

Curriculum Framework Curriculum Guide – Health and Physical Education

© Curriculum Council, Western Australia, 2005

Reprinted 2005

This publication may be freely copied in any format in an educational institution for non-commercial educational purposes; it must not be copied for any other purpose without prior written permission from the Curriculum Council.

SCIS No: 1201592

ISBN: 0 7307 2819 6



Published by the Curriculum Council

27 Walters Drive, Osborne Park, Western Australia 6017

Telephone: (08) 9273 6300

Facsimile: (08) 9273 6389

Internet: www.curriculum.wa.edu.au

Additional copies of this publication may be obtained from the Curriculum Council.

Acknowledgements

The Curriculum Council acknowledges the contribution of the many teachers, students, academics, curriculum officers, professional associations and other members of the community who have collaborated to develop the content for the *Curriculum Framework Curriculum Guides*.

The *Curriculum Framework Curriculum Guides* were developed by the Curriculum Council under the direction of members of the Curriculum Framework Committee. Advice was also received from various learning area and phase of development related working parties and critical readers.

The Curriculum Council acknowledges the research, writing and consultation role undertaken by members of the Council Secretariat during the development of the *Curriculum Framework Curriculum Guides*.



This project was made possible by funding from the
Public Education Endowment Trust

Foreword

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

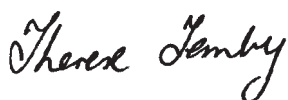
This focus is captured in the outcomes of the *Curriculum Framework* that are considered to be important for students to achieve as a result of their K-12 education.

Since the release of the *Curriculum Framework* teachers and schools have been designing and developing learning and teaching programs, which focus on the outcomes and students' learning needs in relation to them. Teachers indicated, through the *Putting the Children First* report (2001), the need for support materials to provide advice about what students should be taught to progress their achievement of outcomes across the phases of development. The result has been the development of *Curriculum Framework Curriculum Guides*, which are designed to support the flexibility teachers and schools have in building educational programs that ensure students achieve the outcomes.

The *Curriculum Framework Curriculum Guides* for each learning area build on the advice provided in the Scope of the Curriculum sections of the *Curriculum Framework*. With the support of a Public Endowment Education Trust grant the Curriculum Council has been able to involve many teachers to scope and sequence content across the years K to 12.

Several principles have underpinned the articulation of content. These include ensuring the content and contexts identified enable students to make a positive contribution to society. For depth of understanding, key concepts and contexts are described in more sophisticated and challenging ways from the early childhood phase to the late adolescent phase. Advice drawn from the *Curriculum Framework* is provided on particular contexts that could be used at each phase of development so that gaps or overlaps in learning are minimised.

The *Curriculum Framework Curriculum Guides* and accompanying CD-ROM provide guidance that informs the development of learning and teaching programs in schools and thereby are a valuable support to improve student learning.



THERESE TEMBY
CHAIR



NORMA JEFFERY
CHIEF EXECUTIVE OFFICER

Contents

| | |
|--|----------|
| Curriculum Framework support documents | 4 |
| Introduction | 5 |
| Purpose of <i>Curriculum Framework Curriculum Guides</i> | 5 |
| Content of <i>Curriculum Framework Curriculum Guides</i> | 5 |
| The Health and Physical Education <i>Curriculum Framework Curriculum Guide</i> | 6 |
| Design of this Guide | 8 |
| Health and Physical Education | |
| Foundation | 10 |
| Knowledge and Understandings | 14 |
| Skills for Physical Activity | 20 |
| Self-management Skills | 28 |
| Interpersonal Skills | 34 |

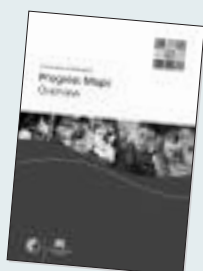
Curriculum Framework support documents

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



Curriculum Framework Progress Maps Overview

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



Outcomes and Standards Framework Overview*

Contains the *Progress Maps* overlaid with the Department of Education and Training's (DET's) Achievement Targets.

Curriculum Framework Progress Maps Learning Area Books

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



Outcomes and Standards Framework Learning Area Books*

Each book contains outcome level descriptions and elaborations overlaid with DET's Achievement Targets.



Curriculum Framework Curriculum Guides K-12 Learning Area Books

Each book contains content to be taught in relation to learning area outcomes across the four phases of development.

Curriculum Framework Progress Maps and Curriculum Guides CD-ROM

Contains *Curriculum Framework Progress Maps* and *Curriculum Guides K-12*. It also contains in-phase curriculum guides which provide further sequences of content within each phase of development for particular learning area outcomes.



Curriculum Improvement Program Phase 2 CD-ROM*

Contains DET's *Curriculum, Assessment and Reporting Policy, Outcomes and Standards Framework* and *Curriculum Framework Curriculum Guides K-12*. It also contains in-phase curriculum guides which provide further sequences of content within each phase of development for particular learning area outcomes.

* Produced specifically for Western Australian Government Schools.

