



Curriculum Framework

Progress Maps

Health and Physical Education



Curriculum Framework Progress Maps – Health and Physical Education

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**Curriculum
Council**

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27 Walters Drive, Osborne Park, Western Australia 6017

Telephone: (08) 9273 6300

Facsimile: (08) 9273 6389

Internet: www.curriculum.wa.edu.au

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Finally, the Curriculum Council acknowledges the extensive research, writing and consultation undertaken by members of the Council Secretariat during the period of development of the *Curriculum Framework Progress Maps*.

Foreword

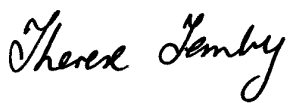
'A focus on student learning lies at the heart of everything the Curriculum Council does'.

This principle is captured in the outcomes of the *Curriculum Framework* that are considered important for students to achieve as a result of their education from kindergarten to year 12. In recent years, the Curriculum Council has collaborated with school sector/systems to develop a set of common progress maps to describe progressive student achievement of these outcomes.

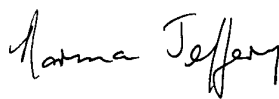
Existing progress maps for government (the *Student Outcome Statements* of the Department of Education and Training) and non-government schools (the draft *Progress Maps* of the Catholic Education Office) have been reviewed and revised on the basis of advice provided by the Australian Council for Educational Research, learning area working parties, teachers and curriculum officers. Working versions of the new progress maps were produced in 2003.

The *Curriculum Framework Progress Maps* are intended to be used by teachers and schools implementing the *Curriculum Framework*, particularly in monitoring and planning for student achievement. The Department of Education and Training has used the *Curriculum Framework Progress Maps* as the basis for producing their *Outcomes and Standards Framework*.

The *Progress Maps* provide a common language that can be used throughout Western Australia to describe progressive levels of student achievement and support improvements in student learning.



THERESE TEMBY
CHAIR



NORMA JEFFERY
CHIEF EXECUTIVE OFFICER

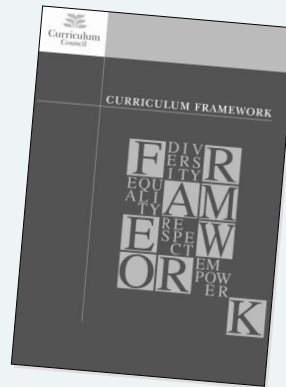
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Curriculum Framework support documents

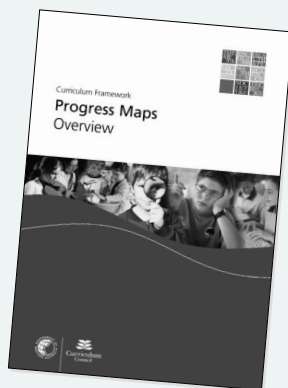
Curriculum Framework

The *Curriculum Framework Progress Maps* and the *Curriculum Guides* are intended to support implementation of the *Curriculum Framework*.



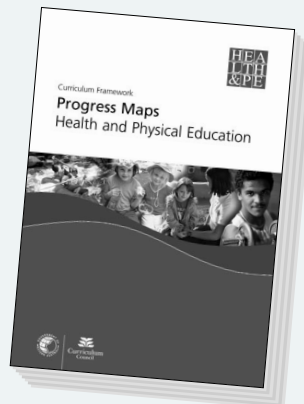
Curriculum Framework Progress Maps

Curriculum Framework Curriculum Guides



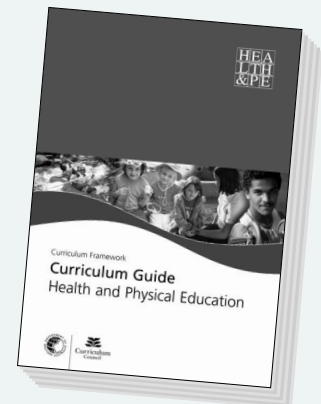
Overview

Contains level descriptions for outcomes in all learning areas of the *Curriculum Framework*.



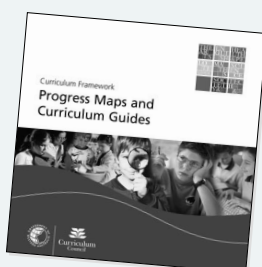
Learning Area

Each book contains the level descriptions and elaborations for outcomes for a particular learning area.



Learning Area K-12

Each guide describes content for learning area outcomes in each phase of development.



CD-ROM

Contains further content sequences in each phase of development for particular outcomes in each learning area and Portable Document Format versions of the *Curriculum Framework Curriculum Guides K-12* and *Curriculum Framework Progress Maps*.

Introduction

Curriculum Framework Progress Maps

Relationship of the Curriculum Framework to the Progress Maps

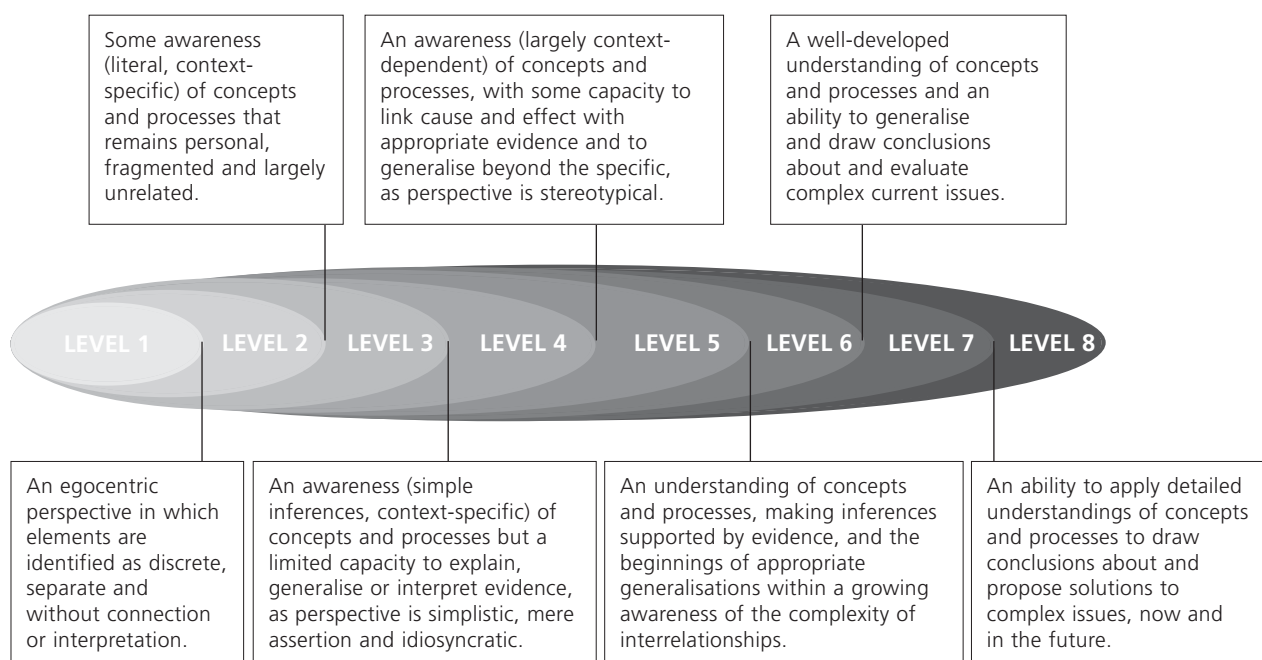
The *Curriculum Framework* identifies the outcomes that all students are expected to achieve as a result of the programs they undertake in Western Australian schools. Schools and teachers develop learning and teaching programs according to their particular circumstances and ethos and the needs of their students to ensure that they achieve these outcomes. Through ongoing assessment of their work, students' progress is monitored and plans are made for further improvement. The *Curriculum Framework Progress Maps* support this approach by describing the nature of achievement as students develop the outcomes described in the *Curriculum Framework*.

Nature of Progress

For each *Curriculum Framework* outcome, descriptions have been developed for students achieving at Foundation and then at eight levels of achievement (1 to 8). The Foundation descriptions are intended for students for whom achievement beyond this level may be a long-term goal. The descriptions at each level are based on a developmental continuum of how students demonstrate their knowledge, skills, understandings, values and attitudes in increasingly-challenging contexts.

For those *Curriculum Framework* outcomes that do not lend themselves to a developmental sequence: *Attitudes and Values* (Health and Physical Education); *Appreciating Mathematics* (Mathematics); *Communicating Scientifically, Science in Daily Life, Acting Responsibly* and *Science in Society* (Science); and *Active Citizenship* (Society and Environment), monitoring advice is provided in the learning area *Progress Maps* books.

Progressive Achievement of an Outcome



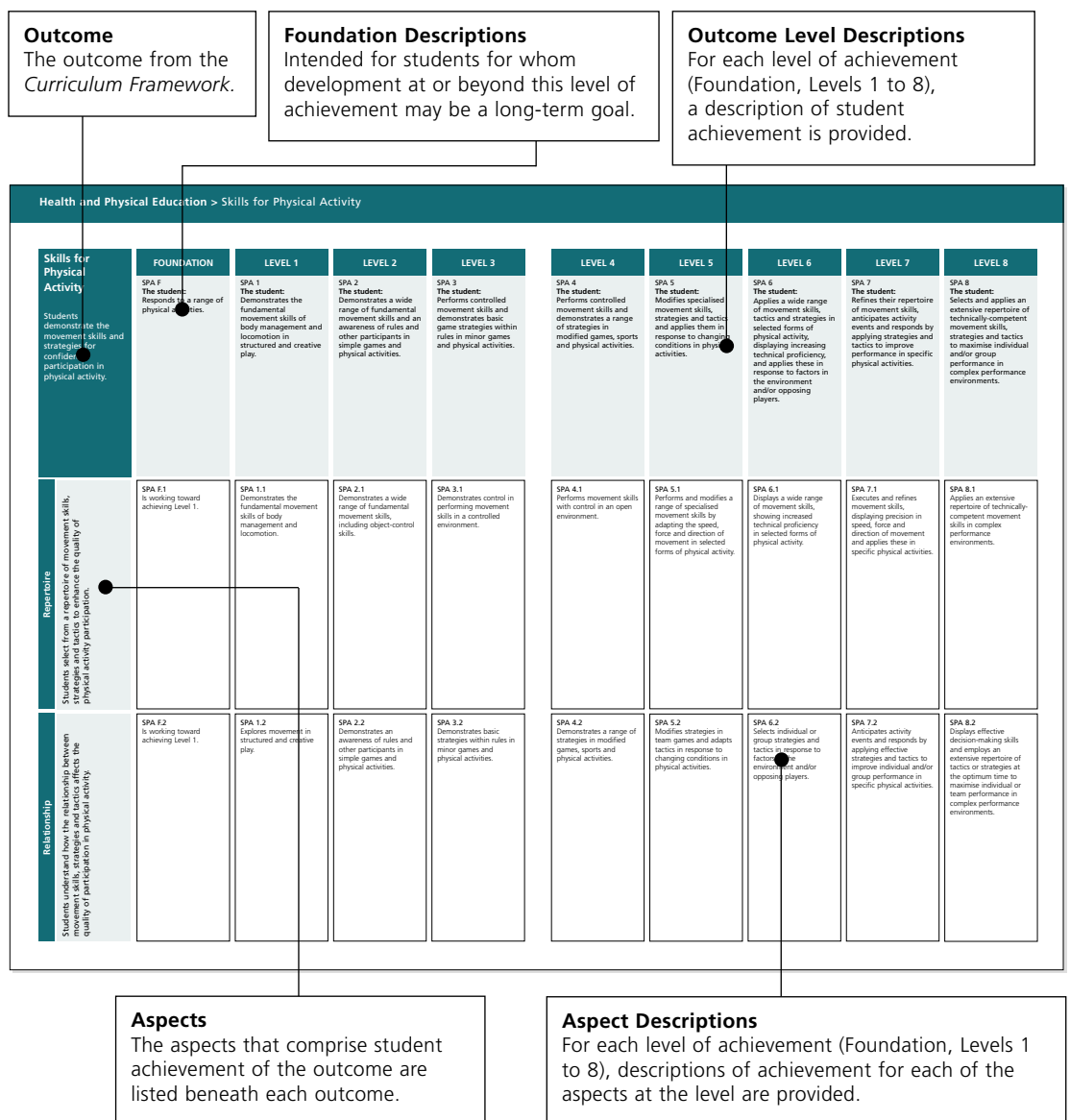
Structure of the Health and Physical Education Progress Maps

Descriptions of Achievement

Each progress map describes student achievement of a *Curriculum Framework* outcome and of its aspects where appropriate. The level descriptions for Foundation and Levels 1 to 8 describe the sequence of student achievement for an outcome.

