a range of developmentally appropriate physical activities, which contributes to greater self-awareness.  
**Id T TKC1**
Children investigate a range of movement options and participate regularly in energetic physical activity to enhance their physical vitality and assist the process of healthy growth, development and learning.

Id T KC1 relating to Outcome 1.2

- Describing why this helps to develop a healthy body (e.g., uses Kid Pix, art materials).

**Criteria**
- Selects an appropriate activity to illustrate.
- Identifies an appropriate place and space for the chosen activity.

Changes that take place in the body (e.g., red face, perspiring).

**Criteria**
- Identifies walking as a low to medium intensity activity.
- Identifies skipping as a medium to high intensity activity.
- Identifies body changes during exercise.

Recording distance walked, and sets goal.

**Criteria**
- Uses a pedometer effectively.
- Designs a suitable walking track.

Seeks to achieve health-related fitness through exploring a range of developmentally appropriate physical activities, which contributes to greater self-awareness.

**Criteria**
- Recreates movement and direction (e.g., skip, run, walk).
**Learning Area:** Health and physical education  
**Strand:** Personal and social development  
**Band:** Early Years  
**Standard:** 1

### KEY IDEAS
- **Children recognise differences and similarities between themselves and others as they share with, and contribute to, the different groups in their expanding world.**
  - **Id In** KC1 KC2 KC4 relating to Outcome 1.3

### OUTCOMES

#### Reception Towards Standard 1
**Learners live in a variety of family situations and children can move in and out of different family structures. It is important to be sensitive to the complexities of family life. Learners’ possible reluctance to discuss family matters should be respected.**

- **Constructs** and **shares** an identity web (eg physical characteristics, likes, dislikes, places I might like to go, favourite foods).
- **Recognises** similarities and differences between themselves and a partner (eg physical characteristics, likes and dislikes, favourite things, hobbies and interests, friendships).
- **Discusses** different family structures and contributes to a class pictorial representation of a ‘family’.
- **Explains** how to help create a safe, caring classroom environment.

#### Year 1 Towards Standard 1
- **Identifies** similarities with others in the class (eg where they live, age, favourite television program).
- **Participates** in making classroom rules for treating each other with respect.

#### Year 2 Standard 1
- **Contributes** ideas to class meeting discussions on class or whole school issues.

### ASSESSMENT EXAMPLE

**Constructs** a concept map of own family (eg uses Kidspiration, clay or paint).

**Criteria**
- Reflects own family structure in concept map.
- Constructs a concept map.

### POSSIBLE TOPICS:
- About me
- Australian families
- Autobiographies
- Families around the world
- Oral history
<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>Reception Towards Standard 1</th>
<th>Year 1 Towards Standard 1</th>
<th>Year 2 Standard 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children conceptualise identity through understanding the changes that occur in themselves and others through growth.</td>
<td>- Identifies and labels body parts by using a traced outline of own body.</td>
<td>- Recognises and names body parts, with a particular focus on those that relate to the five senses.</td>
<td>- Identifies vital body organs and locates them on an outline of the human body (organs to include heart, brain, lungs, liver, kidneys).</td>
</tr>
<tr>
<td>1.4 Recognises diversity in growth patterns, can name body parts, and raises questions about new responsibilities and achievements that occur as they change and grow.</td>
<td>- Traces around a body shadow of a partner, making different body shapes.</td>
<td>- Makes and compares different body prints (eg hands, feet, fingerprints).</td>
<td>- Discusses different scenarios that highlight the damage to or loss of body parts/functions through illness/accident at birth.</td>
</tr>
<tr>
<td></td>
<td>- Uses a stethoscope to listen to body sounds.</td>
<td>- Uses body percussion to produce a rap/song (eg clicks fingers, beats chest).</td>
<td>- Constructs and contrasts a silhouette of a partner’s profile.</td>
</tr>
<tr>
<td></td>
<td>- Understands health needs of other learners in the class (eg food allergies).</td>
<td>- Describes health issues that can affect growth and development (eg asthma, diabetes).</td>
<td>- Finds and describes own and partner’s pulse after various physical activities.</td>
</tr>
<tr>
<td></td>
<td>- Examines the development of a baby (eg shares own baby experiences, invites a mother and baby to the class, makes a baby’s growth and development book).</td>
<td>- Incubates chickens, explores the life cycle of other animals and relates to the life cycle of humans.</td>
<td>- Identifies health issues that affect growth and development of children (eg nutrition, illness).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Constructs a timeline of own life showing growth and development from birth to the present (eg physical changes, developmental milestones).</td>
</tr>
<tr>
<td>ASSESSMENT EXAMPLE</td>
<td>Constructs a storyboard of own growth and development from birth to age 5, including pictures and text.</td>
<td>ASSESSMENT EXAMPLE</td>
<td>Makes an illustrated body alphabet to describe the basic needs of the body (eg activity, breathing, clothing).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Identifies three growth points.</td>
<td></td>
<td>- Illustrates words appropriately.</td>
</tr>
</tbody>
</table>
**Learning Area:** Health and physical education  
**Band:** Early Years  
**Strand:** Personal and social development  
**Standard:** 1

### KEY IDEAS

Children develop an understanding of what is required to live together, communicate with others both personally and virtually and share feelings and ideas as they experience relationships and make friends. 

**Id In C KC1 KC2 relating to Outcome 1.5**

<table>
<thead>
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<th>Year 2</th>
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</thead>
<tbody>
<tr>
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<td><strong>Standard 1</strong></td>
</tr>
</tbody>
</table>

- **Brainstorms** ‘feeling’ words and draws ‘feeling’ pictures (eg happy, loved, excited, angry, sad, worried).
- **Role-plays** to develop an understanding of positive relationships with friends and family members (eg greetings, making positive comments to class members, having fun together, communicating).
- **Develops** a common understanding of what friendship is (eg brainstorm words that help friendships such as kindness, sharing, helpfulness, thoughtfulness).
- **Participates** in whole class activities to practise team/group skills (eg greetings, using appropriate eye contact, using names).

**OUTCOMES**

1.5 Develops a range of capacities in social and working contexts by demonstrating skills of developing and maintaining effective relationships. 

**POSSIBLE TOPICS:**
- Friends
- Games from around the world
- Sleep-over/night camp
- Starting school

### OUTCOMES

#### Reception
- **Towards Standard 1**

- **Identifies** origins of feelings/emootions (eg new class, birthday, friends).
- **Participates** in role-play in order to show how a problem can be resolved in the school yard.
- **Recognises** the emotions in others and responds appropriately.
- **Uses** skills practised and learnt in role-plays to help with conflict resolution.

#### Year 1
- **Towards Standard 1**

- **Draws** a concept map of a friend and **identifies** the characteristics that are valued.
- **Participates** in partner activities to practise team/group making skills (eg taking turns, being an active participant, sharing equipment).
- **Identifies** strategies to enhance friendships (eg makes a Y chart (look/sound/feel like) and discusses how to make friends).
- **Participates** in small group activities to practise team/group making skills (eg assuming various group roles, accepting decisions, acknowledging the contribution of other group members, ensuring the inclusion of all group members, apologising).

#### Year 2
- **Standard 1**

- **Participates** in partner activities to practise team/group making skills (eg taking turns, being an active participant, sharing equipment).
- **Participates** in small group activities to practise team/group making skills (eg assuming various group roles, accepting decisions, acknowledging the contribution of other group members, ensuring the inclusion of all group members, apologising).

**ASSESSMENT EXAMPLE**

**Makes a picture with a partner to show what being a good friend looks like (eg using collage, paint, a diorama).**

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Shares visual art tasks.</td>
</tr>
<tr>
<td>- Shows understanding of the concept of friendship.</td>
</tr>
</tbody>
</table>

**ASSESSMENT EXAMPLE**

**Designs a poster using graphics and text, to promote friendship (eg using photographs taken with a digital camera).**

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Uses appropriate words.</td>
</tr>
<tr>
<td>- Matches words to graphics.</td>
</tr>
</tbody>
</table>

**ASSESSMENT EXAMPLE**

**Completes a peer assessment rubric about group/team skills development.**

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Demonstrates active listening.</td>
</tr>
<tr>
<td>- Takes turns.</td>
</tr>
<tr>
<td>- Speaks in an appropriate tone.</td>
</tr>
</tbody>
</table>
Learning Area: Health and physical education  
Strand: Health of individuals and communities  
Possible starting points for planning, programming and assessing

<table>
<thead>
<tr>
<th>OUTCOMES</th>
</tr>
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<tbody>
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</tr>
<tr>
<td>Year 1 Towards Standard 1</td>
</tr>
<tr>
<td>Year 2 Standard 1</td>
</tr>
</tbody>
</table>

### KEY IDEAS
- **Constructs** a concept map in a whole class activity about how to be healthy (eg using concepts such as feel good, happy, no illness, friends, be active, healthy foods).
- **Sets** a healthy goal to work towards (eg individually or as a member of the class replaces one hour of television time with doing a physical activity).
- **Participates** in activities to develop awareness of disability (eg makes a sandwich blindfolded, uses a wheelchair).
- **Discusses** and **contributes** to a list of services within the community that provide health care information (eg doctor, nurse, podiatrist, naturopath).
- **Identifies** safety signs and symbols around the school.
- **Identifies** behaviour that contributes to ‘being healthy’ (eg being active, drinking water, sleeping, breathing fresh air).
- **Explores** ways in which everyday items are modified to assist people with disabilities (eg telephone, ramps, cutlery).
- **Describes** how local health care facilities promote health within the community (eg visits doctor, fitness centre, pharmacy, dentist, Meals on Wheels).
- **Recognises** and **understands** the purpose of signs and symbols in different languages that help to make the school and community safer (eg Safety House signs, stop signs, traffic signals).
- **Investigates, plans and implements** strategies that develop further the health and wellbeing of themselves and others (eg sand play equipment, plant trees, water fountains).
- **Interviews** a person with a disability to develop an understanding of how they manage their life, and shares the information (eg gives an oral presentation, creates a PowerPoint presentation).
- **Investigates** and records the work of health care people in own community.
- **Identifies** areas in the school that promote health and wellbeing and **suggests** possible improvements (eg seating, trees, sick room, library, oval, ramps, using student voice).

Children conceptualise that there are many dimensions to health, appreciating what it means to be healthy and understanding that health involves an interdependence between the individual and communities. **F Id In KC1** relating to Outcome 1.6
Children conceptualise that there are many dimensions to health, appreciating what it means to be healthy and understanding that health involves an interdependence between the individual and communities.

**F Id In KC1 relating to Outcome 1.6**

<table>
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</thead>
<tbody>
<tr>
<td><strong>ASSESSMENT EXAMPLE</strong></td>
</tr>
<tr>
<td>Illustrates with captions what it means to be healthy (eg takes photographs and/or draws pictures and adds captions).</td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
</tr>
<tr>
<td>- Chooses illustrations that depict aspects of being healthy.</td>
</tr>
<tr>
<td>- Matches appropriate captions to illustrations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSESSMENT EXAMPLE</strong></td>
</tr>
<tr>
<td>Illustrates with captions aspects of a healthy environment within the school or immediate community (eg takes photographs and adds suitable captions).</td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
</tr>
<tr>
<td>- Chooses illustrations that depict aspects of healthy environments.</td>
</tr>
<tr>
<td>- Matches appropriate captions to illustrations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSESSMENT EXAMPLE</strong></td>
</tr>
<tr>
<td>Role-plays the work of identified health care workers.</td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
</tr>
<tr>
<td>- Selects relevant resources and props to act out health care worker roles.</td>
</tr>
<tr>
<td>- Uses appropriate terms associated with the health care worker’s role.</td>
</tr>
</tbody>
</table>

**POSSIBLE TOPICS:**
- Access for all
- Community health workers
- Healthy me
- Optimism
<table>
<thead>
<tr>
<th>Key Ideas</th>
<th>Reception</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KEY IDEAS</strong></td>
<td><strong>Towards Standard 1</strong></td>
<td><strong>Towards Standard 1</strong></td>
<td><strong>Standard 1</strong></td>
</tr>
<tr>
<td>Children identify safe and unsafe situations in homes, school, work and community environments. They explore rules and behaviours and develop skills to help themselves and others to remain safe and healthy. In T K C6 relating to Outcome 1.7</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Learners across this Band need to develop an understanding of a wide range of safety matters within the school and community, including personal hygiene, protective behaviours, road safety, sun safety, and managing harassment and bullying.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EXPLORES</strong>, with support, safe/unsafe situations (eg home alone, drugs and their associated physical reactions and ‘early warning signs’).</td>
<td><strong>Draws</strong> a picture of themselves in a safe and an unsafe situation (eg using electrical appliances safely) and <strong>labels</strong> each situation with an associated feeling (eg lost, scared, thrilled, excited).</td>
<td><strong>Constructs</strong> a Y chart with a partner about being safe and unsafe (eg feels like …, looks like …, sounds like …).</td>
<td></td>
</tr>
<tr>
<td><strong>UNDERSTANDS</strong> safe and responsible behaviour as a passenger in a car or other vehicle, as a pedestrian and as a cyclist.</td>
<td><strong>Practises</strong> safe and responsible behaviour as a passenger, a cyclist, and a pedestrian in a variety of settings (eg on a school bus, on an excursion, when walking in the local community).</td>
<td><strong>Develops</strong> increased personal responsibility about safe practices as a passenger, a pedestrian and a cyclist (eg wearing a bike helmet, using school crossing appropriately).</td>
<td></td>
</tr>
<tr>
<td><strong>IDENTIFIES</strong> what is and what is not an emergency (eg lost pencil, accident in the playground).</td>
<td><strong>Designs</strong> an information card that lists what to do in an emergency (eg tell an adult, phone 000 or 131 444).</td>
<td><strong>Knows</strong> where to access emergency phone numbers and <strong>role-plays</strong> making phone calls to emergency services, providing accurate information and address.</td>
<td></td>
</tr>
<tr>
<td><strong>RECOGNISES</strong> harassment and bullying, lists the different kinds of harassment (eg teasing, name calling) and <strong>practises</strong> age appropriate assertive behaviour (eg ‘Stop it, I don’t like it when you …’).</td>
<td><strong>Identifies</strong> where harassment could occur within the school, <strong>brainstorms</strong> possible strategies to reduce bullying, and <strong>practises</strong> age appropriate assertive behaviour.</td>
<td><strong>Consolidates</strong> strategies to reduce bullying and <strong>practises</strong> age appropriate assertive behaviour.</td>
<td></td>
</tr>
<tr>
<td><strong>IDENTIFIES</strong>, with support, a network of trusted adults and how to use the network.</td>
<td><strong>Reviews</strong>, with support, a network of trusted adults and how to use the network.</td>
<td><strong>Reviews</strong>, with support, a network of trusted adults and how to use the network.</td>
<td></td>
</tr>
</tbody>
</table>
Children identify safe and unsafe situations in homes, school, work and community environments. They explore rules and behaviours and develop skills to help themselves and others to remain safe and healthy.

**In T KC1 KC6 relating to Outcome 1.7**

**ASSESSMENT EXAMPLE**

Recognises through role-play safe and unsafe situations at home and at school and demonstrates appropriate protective strategies.

**Criteria**
- Recognises safe and unsafe situations.
- Makes ‘good’ choices.
- Shows safe practices.
- Cooperates with others.

**ASSESSMENT EXAMPLE**

Designs and constructs a model of a new piece of playground equipment that exhibits ‘special’ safety features.

**Criteria**
- Demonstrates ‘special’ safety features through the model.
- Explains the function of the safety feature.

**ASSESSMENT EXAMPLE**

Designs a poster, with supporting text, that promotes safe use of prescription drugs.

**Criteria**
- Describes, using illustrations and text, ‘safe’ practices, including storage.
- Presents information clearly.

**POSSIBLE TOPICS:**
- Medicines
- Protective behaviours
- Sun smart
- Travel smart
- Water and surf safety

1.7 Understands and can demonstrate behaviours and strategies that promote their health and safety and that of others.

**In T KC6**
Learning Area: Health and physical education  
Strand: Health of individuals and communities  
Band: Early Years  
Standard: 1

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children collect, organise and use information about the types of food that comprise a healthy diet and identify skills for safe handling and preparation of food.</td>
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<tr>
<td><strong>In T C KC1</strong></td>
<td><strong>Possible starting points for planning, programming and assessing</strong></td>
</tr>
<tr>
<td><strong>In T C KC2</strong></td>
<td><strong>Possible starting points for planning, programming and assessing</strong></td>
</tr>
</tbody>
</table>

### Reception Towards Standard 1
- **Identifies, sorts and classifies** the foods eaten (eg sorts fresh and processed foods).
- **Constructs The Food Circle** (refer p100) (eg makes 3-D food objects on a paper plate, using play dough).
- **Collects and records** data about favourite foods and shares the findings with others (eg uses picture graph).
- **Uses play** to develop the concept of healthy food (eg plays in the ‘activity corner’ set up as a healthy food restaurant).
- **Identifies** and names different fresh fruit and vegetables (eg creates a fresh fruit/vegetable sculpture).
- **Visits** a market to buy fresh vegetables and helps make soup on return to school, applying safe food handling practices.
- **Identifies** and names foods for a cultural celebration.

### Year 1 Towards Standard 1
- **Researches** different types of food (processed and unprocessed) and **compares** their source (eg seafood, plants, meat).
- **Explores** the health effects of a balanced diet and the consequences of a poor diet.
- **Records** information about healthy and unhealthy favourite foods.
- **Promotes** eating fruit and vegetables as important parts of a healthy diet (eg designs an advertisement to sell a piece of fruit or a vegetable).
- **Classifies** fruit and vegetables according to simple criteria.
- **Plans and holds** a healthy morning tea for special guests (eg grandparents) and applies safe food handling practices.
- **Investigates** foods used for special occasions in different cultures (eg Ramadan Festival, Chinese New Year, Australian Indigenous celebrations).

### Year 2 Standard 1
- **Names** a variety of fruit and vegetables to be shared at a planned recess.
- **Compares** healthy food across cultures.
- **Considers** how ‘take-away’ foods can be included in a balanced diet.
- **Explores** the nutritional values of the menu of the school canteen (eg uses a pie graph and uses The Food Circle (refer p100) as a point of reference).
- **Identifies** which fruit and vegetables require cooking before eating.
- **Plans and makes** a healthy sandwich and applies safe food handling practices.
- **Plans and prepares** a menu of food for a special event.
Children collect, organise and use information about the types of food that comprise a healthy diet and identify skills for safe handling and preparation of food.

**ASSESSMENT EXAMPLE**

**Contributes** to creating a class record chart showing fresh fruit eaten by class members over a given period (e.g., a week).

**Criteria**
- Records fresh fruit eaten each day on a chart.
- Names the fresh fruit.
- Illustrates the fresh fruit.

**ASSESSMENT EXAMPLE**

**Writes**, with support, a recipe for a healthy snack, using procedure writing.

**Criteria**
- Demonstrates an understanding of 'healthy'.
- Attempts procedure writing.

**ASSESSMENT EXAMPLE**

**Designs and conducts** a healthy food quiz with another class.

**Criteria**
- Designs the quiz, demonstrating an understanding of different healthy foods.
- Conducts the quiz, further demonstrating an understanding of the concept of healthy food.

POSSIBLE TOPICS:
- A farm visit
- A visit to the market
- Celebrations
- Parties
- Running a trading table of healthy food; proceeds to a charity
- Safe food handling.
Learning Area: Health and physical education  
Strand: Physical activity and participation  
Possible starting points for planning, programming and assessing  
Band: Primary Years  
Standards: 2 & 3

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p13 for Early Years)</th>
<th>GAMES AND SPORT</th>
<th>(refer p52 for Middle Years)</th>
<th>OUTCOMES</th>
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<td>Students individually, in groups or teams enhance their self-awareness through developing, refining and expanding their movement abilities and strategies within an appropriate context of physical activities.</td>
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<td>Students enhance their sense of self and group identity through the development and application of specialised movement skills in an increasing variety of preferred physical activities, individually and in teams.</td>
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<tr>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
<tr>
<td>Towards Standard 2</td>
<td>Standard 2</td>
<td>Towards Standard 3</td>
</tr>
</tbody>
</table>

**LOCOMOTOR MOVEMENT SKILLS**
- Demonstrates refined locomotor movement skills with increasing agility.

**MANIPULATIVE MOVEMENT SKILLS**
- Throws underarm and overarm.
- Catches using preferred hand.
- Kicks using either foot.
- Strikes with both forehand and backhand (eg using beach bats).
- Strikes two-handed (eg from a tee).
- Dribbles with preferred foot/hand in a straight line.
- Passes to a stationary target (eg passes with hand, foot or equipment).
- Performs and demonstrates locomotor movement skills with increasing strength and agility.
- Throws overarm in games situations (eg kanga cricket).
- Catches using one hand, preferred and non-preferred.
- Kicks with either foot to a large target.
- Hits backhand (eg totem tennis, padda tennis).
- Dribbles with preferred hand/foot whilst changing directions (eg basketball, soccer).
- Passes to a moving target from a stationary position (eg passes with hand, foot or equipment).
- Performs and demonstrates locomotor movement skills with increasing strength, agility and speed.
- Throws using preferred and non-preferred hand accurately and for distance.
- Catches objects of various sizes and shapes (eg netball, football, tennis ball) with and without equipment (eg gloves).
- Kicks whilst passing to another person (eg soccer).
- Displays refined hitting techniques in games/sports (eg tennis, hockey, teeball).
- Dribbles using alternate hands/feet (eg soccer, basketball).
- Dribbles using sticks (eg hockey).
- Passes to a moving target whilst moving (eg netball, basketball).
- Confidently performs and repeats movement sequences with control, balance and coordination that in turn enhance their ability to plan for and participate in a wide range of physical activities. 
Id In KC3
- Demonstrates a range of specialised individual and team movement skills that enhance their sense of personal and group identity.
Id In KC2 KC4

**KEY TO SYMBOLS**

<table>
<thead>
<tr>
<th>Essential Learnings:</th>
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<td>F</td>
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<td>Id</td>
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</tbody>
</table>

**Possible starting points for planning, programming and assessing**

- 2.1
- 3.1
Students individually, in groups or teams enhance their self-awareness through developing, refining and expanding their movement abilities and strategies within an appropriate context of physical activities.