Introduction

Purpose of Curriculum Framework Curriculum Guides

The *Curriculum Framework* identifies the outcomes all students should achieve as a result of the learning programs they undertake in Western Australian schools. Schools and teachers develop learning programs according to their circumstances, ethos and the needs of their students to ensure they achieve these outcomes. Through ongoing judgements of student achievement, students' progress is monitored and plans are developed for further growth.

The purpose of the *Curriculum Framework Curriculum Guides* is to support the implementation of the *Curriculum Framework* by articulating the content (knowledge, skills, understandings and values) to be taught for students to achieve the *Curriculum Framework* Overarching and Learning Area outcomes. They inform the development of learning programs in schools that provide continuity and coherence for students in their achievement of outcomes and thereby are a valuable support for improving student learning.

Although the *Curriculum Framework Curriculum Guides* provide advice for each outcome of the *Curriculum Framework* there is no expectation that students focus on the content for all the learning outcomes in each year of schooling. There will be times when particular outcomes may be emphasised and periods when some learning outcomes are not included in learning programs. Learning program planning may focus on particular outcomes across the four overlapping phases of development identified in the *Curriculum Framework* as indicated below.

| EARLY CHILDHOOD | MIDDLE CHILDHOOD | EARLY ADOLESCENCE | LATE ADOLESCENCE |
|---|--|--|---|
| The focus is mainly on development of the processes and skills that will underpin future learning. Literacy, numeracy, social-emotional and physical development are key emphases. Conceptual outcomes are mainly included as contexts for the development of processes. Teachers select these outcomes according to the needs of children. | Students continue to require learning experiences that support them in acquiring processes. The application of processes becomes a greater focus, as does acquisition of learning area concepts. Conceptual outcomes begin to be targeted more systematically. | The focus shifts to the application of processes in the acquisition of knowledge. The scope and depth to which content is learned broadens and there is increased focus on the development and application of understandings. Learning programs usually provide opportunities to achieve outcomes across all learning areas. | Content becomes more specialised and diverse. Learning programs may not provide learning opportunities across the full range of outcomes of the <i>Curriculum Framework</i> . They focus on those outcomes that underpin courses reflecting students' interests and aspirations for post-school destinations. |

K  12

Content of Curriculum Framework Curriculum Guides

Content is sequenced over the four phases of development identified in the *Curriculum Framework*. It provides a guide to the breadth and depth of content typically taught in each phase of development for students to progress in their achievement. However, as student learning at each phase needs to be developmentally appropriate, the selection of content to be taught should recognise that each student is developing and achieving in different ways, at different times and at different rates. Further sequences of content within each phase of development are also available in electronic format on CD-ROM and the Curriculum Council website (www.curriculum.wa.edu.au). Content for students working towards achievement at Foundation has been represented in age-related contexts at each phase of development.

The Health and Physical Education Curriculum Framework Curriculum Guide

The Health and Physical Education learning area has five outcomes. The content for *Knowledge and Understandings* (**Outcome 1**) describes the concepts that are utilised in achieving *Skills for Physical Activity*, *Self-management Skills* and *Interpersonal Skills* (**Outcomes 3, 4 and 5**).

The content for the *Attitudes and Values* outcome (**Outcome 2**) is incorporated in the content for the other four outcomes.

Content for *Skills for Physical Activity* (**Outcome 3**) in the Early Childhood phase of development, focuses on fundamental movement skills, which provide the foundation for later achievement. In the later phases of development, content focuses on specialised movement skills, which are responses or solutions to problems and challenges that are posed by the physical activity or environment. Content aims to build upon students' responses to strategic and tactical problems and improve techniques and performance whatever the form of physical activity. While the problems or challenges will vary in emphasis from one physical activity form to another, the activities have common strategic and tactical elements, such as maintaining possession and control or enhancing the speed and accuracy of movements.

Content relationships within the learning area

Content for all five outcomes can be integrated to promote a holistic approach to learning in Health and Physical Education. A balance of knowledge, skills, attitudes and values is achieved through selection of content for each of the outcomes.

The content forms a common focus across a range of learning contexts. Contexts such as drug education, road safety, games, sports and expeditions provide opportunities for students to develop skills associated with self-understanding and making decisions (*Self-management Skills*), relating to others (*Interpersonal Skills*) and participating in physical activity (*Skills for Physical Activity*). Content associated with conceptual understandings (*Knowledge and Understandings*) and attitudes and values (*Attitudes and Values*) is utilised in developing these skills.

The content described for the *Skills for Physical Activity* outcome applies to a wide range of physical activity forms. The content in the *Movement skills, strategies and tactics* organiser is emphasised more in games and team sports (eg keep-it-off, netball, tennis) while the content in the *Enhancing performance* organiser is emphasised in activities that focus on technique (eg yoga, golf) or measurement of performance (eg athletics, swimming).