For outcomes, mainly in the English, Mathematics, Society and Environment and Technology and Enterprise learning areas, level descriptions for both the outcome and its aspects are provided. For some other outcomes, mainly in The Arts, Health and Physical Education, LOTE and Science learning areas, only outcome level descriptions are available.

In each learning area progress map book, the descriptions are presented on fold-out pages as shown below.



Elaborations

Each description of student achievement (Foundation, Levels 1 to 8), is further elaborated and exemplified by means of a statement about the nature of progress students have made at that level, followed by several paragraphs that provide a holistic view of achievement at the level.

Outcome Level Descriptions
The description of student achievement at the level being elaborated.

Skills for Physical Activity > Level 3 Elaboration

3

The student performs controlled movement skills and demonstrates basic game strategies within rules in minor games and physical activities.

At this level
This paragraph describes the nature of student progress at this level.

At this level

Students' fundamental movement skills have developed to the point where they can perform movement sequences and strategies and apply rules in controlled environments such as skill practices, minor games and activities. These skills are important prerequisites for participation and achievement in minor games, modified sports and physical activities.

Students' object-control skills have developed to the point where, in a skills practice or a minor game, they can strike a moving ball with a bat, demonstrating side-on body position, back swing and follow through. They can dribble a ball with their hand or foot through and around markers. Students' movement sequences vary in shape, size, direction, level, speed, tension and flow of stimuli, often in response to music, rhythm and words. Students control and sequence movements to perform jumps for height and distance: for example, in the long jump. They perform shoulder rolls on a flat surface and a backward roll down an inclined surface.

Students move consistently into offensive and defensive game positions such as moving to a space to receive a moving ball, and using the body to protect the ball while it is in their possession. They hit a ball away from an opponent (rounders, continuous cricket), move to a position to limit the effectiveness of an opponent (close defence at centre pass in netball), and throw a basketball or kick a soccer ball accurately to a moving player to maintain possession. In groups of three or four, they demonstrate strategies for retaining possession and intercepting passes from opposing players. Students use rules to help them work together and maintain their safety, including rules and strategies for the classroom, sport and outdoor pursuits such as walking or camping.

Outcome Level Elaborations
An elaboration of student achievement at each level is provided. Each elaboration is inclusive of pointers (where appropriate) that are in existing progress maps. Some pointers, however, will appear as part of the scope and sequence in the curriculum guides.

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Curriculum Framework Progress Maps – Health and Physical Education

Use of the Curriculum Framework Progress Maps

The Curriculum Framework Progress Maps are designed to support outcomes-focused teaching, learning and assessment, as shown below.

Progress Maps provide a common language to describe student achievement within and between schools. They can also be used as a framework for setting performance targets.

Progress Maps can be used to gain a sense of current student achievement of outcomes and where improvement is required. Specific aspects of achievement can be identified as foci for teaching, learning and assessment.

Evaluating student learning and the processes

- The effectiveness of the teaching, learning and assessment strategies is reviewed.
- Decisions are made about further learning experiences required.
- On the basis of judgements made, student achievement of outcome/s is communicated and reported.

Identifying students' needs and outcomes

- Outcomes in which students need to progress are identified by ongoing monitoring.
- The outcomes are analysed to determine which aspects should be given particular attention with students.
- A view is formed of what progress in student achievement of the outcomes will look like.

Teaching and monitoring student needs and outcomes

- Students are engaged in tasks from the teaching, learning and assessment strategies being implemented.
- These tasks are modified according to ongoing monitoring of student progress.
- On completion of the tasks, the teacher and students use evidence gathered to reflect on student performance.
- Feedback and guidance about the extent to which progress has been made in achievement of outcome/s is provided.

Planning learning experiences and identifying resources

- Content that students need to know, understand, value and do for progress to be made is identified.
- Tasks and environments through which content can be taught to facilitate progress are developed.
- Teaching, learning and assessment strategies to facilitate progress are developed.
- Resources are gathered to support these strategies.

Reference to Progress Maps can ensure evidence of student performance gathered during and at the completion of tasks is valid for providing feedback and making judgements about student progress in achievement.

Progress Maps provide a focus for teaching, learning and assessment. Strategies for gathering sufficient and consistent evidence of student achievement are evident in programs.

Curriculum Framework Progress Maps and Curriculum Guides

For students to progress in their achievement of outcomes, as described in the *Curriculum Framework Progress Maps*, an increasing repertoire of knowledge and understandings, skills and processes needs to be taught. The *Curriculum Framework Curriculum Guides* for each learning area identify the scope of content required and the sequence in which it is taught to support progress in achievement of the outcomes. They build on the 'Scope of the Curriculum' sections of the *Curriculum Framework*.

The introduction pages to the *Curriculum Framework Curriculum Guides* identify the ways in which the *Guides* support this outcomes-focused cycle of review and action aimed at student improvement.

Inclusivity and the Curriculum Framework Progress Maps

Inclusivity means ensuring that all groups of students are included and valued (*Curriculum Framework*, p. 9). The diversity within groups is as wide as the diversity between groups. In defining and assessing students' achievement of outcomes, their perspectives and experiences should be considered in terms of the impacts of social, cultural, linguistic, geographic and economic circumstances, as well as their abilities, needs and interests.

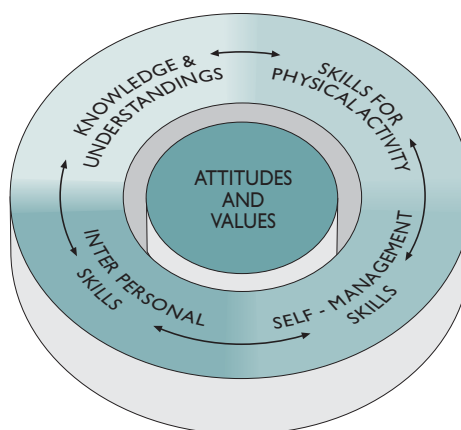
Some strategies that promote inclusive curriculum practices, by recognising and addressing the advantages and disadvantages experienced by some individuals and groups, include:

- acknowledging that students with physical or intellectual disabilities do not achieve different outcomes. The difference is in their rate of achievement and the way in which they demonstrate particular outcomes;
- recognising that for students from culturally and linguistically diverse backgrounds who are in the early stages of learning English as a second language, the ESL Bandscales may provide a more accurate map of their development;
- valuing all forms of communication. Terms such as 'explain', 'describe', 'assess' and 'evaluate' encompass both verbal and non-verbal interaction; and
- ensuring fair and valid assessment of students with conductive hearing loss (otitis media).

Health and Physical Education

Health and Physical Education provides students with an understanding of health issues and the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and to promote their own and others' health and well-being.

Curriculum Framework, 1998



The *Progress Maps* for Health and Physical Education describe student achievement of four of the five outcomes that provide a framework for kindergarten to year 12 curriculum in Health and Physical Education:

1. Knowledge and Understandings
3. Skills for Physical Activity
4. Self-management Skills
5. Interpersonal Skills

The monitoring framework for Outcome 2. **Attitudes and Values**, uses three developmental phases: 'emerging', 'developing' and 'well-developed'. Aspects have been identified that reflect development of the cognitive component of this outcome.

Considerations in using the Health and Physical Education *Progress Maps*

It is important to monitor achievement of the *Attitudes and Values* outcome in relation to achievement of the other four outcomes: for example, consideration of attitudes toward particular values is an integral element of decision making about health and physical activity, which is the focus of the *Self-management Skills* outcome. The progress map for *Skills for Physical Activity* reflects an approach that positions fundamental movement skills and their efficient performance as the foundation for later achievement of more specialised movement skills in a range of physical activities.

Achievement in swimming and water safety is not tracked across the eight levels of the *Skills for Physical Activity* progress map. More detailed continua are available from the Department of Education and Training's Website.

Students' achievement of *Self-management Skills* and *Interpersonal Skills* contributes to and is influenced by their social and emotional development. The progress maps for these outcomes are informed by research in the areas of emotional regulation, attachment and connectedness, identity and autonomy, and moral development.