Id In KC4 relating to Outcome 2.1
Students enhance their sense of self and group identity through the development and application of specialised movement skills in an increasing variety of preferred physical activities, individually and in teams.

Id In KC4 relating to Outcome 3.1

**Year 5**

**Towards Standard 3**

- Performs simple routines using a short rope (eg side swings and jumps, alternate foot and basic steps).
- Runs in and out the front door, jumps and runs out of a long rope.
- Works in small groups and teams in skill acquisition session.
- Uses equipment in a safe manner.
- Tracks and traps balls of different sizes and shapes using preferred and non-preferred hand and foot.
- Exhibits good behaviour whether the team wins or loses.

**ASSESSMENT EXAMPLE**

Creates, with support, own checklist of manipulative movement skills they have practised and attempts all skills using equipment safely (eg a modified game).

**Criteria**
- Attempts all skills willingly.
- Uses equipment safely.
- Takes turns and cooperates with others.
- Displays respect for other team members.

**ASSESSMENT EXAMPLE**

Contributes to the development of a class criteria chart to assess games and creates a cooperative or competitive game in a small group and teaches it to others (eg role-plays, PowerPoint, video), recording responses on the class criteria chart.

**Criteria**
- Demonstrates critical thinking and problem-solving skills.
- Uses safe practices.
- Relates information about the game clearly.
- Performs required motor skills.
- Demonstrates body and space awareness.
- Identifies positive sporting behaviour.

**Year 4**

**Standard 2**

- Performs more complex skipping routines including shifting from forward to backwards and crossing arms using a short rope.
- Begins to enter through the back door of a long rope.
- Works collaboratively in small groups and teams (eg minor games).
- Develops personal judgment to assess safety procedures.

**ASSESSMENT EXAMPLE**

Creates, with support, own checklist of manipulative movement skills they have practised and attempts all skills using equipment safely (eg a modified game).

**Criteria**
- Attempts all skills willingly.
- Uses equipment safely.
- Takes turns and cooperates with others.
- Displays respect for other team members.

**ASSESSMENT EXAMPLE**

Contributes to the development of a class criteria chart to assess games and creates a cooperative or competitive game in a small group and teaches it to others (eg role-plays, PowerPoint, video, Kid Pix slide show) and teaches others to play the game.

**Criteria**
- Identifies similar and different cultural aspects.
- Uses critical thinking and problem-solving skills.
- Explains rules, purposes and strategies clearly.
- Identifies safety practices.
- Demonstrates required motor skills.

**Year 5**

**Towards Standard 3**

- Jumps in and skips in a two rope eggbeater formation.
- Works towards assuming different roles (eg coaching, umpiring) in team settings in the school and in the community.
- Acts responsibly and safely in group situations.

**ASSESSMENT EXAMPLE**

Creates, with support, own checklist of manipulative movement skills they have practised and attempts all skills using equipment safely (eg a modified game).

**Criteria**
- Attempts all skills willingly.
- Uses equipment safely.
- Takes turns and cooperates with others.
- Displays respect for other team members.

**ASSESSMENT EXAMPLE**

Contributes to the development of a class criteria chart to assess games and creates a cooperative or competitive game in a small group and teaches it to others (eg role-plays, PowerPoint, video, Kid Pix slide show) and teaches others to play the game.

**Criteria**
- Identifies similar and different cultural aspects.
- Uses critical thinking and problem-solving skills.
- Explains rules, purposes and strategies clearly.
- Identifies safety practices.
- Demonstrates required motor skills.

**KEY TO SYMBOLS cont**

**Key Competencies:**

- KC1 collecting, analysing and organising information
- KC2 communicating ideas and information
- KC3 planning and organising activities
- KC4 working with others and in teams
- KC5 using mathematical ideas and techniques
- KC6 solving problems
- KC7 using technology

**MODIFIED GAMES:**

- Ace tennis
- Aussie footy
- Cultural games
- Kanga cricket
- Minkey
- Netta netball
- Roo ball
- Softcrosse
- Teeball
- Walla rugby

**POSSIBLE PROGRAMS/ RESOURCES:**

- Aussie Sports Manuals
- Games from around the world
- Life Be In It manual
- Modified sports manual
- SEPEP
- Sports IT manual
<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>DANCE</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students individually, in groups or teams enhance their self-awareness through developing, refining and expanding their movement abilities and strategies within an appropriate context of physical activities. Id In KC4 relating to Outcome 2.1</td>
<td>Learners participate in various forms of dance that are integrated with arts and include creative, modern, social, aerobic, cultural and folk dance.</td>
<td><strong>2.1</strong> Confidently performs and repeats movement sequences with control, balance and coordination that in turn enhance their ability to plan for and participate in a wide range of physical activities. Id In KC3</td>
</tr>
<tr>
<td>Students enhance their sense of self and group identity through the development and application of specialised movement skills in an increasing variety of preferred physical activities, individually and in teams. Id In KC4 relating to Outcome 3.1</td>
<td>- Uses the literacy of movement (eg trot, glide). - Improvises individual and sequenced movements of body parts. - Travels with expression to different areas (eg happy, sad, angry, peaceful). - Explores and creates floor patterns and group formations (eg circles, squares, lines). - Moves with a partner in unison. - Performs a range of basic actions and movement sequences to different stimuli safely (eg music, stories). - Explores levels of expression and movement (eg high, low, near, far). - Participates in two-person and three-person groups.</td>
<td>- Describes and gives feedback on own and peer performances. - Explores a variety of movement themes. - Performs in flow patterns (eg straight, angular, curved, twisted). - Moves in time (eg 2/4, 3/4, 4/4 tempos). - Selects link steps in a sequence (eg step-kick, grapevine, step-hop). - Moves with controlled effort (eg strong skip, floating movement). - Works in small groups and performs small group dances.</td>
</tr>
</tbody>
</table>

**Possible starting points for planning, programming and assessing**
Students individually, in groups or teams enhance their self-awareness through developing, refining and expanding their movement abilities and strategies within an appropriate context of physical activities.

Id In KC4 relating to Outcome 2.1

Students enhance their sense of self and group identity through the development and application of specialised movement skills in an increasing variety of preferred physical activities, individually and in teams.

Id In KC4 relating to Outcome 3.1

ASSESSMENT EXAMPLE

Creates and performs, with a partner, a movement sequence in time with music (e.g., a tambourine, recorded music).

Criteria
- Uses movements at high and low levels.
- Uses rhythm and musical cues.
- Works cooperatively with a partner.
- Demonstrates expression when moving.

ASSESSMENT EXAMPLE

Contributes to criteria to evaluate the dance performance of themselves and others, and creates and performs a dance routine in a small group.

Criteria
- Develops a dance routine in a line or circular formation.
- Uses skills (e.g., running, hopping).
- Moves with controlled, balanced steps.
- Creates moves that fit with the music, lyrics and rhythm.
- Cooperates with others.

ASSESSMENT EXAMPLE

Contributes to criteria for a whole class dance presentation (e.g., dance formations, range of different steps, difficulty of steps, rhythm, music lyrics) and creates a dance sequence with a small group to contribute to the class presentation.

Criteria
- Demonstrates controlled, balanced steps.
- Performs and creates a dance sequence with a group.
- Completes the dance accurately.
- Changes directions smoothly and rhythmically.
- Counts phrases and moves to the beat.
- Demonstrates positive attitude, effort and participation.

POSSIBLE TOPICS:
- Bush dance
- Contemporary dance
- Creative dance
- Literature-based dance
- Social dance

POSSIBLE PROGRAMS/RESOURCES:
- Daily PE
- PEP dance
- PEP fitness
## Learning Area: Health and physical education
**Strand: Physical activity and participation**

### Key Ideas

#### MOVEMENT EXPLORATION / GYMNASTICS

<table>
<thead>
<tr>
<th>Year 3 Towards Standard 2</th>
<th>Year 4 Standard 2</th>
<th>Year 5 Towards Standard 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students individually, in groups or teams enhance their self-awareness through developing, refining and expanding their movement abilities and strategies within an appropriate context of physical activities.</strong></td>
<td><strong>Students enhance their sense of self and group identity through the development and application of specialised movement skills in an increasing variety of preferred physical activities, individually and in teams.</strong></td>
<td><strong>Confidently performs and repeats movement sequences with control, balance and coordination that enhance their ability to plan for and participate in a wide range of physical activities.</strong></td>
</tr>
</tbody>
</table>

- **Moves** and **lands** safely (e.g. on or between mats, hoops).
- **Develops** jumping, landing and balancing skills.
- **Steps** sideways along a beam/bench.
- **Moves along** a bench or beam using different body parts (e.g. inch worm, bunny hops).
- **Explores** different kinds of rolls (e.g. log roll and egg roll down an incline).
- **Experiments** with using different parts of the body for weight-bearing.
- **Balances** statically (e.g. using counter balance technique, partners).
- **Runs, jumps** and **lands** safely from a raised surface.
- **Refines** jumping, landing and balancing skills.
- **Moves along, turns** and **dismounts** safely from a beam/bench.
- **Performs** bunny hops over benches.
- **Runs** to bench, or beats board and lands on mat.
- **Rolls** forward down a wedge.
- **Performs** short roll sequences.
- **Performs** shoulder rolls backward down a wedge.
- **Performs** a sequence of cartwheels.
- **Performs** cartwheels from or over objects (e.g. person, bench, ball).
- **Performs** balances and supports as a sequence.

### Outcomes

#### Year 3 Towards Standard 2
- **Towards Standard 2**
- **Confidently performs and repeats movement sequences with control, balance and coordination that in turn enhance their ability to plan for and participate in a wide range of physical activities.**

#### Year 4 Standard 2
- **Standard 2**
- **Demonstrates a range of specialised individual and team movement skills that enhance their sense of personal and group identity.**

#### Year 5 Towards Standard 3
- **Towards Standard 3**
- **Performs** cartwheels from or over objects (e.g. person, bench, ball).
Students individually, in groups or teams enhance their self-awareness through developing, refining and expanding their movement abilities and strategies within an appropriate context of physical activities. 

**Id In KC4 relating to Outcome 2.1**

Students enhance their sense of self and group identity through the development and application of specialised movement skills in an increasing variety of preferred physical activities, individually and in teams.

**Id In KC4 relating to Outcome 3.1**

**RHYTHMIC GYMNASTICS**
- **Rocks** from side to side on varying body parts.
- **Bounces** a ball with a turn.
- **Balances and poses** with a rope (eg throws and catches, balances and walks along).
- **Steps** in and out of a hoop.
- **Twirls** a ribbon (eg circles, waves, around body).

**ASSESSMENT EXAMPLE**

*Contributes* to a class chart, recording movements from the different themes that have been covered, and then devises and records on own checklist.

**Criteria**
- Attempts all items on the checklist.
- Respects the safety of themselves and others.
- Uses small equipment and large apparatus individually and with others.
- Completes own checklist.

**RHYTHMIC GYMNASTICS**
- **Makes a sequence** of rock and roll moves.
- **Bounces** a ball under a leg and catches the ball.
- **Body-wraps** with ropes.
- **Throws and catches** a hoop from various positions.
- **Throws and catches** a ribbon from various positions.

**ASSESSMENT EXAMPLE**

*Creates* a movement sequence using locomotor skills and records it using graphics and text.

**Criteria**
- Sequences a variety of movements from the different themes that have been covered.
- Demonstrates an appropriate starting position.
- Demonstrates simple movements using elements of body and space awareness.
- Uses safe practices.

**RHYTHMIC GYMNASTICS**
- **Rocks** at the beginning or end of a movement sequence.
- **Bounces** a ball with dips and small throws.
- **Skips** in pairs with doubled rope.
- **Rolls and spins** with a hoop.
- **Performs** short sequences with a ribbon.

**ASSESSMENT EXAMPLE**

*Keeps* a personal log of the activities they are performing using graphics and text, including a self-assessment using a rubric or matrix.

**Criteria**
- Completes a self-assessment using a rubric or matrix.
- Records, using graphics and text, own gymnastic routine.
- Uses small equipment to create a balanced sequence and records in log book.
- Uses small equipment to create take off and landing sequences and records in log book.
- Records safety procedures for use of gymnastic equipment.

**POSSIBLE TOPICS**
- Circus
- Rhythmic gymnastics

**POSSIBLE PROGRAMS/ RESOURCES:**
- Gymfun
- PEP Gymnastics, Lower Primary

---

2.1 Confidently performs and repeats movement sequences with control, balance and coordination that in turn enhance their ability to plan for and participate in a wide range of physical activities.

**Id In KC3**

3.1 Demonstrates a range of specialised individual and team movement skills that enhance their sense of personal and group identity.

**Id In KC2 KC4**
<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p18 for Early Years)</th>
<th>SWIMMING AND WATER SAFETY</th>
<th>(refer p58 for Middle Years)</th>
<th>OUTCOMES</th>
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<td>Year 3 Towards Standard 2</td>
<td>Year 4 Standard 2</td>
<td>Year 5 Towards Standard 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Submerges</strong> to recover objects from waist-deep water.</td>
<td>• <strong>Recovers</strong> objects from shoulder-deep water.</td>
<td>• <strong>Recovers</strong> objects from minimum depth of 1.5m using head first and feet first entries.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Explores</strong> different swimming movements and strokes using flotation devices (eg gliding using board and arm or leg movements).</td>
<td>• <strong>Demonstrates and uses</strong> recognisable movements of a variety of strokes.</td>
<td>• <strong>Performs</strong> swimming strokes using a more proficient stroke technique.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Practises</strong> shallow dive techniques.</td>
<td>• <strong>Practices</strong> shallow dive in minimum depth of 1.8m.</td>
<td>• <strong>Participates</strong> in water games above and below water.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Participates</strong> in simple confidence building games (eg water basketball).</td>
<td>• <strong>Participates</strong> in water games above and below water.</td>
<td>• <strong>Demonstrates and practises</strong> advanced knowledge in water safety and survival skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Understands</strong> safety rules related to aquatic environments.</td>
<td>• <strong>Understands</strong> basic water safety and survival skills.</td>
<td>• <strong>Swims</strong> extended distances using a combination of survival strokes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Identifies and practises</strong> the safety rules for the swimming centre attended.</td>
<td></td>
<td>• <strong>Demonstrates</strong> involvement in different roles in a rescue exercise.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Practises</strong> survival strokes over short distances.</td>
<td>• <strong>Practises</strong> survival strokes over increased distances.</td>
<td>• <strong>Demonstrates</strong> in a continuous sequence sculling, floating and treading water survival skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Performs</strong> reach and throw rescues with a partner.</td>
<td>• <strong>Performs</strong> reach and throw rescues on own and in a team.</td>
<td>• <strong>Swims</strong> in a long-sleeved top and long-sleeved top and long pants.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Practises</strong> sculling, floating and treading water survival skills.</td>
<td>• <strong>Sculls</strong> and <strong>treads</strong> water for 30 seconds.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Swims</strong> in a T-shirt.</td>
<td>• <strong>Swims</strong> in a T-shirt.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Students individually, in groups or teams enhance their self-awareness through developing, refining and expanding their movement abilities and strategies within an appropriate context of physical activities.

**Id In KC4 relating to Outcome 2.1**

Students enhance their sense of self and group identity through the development and application of specialised movement skills in an increasing variety of preferred physical activities, individually and in teams.

**Id In KC4 relating to Outcome 3.1**

### ASSESSMENT EXAMPLES

**Attempts all items** on a DECS Centre instructor’s checklist.

**Writes** and **illustrates** a personal evaluation.

**Criteria**
- Recounts their own participation.
- Considers ways to improve their learning.

**POSSIBLE TOPICS:**
- Water and surf safety
- Water travel

---

**Year 3**

Towards Standard 2

### ASSESSMENT EXAMPLES

**Attempts all items** on a DECS Centre instructor’s checklist.

**Writes** and **illustrates** a personal evaluation.

**Criteria**
- Recounts and evaluates their own participation.
- Sets future goals to improve their swimming.

---

**Year 4**

Standard 2

### ASSESSMENT EXAMPLES

**Attempts all items** on a DECS Centre instructor’s checklist.

**Writes** and **illustrates** a personal evaluation.

**Criteria**
- Recounts and evaluates their own participation.
- Demonstrates an understanding of responsible safety behaviour in and around water.

---

**Year 5**

Towards Standard 3

### ASSESSMENT EXAMPLES

**Attempts all items** on a DECS Centre instructor’s checklist.

**Writes** and **illustrates** a personal evaluation.

**Criteria**
- Recounts and evaluates their own participation.
- Demonstrates an understanding of responsible safety behaviour in and around water.

2.1 Confidently performs and repeats movement sequences with control, balance and coordination that in turn enhance their ability to plan for and participate in a wide range of physical activities.

**Id In KC3**

3.1 Demonstrates a range of specialised individual and team movement skills that enhance their sense of personal and group identity.

**Id In KC2 KC4**
<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p19 for Early Years)</th>
<th>ACTIVE LIVING</th>
<th>(refer p59 for Middle Years)</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students gain an understanding of the importance of regular and planned participation in vigorous physical activities to their own and others’ long-term health, at school and in community contexts.</td>
<td></td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
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<tr>
<td></td>
<td></td>
<td>Towards Standard 2</td>
<td>Standard 2</td>
<td>Towards Standard 3</td>
</tr>
<tr>
<td>• Relates experiences about the effect of physical activities and exercise on the body through personal stories.</td>
<td></td>
<td>• Identifies and discusses own physical activities (eg in a daily or weekly chart).</td>
<td></td>
<td>• Develops and refines own physical activity diary.</td>
</tr>
<tr>
<td>• Identifies a range of moderate and vigorous activities.</td>
<td></td>
<td>• Communicates ideas about the importance of physical activity in own life and the life of others (eg diet, making time to exercise, rest and relaxation, stressful situations).</td>
<td></td>
<td>• Communicates and assesses the relationship between physical activity and health.</td>
</tr>
<tr>
<td>• Participates in daily moderate to vigorous physical activities (eg walking, circuits/stations, chasey games, relays, skipping).</td>
<td></td>
<td>• Identifies factors that lead to positive and negative feelings towards physical activity (eg media, culture, stereotypes, electronic information, peers).</td>
<td></td>
<td>• Explores the value of healthy versus non-healthy active living by creating a PowerPoint presentation.</td>
</tr>
<tr>
<td>• Identifies and discusses ongoing influences that impact on leading a healthy active life (eg television, computers, new technologies).</td>
<td></td>
<td>• Plans and participates in own and others’ physical activities.</td>
<td></td>
<td>• Plans physical activities for others and evaluates.</td>
</tr>
<tr>
<td>• Plans own and others’ health-related physical activities.</td>
<td></td>
<td>• Plans an outdoor activity and evaluates its success through the participation of another learner.</td>
<td></td>
<td>• Suggests, plans and participates in outdoor activities (eg a class excursion, camp, orienteering).</td>
</tr>
<tr>
<td>• Identifies outdoor activities that could be used on camps.</td>
<td></td>
<td>• Researches a variety of facilities and equipment at school and within own community that could expand and enhance own physical activity levels.</td>
<td></td>
<td>• Identifies and performs physical activities (eg walking, bike riding) using a variety of facilities and equipment to develop strength, flexibility, muscular endurance and cardiovascular endurance.</td>
</tr>
<tr>
<td>• Demonstrates awareness and uses a range of facilities, equipment and technologies to enhance physical activities.</td>
<td></td>
<td>• Identifies factors that lead to positive and negative feelings towards physical activity (eg media, culture, stereotypes, electronic information, peers).</td>
<td></td>
<td>• Plans physical activities for others and evaluates.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Communicates ideas about the importance of physical activity in own life and the life of others (eg diet, making time to exercise, rest and relaxation, stressful situations).</td>
<td></td>
<td>• Suggests, plans and participates in outdoor activities (eg a class excursion, camp, orienteering).</td>
</tr>
</tbody>
</table>

2.2 Articulates on the basis of personal participation, understandings about fitness through experience of the feelings and effects of different types of exercise on the body. 

F Id T KC3 relating to Outcome 2.2

3.2 Develops, through participation in health-related fitness activities, an understanding of those activities’ appropriateness and effectiveness.

Id
Students gain an understanding of the importance of regular and planned participation in vigorous physical activities to their own and others’ long-term health, at school and in community contexts.

**ASSESSMENT EXAMPLE**

Designs a table and records personal physical activity over a given period (e.g., a week) and analyses the data (e.g., day of most vigorous physical activity and why, day of least physical activity and why) and identifies aspects for improvement.

**Criteria**
- Demonstrates an understanding of physical activity.
- Develops a personal record table.
- Analyses data.
- Identifies aspects for improvement.

Students develop, through participation, an understanding of the components of fitness that influence their healthy growth and emerging physical capabilities. They are able to plan and make changes to those practices and values that are harmful or counterproductive.

**ASSESSMENT EXAMPLE**

Researches local community recreation facilities, selects one and designs a leaflet/poster including text and graphics about the health benefits.

**Criteria**
- Identifies local community recreation facilities.
- Assesses their accessibility and safety.
- Identifies the health benefits of a facility.
- Uses accurate information.

**ASSESSMENT EXAMPLE**

Creates circuits and aerobic routines for the class and describes appropriateness and effectiveness for healthy physical activity.

**Criteria**
- Shows an understanding of aerobic activity.
- Plans healthy physical activity for class/group.
- Identifies the health benefits and uses correct terminology (e.g., cardiovascular endurance).