Content relationships with other learning areas

Learning for students can be enriched by planning to connect content across learning areas. Integrating parts of the curriculum by drawing together content in various combinations enhances students' skills, values and understandings: for example, there could be a connection from the Health and Physical Education learning area to the Mathematics learning area through focusing on direct and indirect measurement (eg measuring the body's response to exercise by saying how puffed you are; taking your pulse at the wrist or using a pulse rate monitor); using reason to solve problems (eg using health data to determine the extent of a community health problem); use of common measuring equipment and scales, estimation, spatial locations and arrangements (eg determining the most strategic route and estimating time of arrival from a map when planning to traverse a given outdoor location on an expedition).

The organisation of content for each outcome is outlined opposite.

| OUTCOMES | CONTENT ORGANISERS |
|---|--|
| Knowledge and Understandings | |
| <ul style="list-style-type: none"> Promoting well-being | <ul style="list-style-type: none"> The meaning and dimensions of health Growth and development Social-emotional well-being Ways to keep healthier and safer Resources and consumer skills |
| <ul style="list-style-type: none"> Dimensions of physical activity | <ul style="list-style-type: none"> The body's response to physical activity Describing and understanding movement Learning physical activities |
| Attitudes and Values* | |
| Content for the <i>Attitudes and Values</i> outcome (Outcome 2) is incorporated within the content for the <i>Knowledge and Understandings</i> , <i>Skills for Physical Activity</i> , <i>Self-management Skills</i> and <i>Interpersonal Skills</i> outcomes (Outcomes 1, 3, 4 and 5). | |
| Skills for Physical Activity | |
| <ul style="list-style-type: none"> Movement skills, strategies and tactics | <i>In the Early Childhood phase:</i> <ul style="list-style-type: none"> Locomotor skills Body management skills and spatial awareness Object control skills Simple combinations of locomotor and body management skills |
| <ul style="list-style-type: none"> Movement skills, strategies and tactics | <i>In the Middle Childhood, Early Adolescence and Late Adolescence phases:</i> <ul style="list-style-type: none"> Skills to gain and maintain control and possession Skills to create, use and defend space Skills to begin and restart play and for transition play Skills for recreating in the outdoors |
| <ul style="list-style-type: none"> Enhancing performance | <i>In all phases:</i> <ul style="list-style-type: none"> Balance and stability Forces and motion |
| Self-management Skills | |
| <ul style="list-style-type: none"> Self-understanding | <ul style="list-style-type: none"> Understanding emotions Managing emotions |
| <ul style="list-style-type: none"> Decision-making | <ul style="list-style-type: none"> Reviewing the situation Planning before deciding Deciding and acting Monitoring and evaluating |
| Interpersonal Skills | |
| <ul style="list-style-type: none"> Relationship skills | <ul style="list-style-type: none"> Communicating Building and nurturing relationships Preventing and managing conflict |
| <ul style="list-style-type: none"> Working with others | <ul style="list-style-type: none"> Cooperating and collaborating in groups Leading, initiating and facilitating |

* Not included in the Department of Education and Training's *Outcomes and Standards Framework*

Design of this guide

This guide is designed in two ways.

K-12 design

Content is scoped and sequenced for *Knowledge and Understandings, Skills for Physical Activity, Self-management Skills* and *Interpersonal Skills (Outcomes 1, 3, 4 and 5)*, with the corresponding level descriptions for the outcome being presented. The content for *Attitudes and Values* is incorporated in the content for the other four outcomes.

The focus for the content in each phase is summarised and then the specific content to be taught is listed under each content organiser. Possible contexts for learning are suggested in the phase focus and in examples within the content.