Health and Physical Education >

Knowledge and Understandings
Self-management Skills
Interpersonal Skills



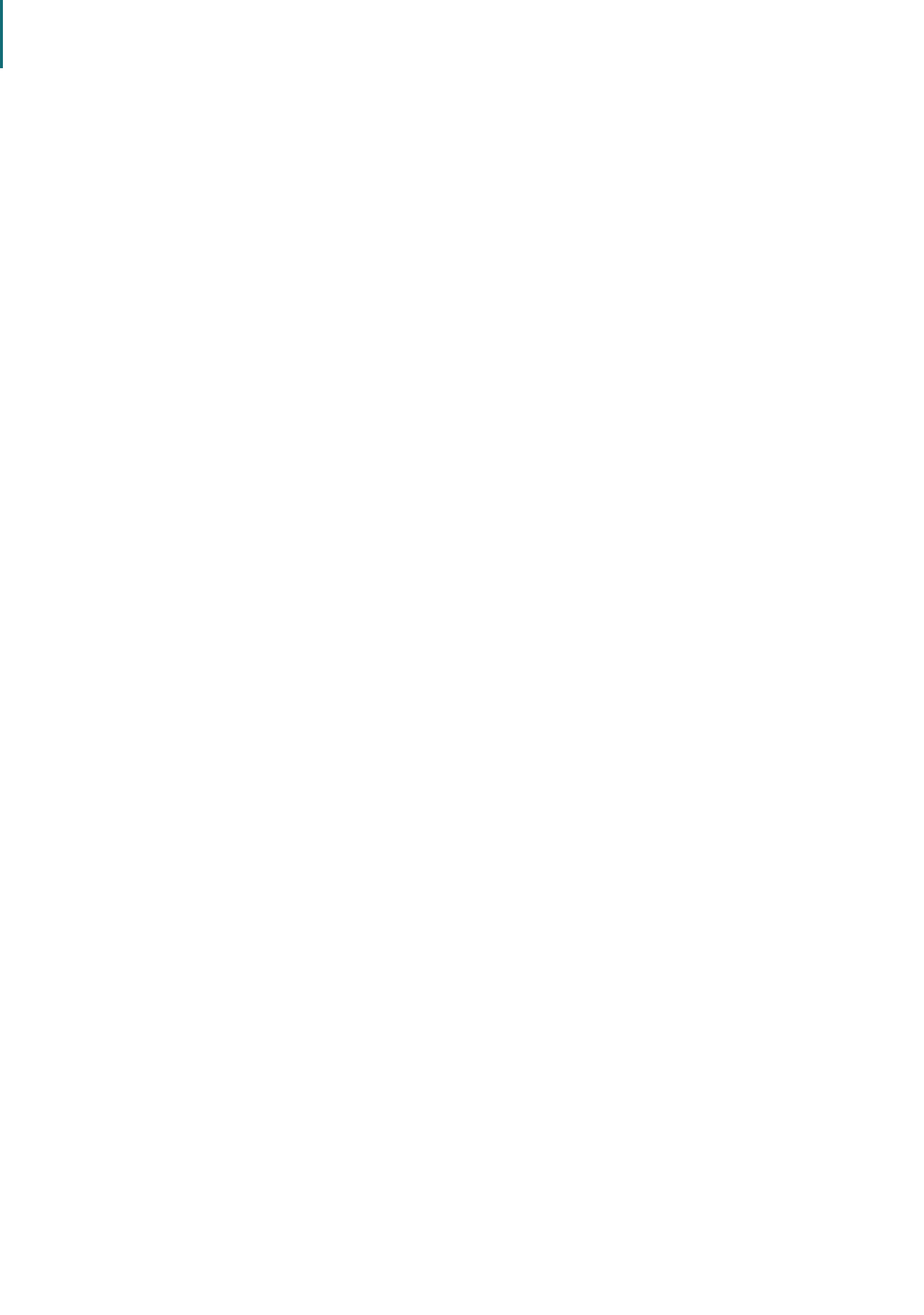


<p>Knowledge and Understandings</p> <p>Students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle.</p>	<p>FOUNDATION</p> <p>KU F The student: Demonstrates an awareness of actions to maintain or improve their personal health and safety.</p>	<p>LEVEL 1</p> <p>KU 1 The student: Recognises what it means to be healthy and the actions that they can take to optimise personal health, safety and physical activity.</p>	<p>LEVEL 2</p> <p>KU 2 The student: Recognises that there are different aspects to personal health and how these contribute to their overall health, safety and physical activity.</p>	<p>LEVEL 3</p> <p>KU 3 The student: Understands that personal health, safety and physical activity practices enhance the physical, mental, emotional and social aspects of their own and others' health.</p>
<p>Self-management Skills</p> <p>Students demonstrate self-management skills which enable them to make informed decisions for healthy, active lifestyles.</p>	<p>FOUNDATION</p> <p>SMS F The student: Makes choices of personal relevance.</p>	<p>LEVEL 1</p> <p>SMS 1 The student: Uses basic self-management skills in familiar health and physical activity situations.</p>	<p>LEVEL 2</p> <p>SMS 2 The student: Uses basic self-management skills and considers short-term consequences to meet personal health and physical activity needs.</p>	<p>LEVEL 3</p> <p>SMS 3 The student: Uses basic self-management skills and considers longer-term consequences to meet personal health and physical activity needs.</p>
<p>Interpersonal Skills</p> <p>Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.</p>	<p>FOUNDATION</p> <p>IPS F The student: Uses socially-acceptable behaviour when interacting with familiar people.</p>	<p>LEVEL 1</p> <p>IPS 1 The student: Uses basic communication and cooperation skills when interacting with familiar people.</p>	<p>LEVEL 2</p> <p>IPS 2 The student: Uses communication and cooperation skills to share feelings and meet basic needs when interacting with other people.</p>	<p>LEVEL 3</p> <p>IPS 3 The student: Uses communication and cooperation skills that contribute to interpersonal and group interactions.</p>

LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
<p>KU 4 The student: Understands how factors influence personal health behaviours and how to appraise their own and others' health, safety and physical activity practices.</p>	<p>KU 5 The student: Understands the consequences of actions taken to enhance personal and community health, safety and physical activity, and to avoid or reduce the risks associated with lifestyle behaviours.</p>	<p>KU 6 The student: Understands the social, cultural, environmental and political factors that impact on the health, safety and physical activity behaviours of individuals and community groups.</p>	<p>KU 7 The student: Understands and evaluates a range of strategies that address social, cultural, environmental and political factors to improve their own and others' health, safety and physical activity.</p>	<p>KU 8 The student: Understands the impact of societal, cultural, political and legislative responses to factors affecting the health, safety and physical activity of individuals and population groups.</p>

LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
<p>SMS 4 The student: Uses self-management skills, applies their knowledge of beliefs and values, and predicts the risks and benefits for the achievement of health and physical activity goals.</p>	<p>SMS 5 The student: Applies self-management skills, analyses risks and benefits, and plans for the achievement of personal and group health and physical activity goals.</p>	<p>SMS 6 The student: Applies self-management skills, considering own values and beliefs, to cope and manage effectively in health and physical activity situations in school and community groups.</p>	<p>SMS 7 The student: Applies self-management skills in complex situations in which own and others' values, feelings and health status need to be considered.</p>	<p>SMS 8 The student: Analyses critically the personal and societal self-management processes that contribute to the health and physical activity levels of individuals and populations.</p>

LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
<p>IPS 4 The student: Selects and plans to use interpersonal processes and the related communication and cooperation skills, to enhance interpersonal and group relationships.</p>	<p>IPS 5 The student: Selects, applies and adjusts interpersonal processes and the related communication and cooperation skills, to actively participate in making and evaluating interpersonal and group decisions to achieve goals.</p>	<p>IPS 6 The student: Selects, applies and adapts interpersonal processes and the related communication and cooperation skills required to reconcile conflict and changes in relationships and groups.</p>	<p>IPS 7 The student: Selects, applies and adapts interpersonal processes and the related communication and cooperation skills required to enhance interactions in longer-term relationships and groups.</p>	<p>IPS 8 The student: Applies creatively the interpersonal processes and facilitation and collaboration skills required to manage conflict and negotiation in complex situations in relationships and groups.</p>



Health and Physical Education > Knowledge and Understandings



F

The student demonstrates an awareness of actions to maintain or improve their personal health and safety.

Students are aware of actions they need to take, to maintain or improve their personal health and safety: for example, they eat foods that are healthy, follow instructions regarding their safety, tolerate their physiotherapy programs, participate in swimming activities.

They perform self-care activities: for example, they toilet, dress, groom, eat or drink independently or request assistance for these tasks using vocalisations or gestures in individual ways, including the use of a communication system if appropriate. They participate in routines to help maintain their personal health and hygiene: for example, they wash their hands before preparing a sandwich, use clean utensils when helping to make healthy food. They demonstrate behaviours that promote personal safety: for example, they stay within defined boundaries at school, follow road rules, cooperate with health professionals. They display protective behaviours: for example, they say 'no' or push someone away if he or she is hurting them. They acknowledge people who can keep them safer and well: for example, they identify in person and by photograph the school nurse, a parent or an assistant from their classroom.

They tolerate and participate in activities and actions that support and enhance personal wellbeing such as fitness programs, recreational activities and wearing a hat and sunscreen.

1

The student recognises what it means to be healthy and the actions that they can take to optimise personal health, safety and physical activity.

At this level

Students know the actions they can take to optimise personal health, safety and physical activity and recognise what it means to be healthy in a variety of health and physical activity situations. They understand basic concepts relating to issues such as nutrition, growth and development, safety, appropriate use of medicines, social and emotional well-being and physical activity.

Students describe their beliefs about a healthy person and the features of healthy and unhealthy environments. They express their ideas and feelings about their bodies and development and describe and discuss similarities and differences in the way people grow and develop.

Students identify and explain safety rules in the classroom and school grounds. They follow the correct procedures for the safe storage and use of medicines. They describe an appropriate circle of family and friends from which they can get help. Students describe different actions appropriate to their context and experience to seek healthy places and avoid unhealthy places: for example, walking out of a smoky room or avoiding car exhaust fumes, and making healthy food choices from a range of common foods.

Students describe the effects of varying intensities of physical activity on immediate changes to their bodies, such as puffing and sweating. They identify and explain the safety rules used in games or play, and identify safe practices in the sun, such as wearing hats, sunscreen and appropriate clothing, and using shade wherever possible.

2

The student recognises that there are different aspects to personal health and how these contribute to their overall health, safety and physical activity.

At this level

Students have broadened their knowledge of factors affecting their health to include understanding that the actions they take, the actions of people around them and their immediate environment can all affect their overall health. Their understandings are evident in a range of health, safety and physical activity contexts.

Students describe what healthy people look like, what they can do, how they feel and what they do to be healthy: for example, to maintain appropriate body weight, have enough energy for each day, feel good about themselves, eat a variety of foods and be physically active. Students know what to say and do when they feel uncomfortable or unsafe in different situations. They know that all drugs and drug use have associated risks. They are aware that non-use, avoidance and delay of use are all appropriate and powerful strategies to prevent and reduce drug-related harms. They know that harms can include legal, relationship and lifestyle dangers. They are aware of a variety of harm-prevention and harm-reduction strategies: for example, they can identify the effects of cigarette smoke, other harmful substances and excessive quantities of analgesics on the body. They discuss the advantages of using ways other than medicine to obtain pain relief, such as having a rest when a headache occurs. Students understand basic first-aid principles, such as running cold water over a burn or applying a dressing to a minor wound.

Students identify physical activities that contribute to optimum health and describe their physical activity levels at school and home. They name physical activities that people tend to engage in and question why differences in preferences might occur. They know the rules of simple games they play and understand how following protocol in these games enhances the success and fun of the activity.

3

The student understands that personal health, safety and physical activity practices enhance the physical, mental, emotional and social aspects of their own and others' health.

At this level

Students move from a broad understanding that there are different aspects to their health to an understanding that they can classify them formally as being physical, mental and emotional or social dimensions. They understand that, for optimum health, these factors should be balanced. Students also understand how their own actions can enhance these components of their health.

Students distinguish between the different components of health that people of all ages need to develop in order to be healthy, such as physical health (diet, exercise and rest), social health (relationships, friendships), and mental and emotional health (self-understanding, decision-making). They analyse the extent to which peers, food availability, advertising and the media can influence their food selections. They assess factors that may enhance or impair physical, social, mental and emotional development, such as adequate nutrition, smoking, social support and physical inactivity.

Students describe what they can do to promote aspects of their health, such as eating healthy foods and being active for physical health and making and playing with friends for social health. They develop and implement a simple action plan for an emergency situation, such as finding a discarded needle. They explain the positive and negative impacts that factors such as peer influence have on health behaviour, such as personal exercise, diet, use of alcohol and other drugs, risk-taking and self-understanding, and propose strategies to promote health and avoid or reduce harm: for example, students describe ways of avoiding the harmful effects of sidestream tobacco smoke and discuss ways of refusing an offer of a cigarette from peers. They explain the social and emotional aspects of eating that contribute to meal satisfaction and they classify a variety of foods using a food selection model and judge which foods are under- or over-represented.

Students assess their involvement in physical activity and plan strategies to enhance their physical activity levels. They describe how recreational and sporting activities can maintain or enhance physical, mental, emotional and social health. They play a modified sport and participate in dance and outdoor pursuits, demonstrating an understanding of basic rules, etiquettes and procedures.

4

The student understands how factors influence personal health behaviours and how to appraise their own and others' health, safety and physical activity practices.

At this level

Students' understanding broadens to include how people and environmental factors influence health and physical activity behaviours.

Students describe actions they can take to enhance their health and cope with influences on their health behaviours. They do this in a wide variety of health, safety and physical activity contexts. They describe ways of coping with the physical, emotional and social changes that occur during puberty. They assess the potential risk in situations and take appropriate preventative action, such as seeking alternative means of travel if their driver has consumed alcohol. They explain whether images of health and fitness such as sporting heroes, fashion models and 'the ideal body' presented by the media, are realistic, achievable and health enhancing. They assess the impact of mental illness on people, and analyse the positive and negative effects of peer pressure on health behaviours: for example, personal exercise, diet, use of drugs and risk taking. Students choose appropriate methods to appraise their own and others' health and safety practices and physical activity. They use tests, questionnaires, self-examinations and reflection to record, evaluate and report on aspects of their own and others' health and safety: for example, they assess their own dietary intake against that recommended for their age groups and activity level, monitor their own stress levels, recognise warning signs and plan strategies for managing stress in themselves or others.

Students discuss the importance of the rules and etiquettes of games and sports they play. They appraise and monitor their own and others' physical activity levels. They know how to evaluate their own and others' health- and performance-related conditioning levels, classify lifelong activities as being 'active' or 'passive', and discuss the health-related and social benefits of lifelong participation. In modified sports, sports, dance and outdoor pursuits, students analyse rules and the performance of others to devise and implement tactics and strategies to optimise their own or the team's performance. They recognise the importance of and can analyse the effectiveness of various warm-up and cool-down activities in preventing injury and optimising performance in a variety of physical activity contexts.

5

The student understands the consequences of actions taken to enhance personal and community health, safety and physical activity, and to avoid or reduce the risks associated with lifestyle behaviours.

At this level

Students move from understanding that different factors affect their health behaviours to understanding the effects of particular lifestyle behaviours on their overall health and physical activity over time.