**POSSIBLE TOPICS:**
- Aerobics
- Outdoor education: bushwalking, hiking, orienteering
- Skating, blading

**POSSIBLE PROGRAMS/RESOURCES:**
- Fruit and Veg
- Healthy Bones Kit
- Jump Rope for Heart
- PEP gymnastics
- PREP fitness
- SA Eat Well
- The Human Race
**Learning Area: Health and physical education**  
**Strand: Personal and social development**  
**Band: Primary Years**  
**Standards: 2 & 3**

### KEY IDEAS

(Refer p21 for Early Years)  
(Refer p61 for Middle Years)

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Towards Standard 2</td>
<td>Standard 2</td>
<td>Towards Standard 3</td>
</tr>
</tbody>
</table>

- **Year 3**
  - **Describes** personal characteristics (eg relating to appearance, gender, cultural background, religion, competencies, skills).
  - **Writes** a list of ideas entitled, ‘I am special because …’.
  - **Recognises** personal characteristics that demonstrate a positive self-worth.
  - **Identifies** and **communicates** about situations in which positive and negative emotions are felt (eg embarrassment, happiness, nervousness).
  - **Discusses** family role relationships and occupations and shares stories.
  - **Develops** skills to work effectively with others.
  - **Feels safe** communicating some personal feelings in appropriate settings (eg a trusted friend, group discussions).

- **Year 4**
  - **Demonstrates** and **compares** individual differences and **recognises** others’ uniqueness (eg appearance, cultural background).
  - **Recalls** personal characteristics about themselves (eg likes, dislikes, strengths, weaknesses) and feels comfortable when expressing them.
  - **Describes** themselves in terms of abilities, friendships and groups they belong to.

- **Year 5**
  - **Shares** ideas on how a person identifies themselves and groups they belong to.
  - **Examines** thoughts and feelings in relation to own and others’ sense of self-worth.
  - **Communicates** a range of skills needed to form relationships.

### OUTCOMES

#### Year 3

2.3 Establishes a sense of self-worth in a variety of contexts within the school, and communicates personal feelings in different situations.  
Id In C KC2

#### Year 4

3.3 Explains how different ways of describing people influences the way people value and treat themselves and others.  
Id In T KC2

---

Possible starting points for planning, programming and assessing
Students increasingly understand, analyse and communicate the influence of factors such as culture, location, gender, ability, emergent technologies and family on their identity.

**Id In C** KC1 KC2 KC7 relating to Outcome 2.3

Students further develop an understanding of their different identities in and beyond local environments. They critically analyse the different ways people view each other. They establish a sense of increasing rights and responsibilities in relation to family, peers and the wider community.

**Id In T** KC1 relating to Outcome 3.3

### Year 3
**Towards Standard 2**
- **Identifies and develops** understandings and skills in a variety of contexts and unsafe situations (e.g., bullying, racism, sexism, conflicts).

### Year 4
**Standard 2**
- **Understands, practises and refines** how to deal with issues affecting identity (e.g., harassment, conflict resolution, grievance procedures).

### Year 5
**Towards Standard 3**
- **Refines and enhances** personal relationships (e.g., using conflict resolution).
- **Refines and demonstrates** actions and behaviour that indicate an understanding of personal and group safety (e.g., class rules and yard rules).
- **Researches and discusses** stereotyping and examines the influence on attitudes, activities, and personal choices.
- **Identifies** the impact of factors in relation to themselves and others (e.g., media, fashion, consumerism, peers).

### ASSESSMENT EXAMPLE
- **Produces** a concertina book titled ‘Being part of my family means’.

**Criteria**
- Acknowledges that there is a variety of families (e.g., one parent, two parent and extended family).
- Lists positives about being a member of their family.

### ASSESSMENT EXAMPLE
- **Discusses and role-plays** respect and valuing of themselves and others.

**Criteria**
- Identifies what creates self-respect and respect for others.
- Demonstrates appropriate behaviour to show respect towards others.

### ASSESSMENT EXAMPLE
- **Role-plays** strategies to solve various relationship problems.

**Criteria**
- Identifies problem and applies POOCH (refer Glossary).
- Demonstrates appropriate skills in resolving problems.

### POSSIBLE PROGRAMS/RESOURCES:
- **Program Achieve**
- **Protective behaviours**
- **Road Ready**
### Learning Area: Health and physical education  
**Strand: Personal and social development**  
_Band: Primary Years_  
_Standards: 2 & 3_

#### KEY IDEAS
- **Students increase their understanding, through collecting and analysing information, that human development involves a continuous process of change, while appreciating similarities and differences between people.**
  
  **F KC1**  
  relating to Outcome 2.4

- **Students further develop personal resilience as they interpret the meaning of physical, emotional and social change, and their own developing sexuality and that of others.**
  
  **Id In KC1**  
  relating to Outcome 3.4

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
<tr>
<td>Towards Standard 2</td>
<td>Standard 2</td>
<td>Towards Standard 3</td>
</tr>
</tbody>
</table>

**OUTCOMES**

| 2.4 | Describes different stages of the life span and the predictable sequences of growth.  
**F Id KC2** |
| 3.4 | Identifies physical, social and emotional changes associated with their growth and development, and appreciates differences between people of the same age.  
**Id In KC1** |

- **Labels** external body parts and states their functions.  
  - **F KC1**

- **Acknowledges** inherited characteristics (eg hair/eye colour, left handedness, blood groups).  
  - **F KC1**

- **Appraises** physical similarities and differences of other family members.  
  - **Id In KC1**

- **Investigates** various changes to aspects of own appearance (eg teeth, hair, height).  
  - **Id In KC1**

- **Predicts** personal growth and development using family history (eg height in family).  
  - **Id In KC1**

- **Recognises** changes in stages of development from birth (eg comparing similarities and differences with other family members).  
  - **Id In KC1**

- **Describe** how boys and girls are similar and different as they grow and change.  
  - **Id In KC1**

- **Maps** the ages of family members on a continuum.  
  - **Id In KC1**

- **Understands and explains** the functions of different body parts (internal and external) and how they function as part of a system.  
  - **F Id KC2**

- **Recognises** inherited and cultural influences on growth and development (eg diet, physical activity, rest, safety, friendships, cultural beliefs, medical conditions).  
  - **F Id KC2**

- **Explores** physical, social and emotional changes that occur over a life span (eg changes that occur in puberty, old age).  
  - **F Id KC2**

- **Develops** an understanding of the similarites and differences that occur as boys and girls grow and develop.  
  - **F Id KC2**

- **Aknowledges and discusses** the stages of the life span and changes between family members.  
  - **F Id KC2**

- **Identifies** feelings associated with life span and life changes (eg grief, loss, new friends).  
  - **F Id KC2**

- **Describes different stages of** the life span and the predictable sequences of growth.  
  - **F Id KC2**

- **Identifies** physical, social and emotional changes associated with their growth and development, and appreciates differences between people of the same age.  
  - **Id In KC1**

- **Understands** the functions of different body parts and **investigates** the physiology of systems (eg skeletal, muscular, digestive, respiratory).  
  - **F Id KC2**

- **Recognises** inherited and cultural influences on growth and development (eg diet, physical activity, rest, safety, friendships, cultural beliefs, medical conditions).  
  - **F Id KC2**

- **Aknowledges and discusses** the stages of the life span and changes between family members.  
  - **F Id KC2**

- **Identifies** feelings associated with life span and life changes (eg grief, loss, new friends).  
  - **F Id KC2**
Students increase their understanding, through collecting and analysing information, that human development involves a continuous process of change, while appreciating similarities and differences between people.

**KC1 relating to Outcome 2.4**

Students further develop personal resilience as they interpret the meaning of physical, emotional and social change, and their own developing sexuality and that of others.

**KC1 relating to Outcome 3.4**

<table>
<thead>
<tr>
<th><strong>ASSESSMENT EXAMPLE</strong></th>
<th><strong>Demonstrates</strong></th>
<th>Graphically and with related text, stages of growth and development, showing differences between gender and people of the same age.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
<td></td>
<td>- Researches appropriate graphics and arranges in sequence. - Uses text to describe stages of growth. - Uses appropriate terminology.</td>
</tr>
</tbody>
</table>

**ASSESSMENT EXAMPLE**

**Prepares** a multimedia presentation that shows the relationships between functions of the body system.

**Criteria**
- Chooses a body system to research in depth.
- Demonstrates the function of the chosen body system.
- Demonstrates clear links to other body systems.

**ASSESSMENT EXAMPLE**

**Collects and annotates** pictures of themselves in various emotional situations and records in an individual journal.

**Criteria**
- Collects and annotates pictures of themselves.
- Reflects on emotions associated with the situations in the pictures.

**POSSIBLE TOPICS:**
- Body parts
- Family
- Growth
- Reproductive system
## Learning Area: Health and physical education  
### Strand: Personal and social development

**Possible starting points for planning, programming and assessing**

### Band: Primary Years

**Standards: 2 & 3**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p23 for Early Years)</th>
<th>OUTCOMES</th>
<th>(refer p65 for Middle Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 3</strong> Towards Standard 2</td>
<td><strong>Year 4</strong> Standard 2</td>
<td><strong>Year 5</strong> Towards Standard 3</td>
<td></td>
</tr>
</tbody>
</table>
| Students enhance their understandings of relationships and group dynamics through developing knowledge and skills in collaborating with others and working in teams.  
**Id In C KC4 relating to Outcome 2.5** | Students extend their social knowledge and skills to enable them to make and maintain positive relationships and close friendships, and work collaboratively in teams.  
**Id In KC4 relating to Outcome 3.5** | **2.5** Understands different relationships and, through a variety of experiences, develops cooperative work and social skills.  
**Id In C KC1** |
| **Practises** listening skills through listening games or partner work activities (eg Simon Says; Think, Pair, Share).  
**Displays and understands** positive behaviour in everyday relationships (eg sharing with friends, being courteous, caring for property, being kind, being supportive, discouraging bullying and teasing of others).  
**Describes** what conflict/anger is and identifies situations where conflict/anger might occur.  
**Practises** conflict resolution strategies in role-plays.  
**Displays** photos/pictures of friends and describes their importance.  
**Identifies and lists** friends and their positive qualities. | **Practises and refines** active listening skills through games (eg Chinese whispers, build a story).  
**Displays and exhibits** positive behaviour and attitudes in everyday relationships (eg showing respect for rules, customs and traditions).  
**Identifies** a range of anger management strategies.  
**Demonstrates and practises** how to solve a conflict by reaching a positive agreement.  
**Writes** words to describe the qualities of a good friend (eg writes a poem). | **Goes on a walk and displays** active listening skills in relationship to safety.  
**Practises and uses** positive behaviour and attitudes (eg participates in the decision-making process, negotiates roles to provide individuals with an identity and responsibilities, devises ways to celebrate or acknowledge achievements of individuals and groups).  
**Discusses** anger management strategies and **practises** them in the classroom and playground.  
**Presents** information on how to develop and maintain friendships. |
Students enhance their understandings of relationships and group dynamics through developing knowledge and skills in collaborating with others and working in teams.  

**Id In C KC4 relating to Outcome 2.5**  

Students extend their social knowledge and skills to enable them to make and maintain positive relationships and close friendships, and work collaboratively in teams.  

**Id In KC4 relating to Outcome 3.5**

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Towards Standard 2</th>
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</thead>
<tbody>
<tr>
<td>• <strong>Identifies</strong> and <strong>lists</strong> the advantages of teamwork.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Identifies</strong> and <strong>counts</strong> the groups belonged to (eg scouts, family groups, sports teams) and <strong>lists</strong> ways to contribute to a group.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Defines</strong> positive feelings associated with belonging to a group.</td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT EXAMPLE**  
**Develops** own listening game.  

**Criteria**  
- Explains the game to others.  
- Identifies the required listening skills.  
- Listens attentively.  
- Practises group skills.

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Standard 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Presents</strong> information about roles and responsibilities required in groups/teams.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Contributes</strong> actively as a group/team member in a number of roles and in role-plays (eg scribe, captain, chairperson, timekeeper, construction activity, a simulated water rescue).</td>
<td></td>
</tr>
<tr>
<td>• <strong>Recognises and expresses</strong> appreciation to class members when they work/play cooperatively.</td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT EXAMPLE**  
**Demonstrates** an ability to perform different roles in the class.  

**Criteria**  
- Resolves a conflict.  
- Demonstrates a grievance procedure.

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Towards Standard 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Evaluates</strong> effectiveness of roles in groups/teams (eg interviews, Y chart).</td>
<td></td>
</tr>
<tr>
<td>• <strong>Identifies and practises</strong> skills required for positive teamwork.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Lists</strong> advantages/disadvantages to being a member of a group/team and <strong>compares</strong> advantages to disadvantages.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Identifies</strong> important group skills and <strong>applies</strong> these (eg orienteering, class meetings, basic water rescue methods).</td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT EXAMPLE**  
**Demonstrates** skills and behaviour that lead to reaching positive outcomes in teams and groups.  

**Criteria**  
- Recognises and practises group skills.  
- Cooperates and displays decision-making skills.

**POSSIBLE TOPICS:**  
- Anti-harassment  
- Anti-racism  
- Bully proofing  
- Grievance procedures  
- Peer mediation  
- **Stop, think, do**
### KEY IDEAS

(Refer p24 for Early Years)

<table>
<thead>
<tr>
<th>Year 3</th>
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<th>Year 5</th>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

- **Names** people who influence health decisions (eg peers, doctors, friends, media).
- **Makes** a personal health choice and gives reasons for choice.
- **Clarifies** ideas about drugs and classifies different sorts of drugs.
- **Identifies** harm associated with certain drugs (eg tobacco, alcohol).
- **Discusses** personal opinions about tobacco usage, and appropriate use, administration and storage of different types of medication.
- **Shows** correct storage of prescription drugs and other medicines.
- **Develops** lists of harm that could occur due to drug abuse or lack of use.
- **Appreciates** the value of environments to personal health (eg local parks, Botanic Gardens, wheelchair access).

- **Identifies** physical factors that influence healthy and active living choices (eg skin type, chronic illness).
- **Identifies** own responsibility to contribute towards healthy and active living (eg good food choices).
- **Identifies** major steps involved in making decisions about drug use (eg saying no, peer pressure).
- **Discusses** the harm of tobacco and why people choose to smoke or not to smoke.
- **Compiles** a chart about why people take various prescription drugs.
- **Understands** who can administer prescription drugs.
- **Role-plays** what to do in a prescription drug related emergency.
- **Finds** a community/school natural environment and contributes towards its upkeep.

- **Describes** the factors that influence personal health (eg genes, family, friends, culture, environment).
- **Identifies** the positive and negative effects of various substances on the body (eg alcohol, analgesics, caffeine, tobacco).
- **Researches** alternatives to prescription drugs (eg drug free pain relief methods, Tai Chi, relaxation).
- **Identifies** ways to counteract detrimental influences of peers or media to own health (eg substance abuse).
- **Lists** ways to sustain and maintain natural environments.

---

### OUTCOMES

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Towards Standard 2</strong></td>
<td><strong>Standard 2</strong></td>
<td><strong>Towards Standard 3</strong></td>
</tr>
</tbody>
</table>

- **Names** people who influence health decisions (eg peers, doctors, friends, media).
- **Makes** a personal health choice and gives reasons for choice.
- **Clarifies** ideas about drugs and classifies different sorts of drugs.
- **Identifies** harm associated with certain drugs (eg tobacco, alcohol).
- **Discusses** personal opinions about tobacco usage, and appropriate use, administration and storage of different types of medication.
- **Shows** correct storage of prescription drugs and other medicines.
- **Develops** lists of harm that could occur due to drug abuse or lack of use.
- **Appreciates** the value of environments to personal health (eg local parks, Botanic Gardens, wheelchair access).

- **Identifies** physical factors that influence healthy and active living choices (eg skin type, chronic illness).
- **Identifies** own responsibility to contribute towards healthy and active living (eg good food choices).
- **Identifies** major steps involved in making decisions about drug use (eg saying no, peer pressure).
- **Discusses** the harm of tobacco and why people choose to smoke or not to smoke.
- **Compiles** a chart about why people take various prescription drugs.
- **Understands** who can administer prescription drugs.
- **Role-plays** what to do in a prescription drug related emergency.
- **Finds** a community/school natural environment and contributes towards its upkeep.

- **Describes** the factors that influence personal health (eg genes, family, friends, culture, environment).
- **Identifies** the positive and negative effects of various substances on the body (eg alcohol, analgesics, caffeine, tobacco).
- **Researches** alternatives to prescription drugs (eg drug free pain relief methods, Tai Chi, relaxation).
- **Identifies** ways to counteract detrimental influences of peers or media to own health (eg substance abuse).
- **Lists** ways to sustain and maintain natural environments.

---

**Learning Area:** Health and physical education  
**Strand:** Health of individuals and communities  
**Band:** Primary Years  
**Standards:** 2 & 3  

**Possible starting points for planning, programming and assessing**

---

F In KC1 relating to Outcome 2.6

Students accept increasing responsibility for their future wellbeing and analyse factors that support or present risks to their health and that of their families, friends and communities.

F In KC1 relating to Outcome 2.6

Students consider the range of influences on their health associated with increasing freedom of choice, critically examine information available about those choices, and devise personal and community strategies based on them.

F In T KC1 KC6 relating to Outcome 3.6

Students accept increasing responsibility for their future wellbeing and analyse factors that support or present risks to their health and that of their families, friends and communities.

F In KC1 relating to Outcome 2.6

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Students accept increasing responsibility for their future wellbeing and analyse factors that support or present risks to their health and that of their families, friends and communities.

**F In KC1 relating to Outcome 2.6**

Students consider the range of influences on their health associated with increasing freedom of choice, critically examine information available about those choices, and devise personal and community strategies based on them.

**F In T KC1 KC6 relating to Outcome 3.6**

### Year 3 Towards Standard 2
- **Investigates** local community health services.
- **Recognises** services, facilities and people in the local community who provide opportunities for promoting safety and health.

### Year 4 Standard 2
- **Examines** traditional and non-traditional health practices of people from other cultures (eg Australian Aboriginal and Torres Strait Islander peoples, Chinese).
- **Marks** the local community health services on a map.
- **Investigates** online and offline community health services and health offices.
- **Helps** organise and promote whole school health promotion (eg Eat Fresh, SunSmart, walk-a-thon).

### Year 5 Towards Standard 3
- **Investigates** and discusses the impact of European settlement on the health of Australian Indigenous people, both historically and in modern times.
- **Identifies** support services on a local, state and national scale (eg Kids Help Line, beyondblue).

#### ASSESSMENT EXAMPLE
**Designs** a poster using graphics and text to show safe storage of prescription drugs and other medicines.

**Criteria**
- Identifies correctly some prescription drugs and other medicines.
- Uses text to explain safe storage features.
- Identifies who should have access.

**ASSESSMENT EXAMPLE**
**Role-plays** or **presents** a poster, to show how prescription drugs and other medicines can be both harmful and helpful.

**Criteria**
- Correctly identifies prescription drugs and other medicines.
- Demonstrates safe access and administration.
- Demonstrates harmful/helpful use.

**ASSESSMENT EXAMPLE**
**Writes** a letter to a health worker to gain information about their job and **displays** the findings.

**Criteria**
- Identifies what a health worker is.
- Asks appropriate questions.
- Uses appropriate letter format.
- Displays findings clearly.

**POSSIBLE PROGRAMS/RESOURCES:**
- Clean Up Australia Day
- Drug Strategy
- KESAB
- Life Education
- Tidy Town

2.6 Explains ways in which communities support their own and others’ health.

F In KC2

3.6 Analyses a variety of community health issues that affect them and investigates community programs to address them.

In T KC1 KC6
## Learning Area: Health and physical education  
**Strand: Health of individuals and communities**  
**Band: Primary Years**  
**Standards: 2 & 3**

### KEY IDEAS
- Students identify potential hazards or threats to their health and safety and devise plans for acting to protect themselves and their communities.  
  **F Id In KC3**  
  relating to Outcome 2.7
- Students learn to assess and build their understandings of skills to effectively manage risky and challenging situations for themselves and others.  
  **In T KC6**  
  relating to Outcome 3.7

### OUTCOMES

#### Year 3  
Towards Standard 2
- **Discusses** safe and unsafe places at home, at school, on the road and in aquatic environments.
- **Identifies** personal warning signs (eg butterflies, anxiety, nervousness).
- **Identifies and discusses** signs/symbols that reflect danger (eg environmental hazards, water hazards, road signs).
- **Creates** a picture of a network of people to go to when in trouble.
- **Considers** what to do in different emergency situations.
- **Identifies** ways of keeping different body parts clean (eg dental floss for teeth, changing underclothes every day).

#### Year 4  
Standard 2
- **Identifies** things needed to play and act safely (eg protective equipment, taking turns, using personal flotation devices).
- **Identifies** potential hazards in the school or home (eg electricity, farm machinery).
- **Understands** the difference between passive and aggressive behaviour and makes appropriate decisions (eg using role-plays, scripts).
- **Writes** action plans for an emergency situation to improve personal safety and the safety of others (eg fire, smoke, injured person).
- **Keeps** a diary of hygiene practices (eg brushes hair, cleans teeth, washes) and discusses frequency of hygiene practices.

#### Year 5  
Towards Standard 3
- **Labels** on a local map (eg the school grounds) the places felt to be unsafe and **develops** solutions to improve the safety of those areas.
- **Analyses** the quantity and quality of information in magazines or posters that identifies potential hazards in the school/home.
- **Identifies and discusses** safety rules (eg Road Ready).
- **Develops** strategies to use in situations of risk (eg fire, sexual harassment).
- **Develops and practises** the concept of assertive behaviour (eg creates plays, television commercial).
- **Demonstrates** problem-solving skills that deal with unsafe or emergency situations in the home, at school, in the pool and in the community.