| Outcome The outcome from the Curriculum Framework. | Content Organisers Key concepts are used to categorise and organise content. | Phase focus The content focus reflecting the developmental needs of students at a phase is summarised. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|----------------|---|----------------|---|----------------|---|----------------|--|----------------|--|----------------|--|----------------|---|-------------------|---|---|-----------------|------------------|--|---|---|--|--|-------------------|------------------|---|--|--|--|
| Health and Physical Education > Knowledge and Understandings > K-12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <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>In achieving this outcome, students understand:</p> <ul style="list-style-type: none"> Promoting well-being Dimensions of physical activity <p>The student:</p> <table border="1"> <tr> <td>LEVEL 8</td> <td>Understands the impact of societal, cultural, political and legislative responses to factors affecting the health, safety and physical activity of individuals and population groups.</td> </tr> <tr> <td>LEVEL 7</td> <td>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.</td> </tr> <tr> <td>LEVEL 6</td> <td>Understands the social, cultural, environmental and political factors that impact on the health, safety and physical activity behaviours of individuals and community groups.</td> </tr> <tr> <td>LEVEL 5</td> <td>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 behaviour.</td> </tr> <tr> <td>LEVEL 4</td> <td>Understands how factors influence personal health behaviours and how to appraise their own and others' health, safety and physical activity practices.</td> </tr> <tr> <td>LEVEL 3</td> <td>Understands that personal health, safety and physical activity practices enhance the physical, mental, emotional and social aspects of their own and others' health.</td> </tr> <tr> <td>LEVEL 2</td> <td>Recognises that there are different aspects to personal health and how these contribute to their overall health, safety and physical activity.</td> </tr> <tr> <td>LEVEL 1</td> <td>Recognises what it means to be healthy and the actions that can be taken to optimise personal health, safety and physical activity.</td> </tr> <tr> <td>FOUNDATION</td> <td>Demonstrates an awareness of actions that maintain or improve their personal health and safety.</td> </tr> </table> | LEVEL 8 | Understands the impact of societal, cultural, political and legislative responses to factors affecting the health, safety and physical activity of individuals and population groups. | LEVEL 7 | 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. | LEVEL 6 | Understands the social, cultural, environmental and political factors that impact on the health, safety and physical activity behaviours of individuals and community groups. | LEVEL 5 | 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 behaviour. | LEVEL 4 | Understands how factors influence personal health behaviours and how to appraise their own and others' health, safety and physical activity practices. | LEVEL 3 | Understands that personal health, safety and physical activity practices enhance the physical, mental, emotional and social aspects of their own and others' health. | LEVEL 2 | Recognises that there are different aspects to personal health and how these contribute to their overall health, safety and physical activity. | LEVEL 1 | Recognises what it means to be healthy and the actions that can be taken to optimise personal health, safety and physical activity. | FOUNDATION | Demonstrates an awareness of actions that maintain or improve their personal health and safety. | <table border="1"> <thead> <tr> <th>EARLY CHILDHOOD</th> <th>MIDDLE CHILDHOOD</th> </tr> </thead> <tbody> <tr> <td> <p>The focus for learning in this phase is on:</p> <ul style="list-style-type: none"> characteristics of healthy people and environments concepts related to social-emotional development, nutrition, growth and development, safety, and physical activity physical activity that promotes an active lifestyle efficient techniques for fundamental movement skills personal actions to promote health and keep people and environments safer exploring changes in growth and development investigating information, people, products and services to meet health needs </td> <td> <p>The focus for learning in this phase is on:</p> <ul style="list-style-type: none"> health as a balance of physical, mental, emotional and social aspects concepts related to diet, exercise, rest, harm avoidance and reduction, friendships, self-understanding appraising active lifestyle components in daily life techniques and strategies to control movement skills personal and group actions that incorporate understandings of influences on health the relationship between aspects of growth and development and factors influencing health personal health information, products and services for assessing reliability </td> </tr> <tr> <td> <p>Students should be taught:</p> <p>The meaning and dimensions of health</p> <ul style="list-style-type: none"> health has aspects that can be classified into physical, mental and emotional, and social dimensions (eg relationships and friendships are aspects of social health) people's attitudes towards personal health are varied people enhance their health by developing positive attitudes towards it and taking positive action health is optimised when the dimensions are balanced </td> <td> <p>The meaning and dimensions of health</p> <ul style="list-style-type: none"> health has aspects that can be classified into physical, mental and emotional, and social dimensions (eg relationships and friendships are aspects of social health) people's attitudes towards personal health are varied people enhance their health by developing positive attitudes towards it and taking positive action health is optimised when the dimensions are balanced </td> </tr> </tbody> </table> | EARLY CHILDHOOD | MIDDLE CHILDHOOD | <p>The focus for learning in this phase is on:</p> <ul style="list-style-type: none"> characteristics of healthy people and environments concepts related to social-emotional development, nutrition, growth and development, safety, and physical activity physical activity that promotes an active lifestyle efficient techniques for fundamental movement skills personal actions to promote health and keep people and environments safer exploring changes in growth and development investigating information, people, products and services to meet health needs | <p>The focus for learning in this phase is on:</p> <ul style="list-style-type: none"> health as a balance of physical, mental, emotional and social aspects concepts related to diet, exercise, rest, harm avoidance and reduction, friendships, self-understanding appraising active lifestyle components in daily life techniques and strategies to control movement skills personal and group actions that incorporate understandings of influences on health the relationship between aspects of growth and development and factors influencing health personal health information, products and services for assessing reliability | <p>Students should be taught:</p> <p>The meaning and dimensions of health</p> <ul style="list-style-type: none"> health has aspects that can be classified into physical, mental and emotional, and social dimensions (eg relationships and friendships are aspects of social health) people's attitudes towards personal health are varied people enhance their health by developing positive attitudes towards it and taking positive action health is optimised when the dimensions are balanced | <p>The meaning and dimensions of health</p> <ul style="list-style-type: none"> health has aspects that can be classified into physical, mental and emotional, and social dimensions (eg relationships and friendships are aspects of social health) people's attitudes towards personal health are varied people enhance their health by developing positive attitudes towards it and taking positive action health is optimised when the dimensions are balanced | <table border="1"> <thead> <tr> <th>EARLY ADOLESCENCE</th> <th>LATE ADOLESCENCE</th> </tr> </thead> <tbody> <tr> <td> <p>The focus for learning in this phase is on:</p> <ul style="list-style-type: none"> lifestyle as a concept for describing and discussing health social, cultural, environmental and political dimensions consequences of lifestyle behaviours the structure, function and capacities of the active body elements of physical activity and conditioning programs describing movement using a range of kinematic terms short and long-term risk avoidance and management significant transitions in growth and development risk-taking behaviours and environments, and actions in anticipation of, or in response to them access to and use of health products and services </td> <td> <p>The focus for learning in this phase is on:</p> <ul style="list-style-type: none"> systematically analysing influences on health and physical activity evaluating responses to factors affecting the health of populations and groups with specific health needs integrating and applying principles of physiological systems concepts and principles of biomechanics and motor learning strategies for improved safety of specific groups health care as a broad ranging system </td> </tr> <tr> <td> <p>The meaning and dimensions of health</p> <ul style="list-style-type: none"> social, cultural, environmental and political factors that influence health and attitudes towards it (eg social and cultural factors influence people's drug use behaviours, their attitudes towards healthy eating and their eating behaviours) the concept of lifestyle as an overview of health behaviour lifestyle impacts on health in the short-term (eg bullying can cause stress) and long-term (eg regular physical activity assists in maintaining healthy weight) factors that affect health behaviours such as participation in physical activity (eg equitable access; exclusion by geographical location, attitudes of self and others such as parent/caregivers towards an active lifestyle); beliefs about the benefits of regular physical activity </td> <td> <p>The meaning and dimensions of health</p> <ul