Students research, plan, participate in, implement, evaluate, reflect upon and report on activities designed to avoid or reduce risks and enhance their own and others' health, safety and physical activity in a variety of health, safety, dance, modified sports, sports and outdoor pursuits contexts.

Students understand how to take responsibility for their sexuality and development: for example they role play how to resist pressures to be sexually active or plan a school-based campaign to inform adolescents of the consequences of making decisions under the influence of drugs. They analyse the myths and stereotypes contained in advertisements for alcohol, takeaway food or analgesics and their impact on health behaviour. Students assess the reliability of food information sources and the effect of this information on their own and others' dietary behaviours. They analyse the link between health, common diseases and associated risk factors: for example, heart disease and smoking, high-fat diets, low exercise levels and obesity. Students take action to maintain their own and others' mental and emotional health. They conduct surveys of adolescents to determine their leisure activities and why they chose them and report on the health-related outcomes.

Students assess their physical activity needs and plan strategies to promote their participation in activities such as community recreation. They discuss their responsibilities for the safety of others when involved in physical activities such as bushwalking or recreation. They use rules, etiquettes and coaching principles to ensure a safe and cohesive physical activity environment. Students know the rules and etiquettes required to participate effectively in community physical activities, such as junior sport, dance or outdoor pursuits. They understand concepts relating to movement skill development and strategies that are required for successful performance. They understand that there is a relationship between basic principles of movement and their performance in motor skills activities.

6

The student understands the social, cultural, environmental and political factors that impact on the health, safety and physical activity behaviours of individuals and community groups.

At this level

Students' understanding of factors influencing health, safety and physical activity broadens even more and becomes more abstract. Students understand that social, cultural, environmental and political factors can affect systematically the health of individuals and community groups.

Students participate in research to evaluate, analyse, reflect and report on the effects of these factors on the health, safety and physical activity of individuals and communities in a variety of contexts.

Students research, analyse critically and report on the impact of social and cultural influences on family and community health, such as the drug-use behaviours of young adults, food patterns or girls' participation in physical activity. They plan strategies to resist negative influences on their food choices and ensure a balanced diet and know how to plan strategies to meet the nutritional needs of others: for example, the nutritional needs of babies in the context of a busy family lifestyle. They use a range of technologies to research, analyse and report on the effects of legislation and social factors on the road toll for different age groups. They assess the different levels of power people have in their relationships and discuss acceptable levels in specific relationships: for example, parent and child, boyfriend and girlfriend, coach and player. Students are able to describe the importance of family, friendships, networks and communication in supporting the mental and emotional health of people. They also research and analyse the extent to which people seek and use medical services and the potential impact on their health.

Students manage group physical activities, ensuring that all students can participate equally and safely. They examine the influences on their own and others' understanding and beliefs about being a physically-active person: for example, they consider the media, cultural views on body image, the gym or health club industry and gender. Students create an action plan to establish safe environments, develop occupational health and safety practices, plan safe routes to school, select a safe hiking route and develop warm-up and cool-down routines for safe dance or sporting activities. They understand the principles of biomechanics and motor learning that underlie successful demonstration of movement skills. They know and can adapt strategies to optimise performance in sport, dance or outdoor pursuits.

7

The student understands and evaluates a range of strategies that address social, cultural, environmental and political factors to improve their own and others' health, safety and physical activity.

At this level

Students use their knowledge of the systematic factors affecting health and physical activity to understand that various strategies can be used to improve health, but that the effectiveness of different strategies varies according to, for example, the issue, the people involved, the location and the resources available.

Students research and identify strategies to improve wellbeing and participation in physical activity. They develop action plans to implement these strategies and monitor their implementation. They analyse and reflect on their effectiveness in a variety of health and physical activity contexts.

Students develop criteria for evaluating contemporary and alternative initiatives designed to alter physical, mental, emotional or social development, such as steroids for muscle building or appetite suppressants for weight loss. They research and evaluate community health services, such as the alcohol and drug information services or mental health services, and recommend changes to improve people's access to and use of these services. They can analyse how community values are reflected or challenged by health promotion strategies and evaluate the impact of community-based interventions and campaigns on the health behaviours of different groups of people. They compare and contrast health data for particular groups with those of the wider community. They investigate health issues such as osteoporosis and plan and evaluate strategies for prevention and for improving the health status of people affected.

Students analyse the influence of minimal impact techniques on wilderness environments. They use biomechanical principles to analyse a dance or sporting skill to improve performance and evaluate the effectiveness of various stretching exercises in improving flexibility and mobility in dance or sporting activities. They use the principles of conditioning: for example, frequency, intensity, duration, adaptability, specificity and overload, to design an aerobic fitness program for a selected age group. They analyse the level of risk and plan strategies to reduce the incidence of overuse or impact injuries. Students also evaluate hazard management and prevention strategies used in local workplaces and plan and promote safer work environments.

8

The student understands the impact of societal, cultural, political and legislative responses to factors affecting the health, safety and physical activity of individuals and population groups.

At this level

Students apply their knowledge of strategies for the promotion of health and physical activity to understand these responses and participate in research to review, compare, analyse, reflect and report on the impact of the responses to a variety of health, safety and physical activity issues affecting individuals and populations.

Students identify laws such as those relating to family, childcare and domestic violence and evaluate their implementation and impact on individuals and groups. They analyse ways that Australia legislates to ensure that all groups in the community have equity in health status and in access to health care. They critique the effectiveness of current health promotion campaigns on influencing people's behaviour and make recommendations to improve the impact of these campaigns. They assess the influence of national initiatives and other societal factors on the nutritional status of different groups. They investigate views held by different ethnic and cultural groups and analyse the impact these have on strategies for improving health.

Students review conditioning programs designed to suit specific needs of individuals or groups: for example, young athletes, the elderly, elite athletes or people in wheelchairs. They analyse urban planning strategies critically for their potential to contribute to physically-active lifestyles. Students are able to evaluate campaigns aimed at encouraging different groups of people to be physically active. They analyse skill development programs in sport, dance and physical activity for their effectiveness in improving high-level competitive performance. Students evaluate individual and team plans, tactics and strategies to predict or review their impact on performance in dance, sport and outdoor pursuits.

Health and Physical Education > Attitudes and Values



Monitoring the Attitudes and Values outcome

The Monitoring Framework

In the Health and Physical Education Learning Area teachers provide opportunities and an appropriate learning environment for students to develop attitudes and values associated with healthy, active lifestyles. However, monitoring and measuring changes in the affective component of attitudes and values with individual students may be very difficult and may not respect their freedom and privacy. The cognitive component of the *Attitudes and Values* outcome is far more amenable to monitoring.

Teachers may choose to collect data relating to the affective component for the purposes of curriculum evaluation and improvement. In doing so, students' right to privacy can be respected by ensuring anonymity in data collection. Data collection techniques may include use of anonymous open-ended questionnaires, observations and attitudinal surveys (including Likert and semantic differential scales), as well as formal and informal discussions with students. With the collection of data for the class as a whole (obtained both formatively and summatively) it is possible to gain an indication of the effectiveness of the program in achieving its affective component. Anonymous responses may also provide data for further opportunities for teaching and learning activities that are directed toward the development of more appropriate attitudes to a healthy, active lifestyle.

Teachers may wish to monitor students' progress in the following cognitive aspects of the *Attitudes and Values* outcome:

- **Links between attitudes, values and behaviours:** students identify values and attitudes that are consistent with healthy, active lifestyles. They identify behaviours that are consistent (and inconsistent) with given attitudes towards those values.
- **Attitudes towards values:** students understand that attitudes towards values and behaviours may vary, and both influence the capacity of individuals to pursue healthy, active lifestyles. They understand that attitudes are influenced by beliefs.
- **Importance, construction, promotion and transmission of values:** students can explain and critique the reasons for their attitudes, values, beliefs and behaviours.

Phases of development

The ways that students typically develop in their understandings of attitudes and values are described in terms of phases of development: Emerging Phase, Developing Phase, Well-developed Phase.

Values in the Health and Physical Education Learning Area Statement

The values in the *Health and Physical Education Learning Area Statement* are underpinned by the core values of the *Curriculum Framework*. Learning and teaching programs in the Health and Physical Education Learning Area encourage students to develop a positive attitude towards the following values:

- **active, healthy lifestyle**, by participating regularly in a variety of movement forms and acknowledging the contribution of the Learning Area to physical, mental, emotional and social health;
- **personal responsibility**, by being accountable for health and physical activity;
- **social justice**, by being inclusive and respecting the rights of others;
- **personal excellence and the achievements of others**, by striving for their personal best and acknowledging the achievements of others;
- **collaboration, cooperation and teamwork**, by working cohesively in groups and activities;
- **conflict resolution**, by pursuing compromise and understanding;
- **fair play**, by abiding by rules and respecting umpires' decisions;
- **prevention and safety**, by exhibiting safe practices and developing safe environments in the classroom, in play, in games and expeditions; and
- **the environment**, by demonstrating conservation practices and using minimal impact techniques.

Students exhibit attitudes and values that promote personal, family and community health, and participation in physical activity.

	EMERGING PHASE	DEVELOPING PHASE
Links between attitudes, values and behaviours	<p>Students' understanding of attitudes and values begins with an awareness of their own attitudes towards particular outcomes and ideals (including personal wellbeing, fair play, inclusion and personal excellence) that are associated with a healthy, active lifestyle, and how different attitudes towards these values are reflected in people's behaviours. Examples from students' own lives provide the basis for exploring and developing knowledge and understanding of their own and others' attitudes and values.</p>	<p>Students relate their personal attitudes and values to their behaviours, exploring their attitudes and behaviours, studying members of families, school, local, national and international communities. They are also aware that to understand attitudes and behaviours, it is necessary to explore the relationship between attitudes and behaviours, and how beliefs influence attitudes and behaviours. Evidence of attitudes being demonstrated in actions is used to help students to extend their knowledge and understanding of attitudes and values. Students also begin to draw on knowledge and frameworks from disciplines in the social sciences to explore the links among values, attitudes, beliefs and behaviours.</p>
	<p>Students become aware of others' similar and differing attitudes towards particular values and can describe ways in which these are reflected in behaviour: for example, students will relate the behaviour of classmates (such as a willingness to share) to a positive or negative attitude towards a supportive environment in the classroom.</p>	<p>Students recognise and describe ways in which links between attitudes and behaviours are developed across various group and individual settings and consistencies and inconsistencies in actions taken within and international settings and relate them to different values. They are shown to values that are associated with health and wellbeing and will be able to describe ways in which a national or international value such as a healthy environment is (and should be) reflected in their own personal actions.</p> <p>Students are also aware that to understand links between attitudes and behaviours, they need to explore the ways in which attitudes (including lifestyle and personal excellence) relate to one another. They begin to arise for individuals, groups or organisations pursuing a particular goal: for example, a sports team with a commitment to personal excellence may face dilemmas in team selection or performance. They begin to reflect critically on consistencies and inconsistencies in others' behaviours, identifying why they arise and the importance of a value (such as respect for others) in influencing behaviours.</p> <p>Students understand that their beliefs (determined by their attitudes) will influence their health and physical activity behaviours and values. They also recognise that attitudes can relate to behaviours. They are therefore able to distinguish between, for example, participation in certain forms of physical activity and a healthy lifestyle.</p>
Attitudes towards values	<p>Students begin to recognise that the actions of friendship and family groups and their school (such as a requirement for everyone to wear a sunhat at playtime) are directed towards the pursuit of healthy and active lifestyles.</p> <p>With guidance from a teacher, students identify and describe in simple terms some events and people that have influenced how they feel about values such as safe and supportive environments, personal wellbeing, personal excellence and inclusion: for example, they may recognise that encouragement from their parents for them to always stop and check for traffic before crossing a road, or their experience of seeing a road traffic accident, means that they now see personal wellbeing as important. Alternatively, they may have experienced being 'left out' of a game, and as a result, feel that inclusion is important.</p>	<p>Students identify and describe multiple factors (including attitudes of significant people in their lives and local communities) that influence their attitudes towards particular values and the ways in which these combine to determine and sometimes change their behaviours.</p> <p>They identify and describe opportunities and barriers to achieving goals through on a commitment to a particular value. They also identify how these can inhibit their capacity to, for example, establish and maintain goals that are consistent with their claimed commitment to a particular value.</p>
Importance, construction, promotion and transmission of values	<p>Students become aware that they and others attach more importance to some values than others: for example, collaboration and cooperation, compared with personal excellence. They can suggest why this is so and they can identify ways in which their family or school promotes those values (for example, through rules, rewards, siblings, parents or teachers acting as role models).</p> <p>They develop an understanding that the meaning of a particular value will vary over time and across societies and cultures: for example, they can identify differences between their grandparents' description of an 'active lifestyle' in their childhood and their own view of an active lifestyle today. They might also become aware of similarities and differences in the foods that people from different cultures or countries associate with healthy eating.</p>	<p>Students adopt an increasingly questioning and critical approach to values and behaviours. They show understanding that values and behaviours are socially constructed and use a knowledge of history, social science and personal understanding. They also identify and describe ways in which values are promoted and thereby constructed differently in various contexts: for example, images from physical activity campaigns and social media can be used to illustrate a physically-active lifestyle and the ways in which these constitute physically-active lifestyles in different social contexts.</p>

PHASE

WELL-DEVELOPED PHASE

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Students develop knowledge and understandings of attitudes and values that encompasses different social arenas and multiple values at the same time. Their collection and analysis of evidence relating to values, attitudes, beliefs and behaviours is informed by theories and frameworks from disciplines in the social sciences. Students are increasingly able to adopt critical and futures perspectives in exploring attitudes and values in their own and others' lives.