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**Possible starting points for planning, programming and assessing**

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2.7 Plans and practises strategies to maintain safety in the home, school and community.  
**F Id In T KC3**

3.7 Identifies skills to deal with situations that pose a risk to their health and safety.  
**In T KC1**
Students identify potential hazards or threats to their health and safety and devise plans for acting to protect themselves and their communities.  

**F Id In KC3 relating to Outcome 2.7**

Students learn to assess and build their understandings of skills to effectively manage risky and challenging situations for themselves and others.  

**In T KC6 relating to Outcome 3.7**

<table>
<thead>
<tr>
<th>ASSESSMENT EXAMPLE</th>
<th>Year 3 Towards Standard 2</th>
<th>Year 4 Standard 2</th>
<th>Year 5 Towards Standard 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Uses</strong> a variety of media to create a display about the healthy ways to care for the body.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Chooses a part of own body as a focus for hygiene.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrates healthy care and maintenance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plays</strong> a known active game, <strong>assesses</strong> the safety issues of the game and <strong>changes</strong> the rules where necessary.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Analyses safety issues of a particular activity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Modifies rules where appropriate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Plays modified game.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Labels</strong> photographs of individuals playing in a safe manner and <strong>indicates</strong> why they are safe situations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Collects pictures of a range of activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Classifies these into safe and unsafe activities, explaining reasons for choice.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**POSSIBLE TOPICS:**  
- Fire safety  
- Hygiene  
- Road safety  
- Safety signs
### KEY IDEAS

#### Year 3
Towards Standard 2
- **Makes** posters of food groups like *The Food Circle* (refer p100).
- **Explores** the nutritional value of food commonly eaten (eg from the school canteen, from home).
- **Examines** a balanced diet to determine the foods we want to eat, and the ones our body needs; and finds out why our bodies need certain foods.
- **Demonstrates** safe and hygienic methods of food preparation.
- **Views** commercials that advertise food products and explains what makes people want to buy that food.

#### Year 4
Standard 2
- **Plans** a balanced diet using *The Food Circle* (refer p100).
- **Identifies** the nutritional value of foods sold in various places (eg fast food outlets, local restaurants, hotel dining).
- **Listens** to visiting speakers explain what bodies need to grow to be healthy (eg nutritionist, doctor).
- **Researches** information on the internet about the nutrition needed for growing bodies.
- **Considers** how healthy food choices are influenced by the media.
- **Draws** a flow-chart to show the cycle of a particular plant food from planting to eating.

#### Year 5
Towards Standard 3
- **Researches** on the internet the dietary needs of a person with diabetes or coeliac disease.
- **Identifies** influences on food consumption (eg price, availability, culture).
- **Investigates** foods eaten by different groups in society (eg vegetarians, Jews, Hindus).
- **Plans** and cooks a balanced simple meal.
- **Surveys** class members to find out about foods from other countries and other cultures (eg Asian food, bush foods, European food).

### OUTCOMES

#### Year 3
Towards Standard 2
- 2.8 Evaluates and reports about their diet and considers influences on their choice of foods for an active and healthy life.

#### Year 4
Standard 2
- 3.8 Researches and shares findings about issues related to why individuals and groups have different eating habits.

#### Year 5
Towards Standard 3
- 2.8 Evaluates and reports about their diet and considers influences on their choice of foods for an active and healthy life.
- 3.8 Researches and shares findings about issues related to why individuals and groups have different eating habits.
Students read and interpret information about food selection in relation to sound dietary practice. They analyse their own meals, consider factors that influence food choice and develop skills to prepare a variety of foods, which are physiologically and environmentally healthy. 'Id In C KC1 relating to Outcome 2.8

Students increase their knowledge of and skills for healthy dietary practice. They research and critically analyse information, including online, on food choice, and identify the influence of peers and the media on nutritional choices. 'Id T C KC1 relating to Outcome 3.8

### Year 3 Towards Standard 2

<table>
<thead>
<tr>
<th>ASSESSMENT EXAMPLE</th>
<th>Identifies and categorises, using graphics and text, foods belonging to the various food groups.</th>
</tr>
</thead>
</table>
| Criteria           | - Collects pictures of foods.  
                     - Classifies and labels these into the five different food groups.  
                     - Uses appropriate terminology.                                            |

### Year 4 Standard 2

<table>
<thead>
<tr>
<th>ASSESSMENT EXAMPLE</th>
<th>Makes an audio tape, video or PowerPoint presentation of an interview with a worker in the food service industry, with the focus of the interview on nutrition and hygiene.</th>
</tr>
</thead>
</table>
| Criteria           | - Asks and records appropriate questions and answers.  
                     - Investigates the process of food preparation.  
                     - Identifies hygienic practices.  
                     - Identifies different ways food is prepared.  
                     - Records the nutritional value of the food prepared. |

### Year 5 Towards Standard 3

<table>
<thead>
<tr>
<th>ASSESSMENT EXAMPLE</th>
<th>Researches how to prepare a meal from another culture (eg Resource Centre, the internet, the local community).</th>
</tr>
</thead>
</table>
| Criteria           | - Names culture/country of origin correctly.  
                     - Identifies ingredients.  
                     - Records preparation procedure.  
                     - Uses correct terminology. |

### ASSESSMENT EXAMPLE
- Identifies and categorises, using graphics and text, foods belonging to the various food groups.

**Criteria**
- Collects pictures of foods.
- Classifies and labels these into the five different food groups.
- Uses appropriate terminology.

**POSSIBLE TOPICS:**
- Food groups
- Food preparation
- Food tucker
- International Food Day
- Nutrition
- Traditional Aboriginal foods

2.8 Evaluates and reports about their diet and considers influences on their choice of foods for an active and healthy life. 
T C KC1 KC2

3.8 Researches and shares findings about issues related to why individuals and groups have different eating habits. 
T C KC1 KC2
# Learning Area: Health and physical education
## Strand: Physical activity and participation

**Possible starting points for planning, programming and assessing**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p30 for Primary Years)</th>
<th>SPORTS SKILLS</th>
<th>(refer p73 for Middle–Senior Years)</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 6</strong></td>
<td><strong>Standard 3</strong></td>
<td><strong>Year 7</strong></td>
<td><strong>Towards Standard 4</strong></td>
<td><strong>Year 8</strong></td>
</tr>
<tr>
<td>Students enhance their sense of self and group identity through the development and application of specialised movement skills in an increasing variety of preferred physical activities, individually and in teams.</td>
<td><strong>Continues</strong> to refine and practise manipulative movement skills for games/sports situations.</td>
<td><strong>Practises</strong> with persistence and modifies skills in all areas to enhance performance, leading to improved confidence.</td>
<td><strong>Appreciates</strong> that different activities require different skills and <strong>develops</strong> these skills (eg in cricket, gaelic football, aquatics, wheelchair sports).</td>
<td><strong>3.1</strong> Demonstrates a range of specialised individual and team movement skills that enhance their sense of personal and group identity. <strong>Id In KC2 KC4</strong></td>
</tr>
<tr>
<td><strong>Id In KC4</strong> relating to Outcomes 3.1, 4.1</td>
<td><strong>Demonstrates</strong> specialised movement skills, stability, locomotor skills and manipulative skills in a wide range of sports activities and modified games (eg basketball, football, volleyball, soccer, softball).</td>
<td><strong>Organises</strong> cooperative interactions between team members for a variety of physical activities (eg inter-class competitions, round robin tournaments).</td>
<td><strong>Analyses</strong> performance and <strong>provides</strong> feedback on skills and performance of themselves and others (eg feedback with a video camera).</td>
<td><strong>4.1</strong> Reflects on the use of specialised skills in various social contexts (including teams) and is able to modify skills to improve performance. <strong>Id In KC1 KC4</strong></td>
</tr>
<tr>
<td><strong>Year 6</strong></td>
<td><strong>Standard 3</strong></td>
<td><strong>Year 7</strong></td>
<td><strong>Towards Standard 4</strong></td>
<td><strong>Year 8</strong></td>
</tr>
<tr>
<td>Students enhance their sense of self and group identity through the development and application of specialised movement skills in an increasing variety of preferred physical activities, individually and in teams.</td>
<td><strong>Interacts</strong> cooperatively with others as an effective team member (eg in single sex groups, whole class activities) with a view to building positive sporting behaviour and self-esteem (eg organising and managing teams, scoring, umpiring).</td>
<td><strong>Explains</strong> the rules and safety implications of a variety of sports (eg use of protective clothing, correct use of equipment).</td>
<td><strong>Considers</strong> their personal developmental needs to master the skills required to participate in a team situation (eg commitment, fair play).</td>
<td><strong>Id In KC4</strong></td>
</tr>
<tr>
<td><strong>Id In KC4</strong> relating to Outcomes 3.1, 4.1</td>
<td><strong>Develops</strong> individual and group strategies to show understanding of tactics and game sense within sport activities.</td>
<td><strong>Applies</strong> knowledge to ensure positive sporting behaviour and safe practices for groups and individuals on the sporting field.</td>
<td><strong>Understands</strong> the effect on a team, of challenging environments (eg interclass and interschool sports).</td>
<td></td>
</tr>
</tbody>
</table>
Students enhance their sense of self and group identity through the development and application of specialised movement skills in an increasing variety of preferred physical activities, individually and in teams.

**Id In KC4 relating to Outcomes 3.1, 4.1**

**ASSESSMENT EXAMPLE**

**Records** and **analyses** movement for further improvement (eg using stopwatches, pedometers, heart rate monitors, digital/still cameras).

**Criteria**
- Understands use of sport technology tools to monitor and measure skills.
- Sets goals for further skill development.
- Plans strategies for skill development.
- Creates a checklist of criteria to assess specific sports skills.

**ASSESSMENT EXAMPLE**

**Applies tactics and strategies** to improve performance in a particular sport (eg double dodge in netball, full court press in basketball).

**Criteria**
- Recognises strategies to develop particular sport skills.
- Applies knowledge to improve strategic skills.
- Develops own challenge and criteria for success.
- Records own performance in notes or as a rating (eg beginning, developing, proficient).
- Suggests strategies that could improve skill performance.
- Demonstrates appropriate competitive and fair play behaviour.

**ASSESSMENT EXAMPLE**

**Meets the requirements** of a performance checklist, which includes participation, skill level acquired, cooperation, management of equipment and future goals.

**Criteria**
- Reflects on accomplishment and aspects of own performance.
- Identifies safety procedures and routines.
- Identifies strategies for improvement.
- Uses appropriate terms.

**POSSIBLE PROGRAMS/RESOURCES:**
- Aussie Sports Manuals
- SEPEP
- Sport It
### Learning Area: Health and physical education  
#### Strand: Physical activity and participation

**Possible starting points for planning, programming and assessing**

| KEY IDEAS |  
|---|---|---|---|---|---|
| **Students enhance their sense of self and group identity through the development and application of specialised movement skills in an increasing variety of preferred physical activities, individually and in teams.**  
*Id In KC4 relating to Outcomes 3.1, 4.1* | **DANCE** | **OUTCOMES** |
| **Year 6 Standard 3** | **Towards Standard 4** | **Year 8 Standard 4** |

- **Demonstrates** basic skills in dance—movement, sequence, balance and body control—whilst exploring self-concept, capabilities and confidence.
- **Uses** a sequence of steps to create a dance to popular music.
- **Applies** dance skills to performances for peer and school community audiences (eg develops a television commercial with a dance element that addresses a health issue).
- **Identifies and values** the roles of all members of the group and interacts in a positive manner (eg bush dance, paired dance).
- **Acts** safely, individually and when interacting with others (eg warm up/cool down, rules of etiquette, personal dance space).

- **Demonstrates** specific skills in dance—movement, sequence, balance and body control—whilst further developing self-concept, capabilities and confidence.
- **Designs** complex sequences, with air or floor patterns, to contemporary music.
- **Uses** available space to choreograph a dance routine that relates to a particular theme.

- **Participates** effectively in a variety of roles within a dance troupe, recognising inclusive practices (eg Wakakirri, school arts festivals, Come Out Youth Arts Festival, end of year concert).
- **Identifies** unsafe conditions and makes suggestions as to how the situation could be improved (eg modifies a dance to be performed within a restricted space).

- **Acts** on feedback from others and visual evidence, to enhance own performance (eg uses video performance to identify strengths and weaknesses).

- **Appreciates** that different activities require different skills and develops these skills.
- **Analyses** performance and provides feedback on skills and performance of themselves and others (eg feedback with a video camera).

- **Considers** their personal developmental needs to master the skills required to participate in a group/team situation (eg commitment, fair play).
- ** Appreciates** the need to help develop the necessary skill level in all members of a group/team.

- **Understands** the effect on a group/team of challenging environments (eg interclass and interschool events).

**Possible starting points for planning, programming and assessing**
Students enhance their sense of self and group identity through the development and application of specialised movement skills in an increasing variety of preferred physical activities, individually and in teams.

**Id In KC4 relating to Outcomes 3.1, 4.1**

- **Understanding** the relevance and role of dance within other cultures (e.g., Aboriginal ceremonies, Asian festivals, traditional Greek dances).

- **Participates** in the learning and performance of various dances from a variety of cultures including school LOTE program.

### ASSESSMENT EXAMPLE

**Applies** dance skills in a small group to create and perform dance patterns and combinations for a variety of audiences (e.g., a local retirement village, senior citizens group, peers, parents, teachers) using things like ribbons, scarves, and canes to enhance dance patterns.

**Criteria**

- Cooperates with other group members successfully and effectively.
- Demonstrates body awareness (e.g., through action and shapes).
- Shows control of body moves (e.g., through use of space, time, weight, flow).
- Uses space appropriately (e.g., uses a variety of directions, pathways).
- Keeps the beat and moves in unison.

### ASSESSMENT EXAMPLE

**Works in** a small group to choose a piece of music, listens to it, and develops a story or poem, creates an interpretation in a dance form of their choice, and performs it to an audience of younger learners.

**Criteria**

- Shows respect for others and their ideas.
- Selects, refines, and presents movement sequences.
- Records the story of the dance in text and graphics.
- Collects feedback from younger students.
- Reflects and reports on the elements of success of the creative process and performance.
- Identifies three things learned that can be applied in another situation.

### ASSESSMENT EXAMPLE

**Meets the requirements** of a performance checklist, which includes participation, skill level acquired, cooperation, management of equipment, and future goals.

**Criteria**

- Reflects on accomplishment and aspects of own performance.
- Identifies safety procedures and routines.
- Identifies strategies for improvement.
- Uses appropriate terms.

### POSSIBLE PROGRAMS/RESOURCES:

- Ausdance
- Bushwhackers
- PEP Dance—Upper Primary
- Visiting dance group
<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p34 for Primary Years)</th>
<th>GYMNASTICS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students enhance their sense of self and group identity through the development and application of specialised movement skills in an increasing variety of preferred physical activities, individually and in teams.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Year 6</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Standard 3</strong></td>
<td><strong>Towards Standard 4</strong></td>
<td><strong>Standard 4</strong></td>
<td></td>
</tr>
<tr>
<td>• <strong>Demonstrates</strong> an understanding of and an ability to perform the dominant movement skills: landings, locomotion, statics, spring, swing and rotations.</td>
<td>• <strong>Practises and refines</strong> the dominant movement skills with confidence.</td>
<td>• <strong>Appreciates</strong> that different activities require different skills and <strong>develops</strong> these skills.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Identifies</strong> specific components of the dominant movement skills (eg statics, locomotion, swings, springs landings, rotations).</td>
<td>• <strong>Analyses</strong> the components of the dominant movement skills (eg statics, locomotion, swings, springs, landings, rotations) and identifies strengths and weaknesses to improve performance (eg using a still or video camera).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Creates and participates</strong> in a circuit including a variety of take-offs and landings.</td>
<td>• <strong>Creates and performs</strong> more complex gymnastics routines, with growing confidence, for a variety of audiences.</td>
<td>• <strong>Considers</strong> their personal developmental needs to master the skills required to participate in a team situation.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Performs</strong> a sequence of gymnastic movements for peers (eg within the classroom setting).</td>
<td>• <strong>Acts</strong> on feedback from others and/or visual evidence to enhance own performance.</td>
<td>• <strong>Analyses</strong> performance and <strong>provides</strong> feedback on skills and performance of themselves and others (eg feedback with a video camera).</td>
<td></td>
</tr>
<tr>
<td>• <strong>Records</strong> a variety of hangs and balances (eg using a still or video camera).</td>
<td>• <strong>Develops</strong> a set of criteria for judging the performances of their peers.</td>
<td>• <strong>Appreciates</strong> the need to help develop the necessary skill level in all members of a team.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Evaluates</strong> own performance and <strong>analyses</strong> feedback from others to refine skills (eg uses peer and partner evaluation).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Works</strong> collaboratively as an effective participant (eg partner balance, spotter, support).</td>
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</tr>
</tbody>
</table>

3.1 Demonstrates a range of specialised individual and team movement skills that enhance their sense of personal and group identity. **Id In KC2 KC4**

4.1 Reflects on the use of specialised skills in various social contexts (including teams) and is able to modify skills to improve performance. **Id In KC1 KC4**
Students enhance their sense of self and group identity through the development and application of specialised movement skills in an increasing variety of preferred physical activities, individually and in teams.

Id In KC4 relating to Outcomes 3.1, 4.1

**ASSESSMENT EXAMPLE**

*Develops* with a partner, criteria for a sequence of movements, including specific task requirements (e.g., travel over a specific distance, using both hands and feet to roll), then takes turns to demonstrate the sequence.

**Criteria**
- Shows evidence of control and balance.
- Shows smooth transition between moves.
- Shows increased poise and confidence.
- Uses safety procedures.
- Challenges themselves.
- Records and reflects on performance.

**ASSESSMENT EXAMPLE**

*Demonstrates* (e.g., journal entry, videotape, *PowerPoint*, letter to a friend) their knowledge and reflects on and analyses their own performance with a focus on working towards greater success.

**Criteria**
- Explains the task requirements.
- Challenges themselves to develop greater skill.
- Records progress in their learning.
- Identifies the key parts of a skill.
- Shows understanding of the operation of a concept or skill.
- Uses appropriate literacy and vocabulary.

**ASSESSMENT EXAMPLE**

*Meets the requirements* of a performance checklist, which includes participation, skill level acquired, cooperation, management of equipment and future goals.

**Criteria**
- Reflects on accomplishment and aspects of own performance.
- Identifies safety procedures and routines.
- Identifies strategies for improvement.
- Uses appropriate terms.

**POSSIBLE PROGRAMS/RESOURCES:**
- Aussie Sports
- Gym Fun
- PEP Gymnastics

---

3.1 Demonstrates a range of specialised individual and team movement skills that enhance their sense of personal and group identity.

Id In KC2 KC4

4.1 Reflects on the use of specialised skills in various social contexts (including teams) and is able to modify skills to improve performance.

Id In KC1 KC4
**Learning Area: Health and physical education**

**Band: Middle Years**

**Strand: Physical activity and participation**

**Standards: 3 & 4**

### KEY IDEAS

Students enhance their sense of self and group identity through the development and application of specialised movement skills in an increasing variety of preferred physical activities, individually and in teams.

Id In KC4 relating to Outcomes 3.1, 4.1

<table>
<thead>
<tr>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 3</strong></td>
<td><strong>Towards Standard 4</strong></td>
<td><strong>Standard 4</strong></td>
</tr>
</tbody>
</table>

#### SWIMMING, AQUATICS AND WATER SAFETY

- **Year 6**
  - **Shows** efficient stroke development.
  - **Dives**, from the surface, with increased proficiency to recover objects from a depth of at least 1.5m.
  - **Demonstrates** a stride entry.

- **Year 7**
  - **Dives** efficiently and safely from outside the water.
  - **Experiences** an introduction to a variety of aquatics activities including snorkelling, surfing/body boarding, canoeing, sailing and wind surfing.
  - **Participates** in team games relating to aquatic environments.
  - **Applies** specific skills in games situations.

- **Year 8**
  - **Refines** skills to improve performance (e.g., speed, endurance, strength).
  - **Develops** more specific skills in aquatics activities.
  - **Swims** extended distances using a combination of survival strokes.
  - **Swims** capably in long pants and long-sleeved top.
  - **Participates** in different roles in simulated dry rescues.
  - **Demonstrates** effective strategies used to call for help.
  - **Demonstrates**, in a continuous sequence, sculling, floating, treading water and survival swimming.

#### ASSESSMENT EXAMPLE

- **Attempts all items as indicated in the Water development record, Sports Swimming Aquatics Unit, DECS.**

#### OUTCOMES

- **3.1** Demonstrates a range of specialised individual and team movement skills that enhance their sense of personal and group identity.
  
  Id In KC2 KC4

- **4.1** Reflects on the use of specialised skills in various social contexts (including teams) and is able to modify skills to improve performance.
  
  Id In KC1 KC4

#### POSSIBLE PROGRAMS/RESOURCES:

- DECS Aquatics and Water Safety Program

#### ASSESSMENT EXAMPLE

- **Meets requirements** of a performance checklist, including participation, skill level acquired, cooperation, management of equipment and future goals.