style="list-style-type: none"> the health of individuals and groups varies and is determined by the interaction of current and future physical, cultural, economic, political, social and environmental factors (eg an ecological view of health) social, political and legislative responses to the health of individuals and groups (eg initiatives to reduce physical inactivity) specific groups have particular health needs (eg Aboriginal people have a high incidence of diabetes) strategies for preventing and improving the health status of specific community and population groups (eg community health nurses in remote communities) </td> </tr> </tbody> </table> | EARLY ADOLESCENCE | LATE ADOLESCENCE | <p>The focus for learning in this phase is on:</p> <ul style="list-style-type: none"> lifestyle as a concept for describing and discussing health social, cultural, environmental and political dimensions consequences of lifestyle behaviours the structure, function and capacities of the active body elements of physical activity and conditioning programs describing movement using a range of kinematic terms short and long-term risk avoidance and management significant transitions in growth and development risk-taking behaviours and environments, and actions in anticipation of, or in response to them access to and use of health products and services | <p>The focus for learning in this phase is on:</p> <ul style="list-style-type: none"> systematically analysing influences on health and physical activity evaluating responses to factors affecting the health of populations and groups with specific health needs integrating and applying principles of physiological systems concepts and principles of biomechanics and motor learning strategies for improved safety of specific groups health care as a broad ranging system | <p>The meaning and dimensions of health</p> <ul style="list-style-type: none"> social, cultural, environmental and political factors that influence health and attitudes towards it (eg social and cultural factors influence people's drug use behaviours, their attitudes towards healthy eating and their eating behaviours) the concept of lifestyle as an overview of health behaviour lifestyle impacts on health in the short-term (eg bullying can cause stress) and long-term (eg regular physical activity assists in maintaining healthy weight) factors that affect health behaviours such as participation in physical activity (eg equitable access; exclusion by geographical location, attitudes of self and others such as parent/caregivers towards an active lifestyle); beliefs about the benefits of regular physical activity | <p>The meaning and dimensions of health</p> <ul style="list-style-type: none"> the health of individuals and groups varies and is determined by the interaction of current and future physical, cultural, economic, political, social and environmental factors (eg an ecological view of health) social, political and legislative responses to the health of individuals and groups (eg initiatives to reduce physical inactivity) specific groups have particular health needs (eg Aboriginal people have a high incidence of diabetes) strategies for preventing and improving the health status of specific community and population groups (eg community health nurses in remote communities) |
| LEVEL 8 | Understands the impact of societal, cultural, political and legislative responses to factors affecting the health, safety and physical activity of individuals and population groups. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LEVEL 7 | 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. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LEVEL 6 | Understands the social, cultural, environmental and political factors that impact on the health, safety and physical activity behaviours of individuals and community groups. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LEVEL 5 | 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 behaviour. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LEVEL 4 | Understands how factors influence personal health behaviours and how to appraise their own and others' health, safety and physical activity practices. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LEVEL 3 | Understands that personal health, safety and physical activity practices enhance the physical, mental, emotional and social aspects of their own and others' health. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LEVEL 2 | Recognises that there are different aspects to personal health and how these contribute to their overall health, safety and physical activity. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LEVEL 1 | Recognises what it means to be healthy and the actions that can be taken to optimise personal health, safety and physical activity. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FOUNDATION | Demonstrates an awareness of actions that maintain or improve their personal health and safety. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EARLY CHILDHOOD | MIDDLE CHILDHOOD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>The focus for learning in this phase is on:</p> <ul style="list-style-type: none"> characteristics of healthy people and environments concepts related to social-emotional development, nutrition, growth and development, safety, and physical activity physical activity that promotes an active lifestyle efficient techniques for fundamental movement skills personal actions to promote health and keep people and environments safer exploring changes in growth and development investigating information, people, products and services to meet health needs | <p>The focus for learning in this phase is on:</p> <ul style="list-style-type: none"> health as a balance of physical, mental, emotional and social aspects concepts related to diet, exercise, rest, harm avoidance and reduction, friendships, self-understanding appraising active lifestyle components in daily life techniques and strategies to control movement skills personal and group actions that incorporate understandings of influences on health the relationship between aspects of growth and development and factors influencing health personal health information, products and services for assessing reliability | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Students should be taught:</p> <p>The meaning and dimensions of health</p> <ul style="list-style-type: none"> health has aspects that can be classified into physical, mental and emotional, and social dimensions (eg relationships and friendships are aspects of social health) people's attitudes towards personal health are varied people enhance their health by developing positive attitudes towards it and taking positive action health is optimised when the dimensions are balanced | <p>The meaning and dimensions of health</p> <ul style="list-style-type: none"> health has aspects that can be classified into physical, mental and emotional, and social dimensions (eg relationships and friendships are aspects of social health) people's attitudes towards personal health are varied people enhance their health by developing positive attitudes towards it and taking positive action health is optimised when the dimensions are balanced | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EARLY ADOLESCENCE | LATE ADOLESCENCE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>The focus for learning in this phase is on:</p> <ul style="list-style-type: none"> lifestyle as a concept for describing and discussing health social, cultural, environmental and political dimensions consequences of lifestyle behaviours the structure, function and capacities of the active body elements of physical activity and conditioning programs describing movement using a range of kinematic terms short and long-term risk avoidance and management significant transitions in growth and development risk-taking behaviours and environments, and actions in anticipation of, or in response to them access to and use of health products and services | <p>The focus for learning in this phase is on:</p> <ul style="list-style-type: none"> systematically analysing influences on health and physical activity evaluating responses to factors affecting the health of populations and groups with specific health needs integrating and applying principles of physiological systems concepts and principles of biomechanics and motor learning strategies for improved safety of specific groups health care as a broad ranging system | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>The meaning and dimensions of health</p> <ul style="list-style-type: none"> social, cultural, environmental and political factors that influence health and attitudes towards it (eg social and cultural factors influence people's drug use behaviours, their attitudes towards healthy eating and their eating behaviours) the concept of lifestyle as an overview of health behaviour lifestyle impacts on health in the short-term (eg bullying can cause stress) and long-term (eg regular physical activity assists in maintaining healthy weight) factors that affect health behaviours such as participation in physical activity (eg equitable access; exclusion by geographical location, attitudes of self and others such as parent/caregivers towards an active lifestyle); beliefs about the benefits of regular physical activity | <p>The meaning and dimensions of health</p> <ul style="list-style-type: none"> the health of individuals and groups varies and is determined by the interaction of current and future physical, cultural, economic, political, social and environmental factors (eg an ecological view of health) social, political and legislative responses to the health of individuals and groups (eg initiatives to reduce physical inactivity) specific groups have particular health needs (eg Aboriginal people have a high incidence of diabetes) strategies for preventing and improving the health status of specific community and population groups (eg community health nurses in remote communities) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Curriculum Framework Curriculum Guide – Health and Physical Education | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Outcome level descriptions