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Students explore, illustrate and analyse links among values, attitudes and behaviours across organisational, social and community settings, and in doing so can also take into account the pursuit of multiple values. They recognise that the pursuit of a value (such as a healthy lifestyle) always needs to be considered in relation to pursuit of other values and in relation to the actions of other individuals, organisations and social, political and cultural groups.

Students foresee and engage with these complexities in their exploration and analysis of their own and others' values, attitudes, beliefs and behaviours: for example, in exploring and analysing their own regard for a healthy environment, students will consider how their own actions and attitudes are shaped by the policies and actions of the organisations and communities of which they are a part. At the same time, they relate their own and others' attitudes and behaviours to other (potentially competing or compatible) values, such as a physically-active lifestyle or economic prosperity.

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Students employ theories and frameworks such as the Theory of Planned Behaviour or Theory of Reasoned Action for three purposes:

- to analyse and explain their own and others' current and possible future attitudes towards values;
- to analyse and explain the extent of their own and others' current pursuit of particular values and to consider prospective future actions in the light of the analysis; and
- to develop their own framework to use in researching individual and collective attitudes towards particular values.

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Students reflect in a critically-informed manner on why they and others attach importance to particular values. They identify and describe the complexities of mechanisms through which values are promoted, instilled and transmitted, and, similarly, how opportunities and barriers are created to enable or inhibit the pursuit of particular values.

They are aware of the need to include an exploration of ideological issues when examining ways in which values are defined and accorded particular status in different communities, societies and cultures. They describe multiple and subtle ways of promoting values and how the opportunities to pursue them are created or inhibited in various organisational, community, cultural, societal and political settings.



Health and Physical Education > Skills for Physical Activity





<p>Skills for Physical Activity</p> <p>Students demonstrate the movement skills and strategies for confident participation in physical activity.</p>		<p>FOUNDATION</p>	<p>LEVEL 1</p>	<p>LEVEL 2</p>	<p>LEVEL 3</p>
<p>Repertoire</p> <p>Students select from a repertoire of movement skills, strategies and tactics to enhance the quality of physical activity participation.</p>	<p>SPA F.1 Is working toward achieving Level 1.</p>	<p>SPA 1.1 Demonstrates the fundamental movement skills of body management and locomotion.</p>	<p>SPA 2.1 Demonstrates a wide range of fundamental movement skills, including object-control skills.</p>	<p>SPA 3.1 Demonstrates control in performing movement skills in a controlled environment.</p>	
<p>Relationship</p> <p>Students understand how the relationship between movement skills, strategies and tactics affects the quality of participation in physical activity.</p>	<p>SPA F.2 Is working toward achieving Level 1.</p>	<p>SPA 1.2 Explores movement in structured and creative play.</p>	<p>SPA 2.2 Demonstrates an awareness of rules and other participants in simple games and physical activities.</p>	<p>SPA 3.2 Demonstrates basic strategies within rules in minor games and physical activities.</p>	

LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
<p>SPA 4 The student: Performs controlled movement skills and demonstrates a range of strategies in modified games, sports and physical activities.</p>	<p>SPA 5 The student: Modifies specialised movement skills, strategies and tactics and applies them in response to changing conditions in physical activities.</p>	<p>SPA 6 The student: Applies a wide range of movement skills, tactics and strategies in selected forms of physical activity, displaying increasing technical proficiency, and applies these in response to factors in the environment and/or opposing players.</p>	<p>SPA 7 The student: Refines their repertoire of movement skills, anticipates activity events and responds by applying strategies and tactics to improve performance in specific physical activities.</p>	<p>SPA 8 The student: Selects and applies an extensive repertoire of technically-competent movement skills, strategies and tactics to maximise individual and/or group performance in complex performance environments.</p>
<p>SPA 4.1 Performs movement skills with control in an open environment.</p>	<p>SPA 5.1 Performs and modifies a range of specialised movement skills by adapting the speed, force and direction of movement in selected forms of physical activity.</p>	<p>SPA 6.1 Displays a wide range of movement skills, showing increased technical proficiency in selected forms of physical activity.</p>	<p>SPA 7.1 Executes and refines movement skills, displaying precision in speed, force and direction of movement and applies these in specific physical activities.</p>	<p>SPA 8.1 Applies an extensive repertoire of technically-competent movement skills in complex performance environments.</p>
<p>SPA 4.2 Demonstrates a range of strategies in modified games, sports and physical activities.</p>	<p>SPA 5.2 Modifies strategies in team games and adapts tactics in response to changing conditions in physical activities.</p>	<p>SPA 6.2 Selects individual or group strategies and tactics in response to factors in the environment and/or opposing players.</p>	<p>SPA 7.2 Anticipates activity events and responds by applying effective strategies and tactics to improve individual and/or group performance in specific physical activities.</p>	<p>SPA 8.2 Displays effective decision-making skills and employs an extensive repertoire of tactics or strategies at the optimum time to maximise individual or team performance in complex performance environments.</p>

F

The student responds to a range of physical activities.

Students respond to a range of physical activities: for example, they participate in activities that develop visual control and observe and imitate movements to increase and enhance their fine and gross motor skills. They explore the use of their bodies in play and informal situations: for example, they use hands to push a ball, move or kick legs in a swimming pool, try to balance with support from an object or person. They engage in physical activities in structured environments using a range of body movements: for example, they control head movements, bring their hands to the midline, tolerate support and physical therapy, take their weight during a transfer, grasp and release objects and eye track.

They respond with controlled movements to sensory stimuli in physical activities: for example, they follow a balloon with their eyes, hit at a bubble that has been blown toward them, use controls to move themselves in their wheelchair towards an approaching ball, or move from a lying static position to a sitting static position as instructed.

1

The student demonstrates the fundamental movement skills of body management and locomotion in structured and creative play.

At this level

Students explore and demonstrate fundamental movement skills of body management, such as rolling and balancing, and locomotion such as running and skipping, in structured and creative play. They explore object control skills in structured and creative play.

Students use different parts of the body to, for example, climb on, through and over play equipment, slide along benches, crawl under bars and perform log rolls and side rolls on the ground and down slopes. They make different body shapes, such as bridge, star or ball while in contact with the ground, using large bases of support. They create simple body movements, imitating familiar animals such as kangaroos or snakes. Students show spontaneous responses to movement stimuli, such as moving rhythmically to music. They can perform an appropriate landing technique, demonstrating bent knees, balance and a low centre of gravity. They are beginning to develop object-control skills: for example, they are learning to throw a small ball or bean bag underarm toward a bucket or target and can stop a large rolling ball with hands or feet.

Students experiment with different ways of moving and using equipment, such as using a rope or a large ball and utilising all available space. They control their movements to show contrasts of speed, shape and direction: for example, they run following lines and curves, and weave around objects. They move in response to movement language such as 'roll', 'chase', 'bounce', 'skip' and 'wheel'. Students understand the different roles that they take in play, simple games and activities.

2

The student demonstrates a wide range of fundamental movement skills and an awareness of rules and other participants in simple games and physical activities.

At this level

Students continue to develop the fundamental movement skills of body management and locomotion, with an increased emphasis on object-control skills in play, structured play and skill development environments. Students are moving from exploratory play to the development of an understanding of rules and interactions with other students in simple games and physical activities.

Students have developed to the extent that they can strike or kick a ball in a fixed position, such as a stationary ball from a tee using a bat. They throw a small ball or bean bag overarm, displaying a side-on body position, correct weight transfer and arm action. They use two hands to catch a small ball thrown by a partner over a short distance. They perform movement sequences that include side rolls using stretched and tucked positions and forward rolls on flat surfaces. Their coordination when using equipment has improved and they can skip using an individually-held rope or a large rope turned by others. They follow and repeat a series of simple movement rhythms and skills, such as those used in swimming and basic folk dances.

Students' awareness of space and other participants and strategic movement has developed to a point where they are dodging, chasing and avoiding in simple games. They identify and observe rules in activities and simple games, such as playing within defined boundaries. They are more creative and devise and perform their own combinations of walking, running, jumping, skipping and galloping. They create sequences of simple movement rhythms and skills, using different body parts to react to different stimuli, such as familiar moods: for example, happy, sad, angry. They create simple shapes and balances with others in small groups. Students throw and receive easily with a stationary partner and make passes in various ways, such as backward and overhead, in order to maintain possession.

3

The student performs controlled movement skills and demonstrates basic game strategies within rules in minor games and physical activities.

At this level

Students' fundamental movement skills have developed to the point where they can perform movement sequences and strategies and apply rules in controlled environments such as skill practices, minor games and activities. These skills are important prerequisites for participation and achievement in minor games, modified sports and physical activities.

Students' object-control skills have developed to the point where, in a skills practice or a minor game, they can strike a moving ball with a bat, demonstrating side-on body position, back swing and follow through. They can dribble a ball with their hand or foot through and around markers. Students' movement sequences vary in shape, size, direction, level, speed, tension and flow of stimuli, often in response to music, rhythm and words. Students control and sequence movements to perform jumps for height and distance: for example, in the long jump. They perform shoulder rolls on a flat surface and a backward roll down an inclined surface.

Students move consistently into offensive and defensive game positions such as moving to a space to receive a moving ball, and using the body to protect the ball while it is in their possession. They hit a ball away from an opponent (rounders, continuous cricket), move to a position to limit the effectiveness of an opponent (close defence at centre pass in netball), and throw a basketball or kick a soccer ball accurately to a moving player to maintain possession. In groups of three or four, they demonstrate strategies for retaining possession and intercepting passes from opposing players. Students use rules to help them work together and maintain their safety, including rules and strategies for the classroom, sport and outdoor pursuits such as walking or camping.

4

The student performs controlled movement skills and demonstrates a range of strategies in modified games, sports and physical activities.

At this level

Students are now able to adapt and perform movement skills and, activity and games strategies in an open environment in which variables such as the players, equipment, strategies and the environment itself are changing.

Students perform movement skills with control in an open environment, such as a game situation or a dance. They create and perform movements showing a clear beginning, middle and end. They do this by linking rolls, steps, balances, jumps and turns as well as making a coordinated response to different stimuli, such as music and equipment. Students have developed motor skills to a point where they can run or swim for distance, controlling pace and breathing. They apply force and speed when running and jumping for distance and height (such as in the triple jump, a leap in dance or a lay-up in basketball). They apply principles of movement, including the transfer of weight and the angle of trajectory: for example, they control speed, distance and direction when returning a fielded ball or when making a pass. They combine a series of skills, such as running, jumping and throwing in a modified game or sport: for example, when receiving, stopping and shooting.