**Criteria**

- Reflects on accomplishment and aspects of own performance.
- Identifies safety procedures/routines.
- Identifies strategies for improvement.
- Uses appropriate terms.
### Learning Area: Health and physical education

#### Strand: Physical activity and participation

**Possible starting points for planning, programming and assessing**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>ACTIVE LIVING</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 6</td>
<td>Year 7</td>
</tr>
<tr>
<td>Students develop, through participation, an understanding of the components of fitness that influence their healthy growth and emerging physical capabilities. They are able to plan and make changes to those practices and values that are harmful or counterproductive. F Id KC3</td>
<td>· <strong>Identifies and assesses</strong> the risks involved in a fitness/physical activity program.</td>
<td>· <strong>Describes</strong> the fitness concept as a holistic approach (eg good diet, exercise, rest and appropriate use of medication).</td>
</tr>
<tr>
<td></td>
<td><strong>Standard 3</strong></td>
<td><strong>Towards Standard 4</strong></td>
</tr>
<tr>
<td>· <strong>Identifies and assesses</strong> the risks involved in a fitness/physical activity program.</td>
<td>· <strong>Creates</strong> a concept map to show the range of personal participation in physical activities.</td>
<td>· <strong>Describes</strong> the fitness concept as a holistic approach (eg good diet, exercise, rest and appropriate use of medication).</td>
</tr>
<tr>
<td>· <strong>Researches</strong> the history of a sporting event to identify the changes to participation over time.</td>
<td>· <strong>Analyses</strong> the benefits of regular physical activities.</td>
<td>· <strong>Interprets</strong> fitness in a range of contexts (eg physical, social, spiritual, mental and environmental health).</td>
</tr>
<tr>
<td>· <strong>Shows</strong> the connection between physical activity and fun (eg develops a Y chart).</td>
<td>· <strong>Identifies</strong> the potential for personal growth (eg resilience, perseverance, courage, risk taking) through participation in adventure/outdoor education activities (eg rock climbing, bush walking, camping).</td>
<td>· <strong>Develops</strong> an understanding of commonly held views of fitness and health (eg equating lack of doctor visits to fitness).</td>
</tr>
<tr>
<td>· <strong>Participates</strong> in a variety of activities that measure changes in the different components of fitness and activity levels (eg changes in flexibility over time).</td>
<td>· <strong>Understands</strong> the components of fitness and how they are developed through participation in physical activity.</td>
<td>· <strong>Develops</strong> a positive attitude towards achieving and/or maintaining a healthy and active life (eg starts a daily exercise program, bushwalking, camping).</td>
</tr>
<tr>
<td>· <strong>Monitors</strong> time spent over a week engaging in sedentary activities such as television/video games using a screen time diary and develops plans to reduce screen times and replace with physical activity.</td>
<td>· <strong>Monitors</strong> diet and physical activity levels through the use of pedometers, self-report questionnaires and dietary intake diaries to identify areas for improvement.</td>
<td>· <strong>Values</strong> the opportunity for choices/decision making and <strong>understands, accepts and acts</strong> on choices available (eg walking if no bicycle is available, extreme sports).</td>
</tr>
<tr>
<td>· <strong>Lists</strong> the food eaten over a given period of time (eg a week) and researches the nutritional value and records.</td>
<td></td>
<td>· <strong>Evaluates</strong> own level of fitness (eg beep test, diet diary, risk factors).</td>
</tr>
</tbody>
</table>

**3.2** Develops, through participation in health-related fitness activities, an understanding of those activities’ appropriateness and effectiveness. F Id

**4.2** Evaluates their own beliefs about fitness and undertakes activities of interest to develop a preferred future of personal health-related fitness. F Id KC1
Students develop, through participation, an understanding of the components of fitness that influence their healthy growth and emerging physical capabilities. They are able to plan and make changes to those practices and values that are harmful or counterproductive.

**KC3 relating to Outcomes 3.2, 4.2**

- **Uses** pedometers and pulse rate monitors to assist in planning walking activities that lead to positive health related outcomes.
- **Designs** a recreational/sporting facility that allows access for all (e.g., considers ability/disability, location, cost).
- **Researches** opportunities available in the local and global community to participate in adventure/outdoor education activities.
- **Investigates** the connections between sponsorship and elite sports (e.g., using online technologies).
- **Plans** regular involvement of preferred physical activities (e.g., considering cost, time, availability venues) and **participates** in the activities.
- **Plans** a variety of activities and **incorporates** them into own activity schedule (e.g., swimming, skateboarding).

**ASSESSMENT EXAMPLE**

**Creates** a concept map using text and graphics to explore the meaning of active living and the relationship to nutrition (e.g., different ways of developing muscular and cardiovascular endurance, strength, flexibility and muscle mass).

**Criteria**
- Uses appropriate terms.
- Shows understanding of nutritional value of food.
- Identifies the benefits of active living.
- Identifies factors that affect choice.

**ASSESSMENT EXAMPLE**

**Sets and modifies** personal active living goals, including nutrition, and designs a personal program that challenges identified areas for improvement (e.g., flexibility, endurance, strength, participation).

**Criteria**
- Identifies individual area for personal development.
- Design activities to develop identified area.
- Designs activities to achieve goals set.
- Uses appropriate terms.

**ASSESSMENT EXAMPLES**

**Demonstrates** knowledge of the concepts of fitness and wellbeing and designs an activity program for themselves, using a weekly planner.

**Criteria**
- Considers the fitness components they wish to develop.
- Sets personal goals to evaluate progress.
- Identifies fitness components to be addressed.
- Uses appropriate terms.

**POSSIBLE PROGRAMS/RESOURCES:**
- Aerobics/skipping
- Be Active: Take steps
- Beep test
- Bocce/petanque
- Bushwalking/camping
- Community youth programs
- Disability sports
- MARCA
- Orienteering
- Pedometers
- Rock climbing
- Skating/blading
- The Human Race
- Walk Around Aust
- Water sports
<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students further develop an understanding of their different identities in and beyond local environments. They critically analyse the different ways people view each other. They establish a sense of increasing rights and responsibilities in relation to family, peers and the wider community.</td>
<td>(refer p40 for Primary Years)</td>
</tr>
<tr>
<td><em>Explores</em> the concept of self-image, considering fashion, media, electronic sources and records/presents information (eg creates a collage, <em>PowerPoint</em> presentation or Y chart).</td>
<td>(refer p77 for Middle–Senior Years)</td>
</tr>
<tr>
<td><em>Discusses</em> the factors that affect the development of self-image (eg peer pressure, bullying, family influences, the media).</td>
<td><strong>OUTCOMES</strong></td>
</tr>
<tr>
<td><em>Identifies</em> how changes and differences in body image affect self-esteem.</td>
<td><strong>3.3</strong> Explains how different ways of describing people influences the way people value and treat themselves and others.</td>
</tr>
<tr>
<td><em>Draws</em> a timeline or <em>writes</em> an account that highlights the physical and emotional changes that have occurred in their life.</td>
<td><strong>Id In T KC2</strong></td>
</tr>
<tr>
<td><em>Creates</em> role-plays to show how a person’s sense of identity influences how other people value that person.</td>
<td><strong>4.3</strong> Investigates key ways in which groups and cultures contribute to forming identities.</td>
</tr>
<tr>
<td><em>Provides</em> an upset friend, giving advice and problem solving (eg through role-plays and case studies).</td>
<td><strong>Id In T KC1</strong></td>
</tr>
</tbody>
</table>

**Year 6**

**Standard 3**

- Exploring the concept of self-image, considering fashion, media, electronic sources and records/presents information (eg creates a collage, *PowerPoint* presentation or Y chart).

**Year 7**

Towards **Standard 4**

- Discussing the factors that affect the development of self-image (eg peer pressure, bullying, family influences, the media).
- Identifying how changes and differences in body image affect self-esteem.
- Drawing a timeline or writing an account that highlights the physical and emotional changes that have occurred in their life.
- Creating role-plays to show how a person’s sense of identity influences how other people value that person.

**Year 8**

**Standard 4**

- Identifying the factors that determine self-concept and identity (eg culture, genes, friends).
- Determining the factors that contribute to the development of positive and/or negative identity (eg harassment, praise, success, failure).
- Identifying feelings that relate to transitions in their lives (eg changing school, making new friends, puberty).
- Supporting an upset friend, giving advice and problem solving (eg through role-plays and case studies).
Students further develop an understanding of their different identities in and beyond local environments. They critically analyse the different ways people view each other. They establish a sense of increasing rights and responsibilities in relation to family, peers and the wider community.

Id In T KC1 relating to Outcomes 3.3, 4.3

**ASSESSMENT EXAMPLE**

**Writes** a persuasive text/exposition about an Australian hero of choice (eg Lauren Jackson, Ian Thorpe, Sir Howard Florey) to convince the reader why they should or should not be valued as an Australian hero.

**Criteria**
- Uses correct genre.
- Identifies leadership characteristics.
- Identifies the responsibilities required for leadership.
- Identifies personal qualities.

**ASSESSMENT EXAMPLE**

**Explores** real-life situations pertaining to improving relationships between people of different genders, ages or cultures (eg uses role-play).

**ASSESSMENT EXAMPLE**

**Explores** how various factors (eg family, peers, religion, gender, culture) contribute to forming identities.

**ASSESSMENT EXAMPLE**

**Explores and records** how the media affects the development of their self-concept.

**Accepts** others as they are (eg people with different cultural beliefs and practices).

**ASSESSMENT EXAMPLE**

**Explores** and **records** how the media affects the development of their self-concept.

**ASSESSMENT EXAMPLE**

**Identifies** the factors that contribute to the development of positive and negative perceptions of identity.

**Criteria**
- Identifies positive and negative perceptions of identity.
- Considers ways of reinforcing positive perceptions.
- Uses appropriate terms.

**POSSIBLE PROGRAMS/RESOURCES:**
- Bounce Back
- Friendly Kids Friendly Classrooms
- Program Achieve
- Tool Time—Quality Improvement Tools
<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p42 for Primary Years)</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students further develop personal resilience as they interpret the meaning of physical, emotional and social change, and their own developing sexuality and that of others.</td>
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</tr>
<tr>
<td><strong>Year 6</strong></td>
<td><strong>Year 7</strong></td>
<td><strong>Year 8</strong></td>
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<td>Towards Standard 4</td>
<td>Standard 4</td>
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<tr>
<td></td>
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<tr>
<td>• <strong>Researches</strong> the impact that diet and physical activity have on future wellbeing (eg obesity, heart disease, diabetes).</td>
<td>• <strong>Predicts</strong> how technological developments in the future will impact on healthy and active living choices.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Identifies</strong> the physical changes that occur in the body in stressful situations (eg records changes using text and graphics).</td>
<td>• <strong>Explains</strong> basic strategies to cope with stressful situations.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Identifies</strong> (eg on a diagram) the name and function of the different elements of the male and female reproductive systems.</td>
<td>• <strong>Experiences</strong> different stress management activities (eg Tai Chi, meditation, deep breathing techniques, vigorous physical exercise).</td>
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</tr>
<tr>
<td>• <strong>Develops</strong> an awareness and sensitivity towards different kinds of family units (eg that may include traditional, single or same sex relationships).</td>
<td>• <strong>Uses</strong> facts about puberty to predict physical and emotional changes in a variety of possible futures.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Communicates</strong> to others a particular aspect of puberty (eg draws a cartoon or writes a script for a television advertisement).</td>
<td>• <strong>Describes and explains</strong> the major parts of the male and female reproductive systems and their function (eg in puberty, menstruation).</td>
<td></td>
</tr>
<tr>
<td>• <strong>Researches</strong> how others have encountered and dealt with issues during puberty (eg reads and/or views biographies, autobiographies, novels, television or films).</td>
<td>• <strong>Understands, values and outlines</strong> good hygiene practices while appreciating and accepting cultural differences (eg use of tampons, circumcision).</td>
<td></td>
</tr>
<tr>
<td>• <strong>Identifies</strong> the importance of safe sex practices (eg contraception, avoiding sexually transmitted infections).</td>
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</tbody>
</table>

**Possible starting points for planning, programming and assessing**

**Band: Middle Years**

**Standards: 3 & 4**

- 3.4 Identifies physical, social and emotional changes associated with their growth and development, and appreciates differences between people of the same age.  
  Id In KC1
- 4.4 Analyzes the changes associated with growth and development and uses problem-solving skills to manage significant transitions and issues in their own and others’ lives.  
  Id In KC1 KC6
Students further develop personal resilience as they interpret the meaning of physical, emotional and social change, and their own developing sexuality and that of others.

**Id In KC1 relating to Outcomes 3.4, 4.4**

- **Conveys** different emotions experienced in a variety of situations (e.g., uses *Inspiration* to develop a mind map).
- **Explores** alternative decision-making models that identify dilemmas, consequences, feelings, thinking and actions.
- **Learns** to solve problems in the school yard, using acceptable conflict resolution strategies.
- **Negotiates** through discussion whilst considering the feelings and opinions of others.
- **Highlights** the importance of developing resilience to bounce back from adversity (e.g., based on Nike *Just Do It!* advertisement, using achievement of a disabled athlete as an example, designs a personal motto).

**ASSESSMENT EXAMPLE**

**Demonstrates**, using a Venn diagram, the growth and development changes during puberty (physical, emotional, behavioural) for both males and females.

**Criteria**
- Explores physical, emotional and behavioural changes in growth and development.
- Expresses ideas clearly in diagram form.
- Uses correct terms.

ASSESSMENT EXAMPLE

**Writes** a conversation between adolescents discussing relevant issues of puberty.

**Criteria**
- Understands problems associated with changes during puberty.
- Uses appropriate terms.
- Asks and answers appropriate questions.
- Uses realistic experiences.

ASSESSMENT EXAMPLE

**Develops** role-plays based on sharing knowledge of safe sex practices.

**Criteria**
- Identifies a range of safe sex practices.
- Determines appropriateness of use for various situations and cultures.
- Uses appropriate terms.

**ASSESSMENT EXAMPLE**

**Demonstrates**, using a Venn diagram, the growth and development changes during puberty (physical, emotional, behavioural) for both males and females.

**Criteria**
- Explores physical, emotional and behavioural changes in growth and development.
- Expresses ideas clearly in diagram form.
- Uses correct terms.
### Learning Area: Health and physical education

**Band: Middle Years**

**Standards: 3 & 4**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
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<tr>
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<td><strong>Towards Standard 4</strong></td>
<td><strong>Standard 4</strong></td>
<td><strong>(refer p81 for Middle–Senior Years)</strong></td>
</tr>
</tbody>
</table>

**Students extend their social knowledge and skills to enable them to make and maintain positive relationships and close friendships, and work collaboratively in teams.**

1d In KC4 relating to Outcomes 3.5, 4.5

- **Identifies** how relationships have changed and may develop in the future (eg interviews a variety of people of different ages).

- **Reflects** personal positive characteristics in a design (eg designs a T-shirt/coat of arms/poster).

- **Identifies** and **lists** the qualities required to be a good friend (eg creates wall of friendships).

- **Writes** a diary entry that describes a close friendship and **decides** what aspects they value.

- **Participates** in a ‘values walk’ that focuses on friendship.

- **Observes** others in a variety of leadership roles and **identifies** the qualities displayed.

- **Accepts** a variety of leadership roles within the school community.

- **Demonstrates** leadership skills (eg when role-playing rescue scenarios in water safety).

- **Investigates**, in the media, community attitudes towards relationships.

- **Practises** good communication skills that help develop and maintain healthy relationships (eg active listening, paraphrasing).

- **Recognises** the impact that sexual development has on their emotional and social wellbeing (eg considers possibility of embarrassment, harassment, name calling).

- **Analyses** the influence of the power of emotions on decision making in relationships (eg anger, love, jealousy).

- **Considers** the meaning and maintenance of friendship (eg considers types of friends).

- **Develops** skills to establish positive relationships across cultural groups (eg preparedness to discover differences and acknowledgment of differences).

- **Describes** the qualities of a good leader (eg visionary, inclusive, consultative).
Students extend their social knowledge and skills to enable them to make and maintain positive relationships and close friendships, and work collaboratively in teams.

### Year 6

- **Standard 3**
  - **Role-plays** conflicting expectations between family and peer groups.
  - ** Writes** an information report that shows the different family structures, roles and responsibilities of people from diverse cultural groups.
  - **Experiences** a variety of roles in a group situation to plan class, school and community activities (eg activity with a ‘buddy class’, class excursion, school lunchtime activities, fundraising, outdoor activities).
  - **Works** effectively in a specific role as a member of a group to come to a consensus (eg when involved in orienteering).

**ASSESSMENT EXAMPLE**

**Practises** the different roles undertaken by members of a group on a camping expedition.

**Criteria**
- Identifies and analyses roles in cooperative groups.
- Identifies cooperation skills.
- Demonstrates understanding of safety procedures, rules and routines.

### Year 7

- **Towards Standard 4**
  - **Identifies** different family structures and how these can affect the interrelationships of the individuals involved (eg same sex parents, single parents, blended families).
  - **Explores** community resources that facilitate leadership qualities (eg SRC, youth parliament, sports teams, work, Girl Guides).

**ASSESSMENT EXAMPLE**

**Develops** a Y chart for each of the different roles within a group.

**Criteria**
- Applies the roles to achieve group goals.
- Identifies leadership skills.
- Identifies relevant responsibilities for each role.
- Uses appropriate terms.
- Shows respect for others.

### Year 8

- **Standard 4**
  - Assumes different roles when working as part of a cooperative group or team to achieve a shared goal and understands the effects on relationships.
  - **Explores** community resources that facilitate leadership qualities (eg SRC, youth parliament, sports teams, work, Girl Guides).

**ASSESSMENT EXAMPLE**

**Role-plays**, in a small group, a variety of roles in group and team situations.

**Criteria**
- Demonstrates an understanding of various group roles.
- Indicates the effect of a particular role on group dynamics.
- Identifies leadership skills.
- Names different roles and related skills.

### POSSIBLE PROGRAMS/RESOURCES:
- Active Education
- Aquatics
- Arbury Park Outdoor School
- Class camps and excursions
- Life, Be In It
- Orienteering
- Program Achieve
### KEY IDEAS

- **Determines** the effectiveness of television advertisements dealing with relevant health issues (e.g., through group discussion and survey).
- **Researches** programs that deal with mental health to identify services available to children (e.g., uses the telephone and the internet).
- **Participates** in a structured program dealing with drug education (e.g., Drug Strategy).
- **Examines** the impact of gambling on the lives of families and individuals (e.g., through interactive games).
- **Sets** personal long-term and short-term health-related goals that are specific, achievable and measurable.
- **Addresses** the theme: ‘Work, rest and play’ (e.g., creates an advertising product).

### OUTCOMES

#### Year 6
**Standard 3**
- Students consider the range of influences on their health associated with increasing freedom of choice, critically examine information available about those choices, and devise personal and community strategies based on them.

#### Year 7
**Towards Standard 4**
- **Creates** television commercials that deal with relevant health issues and communicate a positive message effectively.
- **Analyses** health-related data from various agencies to increase awareness of issues for adolescents in particular communities.
- **Designs** a poster that addresses the issue of child protection.
- **Uses** decision-making skills to determine action to avoid or cope with offers of drugs (e.g., tobacco, alcohol, illicit drugs) within the Drug Strategy Framework.

#### Year 8
**Standard 4**
- **Outlines** the factors that affect the health of adolescents in Australia (e.g., fast foods, computer games).
- **Identifies** aspects of health that individuals have control over and aspects they feel good about (e.g., relationships, exercise, diet, substance use, contraception).
- **Produces** promotional material (e.g., a pamphlet/poster) for a particular age group showing what they can do in their community to keep healthy (e.g., for the elderly).
Students consider the range of influences on their health associated with increasing freedom of choice, critically examine information available about those choices, and devise personal and community strategies based on them.

**F In T KC1 KC6 relating to Outcomes 3.6, 4.6**

### Year 6 Standard 3
- **Investigates** and lists community programs that address the health needs of disabled people (e.g., sporting/social clubs, excursions).

### Year 7 Towards Standard 4
- **Identifies** difficulties experienced by disabled sports people, by visiting a local sports venue; **discusses** difficulties and **suggests** improvements (e.g., to the local council).
- **Explores** possible careers in health services (e.g., on the internet).
- **Discusses**, with local Australian Indigenous identities, past and present health issues in the area and the practices implemented to address them.

### Year 8 Standard 4
- **Evaluates** products and services to discover ways to enhance their health and the health of the environment (e.g., e-mail, websites, CD ROMs, videos, contraceptives, CAMHS, counselling services).

### ASSESSMENT EXAMPLE
**Writes** an exposition to justify the reasons for not smoking.

**Criteria**
- Identifies relevant health issues.
- Applies knowledge of harm minimisation issues to develop strategies.
- Uses appropriate genre and terms.
- Uses correct research and facts.

**ASSESSMENT EXAMPLE**
**Produces** an information brochure to inform adolescents of the consequences of making decisions while under the influence of a drug (e.g., the link between alcohol consumption and car accidents).

**Criteria**
- Lists community health issues.
- Investigates a variety of community health programs.
- Identifies positive behaviour.
- Uses appropriate genre and terms.

**ASSESSMENT EXAMPLE**
**Researches** a health issue relevant to adolescents and **presents** strategies to deal with this issue for themselves and others (e.g., video presentation).

**Criteria**
- Identifies a relevant adolescent health issue.
- Suggests possible strategies to deal with the issue for themselves.
- Suggests possible strategies to deal with the issue for others.
- Uses appropriate terms.

### POSSIBLE PROGRAMS/RESOURCES:
- Bounce Back
- Critics Choice
- DECS Sexuality and HIV/AIDS Ed
- Dicey Dealings
- Don’t bet on it game
- Drug Ed R–12
- Health 6 and 7
- Primary Health and Values E, F and G
- Program Achieve
- Quit SA
- Values Education
**Learning Area:** Health and physical education  
**Strand:** Health of individuals and communities  
**Band:** Middle Years  
**Standards:** 3 & 4  

### OUTCOMES

<table>
<thead>
<tr>
<th>Year 6</th>
<th>Towards Year 7</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 3</td>
<td></td>
<td>Standard 4</td>
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</table>

#### Year 6
- **Standard 3**
  - **Explores** the consequences of risk taking behaviour (eg constructs a concept map).
  - **Identifies** behaviour needed to create a sense of feeling safe (eg knowing relevant phone numbers, going in pairs, using mobile phone).
  - **Explores** the difference between risks and challenges (eg Venn diagram).
  - **Discusses** the consequences of intense emotions and how they affect thinking and behaviour.
  - **Reviews and debates** a safety policy (eg sun safety).
  - **Develops** a set of safety rules (eg for an outdoor activity).