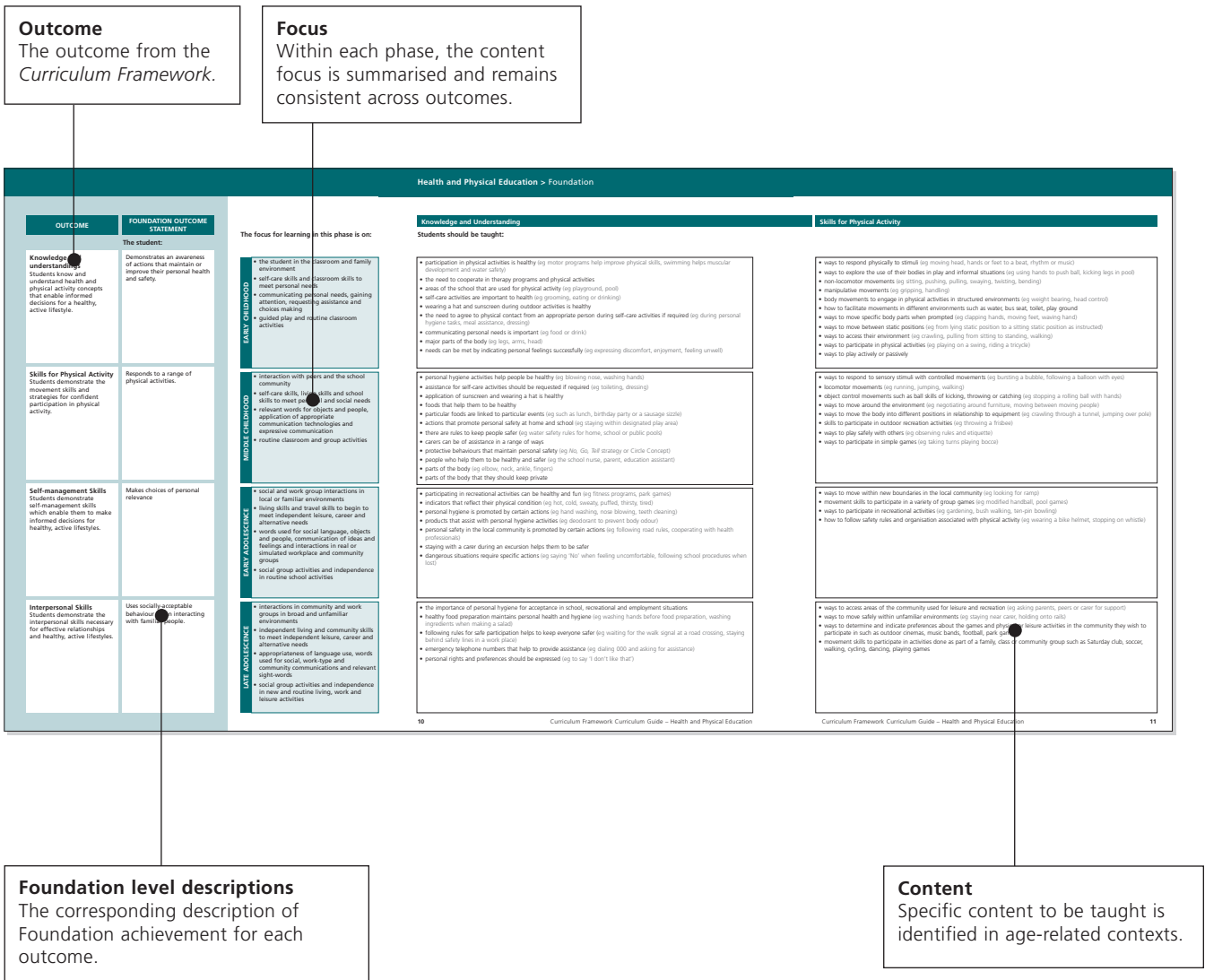
A description of student achievement for each level (Foundation, Levels 1 to 8) is provided to assist in maintaining an outcome focus (refer to *Curriculum Framework Progress Maps* or *DET Outcomes and Standards Framework*).