Students use a range of strategies in modified games, sports and physical activities: for example, they and their team or group can identify and work toward common goals to be successful. They close up space by placing themselves in a position to prevent or intercept a pass, or defend effectively against an opponent one-on-one. Students select and perform various skills in a range of modified sports or other games to suit the game situation, such as forehand and backhand. They sequence skills leading to the scoring of a goal or the hitting of a target with a partner or group. Students know rules and scoring systems for a number of modified sports or other games and can create simple team games for a specified number of players, including the methods of scoring and use of space and rules.

5

The student modifies specialised movement skills, strategies and tactics and applies them in response to changing conditions in physical activities.

At this level

Students now modify a range of movement skills in response to specialised individual, team or group strategies to optimise performance.

Students perform and modify a range of movement skills in different forms of physical activity with consistency and control. They apply principles of movement to refine movement sequences by adapting the speed, force and direction of movement to improve performance consistency and control (such as in the high jump or taking a three-point shot in basketball). They vary movements to cater for sprinting and endurance locomotor activities, such as the cadence in cycling and stroke and breathing patterns in swimming. Students perform a sporting skill on the non-preferred side when under pressure in a game situation. They apply turning strokes to paddle a canoe around a series of obstacles: for example, a flat-water slalom. They create, perform and modify dance and other movement sequences in small groups, using a variety of styles: for example, contemporary, ballroom, hip-hop or street-dance. They modify sequences that require smooth and continuous combinations of movement skills such as rolls, jumps, turns and balances.

Students apply individual and team defensive strategies to prevent or intercept a pass from an opposing team member or reposition an opponent, such as a drop shot or lob in tennis or badminton. Strategies include selecting and applying a defensive play, such as the use of a sweeper in soccer, or being able to defend a space rather than a person, when appropriate, such as defending in the goal area. Students play positions in team sports, games or other activities. They devise attacking strategies, such as implementing a sequence of passes to score a goal in three-against-three attack and defence situations. They plan strategies for positive outcomes with a team or group and modify plans to make a sport or other activity such as canoeing more successful.

6

The student applies a wide range of movement skills, tactics and strategies in selected forms of physical activity, displaying increasing technical proficiency and applies these in response to factors in the environment and/or opposing players.

At this level

Students begin to specialise and become more skilful in selected forms of physical activity. They also apply a wide range of technically-proficient movement skills to develop and implement individual or group strategies to counter or adjust to a changing physical environment or an opposing individual or team strategy in a sport.

Students apply principles of movement to increase the technical proficiency of their selected movement skills. They compose, perform and evaluate movement sequences that show sound technical form in individual or group situations: for example, they perform a backhand overhead shot in squash or badminton; deliberately strike or place a ball through a gap in the field of play from a variety of deliveries (cricket, softball or volleyball); or apply advanced paddling skills in moving water.

Students develop, interpret and apply team and individual strategies and rules to meet the demands of a new situation. They adapt skills and strategies to the advantage of their own team or group: for example, they draw a player offside in soccer, cope with tight defence, rain or wind; or apply advanced canoeing skills in moving water. They adapt existing skills and strategies to gain an advantage: for example, they change the field in cricket to restrict the batter from scoring. Students make creative decisions to alter selected strategies, such as changing from a zone to a one-on-one defence in touch football to pressure an opposition player or becoming an occasional sweeper in soccer or hockey or switching the setter to the side rather than the centre of the court in volleyball. They make recommendations for improvement following a debriefing of an expedition or a team's performance after a game.

7

The student refines their repertoire of movement skills, anticipates activity events and responds by applying strategies and tactics to improve performance in specific physical activities.

At this level

Students' movement skills continue to become more specialised in selected sports and activities. They are able to plan for, modify and evaluate activity and games strategies in order to maximise performance in a sport or the outdoor environment. They plan and evaluate both long-term and immediate, planned responses to an opposition's tactics or changes in the natural environment.

Students create, perform and evaluate complex and technically-demanding movement sequences: for example, they refine their own movement skills using movement analysis and peer coaching (such as a dance routine, a high jump or a drive in golf). Students refine consistently their performance of movement skills in anticipation of an opponent's strengths and challenges, such as a cross-court passing shot in tennis or squash or different arm actions for swing bowling in cricket. They select, apply and evaluate (using their own or established criteria) technical competence in activities such as golf, surfing or abseiling. They use technology to improve their performance as part of their analysis of skills.

Students make creative on-the-spot decisions to alter selected strategies: for example, they change from a zone to one-on-one defence when threatened. Students identify and analyse the effectiveness of a team or individual strategy used by others and modify their team or individual strategy in response. As coaches or participants, they evaluate and modify strategies to suit individuals or teams, such as changing a defensive blocking strategy from 2:1:3 to 2:0:4 in response to a penetrating attack in volleyball, or developing tactics to adjust to different umpires' interpretations of the rules. They analyse the advantages and disadvantages of different tactics and strategies suited to a particular sport or other physical activity, such as zone defence in netball. They anticipate and adapt judgements and develop strategies to respond as situations or environments change: for example, when canoeing white water or reviewing the effectiveness of pitched balls and making appropriate adjustments to highlight batter weaknesses in softball or baseball.

8

The student selects and applies an extensive repertoire of technically-competent movement skills, strategies and tactics to maximise individual and/or group performance in complex performance environments.

At this level

Students extend the repertoire and technical competence of movement skills and strategic thinking in a specific form of sport or physical activity.

Students select from an extensive repertoire of movement skills when performing a selected activity: for example, in cricket, when bowling to a player with refined technique, they vary the swing, pace line and length; they control the fade or draw in a golf shot; and in basketball, when closely defended they score consistently when they have limited opportunities under pressure. They refine skills to maximise the degree of technical competence and to optimise timing: for example, in throwing the discus they execute a rotational wind-up to release the discus without fouling and maximise distance achieved. They participate successfully in complex physical activity environments: for example, in a game when they are responding to a wide range of variables that are constantly changing, they maintain vision and awareness of other players, their positions and play options emerging or being closed off.

Students examine the application of risk management strategies to different situations: for example, they perform and critique the suitability of different rescues. They use information to plan, implement and evaluate a learning schedule to improve a skill technique, such as a set play in football, or an extended program in sailing. They analyse the application of skills in set plays in a specific sport. They analyse and implement a game plan to optimise team performance: for example, they analyse and adapt team tactics to combat an attacking team in volleyball. They identify and analyse the effectiveness of a team or individual strategy used by others, and modify their team or individual strategies in response.

Health and Physical Education > Self-management Skills



F

The student makes choices of personal relevance.

Students choose actions that are healthy and safe. They select appropriate behaviours in familiar situations: for example, they follow instructions on excursions, interact appropriately with visitors, follow some rules such as 'hands to self' at break times. They understand the consequences of their own behaviour, such as gaining rewards for working hard, and over time choose not to repeat inappropriate behaviour.

They take positive action to control their environment: for example, they indicate a choice by pointing or selecting, vocalise or gesture their desire to complete or avoid an activity. They begin to recognise they have the right to feel valued, safe and secure. They display behaviours that indicate an awareness of self-understanding: for example, they repeat successful events, repeat attempts to gain mastery of a task, attend to their appearance, are willing to try new activities. They identify their personal strengths and likes with support and input from others: for example, when prompted, they respond positively when told they are good at something, select their favourite CD repeatedly, indicate with vocalisations or gestures who their friends are, point to a picture of a favourite activity from an activity collage.

1

The student uses basic self-management skills in familiar health and physical activity situations.

At this level

Students begin to exhibit skills for building healthy self-understanding and choose from a range of options in free and structured play.

Students are aware of the broad elements of decision making for a healthy, active lifestyle: for example, they make decisions based on positive and negative consequences, such as washing hands to avoid disease. Their decision-making skills are developing at school, home and during play. They are able to recognise that most people have health and physical activity goals and understand that it can take several small steps to reach a goal. They are able to make decisions and recognise the reasons behind those decisions. They recognise that more than one option exists when making a decision, such as making a healthy food choice or deciding how and when to move through play equipment.

Students identify feelings that are dependent on the situation they are in and when they are asked. They are beginning to recognise people and situations in which they feel comfortable and identify clearly some of their strengths and challenges at school. They recognise the important roles and responsibilities they have in their families and at school and can describe tasks they are expected to do within these groups. They recognise some of the elements of bullying and harassment in situations in which they are involved.

2

The student uses basic self-management skills and considers short-term consequences to meet personal health and physical activity needs.

At this level

Students move from the immediate to considering short-term consequences when making decisions to meet personal health and physical activity needs. They now understand how their strengths and challenges contribute to their self-understanding.

Students use decision-making skills in familiar health and physical activity situations such as family, school and play. They use information provided by people they trust and identify various alternative actions they may take in simple dilemma situations, such as deciding on a safe route to walk home from school. They justify why they have taken certain actions in familiar situations. They can differentiate between 'I have to' and 'I want to', and can identify what actions are important to them. They consider their options: for example, in avoiding someone who is unkind to them. They begin to recognise the need for planning in setting goals for healthy, active lives. They explain basic strategies to cope with stressful situations and also discuss basic strategies to help them cope with feelings, including talking to their families, friends and teachers. They are beginning to understand time and time pressures. They decide what food to buy at the school canteen and monitor physical activity levels in their daily lives.

Students identify how their strengths and challenges can contribute to their 'good' and 'bad' feelings. Their understandings of self are more stable and accurate. They can describe what is important to them and they use peers, parents and media to discern this. They acknowledge the significant influence of parents. To build and maintain their self-understanding, students discuss how their personal strengths and challenges and responsibilities in school and out of school have changed over time. With this ability to identify their strengths, they can address their challenges, and distinguish between their own positive and negative thinking, such as showing pride when they achieve a personal goal. They discuss how their needs and interests have changed from infancy to their present age.

3

The student uses basic self-management skills and considers longer-term consequences to meet personal health and physical activity needs.

At this level

Students move from considering short-term to longer-term consequences when making decisions to meet personal needs, seeking help from people they trust when necessary. New decision-making skills (such as predicting consequences of decisions) contribute positively to their self-understanding and physical activity participation.

Students use decision-making skills to meet personal health and physical activity needs. Their decision-making, goal-setting and stress-management skills have developed and they see the longer-term consequences associated with these skills: for example, they identify different reasons for decisions and recognise that decisions such as choosing to eat junk food may have positive and negative consequences. They know that their attitudes towards values affect the decisions that they make and examine their own values when considering opposing points of view on issues such as tobacco advertising. They predict and reflect on the consequences of their decisions when faced with peer pressure. They are able to apply a decision-making model to set health and physical activity goals. They differentiate between different types of goals (such as sporting, personal, social and community service) and demonstrate a sense of pride when they reach their goals. They manage their time, actively scheduling time for homework, physical activity, rest, after-school activities and family activities. They make basic strategic decisions when playing games with their peers.

Students choose to participate in a variety of physical activities and describe what actions they can take to maintain a physically-active lifestyle. They justify their physical activity preferences in terms of their own interests and abilities. They describe whether they have achieved a high, medium or low activity level in a variety of physical activity contexts.

Students use their strengths and challenges to enhance their self-understanding and identify how to address their challenges realistically. They accept and cope with the feelings resulting from challenges, successes and failures in physical activity or school-related tasks. They recognise that decisions they make can have positive and negative influences on their self-understanding. They have strategies to cope with positive and negative interactions with peers, family and other groups. They are able to justify a strategy to cope with peer pressure.

4

The student uses self-management skills, applies their knowledge of beliefs and values, and predicts the risks and benefits for the achievement of health and physical activity goals.

At this level

Students are developing an in-depth understanding of the decision-making process, including the influence of beliefs and values, and apply this knowledge in health and physical activity contexts. They have developed a broader understanding of the factors that can affect their own and others' self-understanding.