#### Year 7
- **Towards Standard 4**
  - **Debates** the issues related to adolescents and their healthy and active living choices in terms of taking risks (eg smoking, safe sex, drugs, diet, bike helmets, knee pads).
  - **Explores** the consequences of risky adolescent behaviour (eg smoking, going out alone, hitch-hiking, unprotected sex, alcohol) and develops a Y chart.
  - **Understands** the effects of various drugs on body systems (eg alcohol, tobacco, marijuana).
  - **Demonstrates** an understanding of the effects of passive/assertive/aggressive behaviour on others (eg performs in various scenarios).
  - **Performs** a risk assessment (eg fire, water, personal safety) in a variety of environments (eg walking home from school, classroom, playground, home, outdoor education activity) and **develops** an action plan.

#### Year 8
- **Standard 4**
  - **Discusses and analyses** a range of issues related to adolescence and healthy and active living practices and choices (eg unprotected sex).
  - **Establishes** a definition for and differentiates between ‘risk’ and ‘challenge’.
  - **Identifies** possible harm associated with a range of risk-taking behaviour (eg infertility—Chlamydia, lung cancer—nicotine use).
  - **Develops** a process to identify/manage risk (eg Step process).

---

**Possible starting points for planning, programming and assessing**

### 3.7
- Identifies skills to deal with situations that pose a risk to their health and safety.

### 4.7
- Analyses and articulates the consequences of risk-taking and demonstrates behaviours to minimise harm.

---

**KEY IDEAS**

- **(refer p48 for Primary Years)**
- **(refer p85 for Middle–Senior Years)**

---

**In T KC6 relating to Outcomes 3.7, 4.7**
Students learn to assess and build their understandings of skills to effectively manage risky and challenging situations for themselves and others.

**In T KC6 relating to Outcomes 3.7, 4.7**

- **Practises** decision-making processes (eg POOCH for solving relevant problems—refer Glossary).
- **Designs** a poster to promote assertive behaviour (eg look confident, stay strong, act calm, say how you feel).
- **Participates** in a bike education/road safety program (eg Bike Ed, Safe Track).
- **Participates** in a classroom safety audit (refer to OHS&W Audit Sheets for examples).

**ASSESSMENT EXAMPLE**

**Practises** decision-making processes (eg POOCH for solving relevant problems—refer Glossary).

**ASSESSMENT EXAMPLE**

**Designs** a poster to promote assertive behaviour (eg look confident, stay strong, act calm, say how you feel).

**ASSESSMENT EXAMPLE**

**Participates** in a bike education/road safety program (eg Bike Ed, Safe Track).

**Participates** in a classroom safety audit (refer to OHS&W Audit Sheets for examples).

**Year 6 Standard 3**

**Year 7 Towards Standard 4**

- **Chooses** the most appropriate decision-making process to solve issues (eg in the classroom or school yard).
- **Recognises** personal challenges and identifies the best strategies to be successful.

**Year 8 Standard 4**

- **Reflects** on programs experienced at primary school in relation to ‘safe practices’ (eg protective behaviours).
- **Identifies** other groups/people who have been instrumental in teaching safe behaviours (eg teachers, coaches).
- **Values and articulates** strategies demonstrating safe practices learnt from family/caregivers (eg curfew time).
- **Produces** safe practice guidelines (eg for users of internet chat rooms).

**ASSESSMENT EXAMPLE**

**Develops** an action plan to describe the steps taken by someone dealing with bullying.

**Criteria**
- Investigates harm minimisation strategies.
- Shows understanding of the school policy.
- Identifies positive actions.
- Uses appropriate genre and terms.

**ASSESSMENT EXAMPLE**

**Develops** an action plan to describe the steps taken by someone dealing with bullying.

**Criteria**
- Investigates harm minimisation strategies.
- Shows understanding of the school policy.
- Identifies positive actions.
- Uses appropriate genre and terms.

**POSSIBLE PROGRAMS/RESOURCES:**
- Aquatics
- Bike Ed
- Bounce Back
- Drug Strategy
- Life Ed
- OHS&W
- Outdoor education
- Program Achieve
- Protective behaviours
- Road safety
- Sun Smart

**Year 7 Standard 4**

**Year 8 Standard 4**

- **Chooses** the most appropriate decision-making process to solve issues (eg in the classroom or school yard).
- **Recognises** personal challenges and identifies the best strategies to be successful.

**Year 6 Standard 3**

**Year 7 Towards Standard 4**

- **Chooses** the most appropriate decision-making process to solve issues (eg in the classroom or school yard).
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- Bounce Back
- Drug Strategy
- Life Ed
- OHS&W
- Outdoor education
- Program Achieve
- Protective behaviours
- Road safety
- Sun Smart
Learning Area: Health and physical education  
Strand: Health of individuals and communities

### KEY IDEAS

Students increase their knowledge of and skills for healthy dietary practice. They research and critically analyse information, including online, on food choice, and identify the influence of peers and the media on nutritional choices. 

**Id T C KC1**

**relating to Outcomes 3.8, 4.8**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
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<tbody>
<tr>
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<tr>
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<tr>
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<tr>
<td>Year 8</td>
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<tr>
<td>Standard 4</td>
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</tbody>
</table>

#### Year 6
- **Creates** a table and graphs that show weekly food intake (eg uses ICTs).
- **Researches** eating patterns of different cultures and relates them to community health.
- **Explores** the food choices made by consumers in a distant location (eg writes letters/e-mails to other students).
- **Identifies** reasons why some people can have limited food choices (eg income, access).
- **Investigates** (eg online) how medical conditions and personal values affect dietary choices (eg diabetes, vegetarians, animal rights groups, athletes).
- **Shares** personal opinions about food choices observed in a local supermarket (eg writes an exposition).
- **Depicts changes** in eating patterns of individuals over their life span (eg creates a timeline using text and graphics).

#### Year 7
- **Creates** a presentation (eg uses PowerPoint) to portray the different eating patterns within the community (eg using categories such as gender, age, culture).
- **Explores** (eg online) the latest research about food selection (eg celebrity diets, high protein diets, five food groups).
- **Demonstrates** knowledge of diseases relating to poor diet (eg in a brochure to be made available in a local community centre).
- **Discusses** ways eating patterns and choices are affected by various influences (eg illness, the media, peers, body image).
- **Suggests** healthy product lines (eg for the school canteen).
- **Writes about** an imagined adolescent encouraging them to change their eating patterns to improve their health (eg a persuasive text/exposition).

#### Year 8
- **Investigates** the five food groups and their location in various food models.
- **Examines** food choices (eg in the school canteen) and recommends changes in line with the five food groups.
- **Evaluates** their own diet through a short period of time and recommends changes (eg uses a two-day food diary).
Students increase their knowledge of and skills for healthy dietary practice. They research and critically analyse information, including online, on food choice, and identify the influence of peers and the media on nutritional choices.

Id T C KC1
relating to Outcomes 3.8, 4.8

ASSESSMENT EXAMPLE
Evaluates data collected about personal food intake (eg a nutritional record chart) to set goals that reflect values concerning healthy eating patterns.

Criteria
- Researches healthy food choices.
- Identifies the role of food (eg in building a healthy body, supplying energy).
- Uses appropriate terms.
- Demonstrates an understanding of good nutritional habits.

ASSESSMENT EXAMPLE
Prepares a healthy lunch (eg that takes into account cultural differences within the class group).

• Prepares a healthy lunch consistent with required food safety legislation and the Dietary guidelines for children and adolescents in Australia.
• Analyses food advertising to determine impact on influencing the dietary choices of adolescents (eg television commercials, magazine advertising).

ASSESSMENT EXAMPLE
Prepares what practices are needed for the safe preparation of food in shops and businesses.

• Considers what practices are needed for the safe preparation of food in shops and businesses.

ASSESSMENT EXAMPLE
Establishes workplace rules and a positive approach towards safety, hygiene and use of equipment in the home economics kitchen (eg designs posters for the home economics room).

• Prepares a healthy lunch consistent with required food safety legislation and the Dietary guidelines for children and adolescents in Australia.
• Analyses food advertising to determine impact on influencing the dietary choices of adolescents (eg television commercials, magazine advertising).
• Identifies what is a healthy meal and writes a recipe for one (eg a stir fry).
• Observes and develops basic food preparation and cooking skills (eg chopping and frying food).
• Analyses a recipe, and prepares and presents a meal (eg spaghetti bolognaise).
• Designs safety/hygiene material (eg a brochure) for food preparation (eg for new students, outdoor camp).

ASSESSMENT EXAMPLE
Locates hygiene and safety equipment in the school kitchen (eg conducts a ‘treasure hunt’) and describes the specific use and elements for each piece of equipment, using text and graphics.

Criteria
- Identifies hygiene and safety elements of equipment in the kitchen.
- Describes function of the equipment.
- Describes care, maintenance and storage of equipment.
- Uses correct genre and terms.
- Combines text and graphics appropriately.

POSSIBLE PROGRAMS/RESOURCES:
- Eat Smart For Heart
- Food For Thought
- Health Promoting Schools
- Websites
Learning Area: Health and physical education  
Band: Middle–Senior Years  
Strand: Physical activity and participation

### KEY IDEAS

**Students enhance their sense of self and group identity through the development and application of specialised movement skills in an increasing variety of preferred physical activities, individually and in teams.**

- **Appreciates** that different activities require different skills and **develops** these skills (eg cricket, gaelic football, aquatics, wheelchair sports).
- **Analyses** performance and **provides** feedback on skills and performance of themselves and others (eg feedback with a video camera).
- **Considers** their personal developmental needs to master the skills required to participate in a team situation (eg commitment, fair play).
- **Appreciates** the need to help develop the necessary skill level in all members of a team.
- **Understands** the effect on a team of challenging environments (eg interclass and interschool sports).

**Id In KC4 relating to Outcome 4.1**

**Students develop their physical skills and abilities to advanced levels to enable lifelong involvement in physical activity and critically reflect on their ability to use them to form relationships in an increasing involvement in the community.**

- **Id In KC1 relating to Outcome 5.1**

<table>
<thead>
<tr>
<th>Year 8 Standard 4</th>
<th>Year 9 Towards Standard 5</th>
<th>Year 10 Standard 5</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Appreciates</strong> that different activities require different skills and <strong>develops</strong> these skills (eg cricket, gaelic football, aquatics, wheelchair sports).</td>
<td><strong>Identifies</strong> skill level strengths and weaknesses and <strong>improves</strong> them (eg learns to dribble a basketball with either hand).</td>
<td><strong>Gathers</strong> data from a range of sources and <strong>analyses</strong> the interrelationship between activity level and performance (eg South Australian Sports Institute (SASI), 5 star fitness testing, pedometer counts).</td>
<td></td>
</tr>
<tr>
<td><strong>Analyses</strong> performance and <strong>provides</strong> feedback on skills and performance of themselves and others (eg feedback with a video camera).</td>
<td><strong>Analyses</strong> performance and <strong>utilises</strong> feedback from various sources to improve performance (eg game statistics, from a video or coach feedback in an activity such as swimming).</td>
<td><strong>Transfers</strong> knowledge and skills to others in a wider community situation (eg organises an across year level volleyball competition).</td>
<td></td>
</tr>
<tr>
<td><strong>Considers</strong> their personal developmental needs to master the skills required to participate in a team situation (eg commitment, fair play).</td>
<td><strong>Researches</strong> and <strong>understands</strong> the various roles in a team and how they come together for a successful outcome (eg offence/defence).</td>
<td><strong>Demonstrates</strong> flexibility to adapt to changing contexts which affect performance (eg adapts to change in weather conditions while sailing or to change in team personnel).</td>
<td></td>
</tr>
<tr>
<td><strong>Appreciates</strong> the need to help develop the necessary skill level in all members of a team.</td>
<td><strong>Understands</strong> the purpose for and <strong>develops</strong> skills in the use of a range of equipment/technology (eg use of minky sticks versus hockey sticks).</td>
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</tr>
<tr>
<td><strong>Understands</strong> the effect on a team of challenging environments (eg interclass and interschool sports).</td>
<td><strong>Describes</strong> ways of adapting to environmental conditions in events (eg adapting to wet weather).</td>
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</tbody>
</table>

**Possible starting points for planning, programming and assessing**
Students enhance their sense of self and group identity through the development and application of specialised movement skills in an increasing variety of preferred physical activities, individually and in teams.  

**Id In KC4** relating to Outcome 4.1

Students develop their physical skills and abilities to advanced levels to enable lifelong involvement in physical activity and critically reflect on their ability to use them to form relationships in an increasing involvement in the community.  

**Id In KC1** relating to Outcome 5.1

**ASSESSMENT EXAMPLE**  
**Meets the requirements** of a performance checklist, which includes participation, skill level acquired, cooperation, management of equipment and future goals.  

**Criteria**  
- Reflects on accomplishment and aspects of own performance.  
- Identifies safety procedures and routines.  
- Identifies strategies for improvement.  
- Uses appropriate terms.

**ASSESSMENT EXAMPLE**  
**Identifies** skills needed for improvement using a range of feedback tools, and designs own personal training program describing activities, timeframe and components of fitness to be improved, and produces a graphic record of progress (eg computer spreadsheet).

**Criteria**  
- Identifies feedback tools of choice.  
- Analyses feedback to improve performance.  
- Uses appropriate physical activity vocabulary.  
- Records evaluated results.  
- Uses safety procedures.

**ASSESSMENT EXAMPLE**  
**Develops** a physical activity resource folder and/or database on community facilities and programs in their local area.  

**Criteria**  
- Researches community facilities available in their local community.  
- Critically examines community facilities.  
- Uses appropriate genre and terms.  
- Categorises information.

**POSSIBLE PROGRAMS/RESOURCES:**  
- Any physical activity  
- Any sport  
- Community facilities and programs  
- Disabled sport  
- Interschool/intra-school sport  
- Technological change in sport
Learning Area: Health and physical education
Strand: Physical activity and participation
Possible starting points for planning, programming and assessing
Band: Middle–Senior Years
Standards: 4 & 5

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>OUTCOMES</th>
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<tbody>
<tr>
<td>Students develop, through participation, an understanding of the components of fitness that influence their healthy growth and emerging physical capabilities. They are able to plan and make changes to those practices and values that are harmful or counterproductive. F Id KC3</td>
<td>4.2 Evaluates their own beliefs about fitness and undertakes activities of interest to develop a preferred future of personal health-related fitness. F Id KC1</td>
</tr>
<tr>
<td>Students develop a sense of optimism about creating an active, healthy future for themselves and others in the community through generating and analysing ideas and planning and organising activities to maintain and improve fitness and health. F In T KC1 KC3</td>
<td>5.2 Researches, develops, and carries out personal plans for fitness programs, in the context of issues concerning health and fitness within the community. F In T</td>
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<table>
<thead>
<tr>
<th>(refer p59 for Middle Years)</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
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<tbody>
<tr>
<td>Year 8 Standard 4</td>
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<tr>
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</table>

- **Year 8 Standard 4**
  - **Describes** the fitness concept as a holistic approach (eg good diet, exercise, rest and appropriate use of medication).
  - **Interprets** fitness in a range of contexts (eg physical, social, spiritual, mental and environmental health).
  - **Develops** an understanding of commonly held views of fitness and health (eg equating lack of doctor visits to fitness).
  - **Values** the opportunity for choices/decision making and understands, accepts and acts on choices available (eg walking if no bicycle is available, extreme sports).
  - **Plans** a variety of activities and incorporates them into own activity schedule (eg swimming, skateboarding).

- **Year 9 Towards Standard 5**
  - **Researches and documents** own fitness, including health and active living practices.
  - **Considers** factors that enhance or impede ability to achieve and/or maintain health and fitness (eg motivation).
  - **Understands** factors which may bias fitness data (eg testing technique, appropriate measurement, depth of research, measuring instruments).
  - **Recognises** risk-taking behaviour and contemplates a range of options/strategies to deal with these safely and apply them where appropriate (eg smoking, jetty jumping).
  - **Lists** benefits of participating in physical activities (eg positive sense of wellbeing).
  - **Sets** goals for fitness and identifies the factors that affect the achievement of these goals (eg time constraints, persistence).

- **Year 10 Standard 5**
  - **Relates** fitness to performance, physical activity and general wellbeing (eg improved fitness test results, improved dietary practices, levels of physical activity).
  - **Develops** a plan to improve/maintain a level of health, fitness and physical activity.
  - **Implements** a health/physical activity plan, reviews and overcomes impediments.
  - **Designs** a resource to help change attitudes and practices in the wider community regarding healthy and active living (eg designs a website, PowerPoint presentation or short video clip).
  - **Models** to younger year level students a series of options for physical activities based on a range of pre-existing conditions.
  - **Measures** own performance against set goals and modifies factors affecting achievement in a particular physical activity.
Students develop, through participation, an understanding of the components of fitness that influence their healthy growth and emerging physical capabilities. They are able to plan and make changes to those practices and values that are harmful or counterproductive.

**F ld KC3**

relating to Outcome 4.2

Students develop a sense of optimism about creating an active, healthy future for themselves and others in the community through generating and analysing ideas and planning and organising activities to maintain and improve fitness and health.

**F In T KC1 KC3**

relating to Outcome 5.2

**ASSESSMENT EXAMPLES**

**Demonstrates** knowledge of the concepts of fitness and wellbeing and designs an activity program for themselves, using a weekly planner.

**Criteria**
- Considers the fitness components they wish to develop.
- Sets personal goals to evaluate progress.
- Identifies fitness components to be addressed.
- Uses appropriate terms.

**ASSESSMENT EXAMPLE**

**Researches and analyses** the effects that nutrition, fitness and physical activity have on body systems and presents using graphics and text (eg PowerPoint, Kid Pix, Publisher).

**Criteria**
- Describes how activity affects the body.
- Uses appropriate terms.
- Explains the relationship between good nutrition and wellbeing.

**ASSESSMENT EXAMPLE**

**Designs** a resource to change attitudes and practices toward healthy and active living in the wider community (eg a short video, pamphlet).

**Criteria**
- Identifies a community health need.
- Investigates effective ways of changing community attitudes.
- Uses appropriate terms.
- Identifies factors that affect choices of physical activity.

**POSSIBLE PROGRAMS/RESOURCES:**
- Community programs
- Drugs in sport
- Goal setting
- Outdoor education
- Physical fitness
- Statistical analysis
- Wellbeing
### Learning Area: Health and physical education
### Strand: Personal and social development

**Possible starting points for planning, programming and assessing**

### Band: Middle–Senior Years

#### Standards: 4 & 5

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>OUTCOMES</th>
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</thead>
</table>
| Students further develop an understanding of their different identities in and beyond local environments. They critically analyse the different ways people view each other. They establish a sense of increasing rights and responsibilities in relation to family, peers and the wider community. | **4.3** Investigates key ways in which groups and cultures contribute to forming identities. 
*Id In T KC1*

#### Year 8

**Standard 4**

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<table>
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<tbody>
<tr>
<td><strong>Identifies</strong> the factors that determine self-concept and identity (eg culture, genes, friends).</td>
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<tr>
<td><strong>Determines</strong> the factors that contribute to the development of positive and/or negative identity (eg harassment, praise, success, failure).</td>
</tr>
<tr>
<td><strong>Identifies</strong> feelings that relate to transitions in their lives (eg changing school, making new friends, puberty).</td>
</tr>
<tr>
<td><strong>Explores</strong> and <strong>records</strong> how the media affects the development of their self-concept.</td>
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<tbody>
<tr>
<td><strong>Develops</strong> strategies for enhancing a positive self-concept in themselves and others (eg giving positive feedback).</td>
</tr>
<tr>
<td><strong>Rehearses</strong> managing risks in changing situations for themselves and others (eg situational role-plays).</td>
</tr>
<tr>
<td><strong>Identifies</strong> how their identity changes in different situations and with different groups (eg coaching a team, SRC representative, meeting a friend’s parents).</td>
</tr>
<tr>
<td><strong>Recognises</strong> and <strong>analyses</strong> how the media has influenced individuals (eg food preferences, fashion, body image, values on racism and discrimination, heroes, sexism, internet chat rooms, false identities).</td>
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<tbody>
<tr>
<td><strong>Articulates</strong> the influences of cultures, gender and socio-economic status on the self-concept of the individual and the group (eg gives an oral presentation).</td>
</tr>
<tr>
<td><strong>Analyses</strong> various behaviours in different situations based on self-concept and the self-concepts of those with whom interaction occurs (eg role-plays meeting friend’s parents, does mock interviews for a job, role-plays stereotyping).</td>
</tr>
<tr>
<td><strong>Appraises</strong> changing identities within social constructs and groups in the community.</td>
</tr>
<tr>
<td><strong>Analyses</strong> the role of the media in influencing contemporary attitudes towards difference in society (eg reads newspaper articles, views ‘soaps’).</td>
</tr>
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</table>

| **Id In T KC1** relating to Outcome 4.3 |
| **Id In T KC1 KC6** relating to Outcome 5.3 |

**Possible starting points for planning, programming and assessing**

---

**Note:** (refer p61 for Middle Years)
Students further develop an understanding of their different identities in and beyond local environments. They critically analyse the different ways people view each other. They establish a sense of increasing rights and responsibilities in relation to family, peers and the wider community.

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<th>Id In T</th>
<th>KC1 relating to Outcome 4.3</th>
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</table>

Students conceptualise location of self in relation to others, recognise the range of social and technological influences that construct particular versions of identity, and question unchallenged social constructs.