Content

Specific content to be taught for students to develop the key concepts.

Foundation design

For students working at Foundation, content is not sequenced across the phases of development. The content provides a guide to what students need to be taught in age-related contexts across the phases of development. The corresponding Foundation level description for the outcome is presented. The focus for the content in each phase is summarised and is the same for each outcome. The specific content to be taught is listed under each outcome. Possible contexts for learning are suggested in the phase focus and in examples within the content.



Health and Physical Education > Foundation



| OUTCOME | FOUNDATION OUTCOME STATEMENT |
|---|---|
| <p>Knowledge and understandings Students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle.</p> | <p>The student: Demonstrates an awareness of actions that maintain or improve their personal health and safety.</p> |
| <p>Skills for Physical Activity Students demonstrate the movement skills and strategies for confident participation in physical activity.</p> | <p>Responds to a range of physical activities.</p> |
| <p>Self-management Skills Students demonstrate self-management skills which enable them to make informed decisions for healthy, active lifestyles.</p> | <p>Makes choices of personal relevance</p> |
| <p>Interpersonal Skills Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.</p> | <p>Uses socially-acceptable behaviour when interacting with familiar people.</p> |

The focus for learning in this phase is on:

| | |
|--------------------------|---|
| EARLY CHILDHOOD | <ul style="list-style-type: none"> • the student in the classroom and family environment • self-care skills and classroom skills to meet personal needs • communicating personal needs, gaining attention, requesting assistance and choices making • guided play and routine classroom activities |
| MIDDLE CHILDHOOD | <ul style="list-style-type: none"> • interaction with peers and the school community • self-care skills, living skills and school skills to meet personal and social needs • relevant words for objects and people, application of appropriate communication technologies and expressive communication • routine classroom and group activities |
| EARLY ADOLESCENCE | <ul style="list-style-type: none"> • social and work group interactions in local or familiar environments • living skills and travel skills to begin to meet independent leisure, career and alternative needs • words used for social language, objects and people, communication of ideas and feelings and interactions in real or simulated workplace and community groups • social group activities and independence in routine school activities |
| LATE ADOLESCENCE | <ul style="list-style-type: none"> • interactions in community and work groups in broad and unfamiliar environments • independent living and community skills to meet independent leisure, career and alternative needs • appropriateness of language use, words used for social, work-type and community communications and relevant sight-words • social group activities and independence in new and routine living, work and leisure activities |

Knowledge and Understanding

Students should be taught:

- participation in physical activities is healthy (eg motor programs help improve physical skills, swimming helps muscular development and water safety)
- the need to cooperate in therapy programs and physical activities
- areas of the school that are used for physical activity (eg playground, pool)
- self-care activities are important to health (eg grooming, eating or drinking)
- wearing a hat and sunscreen during outdoor activities is healthy
- the need to agree to physical contact from an appropriate person during self-care activities if required (eg during personal hygiene tasks, meal assistance, dressing)
- communicating personal needs is important (eg food or drink)
- major parts of the body (eg legs, arms, head)
- needs can be met by indicating personal feelings successfully (eg expressing discomfort, enjoyment, feeling unwell)