Students use decision-making skills, applying their knowledge of beliefs and values, and predict risks and benefits for the achievement of health and physical activity goals. They consider a broader range of alternatives, values and positive and negative consequences when making decisions. They contribute actively to a group's decision making and understand how decisions they make affect their achievement of goals: for example, they referee a game or manage a team in sport education. They set realistic short-term goals that are specific and measurable, such as balancing energy expenditure with food intake and they can, for example, develop a food plan for a camp in outdoor education. They prioritise their goals and reflect on their decisions in planning activities such as doing homework, being with friends or engaging in physical activity. They predict and reflect on the consequences of their decisions if they were faced with peer pressure to use drugs such as tobacco or alcohol. They make decisions relating to involvement in community sport and recreation. They implement a range of strategies to optimise performance in games, dance, sports and outdoor pursuits: for example, they are engaged actively in warm-ups and skill practices and show evidence of this through application in games.

Students realise the health risks associated with a sedentary lifestyle and monitor their daily and weekly physical activity levels to plan adequate levels in their daily lives. To improve their skills for physical activity, they select an activity program and predict its impact on their future activity levels.

Students develop their own and others' self-understanding, showing awareness of changes in their lives and considering the influence of other people. They have developed a broader understanding of the factors that can affect their own and others' self-understanding. They develop their own and others' self-understanding, through considering feelings and interests, and display this in goal-oriented group activities, including physical activity: for example, they can provide constructive feedback in a peer-teaching situation. They recognise and explain examples of change that have occurred in their lives (such as moving house, grief or loss or changing family structures) and their effect on self-understanding. They have developed strategies for coping with the influence of stereotyping on self-understanding, and how to support a friend who is being harassed or bullied.

5

The student applies self-management skills, analyses risks and benefits, and plans for the achievement of personal and group health and physical activity goals.

At this level

Students examine and apply their self-management skills to plan for and achieve longer-term goals, such as participating in physical activities that contribute to optimum health. They have developed strategies to cope with outside influences on their self-understanding.

Students apply decision-making skills, analyse risks and benefits, and plan for the achievement of personal and group health and physical activity goals. They apply a decision-making model effectively to health and physical activity settings and feel they have control over their decisions in a variety of familiar (and sometimes unfamiliar) situations. They analyse and implement decision making based on their values. They identify factors that may affect community decisions: social, cultural and religious. They evaluate the effect of decisions, values and behaviours of others on their own planning, such as in scenarios in which peers are consuming alcohol at a party. They are able to take account of values and belief systems, justify decisions and how they would inform others of those decisions in situations, such as coping with unwanted pressure to engage in sexual activity. They analyse personal and group rules and game situations to referee a team sport effectively. Students decide on program content while developing a study plan or skill-improvement strategy in sports education. They are able to manage their time more effectively. Their decision-making skills are evident in sporting settings in which they referee a familiar game or help to manage a team in a competition. In challenging outdoor pursuits, they make responsible decisions that affect the health and safety of others.

Students plan for healthy and physically-active lifestyles, including conditioning plans and sports skills programs. They develop and analyse a conditioning program for a specific purpose, such as a hiking expedition or a rock eisteddfod.

Students use strategies to cope with changes and challenges in their lives and factors that influence their own self-understanding and that of others. They understand how to deal actively with challenging influences on their self-understanding, such as peer pressure, advertising and other forms of media. They identify and know how to access agencies to help them or others deal with negative feelings, such as grief and loss, helplessness or unemployment. They demonstrate ways of developing, maintaining and coping with changes in friendships and family relationships. Students recognise the influences that affect relationships and use strategies that will limit the impact of these influences and enhance the ownership of decisions. They assess how feelings such as love and affection can influence self-understanding and predict how they would react to a failed intimate relationship. They assess the impact of physical activity and fitness on their self-understanding.

6

The student applies self-management skills, considering own values and beliefs, to cope and manage effectively in health and physical activity situations in school and community groups.

At this level

Students apply the self-management skills of self-understanding, decision-making, goal-setting, stress-management and personal physical activity development to help them cope with personally-challenging situations. They also assess how these situations are affecting others and collaborate to develop and provide a support plan.

Students apply decision-making skills, considering their own values and beliefs, to cope effectively with challenging health and physical activity situations. They consider the ramifications of decisions to apply rules: for example, whether to apply the send-off rule while refereeing. They are able to plan and apply strategies to improve the quality of their decision making and goal setting in stressful situations and enlist the help of others to help them cope with these situations. They consider the impact of their values and belief systems on their decisions and predict the outcomes of their decisions and goal setting on themselves and others. They consider when to empathise with another person's perspective in relation to a potential conflict situation, such as discussing drug issues with parents. They analyse the effect of the media and advertising on their attitudes, decision making and goal setting, and cope with these influences. They set realistic time boundaries that consider personal beliefs and balance school, work, social, family and recreational demands. Students plan and demonstrate a variety of strategies to reduce stress in conflict situations, such as those involving peers, parents and teachers. They choose strategies to improve their skills in a preferred sport or physical activity and they debrief effectively after a challenging outdoor activity to bring about changes to future strategies.

Students monitor and report on the physical activity levels of different community and population groups, such as the young, elderly, new mothers and the disabled. They also evaluate the suitability of a variety of assessment strategies and use this information to develop their own personal profiles. They design and implement a program considering the needs of all members of the group: for example, a conditioning program in preparation for an expedition.

Students plan strategies and set goals to optimise the self-understanding of themselves and others, in the present and future. They use their skills to plan actively to reduce the impact of factors that affect their self-understanding, such as discrimination and media stereotypes relating to body image, and increase the impact of factors that enhance their self-understanding, such as community service, sporting achievements and promotion at work. They plan effectively for the longer term, including career, sport, marriage, family and leisure goals, and predict the impact of major life events (starting a family, changing jobs, family death, divorce or unplanned pregnancy) on the health, self-understanding and goals of those involved, and provide support to those people. They demonstrate actions they can take to overcome the impact of stereotyping and discrimination that may affect their personal and professional aspirations, such as their selection of school courses.

7

The student applies self-management skills in complex situations in which own and others' values, feelings and health status need to be considered.

At this level

Students have moved from being able to plan strategies and set goals to being able to analyse complex societal issues and respond to them.

Students demonstrate how they would negotiate, compromise, make decisions and set goals in complex situations, such as within close friendships. They examine the process they would follow in making decisions relating to their sexuality, such as pregnancy or marriage. They consider and examine objectively decisions they would make and goals they would set in difficult emotional situations, such as those involving jealousy, anger or love, and use strategies to reduce stress in difficult situations. Students are able to plan health-promotion programs in areas such as physical activity, drug education and the prevention of sexually-transmitted infections, considering the values of different religious and cultural groups. In sport, they exhibit creative and effective decision making in their offensive and defensive play, and in outdoor pursuits they think laterally to devise strategies to overcome difficult situations.

Students design and implement a training program for a selected activity, such as strength development, dance performance or a major recreational event, such as a skiing trip or camping expedition. They interpret information and act on it to improve specific components of conditioning for themselves and others. They consider the individual differences of group members to maintain harmony: for example, when selecting routes for a hiking expedition.

Students analyse how social, cultural and work factors can influence self-understanding and plan action to manage these influences for themselves and others. They predict how gender and cultural stereotyping can affect career options, participation in certain recreational pursuits, courtship and marriage. Students evaluate the services and programs offered by community agencies to reduce discrimination and build self-understanding in affected groups, such as people with disabilities, some cultural groups, the homeless, same-sex attracted people or people with HIV/AIDS.

8

The student analyses critically the personal and societal self-management processes that contribute to the health and physical activity levels of individuals and populations.

At this level

Students evaluate the effects of using self-management skills in complex situations to support groups with specific needs. They consider global issues in their decision making relating to health, physical activity and self-understanding.

Students evaluate the impact of their decisions on the achievement of their goals, how effectively they negotiated to resolve conflicts and whether they were managing their time efficiently. Students analyse critically the effect of decisions that would be made in complex situations to support their own and others' wellbeing: for example, in starting, maintaining and ending relationships, or managing family needs throughout the life cycle. They organise and present their decision making and goal setting with respect for the social and cultural perspectives of others. They evaluate whether they are using their time effectively to meet their physical, mental and social-emotional health needs. They develop detailed action plans to achieve post-school work-related goals and evaluate the consequences of these plans. They analyse government decision-making processes that affect health promotion and physical activity levels. They use their decision-making skills to provide leadership in sports management in the local community. They also have the skills to lead and manage an expedition effectively.

Students are able to advise others on programs to develop conditioning to suit their specific needs, such as people with disabilities, the young, the elderly and elite athletes. They analyse critically the effects on health of a physical activity program they have designed for themselves or others and make appropriate adjustments to improve health and performance.

Students are able to evaluate critically how policies and changes in social and cultural identity can affect the self-understanding of populations and how major factors, such as personal, social and cultural identity, may affect others' self-understanding and wellbeing. They examine how factors such as losing national citizenship, war or displacement from traditional homelands can result in a loss of cultural identity. They analyse critically the impact of issues relating to national identity (such as the view that Australia is a great sporting nation) on their self-understanding. They are able to assess the impact of strategies to cope with long-term unemployment, serious injury or disability on personal identity and the relationship between long-term loss of identity and physical health.

Health and Physical Education >

Interpersonal Skills



F

The student uses socially-acceptable behaviour when interacting with familiar people.

Students utilise their communication skills when interacting with others: for example, they greet using vocalisations or gestures and maintain an appropriate distance when listening. They respond when addressed using verbal and non-verbal means to communicate: for example, they respond with vocalisations when their name is called, attend to instructions or requests from others, show some eye contact during interactions. They may initiate interaction through greetings or seeking out others for company.

They cooperate using socially-acceptable behaviours: for example, they use the correct degree of intimacy, share equipment, accept when their wants cannot be met. They demonstrate appropriate public and private behaviours: for example, in public they can take off their jumper because they are hot or remove their shoes to play a game, but they dress and undress in private.

1

The student uses basic communication and cooperation skills when interacting with familiar people.

At this level

Students use speaking and listening skills when communicating with familiar others. They speak, using appropriate volume and clarity, and deliver clear and accurate messages in situations such as using a telephone in an emergency or refusing something that makes them feel uncomfortable. They express feelings of happiness or discomfort to people known to them, such as their teacher, other family members or friends.

In conversation, students use the rules of effective communication, such as taking turns when speaking, timing their speech appropriately and using listening skills such as paying attention and not interrupting others when they are speaking. They act on instructions provided by someone with whom they can communicate their trust in their home, classroom or playground environment. They communicate in small groups, such as when playing games.

Students use cooperation and sharing skills that enable them to play and interact effectively with familiar others. They accept class, game and activity rules and can work effectively and play cooperatively in pairs or small groups.

Students support their family and friends by listening, caring, sharing and taking turns: for example, they enjoy meeting and cooperating with others during physical activity. They also use speaking and listening skills to help them to make friends.

During play activity, students share space and equipment creatively with others and ask in appropriate ways to share items in limited supply with other familiar people. They recognise class rules for safety and know that they need to be obeyed. They keep within defined boundaries or stop at the sound of a whistle during outdoor activities and know when it is appropriate to wait their turn.

2

The student uses communication and cooperation skills to share feelings and meet basic needs when interacting with other people.

At this level

Students have moved from being able to communicate clearly and accurately to communicating their feelings confidently when needed and experimenting with a variety of verbal and non-verbal methods of communication with other people. They share equipment and space, and are now able to involve others in activities by modifying the activities and inviting others to participate.

Students understand the importance of and use both verbal and non-verbal communication to convey messages to family, friends and others: for example, they communicate their concerns effectively when in an unsafe situation (such as a dangerous playground event) or when expressing reasons for leaving a room containing tobacco fumes. Students also express their feelings openly and honestly and describe situations more realistically. In a role-play activity, they state clearly what happened in a playground injury scenario, and in physical activity situations they are able to explain to others the reasons for particular rules in a minor game.

Students find appropriate ways of asking for help when they need support, such as learning a new physical activity skill: for example, they may request help to learn to hit a stationary ball from a tee using a bat.

Students use cooperation skills to enable them to work and play effectively with family, friends and familiar others in pairs, groups or teams. They work cooperatively with their peers to achieve simple common goals, such as sharing the ball with team members during 'keep-it-off', learning a new team game or developing other skills, such as meal preparation.