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<tr>
<th>Id In T</th>
<th>KC1 KC6 relating to Outcome 5.3</th>
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### ASSESSMENT EXAMPLE

**Identifies** the factors that contribute to the development of positive and negative perceptions of identity.

**Criteria**
- Identifies positive and negative perceptions of identity.
- Considers ways of reinforcing positive perceptions.
- Uses appropriate terms.

**Role-plays/writes** a short story about the issues confronting a refugee student in the first few days in an Australian school.

**Criteria**
- Analyses cultural differences.
- Suggests ways of developing supportive environments.
- Uses appropriate genre and terms.

**Undertakes** a media analysis in relation to the formation of contemporary attitudes towards difference in society (eg analyses the use of language to sensationalise issues, stereotyping).

**Criteria**
- Analyses effect of language and imagery on personal identity.
- Identifies the use of language and imagery that perpetuates stereotyping.
- Uses appropriate genre and terms.

### POSSIBLE PROGRAMS/RESOURCES:
- Cultural difference
- Equity
- Group dynamics
- Media influences
- Self
### KEY IDEAS

(Refer p63 for Middle Years)

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<td><strong>Standard 4</strong></td>
<td><strong>Towards Standard 5</strong></td>
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</tr>
</tbody>
</table>

- **Describes** and **explains** the major parts of the male and female reproductive systems and their function (e.g., in puberty, menstruation).
- **Understands, values and outlines** good hygiene practices while appreciating and accepting cultural differences (e.g., use of tampons, circumcision).
- **Identifies** the importance of safe sex practices (e.g., contraception, avoiding sexually transmitted infections).
- **Considers** the impact and implications of pregnancy on the individual and the relationships with their partner (e.g., age implications, financial and social impact).
- **Identifies** barriers to healthy habits and **proposes** strategies to deal with them (e.g., managing stress, junk food, contraception).
- **Considers** the factors that influence sexual outlook and safe sex practices (e.g., culture, beliefs, family, religion).
- **Describes** the nature of different sexually transmitted infections.
- **Investigates** statistical evidence of the impact of culture, socio-economic status and other factors on pregnancy.
- **Analyzes** the degree of risk involved with each form of sexually transmitted infection and various contraceptives (e.g., condoms).
- **Describes** ways in which sexually transmitted infections can be prevented (e.g., hygiene, safe sex, contraceptives).
- **Explores** the range of support available in the community, and accessibility for the management of relationships, sexually transmitted infections and contraceptives (e.g., SHINE SA).

### OUTCOMES

- **4.4** Analyses the changes associated with growth and development and uses problem-solving skills to manage significant transitions and issues in their own and others' lives.
  - Id In Kc1, Kc6
- **5.4** Critically appraises the interrelationships of factors that influence growth and development, and ways of promoting healthy growth and development for themselves and others in the community.
  - Id In T Kc1

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**Students further develop personal resilience as they interpret the meaning of physical, emotional and social change, and their own developing sexuality and that of others.**

**Id In Kc1 relating to Outcome 4.4**

**Students identify factors that impact on healthy growth and development and use personal skills and community structures to address issues affecting their own, others' and community health.**

**In T Kc1 relating to Outcome 5.4**
Students further develop personal resilience as they interpret the meaning of physical, emotional and social change, and their own developing sexuality and that of others.  

**Id In KC1 relating to Outcome 4.4**

Students identify factors that impact on healthy growth and development and use personal skills and community structures to address issues affecting their own, others’ and community health.  

**In T KC1 relating to Outcome 5.4**

- **Describes** and **reflects** on situations from other people’s perspectives (eg homophobia, harassment, racism, sexual relationships, substance abuse, parental conflict, teacher conflict).

- **Accepts** own sexual identity and that of others (eg considers the effect of stereotyping).

- **Recognises** that others’ attitudes create issues in relation to their sexual identity (eg low self-esteem, aggression, depression, suicide) that need to be managed.

- **Investigates** the legal rights of individuals and various age groups in sexual relationships.

- **Manages** conflict in a safe manner (eg negotiation, assertiveness).

**ASSESSMENT EXAMPLE**  
Develops role-plays based on sharing knowledge of safe sex practices.  

**Criteria**  
- Identifies a range of safe sex practices.  
- Determines appropriateness of use for various situations and cultures.  
- Uses appropriate terms.

**ASSESSMENT EXAMPLE**  
Uses the POUCH model (refer Glossary) to explore a growth and development change (eg beginning menstruation/growth spurs).  

**Criteria**  
- Considers a range of suitable options.  
- Justifies choice.  
- Uses appropriate terms.

**ASSESSMENT EXAMPLE**  
Researches a sexually transmitted infection, its symptoms, prevention and treatment and **presents** this as a pamphlet or PowerPoint presentation for adolescents.  

**Criteria**  
- Identifies and researches a major sexually transmitted infection.  
- Uses appropriate terms.  
- Shows understanding of safe sex practices.

**POSSIBLE PROGRAMS/RESOURCES:**  
- Alcohol and drugs  
- Community resources  
- Contraception  
- Reproductive system  
- Sexual relationships  
- Stereotyping  
- Sexually transmitted infections
### Key Ideas (Refer p65 for Middle Years)

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9 Towards Standard 5</th>
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<tbody>
<tr>
<td><strong>Recognises</strong> the impact that sexual development has on their emotional and social wellbeing (e.g., considers possibility of embarrassment, harassment, name calling).</td>
<td><strong>Rehearses</strong> decision making in sexual situations (e.g., using case studies).</td>
<td><strong>Identifies</strong> the characteristics of responsible sexual relationships and the skills, attitudes and values needed to maintain them (e.g., communicating, listening, valuing, respecting, using contraception).</td>
</tr>
<tr>
<td><strong>Practises</strong> good communication skills that help develop and maintain healthy relationships (e.g., active listening, paraphrasing).</td>
<td><strong>Manages</strong> relationship conflict in a safe manner (e.g., negotiation, assertiveness).</td>
<td><strong>Debates</strong> the role and use of power in sexual relationships (e.g., sexual blackmail, guilt, date rape).</td>
</tr>
<tr>
<td><strong>Analyses</strong> the influence of the power of emotions on decision making in relationships (e.g., anger, love, jealousy).</td>
<td><strong>Identifies</strong> what power is and the effect it has when used properly and when it is abused (e.g., improved self-esteem versus loss of self-esteem, depression, suicide).</td>
<td></td>
</tr>
<tr>
<td><strong>Develops</strong> skills to establish positive relationships across cultural groups (e.g., preparedness to discover differences and acknowledgment of differences).</td>
<td><strong>Identifies</strong> different family structures and how these can affect the interrelationships of the individuals involved (e.g., same-sex parents, single parents, blended families).</td>
<td></td>
</tr>
<tr>
<td><strong>Identifies</strong> different family structures and how these can affect the interrelationships of the individuals involved (e.g., same-sex parents, single parents, blended families).</td>
<td><strong>Considers</strong> the meaning and maintenance of friendship (e.g., considers types of friends).</td>
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</tr>
</tbody>
</table>

**Possible Starting Points for Planning, Programming and Assessing**

4.5 Develops skills for working effectively in groups and in teams, explores different constructions of group dynamics such as leadership and identifies qualities for good leaders.  
Id In KC1, KC4, KC6

5.5 Critically analyses the way individuals and groups use power to influence the behaviour of others and how an imbalance of power impacts on individual and group identities.  
Id In KC1

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**Learning Area:** Health and Physical Education  
**Band:** Middle–Senior Years  
**Strand:** Personal and Social Development  
**Standards:** 4 & 5
Students extend their social knowledge and skills to enable them to make and maintain positive relationships and close friendships, and work collaboratively in teams.

**Id In KC4 relating to Outcome 4.5**

Students develop and report on a greater understanding of the diverse range of relationships that exist within communities, and examine and plan action to address the impact of inequity of power in relationships.

**Id In KC2 KC3 relating to Outcome 5.5**

**POSSIBLE PROGRAMS/RESOURCES:**
- Communication
- Groups
- Leadership
- Outdoor education
- Relationships

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**ASSESSMENT EXAMPLE**

Role-plays, in a small group, a variety of roles in group and team situations.

**Criteria**
- Describes the qualities of a good leader (eg visionary, inclusive, consultative).
- Explores community resources that facilitate leadership qualities (eg SRC, youth parliament, sports teams, work, Girl Guides).
- Provides feedback to peers on their role in group situations (eg facilitating, maintaining and inhibiting roles).
- Assesses their main role in the various groups they belong to (eg leader, follower, mediator).
- Reflects on their leadership qualities and ways of enhancing them (eg improving communication and negotiation skills).
- Analyses how language and imagery is used in the media to influence behaviour (eg considers the bias of reporting, smoking depicted in films).

**ASSESSMENT EXAMPLE**

Identifies what power is and provides examples of how it has been used in both positive and negative ways in society.

**Criteria**
- Clarifies the consequences of abusing power.
- Identifies the positive outcomes of the appropriate use of power.
- Uses appropriate genre and terms.

**ASSESSMENT EXAMPLE**

Analyses the use of power in the construction of relationships in film/literature.

**Criteria**
- Identifies the fundamental elements of relationships.
- Analyses the effects of the imbalance of power on relationships.
- Uses appropriate genre and terms.
### Learning Area: Health and physical education

**Strand: Health of individuals and communities**

**Possible starting points for planning, programming and assessing**

**Band: Middle–Senior Years**

**Standards: 4 & 5**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>Year 8 Standard 4</th>
<th>Year 9 Towards Standard 5</th>
<th>Year 10 Standard 5</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students consider the range of influences on their health associated with increasing freedom of choice, critically examine information available about those choices, and devise personal and community strategies based on them. <strong>F In T KC1 KC6 relating to Outcome 4.6</strong></td>
<td>• <strong>Outlines</strong> the factors that affect the health of adolescents in Australia (eg fast foods, computer games).</td>
<td>• <strong>Surveys and analyses</strong> own peer group and the issues that are important/relevant (eg drug use, school uniform).</td>
<td>• <strong>Appraises</strong> a possible at-risk situation for themselves and plans options and strategies for minimising harm to themselves and others (eg passenger in a drink-driving situation).</td>
<td>4.6 Identifies health issues relevant to adolescence in their community and develops strategies to deal with those issues for self and others. <strong>In T KC1 KC3</strong></td>
</tr>
<tr>
<td>Students analyse, evaluate and report on a range of influences on health, including economic, cultural and political influences, and develop skills to apply in a range of lifestyle choices. <strong>F In T KC1 KC2 relating to Outcome 5.6</strong></td>
<td>• <strong>Lists</strong> aspects of health that individuals have control over and aspects they feel good about (eg relationships, exercise, diet, substance use, contraception).</td>
<td>• <strong>Researches</strong> the media solutions for health issues, current topical issues and/or what health issues are focused on (eg in ‘soapies’ on television), and appraises the recommended solutions.</td>
<td>• <strong>Explores</strong> campaigns that have been run in recent years in relation to community health strategies and their implementation, outcomes and success (eg HIV, Grim Reaper, Drink Drive—Bloody Idiot).</td>
<td>5.6 Critically analyses the immediate, short- and long-term consequences and the interrelationships of behaviours that affect the health of communities. <strong>F In KC1</strong></td>
</tr>
<tr>
<td><strong>F In T KC1 KC2 relating to Outcome 5.6</strong></td>
<td>• <strong>Evaluates</strong> products and services to discover ways to enhance their health and the health of the environment (eg e-mail, websites, CD ROMs, videos, contraceptives, CAMHS, counselling services).</td>
<td>• <strong>Defines</strong> community health and compares the health of different groups in the community (eg investigates youth services, country services, Australian Indigenous services).</td>
<td>• <strong>Identifies and reflects on</strong> health issues and how they impact on the community (eg SunSmart, substance abuse).</td>
<td></td>
</tr>
<tr>
<td>• <strong>Produces</strong> promotional material (eg a pamphlet/poster) for a particular age group showing what they can do in their community to keep healthy (eg for the elderly).</td>
<td>• <strong>Analyses</strong> factors that impact on the health of different people in the community (eg poverty, education, access to health services, religion).</td>
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</tbody>
</table>

Possible starting points for planning, programming and assessing...
Students consider the range of influences on their health associated with increasing freedom of choice, critically examine information available about those choices, and devise personal and community strategies based on them.

**ASSESSMENT EXAMPLE**

**Researches** a health issue relevant to adolescents and **presents** strategies to deal with this issue for themselves and others (eg video presentation).

**Criteria**
- Identifies a relevant adolescent health issue.
- Suggests possible strategies to deal with the issue for themselves.
- Suggests possible strategies to deal with the issue for others.
- Uses appropriate terms.

**Predicts** the effects, immediate and long-term, of changing behavioural patterns on community health (eg diet, exercise, stress, substance use, technology).

**ASSESSMENT EXAMPLE**

**Analyses** a current health issue on a ‘soapie’ and critically **appraises** the recommended solutions.

**Criteria**
- Selects a relevant health issue.
- Identifies short and long-term consequences.
- Analyses the appropriateness of the recommended solution.
- Uses appropriate genre and terms.

**ASSESSMENT EXAMPLE**

**Researches** a recent community health campaign aimed at adolescents and **surveys** its effectiveness amongst the target group.

**Criteria**
- Surveys and collects data from peers.
- Analyses counter productive behaviour.
- Identifies successful outcomes.

**POSSIBLE PROGRAMS/RESOURCES:**
- Adolescent health
- Alcohol and drugs
- Community health strategies/issues
- Health products
- Health services
**Learning Area:** Health and physical education  
**Strand:** Health of individuals and communities  
**Band:** Middle–Senior Years  
**Standards:** 4 & 5

### Key Ideas

Students learn to assess and build their understandings of skills to effectively manage risky and challenging situations for themselves and others.  

**In T KC6 relating to Outcome 4.7**

Students examine the long-term effects of their behaviour on their health and safety. They plan and develop strategies and practices to assist them to take personal, social and working responsibility for their health and safety as they take risks with increasing freedom.  

**F Id T KC1 KC3 relating to Outcomes 5.7**

### Outcomes

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<thead>
<tr>
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<td><strong>Year 9 Towards Standard 5</strong></td>
<td><strong>Year 10 Standard 5</strong></td>
</tr>
<tr>
<td>Discusses and analyses a range of issues related to adolescence and healthy and active living practices and choices (eg unprotected sex).</td>
<td>Explores the impact of increasing levels of independence as an individual, away from the family and in group settings.</td>
<td>Develops an appropriate ‘risk management plan’ that can be readily adapted to a range of situations (eg letting someone know where they are and arrival/departure times).</td>
</tr>
<tr>
<td>Establishes a definition for and differentiates between ‘risk’ and ‘challenge’.</td>
<td>Explores the variation of ‘risk’ assessment amongst peers and the impact of this in terms of group management (eg how the individual’s perception of risk is incorporated into the group’s decision making).</td>
<td>Examines situations that present potential risk to young people (eg alcohol, work, driving, drugs, clubbing, mobile phone use).</td>
</tr>
<tr>
<td>Identifies possible harm associated with a range of risk-taking behaviour (eg infertility—Chlamydia, lung cancer—nicotine use).</td>
<td>Identifies the greatest risks for own age group and suggests strategies to minimise harm (eg homelessness).</td>
<td>Demonstrates safe practices in group situations.</td>
</tr>
<tr>
<td>Develops a process to identify/manage risk (eg Step process).</td>
<td></td>
<td>Investigates the impact of laws and programs designed to promote safe behaviour amongst adolescents (eg <em>One Step Removed</em>, harassment policy, anti-discrimination laws).</td>
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<tr>
<td>Reflects on programs experienced at primary school in relation to ‘safe practices’ (eg protective behaviours).</td>
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</tr>
<tr>
<td>Identifies other groups/people who have been instrumental in teaching safe behaviours (eg teachers, coaches).</td>
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</tr>
<tr>
<td>Produces safe practice guidelines (eg for users of internet chat rooms).</td>
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Students learn to assess and build their understandings of skills to effectively manage risky and challenging situations for themselves and others. In T KC6 relating to Outcome 4.7

Students examine the long-term effects of their behaviour on their health and safety. They plan and develop strategies and practices to assist them to take personal, social and working responsibility for their health and safety as they take risks with increasing freedom. F Id T KC1 KC3 relating to Outcome 5.7

ASSESSMENT EXAMPLE

Year 8
Standard 4

- Values and articulates strategies demonstrating safe practices learnt from family/caregivers (eg curfew time).

Year 9
Towards Standard 5

- Identifies short-term, daily and long-term goals and challenges in own life (eg getting to school, finishing education) and maps the processes to achieve this.

Year 10
Standard 5

- Models strategies that can be used to deal with success or disappointment/failure (eg uses a reflective process).

- Identifies and develops positive approaches to potential challenges that are likely to be encountered (eg applying for a job, achieving SACE, leaving home, getting a driver’s licence).

- Analyses and articulates the consequences of risk-taking and demonstrates behaviours to minimise harm. In T KC1 KC2

5.7 Critically assesses and develops effective strategies and behaviours to promote safety. F Id T

POSSIBLE PROGRAMS/RESOURCES:
- Challenges through life
- Goal setting
- Outdoor education
- Risk and harm minimisation

<table>
<thead>
<tr>
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<tbody>
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<td>Towards Standard 5</td>
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<tr>
<td><strong>ASSESSMENT EXAMPLE</strong></td>
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</tr>
<tr>
<td>Presents, in a small group, a short dramatic scenario on safe practice guidelines appropriate for risky behaviour.</td>
<td>Role-plays, in a small group, an assertive resolution for a risky behaviour in a group setting.</td>
<td>Explains the purpose of laws and programs designed to promote safe behaviour for adolescents.</td>
</tr>
<tr>
<td>Criteria</td>
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</tr>
<tr>
<td>- Analyses the difference between a risk and a challenge.</td>
<td>- Identifies a risky behaviour in a group setting.</td>
<td>- Reflects critically on a specific law in the community designed to promote safe behaviour.</td>
</tr>
<tr>
<td>- Demonstrates safe practices.</td>
<td>- Demonstrates personal responsibility culminating in an assertive resolution.</td>
<td>- Reflects critically on specific programs designed to promote safe behaviour.</td>
</tr>
<tr>
<td>- Works cooperatively with others.</td>
<td>- Identifies pressures from peers or others.</td>
<td>- Uses appropriate genre and terms.</td>
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<tr>
<td>- Uses appropriate terms.</td>
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<tr>
<td>KEY IDEAS</td>
<td>OUTCOMES</td>
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</tr>
<tr>
<td>Students increase their knowledge of and skills for healthy dietary practice. They research and critically analyse information, including online, on food choice, and identify the influence of peers and the media on nutritional choices.</td>
<td>Year 8 Standard 4 Year 9 Towards Standard 5 Year 10 Standard 5</td>
<td></td>
</tr>
<tr>
<td><strong>Investigates</strong> the five food groups and their location in various food models.</td>
<td>4.8 <strong>Utilises</strong> the <em>Australian dietary guidelines (ADG)</em> for healthy eating (refer p100) and <strong>examines</strong> own diet over one week.</td>
<td></td>
</tr>
<tr>
<td><strong>Examines</strong> food choices (eg in the school canteen) and recommends changes in line with the five food groups.</td>
<td><strong>Focuses</strong> on the important elements of meal planning (eg a balanced menu).</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluates</strong> their own diet through a short period of time and recommends changes (eg uses a two-day food diary).</td>
<td><strong>Identifies</strong> food preparation practices for dietary requirements in special situations (eg diabetes, pregnancy, elite athletes, bushwalking/canoeing).</td>
<td></td>
</tr>
<tr>
<td><strong>Identifies</strong> what is a healthy meal and writes a recipe for one (eg a stir fry).</td>
<td><strong>Researches</strong> technology and food production and processing (eg visits a factory, restaurant or café producing food for public consumption).</td>
<td></td>
</tr>
<tr>
<td><strong>Observes and develops</strong> basic food preparation and cooking skills (eg chopping and frying food).</td>
<td><strong>Establishes</strong> workplace rules and a positive approach towards safety, hygiene and use of equipment in the home economics kitchen (eg designs posters for the home economics room).</td>
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</tr>
<tr>
<td><strong>Observes and develops</strong> food preparation and cooking skills using technology (eg microwave).</td>
<td><strong>Examines</strong> food labels and packaging to find out how nutrients are affected during processing (eg completes a supermarket survey).</td>
<td></td>
</tr>
<tr>
<td><strong>Observes</strong> and <strong>develops</strong> food preparation and cooking skills using technology (eg microwave).</td>
<td><strong>Utilises</strong> preparation skills for meals of the day (eg breakfast, lunch, dinner, snacks, three-course meals).</td>
<td></td>
</tr>
<tr>
<td><strong>Identifies</strong> food preparation practices for dietary requirements in special situations (eg diabetes, pregnancy, elite athletes, bushwalking/canoeing).</td>
<td><strong>Researches</strong> technology and food production and processing (eg visits a factory, restaurant or café producing food for public consumption).</td>
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Students increase their knowledge of and skills for healthy dietary practice. They research and critically analyse information, including online, on food choice, and identify the influence of peers and the media on nutritional choices.

Id T C KC1 relating to Outcome 4.8

Students evaluate the latest scientific research on diet and diet-related diseases for different stages of the life span, and develop skills to prepare healthy food suitable for people at different stages of life.

F T C KC1 relating to Outcome 5.8

- Designs safety/hygiene material (eg a brochure) for food preparation (eg for new students, outdoor camp).
- Analyses a recipe, and prepares and presents a meal (eg spaghetti bolognaise).
- Contributed to the planning and preparation of a meal as a catering task (eg class buffet, school camp).
- Analyses influences on personal food intake (eg culture, advertising, time management).
- Plans, prepares and presents a three-course meal for a friend using techniques and ingredients from another culture.
- Explores the impact of different cultures on food in Australia.

ASSESSMENT EXAMPLE
Locates hygiene and safety equipment in the school kitchen (eg conducts a ‘treasure hunt’) and describes the specific use and elements for each piece of equipment, using text and graphics.