They work cooperatively with their peers to learn and practise new skills: for example, learning first aid treatment in a small group, creative movement in dance, preparing a meal or setting up an activity station. They also modify their play and games and rules to suit the varying needs, interests and abilities of others. This includes recognising and valuing similarities and differences in culture, growth and development. They are beginning to understand and accept winning and losing in competitive games.

3

The student uses communication and cooperation skills that contribute to interpersonal and group interactions.

At this level

Students apply interpersonal skills to contribute to decision making, communication, collaboration and cohesiveness in social and group situations. They recognise and encourage the responsible behaviour of others.

Students establish and maintain effective interaction with others in familiar social and group situations by applying speaking and active listening skills. They ensure that their own and others' feelings are considered in social situations, such as when talking to close friends or peers and establishing or improving interactions among members of groups or teams: for example, they assist others to communicate their feelings effectively in social, group and team situations. They self-monitor assertive speaking and listening skills when expressing their ideas and feelings within a group: for example, in a group discussion of the effects of others' smoking on their health. They can also join a new group and participate in and sustain conversation.

Students discuss the different purposes of the various groups to which they belong, such as family, peer, school and club groups. They use appropriate communication skills to contribute to the cohesiveness and effectiveness of these groups: for example, they listen actively to others, wait for their turn to speak, acknowledge others' views, speak assertively when appropriate, show courtesy and take responsibility for their feelings and actions in peer groups.

Students cooperate and collaborate effectively to achieve goals with others in family, peer, school and community group situations: for example, they demonstrate in role-play situations how they support their family and friends by caring, sharing and taking turns, helping with activities and chores, or doing special things to help. They accept advice and help appropriately from others. They use the conversation skills needed to be a member of a group or a club.

In physical activity situations, students work cooperatively to achieve shared goals with others in small groups or teams. They play safely and independently with equipment. In games, they accept that there will be winners and losers. They accept the rules or codes of behaviour of the class or game, and respect and appreciate the role of officials, such as people from outside the school, the teacher or other students, and the decisions that these officials make. They also monitor and regulate their own behaviour in situations of personal excitement and pressure: for example, in a challenging situation, or in winning or losing a close game.

4

The student selects and plans to use interpersonal processes and the related communication and cooperation skills, to enhance interpersonal and group relationships.

At this level

Students enhance relationships in social, group and team situations by selecting and planning to use communication and cooperation skills in the context of processes such as negotiation and problem solving. They know to which processes their skills are connected.

Students speak assertively, discuss their feelings, use appropriate language to discuss sensitive health issues and consider the opinions, values and attitudes of others to resolve conflict. They use their communication skills to follow group discussion processes to assist groups to plan collaboratively and achieve goals. Students display sensitivity, empathy and tolerance toward themselves and/or familiar others: for example, they respond positively to praise and criticism, support others when mistakes occur, encourage others to try activities and accept differences in growth and development, culture and religion. They are aware that what is acceptable interpersonal behaviour varies between groups and contexts such as peer group in-class and peer group out-of-class.

Students recognise the value of group discussion in problem solving and goal setting. They follow group discussion conventions, such as keeping on task and clarifying comments made by the speaker. They communicate their point of view confidently by making and defending decisions both independently and as part of a group: when umpiring a game, for example. Students are also aware that emotional changes occur in relationships. They use assertive communication skills while displaying empathy for the feelings of others. They also know ways of enhancing relationships, such as displaying courtesy, sensitivity, respect and care for others.

Students recognise and acknowledge acceptable behaviour (including sporting and spectator behaviour and endeavour displayed by other people, such as club or group members, spectators and players). They also manage the feelings associated with cooperation, challenges, successes and failures in school, activities and recreation. They respect the thoughtful creativity of others and enjoy the aesthetic and creative aspects of other people's work or performance. They praise sincerely the efforts of others when working in a group or team.

Students assume the role of leader to enhance relationships: for example, they show initiative and leadership in encouraging and supporting others to try health-enhancing activities, such as joining a team or selecting healthy foods. They reflect on and show consideration for others' rights in team or group activities, such as playing a non-preferred position for the good of the team, sharing the workloads of others or bowling slower in cricket.

5

The student selects, applies and adjusts interpersonal processes and the related communication and cooperation skills, to actively participate in making and evaluating interpersonal and group decisions to achieve goals.

At this level

Students use interpersonal skills appropriately to take a more active role in facilitating, managing or leading discussion and decision making in health and physical activity situations.

Students communicate assertively and with empathy in relationships in family, social and school situations and in which emotions and values are involved: for example, in role plays they communicate decisions assertively on health issues such as food choices, resisting pressures to smoke or unwanted sexual activity. They demonstrate how to communicate with and support a friend to help cope with family or relationship problems. Students work effectively with others in small groups and teams to achieve consensus.

They use peer-teaching skills, such as composing, teaching and evaluating a dance on the basis of shared responsibility or researching, presenting and evaluating collaboratively the findings of a small group health research project. They umpire effectively by communicating their decisions clearly, fairly and assertively.

Students show empathy toward others on a range of sensitive issues: for example, they demonstrate how to provide support to help others cope with problems such as mental or physical illness or family and boyfriend/girlfriend relationship problems. In small groups or in teams, students are able to interact and work effectively with a broader range of people. They can be assertive in challenging or difficult situations. Students cooperate with others whom they do not know well to achieve a common school, work or physical activity goal, such as winning a game.

Students select, apply and adjust their communication and cooperation skills to help groups or teams to achieve short-term goals: for example, while learning a new skill they suggest further actions if their group fails to achieve goals. They show independence and initiative when completing a goal-orientated group activity, such as the preparation of an orienteering or intra-school sports event or implementing a small business enterprise. As group leaders or managers, students use their communication skills to treat others equally and fairly, respect ideas, encourage the contribution of others and help others with procedures or rules, such as when umpiring a game or coaching a small group. They also show responsibility for themselves, others and the environment, such as in the preparation of, participation in and debriefing of a group expedition.

6

The student selects, applies and adapts interpersonal processes and the related communication and cooperation skills required to reconcile conflict and changes in relationships and groups.

At this level

Students draw on a widening repertoire of processes and skills required to reconcile conflict and changes in relationship and group situations in which emotions are involved. They compromise to resolve conflict and cope effectively with changes in relationships or groups. To maintain group cohesion, they display leadership skills by organising and managing group activities and by initiating and facilitating negotiation and compromise in group and team disputes.

Students discuss sensitive issues with empathy and consideration for others: for example, they discuss actions to form, maintain or end a close relationship. They express their negative feelings assertively and with empathy for others and disagree in acceptable ways. They apply effective negotiation skills to reconcile other people's opinions in a group by not responding aggressively, listening to others' views and summarising these views before expressing their opinions: for example, they communicate effectively where players' opinions about the choice of a team's tactics vary; in role plays in a range of contexts, they negotiate how to reconcile differences of opinion, such as with parents about social commitments.

Students recognise how intimacy and different levels of power in relationships can influence their behaviour. In role-plays, they demonstrate verbal and non-verbal assertive responses to cope with these influences in uncomfortable situations with close friends, such as refusing an offer of unwanted sexual behaviour, alcohol or other drug use.

Students demonstrate cooperation skills and processes, including collaboration, compromise and sharing, to cope with complex group, team, sporting or social situations: for example, they display empathy for a friend coping with negative peer influence or pressure from a partner in a relationship. They demonstrate skills to cope with unhappy relationships, such as an inconsiderate partner, friends or sports team displaying exclusionary behaviour.

Students select, apply and adapt communication skills and processes to ensure that group communication is maintained in situations in which emotions and feelings are being expressed: for example, they referee a close game, making their own decisions, being firm and fair, making good use of the whistle and speaking loudly and clearly; facilitate a group discussion in which there are strong opposing points of view; or coach an aggressive peer.

Students show initiative and leadership by organising and managing group activities, such as selecting teams, choosing a safe hiking route, leading a new dance routine or catering for a class meal. They lead or manage a small group effectively: for example, treating others equally and fairly, knowing and helping others with rules or procedures and encouraging contributions of others. They are aware of their responsibilities as group leaders and perform the tasks of group manager willingly by applying community values and standards for acceptable ways of expressing feelings, needs, ideas and emotions. Student leaders display fairness, adherence to the rules and codes of conduct, and observe minimal-impact practice in sensitive environmental conditions.

7

The student selects, applies and adapts interpersonal processes and the related communication and cooperation skills required to enhance interactions in longer-term relationships and groups.

At this level

Students facilitate and collaborate to enhance interactions in longer-term relationships and groups by further refining skills to build empathy and understanding, and showing advocacy skills to enhance social and intimate relationships. As facilitators, they refine their skills to assist and motivate groups or teams to optimise performance and achieve goals.

Students build empathy and understanding in relationships: for example, they demonstrate how to use their communication skills to support a friend experiencing stress over a relationship problem; improve understanding of and show empathy toward a family member or close friend; and manage disputes in a community team. They demonstrate ways in which they can restore empathy and understanding in their communication with a close friend or family member when communication breaks down.

Students take social action to reduce disadvantage or inequity for others in the school community: for example, they may encourage and support others to be physically active, commence a healthy diet or either not use or to reduce risks associated with drug use. As a member of a student group, they may advocate and facilitate the development of a policy or plan to stop smoking, drive safely, participate regularly in physical activity or implement anti-bullying procedures.

Students extend their collaboration to develop relationships that make a long-term commitment to a team, group or committee. They contribute to the cohesiveness and harmony of the group through demonstrating ongoing collaborative and facilitation skills. They make allowances for and support others' limitations: for example, they may make an ongoing commitment to a sports education team model through involvement in various sports that highlight the different strengths and challenges of individual players, referees or officials.

Students work collaboratively to enhance group performance: for example, they may assist an expedition or work-based project to achieve its goals or set tasks by collaborating with others to monitor group progress; participate in and coordinate group decision making; and assist the evaluation of group performance.

Students use their communication skills to facilitate discussions and motivate others in the school and community: for example, they facilitate group discussion of priorities for Australia's health care spending to ensure equal health outcomes for all communities. As coaches or team captains, they communicate effectively to help others achieve their potential and maximise the group's performance. They reflect on and analyse the facilitation skills of effective leaders and apply them in their communication as leaders, coaches or managers. They display fairness and adherence to codes of conduct as team leaders.

8

The student applies creatively the interpersonal processes and facilitation and collaboration skills required to manage conflict and negotiation in complex situations in relationships and groups.

At this level

Students now use their communication and facilitation skills to take social action in school, community or role-play situations to improve health and physical activity outcomes for other people within the principles of social justice and health for all.

Students use their communication skills to maintain effective communication in complex relationships and groups: for example, they can demonstrate how to facilitate the maintenance of effective communication to resolve relationship problems with a close friend or family member.

Students use their collaboration skills to maintain group harmony and share the responsibility for group motivation and decision making in difficult situations: for example, during an expedition in which the terrain is difficult or the weather unfavourable, students take action to facilitate the completion of the expedition safely. Students also display initiative to collaborate and share tasks equitably among the group members and take shared responsibility for the completion of set tasks: for example, as members of a school organising committee with limited resources, students collaborate to implement a school-based careers expo, dance festival, health promotion week or to select a team for a community competition.

Students use their communication skills to lead or facilitate compromise and arbitration processes when conflict occurs between individuals or groups. Students manage disputes, solve problems and provide a link between groups: for example, they may chair a group and facilitate a decision in a context of diverse opinions and conflicting interests, or lead and facilitate ongoing communication between two groups to establish priorities for a school health promotion project. Within a social action context, students may liaise and negotiate with staff, students and community groups to address the health needs of students: for example, a student leader may facilitate the development of a school health, drug or sun protection policy or strategies for a whole-school approach to the promotion of physical activity.

Students display facilitation and collaboration skills in difficult or demanding group situations: for example, they may coach a junior team, exhibiting leadership, compromise and acceptable sporting behaviour during a prolonged sequence of losing games or where conflict between players occurs regularly.



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Curriculum
Council

27 Walters Drive, Osborne Park, Western Australia 6017

Telephone: (08) 9273 6300 Facsimile: (08) 9273 6389

Internet: www.curriculum.wa.edu.au