Criteria
- Identifies hygiene and safety elements of equipment in the kitchen.
- Describes function of the equipment.
- Describes care, maintenance and storage of equipment.
- Uses correct genre and terms.
- Combines text and graphics appropriately.

ASSESSMENT EXAMPLE
Plans and presents a meal based on the Australian dietary guidelines for healthy eating (refer p100).

Criteria
- Identifies healthy foods.
- Plans a healthy meal in line with the Australian dietary guidelines for healthy eating.

ASSESSMENT EXAMPLE
Researchers the preparation and presentation of a three-course meal from a different culture (eg for an invited guest) and presents information (eg using PowerPoint, video, Publisher).

Criteria
- Demonstrates a knowledge of unfamiliar foods.
- Reflects critically on planning processes.
- Uses appropriate terms.
- Identifies safe preparation and presentation practices.

POSSIBLE TOPICS:
- Diets
- Food and culture
- Food labelling
- Food preparation
- Historical influences on Australian foods
- Hygiene
- Kitchen safety
- Meal planning
- Recipes
- Technology

POSSIBLE PROGRAMS/RESOURCES:
- Outdoor education
GLOSSARY

PHYSICAL ACTIVITY AND PARTICIPATION

Agility: The body’s ability to change position rapidly and accurately while moving in a space.
Aquatics: Water activities (eg canoeing, water sports).
Balance: The body’s ability to maintain equilibrium while stationary or moving.
Bear walk: Travel forward by bending forward and touching the ground with both hands, then slowly moving the same side hand and foot together.
Body composition: Ratio of body fat to lean body mass.
Cardio-pulmonary: The heart, blood vessels and respiratory system’s ability to deliver oxygen efficiently over an extended period of time. To develop this the activities need to be continuous and rhythmic in nature (eg swimming, aerobics, bicycling).
Cool down: Slowing down activity and stretching after physical activity to disperse toxins built up in muscle and reduce possibility of any ill effects.
Coordination: The body’s ability to smoothly and successfully perform more than one motor task at the same time (eg hand-foot-eye coordination).
Crabwalk: Moving sideways with both hands and both feet on the ground.
Dominant movement patterns (DMP): General gymnastic movements are based on the use of DMPs as a means of planning movement experiences. They comprise: landings, locomotion, rotations, springs, statics, swings.
Dribbling: Controlling a moving ball by hand, foot or with apparatus.
Environmental conditions: Can refer to a change in weather or team composition.
Exercise: Physical activity conducted with the intention of developing fitness.
Explores: Attempts, or tries out or investigates.
Feedback tools: Record sheets, conferencing, observation checklists, peer assessments, rubrics, skill checklists, standardised tests, student logs, student self-assessments, written tests.
Fitness: A set of physical attributes that people have or achieve relating to their ability to perform physical activity. These attributes provide the foundation for tasks of daily living, are associated with reduced risk of chronic diseases and provide a basis for involvement in leisure time and physical activity.
Fitness testing: Measurements used to determine an individual’s standards in fitness.
Flexibility: The range of movement through which a joint or sequence of joints can move.
Flotation device: Equipment to keep afloat with (eg floaties, life vest).
Hangs: Controlled safe movement on, over and off equipment.
Health related fitness: Involves those factors related to good health such as cardiovascular health, body composition, flexibility, muscular strength and endurance.
Inch worm: Movement activity where students form a line and move in unison like a worm.
Kid Pix: Computer drawing program.
Landings: Ability to land safely after a jump.
Lifestyle: Is now referred to as ‘Healthy and active living’.
Locomotion: Movement across working space or apparatus on hands and/or feet.
Manipulative movement skills: Skills developed through handling an object or apparatus.
Matrix: An ordered array.
Motor skills: Movement abilities that improve with practice and are transferable to specific sports and other motor tasks such as walking, running, striking and throwing.
Muscular endurance: The ability to exert force over an extended period.
Muscular strength: The ability of muscles to exert force.
Musical action: Move to music (eg Health Hustle, aerobics).
Non-preferred and preferred limb: Learning and practising skills with either/both sides of the body (eg left and right hand throwing).
Pedometer: An instrument that estimates distance travelled on foot, by measuring the number of steps taken.
Persistence: To continue/persevere despite obstacles.
Physical activities: Bodily movement produced by the contraction of skeletal muscles that substantially increases energy expenditure (e.g., exercise, sport, dance).

POOCH: A technique for solving problems or making decisions—Problem, Options, Outcome, Choice, How did it go? Taken from Drug and Alcohol Council of South Australia (1989) Learning to choose: A comprehensive drug education program for primary schools.

Power: Ability to transfer body energy into force.

Recreational activities: Informal sports, games, and adventure activities.

Rotation: Moving about one's own axis.

Rubric: A set of ordered categories to which a given piece of work can be compared.

Skill related fitness: The factors that enhance performance in sport or motor skills (e.g., agility, coordination, power, speed, balance).

Speed: The ability of the body to perform movement in a particular period of time.

Spreadsheet: Computer table or worksheet program.

Springs: Activities that produce upward, sideward, backward or forward movement of the body. May be unassisted or assisted by apparatus.

Statics and balances: These are held or still positions that are fundamental for all movement and provide the basis for locomotion parts (e.g., handstand).

 Strikes: Hitting by hand, foot, or with apparatus.

Swing: Movements of the body forward or backward, pivoting around a part of the body. Develops body awareness, body tension, and grip strength.

Team: Two or more people involved in a cooperative activity.

Tracks: Eyes following the path of a moving object such as a ball.

Traps: Stopping a moving ball by hand, foot or with apparatus.

Travelling: Taking two or more steps while holding the basketball.

Values walk: Moving to a position on an imaginary continuum to indicate a personal position on an issue (e.g., from strongly agree to strongly disagree).

Venn diagram: The use of shapes (usually circles) to indicate the relationship between a range of sets.

Vigorous activity: Energetic activity/movement aimed to increase cardiovascular output.

Warm up: Process to prepare the body for physical activity (e.g., some light movement such as jog, red rover) and some stretching.

Web diagram: Diagram indicating interrelationships.

Wellness: A state of positive health, both physiological and psychological, creating a positive quality of life.

Y chart: A diagram used to consider what an issue, word or value looks like, feels like and sounds like.
Venn diagram: The use of shapes (usually circles) to indicate the relationship between a range of sets.
Web diagram: Diagram indicating interrelationships.
Wellbeing: A state of positive health comprising physical, emotional, social and spiritual wellness that allows the individual to participate effectively and fully in their daily life.
Y chart: A diagram used to consider what an issue, word or value looks like, feels like and sounds like.

HEALTH OF INDIVIDUALS AND COMMUNITIES

Challenge: To dare or confront.
Concept map: A diagrammatic representation of an issue.
Diet: Course of food.
Disability: Physical or mental incapacity.
Group norms: Set boundaries to maximise comfort levels for students, especially in dealing with sensitive issues. May be developed in negotiation with students. (Refer to protective behaviour resources.)
Harassment: The act of worrying or troubling another person either physically, verbally, emotionally or financially.
Healthy Food Circle: Australian guide to healthy eating. This replaces the Healthy Food Pyramid.
Healthy Food Pyramid: Now replaced by the Australian guide to healthy eating.
HIV: Human Immunodeficiency Virus.

Illness: Sickness. A state of being unwell.
Jaywalking: Not crossing the street perpendicularly from one footpath directly opposite to the other side.
Optimism: A positive outlook on life and issues.
Persistence: To continue/persevere despite obstacles.
POOCH: A technique for solving problems or making decisions—Problem, Options, Outcomes, Choice, How did it go? Taken from Drug and Alcohol Council of South Australia (1989) Learning to choose: A comprehensive drug education program for primary schools.
Protective interactions: Processes/strategies put in place to protect individual students and make them feel safe in participating in classroom activities (eg right to pass, using third person).
Reflective process: A process of doing, reviewing and modifying, sometimes repeating the cycle.
Risk: A possible dangerous situation.
Safety: Freedom from danger or risk.
Substances, of abuse: Drugs and alcohol.
Values walk: Moving to a position on an imaginary continuum to indicate a personal position on an issue (eg from strongly agree to strongly disagree).
Venn diagram: The use of shapes (usually circles) to indicate the relationship between a range of sets.
Web diagram: Diagram indicating interrelationships.
Y chart: A diagram used to consider what an issue, word or value looks like, feels like and sounds like.
RESOURCES

REFERENCES


National Health & Medical Research Council (nd) *Food for health: Dietary guidelines for Australians—A guide to healthy eating*. (Kit) Canberra ACT: National Health & Medical Research Council.

NSW Department of School Education (1997) *Nobody is perfect: Teaching learning about body image and gender PDHPE stage 4*. Ryde NSW: Department of School Education NSW.

NSW Department of School Education (1997) *Nobody is perfect: Teaching learning about body image and gender English stage 5*. Ryde, NSW: Department of School Education NSW.


**EARLY–PRIMARY YEARS SUGGESTED RESOURCES**

The following is not to be seen as restrictive, but indicative of appropriate resources to support aspects of health and physical education.


Board of Studies NSW (1999) *Personal development, health and physical education K–6 modules*. Sydney NSW: Board of Studies NSW.


McGrath HHH (1997) *Dirty tricks: Classroom games for teaching social skills*. Melbourne Australia: Pearson Education Australia Pty Ltd.


**MIDDLE–SENIOR YEARS SUGGESTED RESOURCES**

The following is not to be seen as restrictive, but indicative of appropriate resources to support aspects of health and physical education.


Board of Studies NSW (1999) *Personal development, health and physical education K–6 modules.* Sydney NSW: Board of Studies NSW.


McGrath HHH (1997) *Dirty tricks: Classroom games for teaching social skills.* Melbourne Australia: Pearson Education Australia Pty Ltd.


**R–10 SUGGESTED WEBSITES**

Active Australia Schools Network (AASN): www.ausport.gov.au

Active for Life: www.sCHOOLS.SA.gov.au


Bullying (National Child & Youth Health): www.bullyingnoway.com.au

This site is for students 6–12 years and their teachers. Currently there are 60 topics with more being developed all the time. This site in future will be interactive and a teachers’ resource is being developed.

Child and Youth Health: www.kIDS.CYH.com

This site is for students 6–12 years and their teachers. Currently there are 60 topics with more being developed all the time. This site in future will be interactive and a teachers’ resource is being developed.

Children’s Health Development Foundation: www.CHDF.ORG.AU/

Country Fire Service/safety includes Projectguard resources: www.cfs.org.au/


A CD-ROM is available—Data for Life Pty Ltd (1999) *The clever castle*, for children 4–8 years, with three levels, supporting their learning about making healthy choices
Fitness and wellbeing: www.kidshealthandfitness.com.au
A joint initiative of Kellogg, The National Heart Foundation and the Australian Council for Health, Physical Education and Recreation. The website has been developed to help bring the ‘5 fun ways to health and fitness’ guidelines to life in a more fun and interactive way. The website aims to link nutrition and physical activity together to help achieve optimum health for children aged 5–12. The website supports the work of teachers and children in nutrition and physical activity. Children’s Health Development Foundation, also reached via this site, provides a range of information to support the work of teachers in health and physical education especially in the areas of physical activity and nutrition. Their newsletter Virtually Healthy is also available.

Head Room: www.headroom.net.au
Human Kinetics: www.humankinetics.com
Kids Help Line: www.kidshelp.com.au
Mental Health, beyondblue: www.beyondblue.org.au
Mindmatters: online.curriculum.edu.au/mindmatters/index.htm
National Heart Foundation: www.heartfoundation.com.au
Parenting SA: www.parent.sa.gov.au
SA Dental Service Health Promotion Unit: www.sadental.sa.gov.au
Information and resources for teachers and students on oral health such as information about oral diseases, sugar and other dental topics, ideas for lessons, activity sheets, videos, posters, models, toothbrushes, toothpaste pamphlets and stickers.
SA Health Promoting Schools: www.sahps.net
SA Police: www.sapolice.sa.gov.au
School Care Centre: www.schoolcare.sa.edu.au
Smart Play: www.smartplay.net
South Australian Department of Human Services: www.healthysa.sa.gov.au/
SPARC Disability Foundation: www.sparc.asn.au
Sports Medicine Australia: www.smartplay.net/ or www.sportsa.org.au
SunSmart at The Cancer Council South Australia: www.cancersa.org.au
Provides information about the SunSmart Schools Program, application forms and a detailed resource list.
WorkCover Corporation: www.workcover.com
R–10 OUTREACH AND OTHER SERVICES

Aboriginal Education Resource Centre (DECS), 5 Harewood Avenue, Enfield SA 5085 Phone (08) 8343 6500 Fax (08) 8343 6515 Web www.aboriginaleducation.sa.edu.au

Adelaide Festival Centre Education Service, King William Road, Adelaide SA 5000 Phone (08) 8216 8861 Fax (08) 8212 7849

Adelaide Zoo Education Service, Frome Road, Adelaide SA 5000 Phone (08) 8267 2434 Fax (08) 8239 1329

Arbury Park Outdoor School, Arbury Park Road, Bridgewater SA 5155 Phone (08) 8339 3237 Fax (08) 8339 3313

Art Gallery of SA Education Service, North Terrace, Adelaide SA 5000 Phone (08) 8207 7033 Fax (08) 8207 7070

Botanic Gardens of Adelaide Education Service, North Terrace, Adelaide SA 5000 Phone (08) 8222 9344 Fax (08) 8222 9399

Greenwood Park Outdoor Education Centre, Queen Elizabeth Drive, Barmera SA 5345 Phone (08) 8588 7070 Fax (08) 8588 7137

Languages and Multicultural Resource Centre (DECS), 12 Robson Road, Hectorville SA 5073 Phone (08) 8366 8532 Fax (08) 8365 0571 Web www.lmrc.sa.edu.au

Migration Museum Education Service, 82 Kintore Avenue, Adelaide SA 5000 Phone (08) 8207 7586 Fax (08) 8207 7591

Parliament House Education Service, Parliament House, North Terrace, Adelaide SA 5000 Phone (08) 8237 9386 Fax (08) 8212 5792

SA Law Court Education Service, Adelaide Magistrates Court, 260–280 Victoria Square, Adelaide SA 5000 Phone (08) 8204 0452 Fax (08) 8204 8490

SA Maritime Museum Education Service, 119 Lipson Street, Port Adelaide SA 5015 Phone (08) 8207 6255 Fax (08) 8207 6266

SA Museum Education Service, North Terrace, Adelaide SA 5000 Phone (08) 8207 7429 Fax (08) 8207 7430

SA Primary Schools Amateur Sports Association (SAPSASA), School Sport Unit, Cudmore Terrace, Henley Beach SA 5022 Phone (08) 8235 0850 Fax (08) 8353 5722

SA Secondary Schools Sports Association, School Sport Unit, Cudmore Terrace, Henley Beach SA 5022 Phone (08) 8235 0411 Fax (08) 8353 5722

Special Education Resource Unit, 72A Marlborough Street, Henley Beach SA 5022 Phone (08) 8235 2871 Fax (08) 8235 1907 Web web.seru.sa.edu.au

Tandanya National Aboriginal Cultural Institute, 253 Grenfell Street, Adelaide SA 5000 Phone (08) 8224 3200 Fax (08) 8224 3250

Tape Services, 266 Port Road, Hindmarsh SA 5007 Phone (08) 8241 5615 Fax (08) 8241 5708 Web www.tapervices.sa.edu.au

Technology School of the Future, Education Development Centre, Milner Street, Hindmarsh SA 5007 Phone (08) 8463 5999 Fax (08) 8463 5900

The Investigator Science and Technology Centre, Days Road, Regency Park SA 5010 Phone (08) 8348 2400 Fax (08) 8346 6311

Women’s Studies Resource Centre, 64 Pennington Terrace, North Adelaide SA 5006 Phone (08) 8267 3633 Fax (08) 8267 2997 Web www.wsrgnet.au
APPENDIX 1
THE FOOD CIRCLE

The Australian guide to healthy eating,
APPENDIX 2
PHYSICAL ACTIVITY PYRAMID

The physical activity pyramid is a conceptual model that describes four different types of physical activity and the benefits of each. The pyramid is adapted from the concept of the Food Guide Pyramid and is used to describe appropriate amounts of activity needed to achieve specific physical activity benefits. The pyramid can be adapted to describe activities appropriate for children of different ages. (From Dynamic physical education for elementary schools (14th edition) San Francisco CA: Pearson Education Inc by RP Pangrazi, p 229). The physical activity pyramid is reproduced with permission of RP Pangrazi.
APPENDIX 3
MEASUREMENT OF EFFECTIVENESS OF PHYSICAL ACTIVITY

Fitness versus Physical Activity

The gathering of data to inform the development of physical activity programs in schools is very important. What is contentious, however, is what data will provide the best information to schools, students, the community and DECS. While fitness testing appears to provide quantifiable data, it is an indirect or product measurement of physical activity.

Developments in physical activity over recent years have seen a move away from fitness testing and normative fitness data as a first preference for analysing participation in physical activity across populations. This has been replaced with more direct measures of participation in physical activity such as pedometers (step counts as a measure of physical activity) and physical activity diaries (to measure type and intensity of physical activity).

This emphasis on direct measurement of physical activity provides more efficient use of financial resources and more closely aligns with intended program outcomes. The approach is consistent with the physical activity and participation strand of the health and physical education Learning Area of the SACSA Framework. It is consistent with the Department of Human Services be active Children’s Strategy. It is also consistent with the approach taken by all the key professional agencies that support physical activity in schools (eg ACHPER, CHDF, National Heart Foundation, Sport SA, Life be in it!, University of SA, Flinders University, AUSDANCE, SPARC Disability Foundation and Sports Medicine Australia), which now have a primary focus on physical activity rather than fitness per se.

Fitness is defined as a set of physical attributes that people have or achieve relating to their ability to perform physical activity. These attributes provide the foundation for tasks of daily living, are associated with reduced risk of chronic diseases, and provide a basis for involvement in leisure time physical activity. Physical activity is bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure. Physical activity is a broad term that includes exercise, sport, dance, as well as other movement forms. It is normally considered that ‘fitness’ requires exercising 3 times per week for at least 20 minutes per bout at 60–80 per cent of maximum heart rate. However, accumulating 30 minutes (60 minutes for children and adolescents) of daily moderate physical activity in at least 10 minute blocks as part of one’s lifestyle provides so much more potential for success, not only in terms of fitting activity into the day, but also from the standpoint of not having to know what one’s maximum heart rate is and when one has reached the 60–80 per cent level.

For children, regular physical activity increases the probability of an active adult lifestyle. Children who are active at 3 or 4 years of age, are more active as adults. For everyone, moderate activity reduces the risk of coronary heart disease, high blood pressure, colon and rectal cancers, and depression. The most significant overall benefits are to be gained from moving sedentary individuals to at least moderate physical activity levels. Everyone can do physical activity successfully.

Whilst there has been a traditional view that the focus should be on fitness and quantifiable data, there are some serious concerns about a focus on fitness testing for children. Physical performance is controlled by several factors including maturation, nutrition, genetic predisposition, and trainability. Children in schools have little or no control over these factors. Components of fitness are significantly determined by heredity, as is how easily one achieves a training effect. Identical activity programs can yield vastly different outcomes amongst individuals. Current activity levels do not necessarily correspond with current fitness levels and some apparently ‘fit’ individuals may not be very active at all. Variations in physical maturity make comparisons problematic and, indeed, research indicates only small and insignificant improvements in pre-adolescents due to training.
Further, research shows that adolescents who received negative feedback about their performance in a fitness test had lowered physical self-esteem and were less motivated to participate in physical activity. With fitness testing, all of the already ‘fit’ children are reinforced (some for actual activity, others for their genetic gifts), while the ‘unfit’ children, who need physical activity the most, are discouraged.

Fitness has been the focus for population interventions over the past 25 years, including in schools. During the same time there has been an increasing epidemic of obesity and overweight but little if any decline in fitness scores of children and young people.

Fitness is a short-term product, a moment in time when considering the lifespan. On the other hand, the process of physical activity is available to all. If we engage the children and young people in the process (moderate physical activity), they will get the product (health-related fitness) to the extent to which it’s genetically available. The focus in schooling and the adult population should be on the process of lifelong physical activity.

**Physical Activity Measurement**

Current viable methods of physical activity measurement include the use of step counters (pedometers) and self-reported electronic physical activity diaries. These have been recommended by leading Australian researchers, are available and have been developed and validated against gold standard and highly expensive research methods such as one-on-one direct observation and accelerometers.

A growing body of data has validated the use of pedometers with children, young people and adults and led to Australian and international comparison studies using this instrument. For example, recent studies have shown that the lowest third of students that have substantially lower step scores than the average by approximately 2000 to 3000 steps per day and that a 20–30 per cent increase in step count can be gained through students walking to and from school. The University of South Australia has recently developed an electronic physical activity diary that can be administered by a trained teacher or university personnel, after being loaded onto a computer. The diaries are valid for students 10 years of age and above and provide a range of information on:
- height, weight and Body Mass Index of students
- physical activity level
- time spent in moderate to vigorous physical activity
- time spent playing sport
- time spent watching television
- time spent playing computer games.

The diary is comprehensive and takes a maximum of 60 minutes to administer to a class. Results allow for comparison to South Australian and Australian norms and can be collated, analysed and then provided to the school in the form of a report within 2 to 3 weeks of data collection.

The use of self-reported diaries and pedometer research would align closely with data that has been collected from adult populations across Australia and would provide sequential and comparable sets of data. It is planned that these are utilised as the main forms of physical activity measurement in the Data Collection, Monitoring and Accountability strategy of *Be Active—Let’s Go!*, and that they be the subject of an appropriate procurement process for equipment bulk purchase and provision of associated training and measurement and data analysis.