- personal hygiene activities help people to be healthy (eg blowing nose, washing hands)
- assistance for self-care activities should be requested if required (eg toileting, dressing)
- application of sunscreen and wearing a hat is healthy
- foods that help them to be healthy
- particular foods are linked to particular events, such as lunch, birthday party or a sausage sizzle
- actions that promote personal safety at home and school (eg staying within designated play area)
- there are rules to keep people safer (eg water safety rules for home, school or public pools)
- carers can be of assistance in a range of ways
- protective behaviours that maintain personal safety (eg *No, Go, Tell* strategy or *Circle Concept*)
- people who help them to be healthy and safer (eg the school nurse, parent, education assistant)
- parts of the body (eg elbow, neck, ankle, fingers)
- parts of the body that they should keep private

- participating in recreational activities can be healthy and fun (eg fitness programs, park games)
- indicators that reflect their physical condition (eg hot, cold, sweaty, puffed, thirsty, tired)
- personal hygiene is promoted by certain actions (eg hand washing, nose blowing, teeth cleaning)
- products that assist with personal hygiene activities (eg deodorant to prevent body odour)
- personal safety in the local community is promoted by certain actions (eg following road rules, cooperating with health professionals)
- staying with a carer during an excursion helps them to be safer
- dangerous situations require specific actions (eg saying 'No' when feeling uncomfortable, following school procedures when lost)

- the importance of personal hygiene for acceptance in school, recreational and employment situations
- healthy food preparation maintains personal health and hygiene (eg washing hands before food preparation, washing ingredients when making a salad)
- following rules for safe participation helps to keep everyone safer (eg waiting for the walk signal at a road crossing, staying behind safety lines in a work place)
- emergency telephone numbers that help to provide assistance (eg dialing 000 and asking for assistance)
- personal rights and preferences should be expressed (eg to say 'I don't like that')

Skills for Physical Activity

- ways to respond physically to stimuli (eg moving head, hands or feet to a beat, rhythm or music)
- ways to explore the use of their bodies in play and informal situations (eg using hands to push a ball, kicking legs in pool)
- non-locomotor movements (eg sitting, pushing, pulling, swaying, twisting, bending)
- manipulative movements (eg gripping, handling)
- body movements to engage in physical activities in structured environments (eg weight bearing, head control)
- how to facilitate movements in different environments such as water, bus seat, toilet, play ground
- ways to move specific body parts when prompted (eg clapping hands, moving feet, waving hand)
- ways to move between static positions (eg from lying static position to a sitting static position as instructed)
- ways to access their environment (eg crawling, pulling from sitting to standing, walking)
- ways to participate in physical activities (eg playing on a swing, riding a tricycle)
- ways to play actively or passively

- ways to respond to sensory stimuli with controlled movements (eg bursting a bubble, following a balloon with eyes)
- locomotor movements (eg running, jumping, walking)
- object control movements such as ball skills of kicking, throwing or catching (eg stopping a rolling ball with hands)
- ways to move around the environment (eg negotiating around furniture, moving between moving people)
- ways to move the body into different positions in relationship to equipment (eg crawling through a tunnel, jumping over pole)
- skills to participate in outdoor recreation activities (eg throwing a frisbee)
- ways to play safely with others (eg observing rules and etiquette)
- ways to participate in simple games (eg taking turns playing bocce)

- ways to move within new boundaries in the local community (eg looking for a ramp)
- movement skills to participate in a variety of group games (eg modified handball, pool games)
- ways to participate in recreational activities (eg gardening, bush walking, ten-pin bowling)
- how to follow safety rules and organisation associated with physical activity (eg wearing a bike helmet, stopping on whistle)

- ways to access areas of the community used for leisure and recreation (eg asking parents, peers or carer for support)
- ways to move safely within unfamiliar environments (eg staying near carer, holding onto rails)
- ways to determine and indicate preferences about the games and physical or leisure activities in the community they wish to participate in such as outdoor cinemas, music bands, football, park games
- movement skills to participate in activities done as part of a family, class or community group such as Saturday club, soccer, walking, cycling, dancing, playing games

Self-management Skills

Students should be taught:

- ways to recognise self (eg pointing to self in mirror or in photograph)
- ways to ensure continuation of an activity (eg communicating by signing 'More')
- ways to choose appropriate times to play passively or actively
- ways to identify emotions and their names (eg happy, sad)
- ways people show their positive reactions to them (eg they receive smiles and greetings from others)
- ways to learn acceptable behaviour (eg observing others)
- ways to attend to cues that indicate the beginning and the end of an activity or event (eg looking at the teacher indicating the *finished* sign)
- trying different foods helps in choosing what is liked and disliked
- how to anticipate the next bite of food or sip of a drink during meals
- ways to adjust their body to a correct position during meals (eg eye contact, mouth position, head position)

- ways to let people know what they want (eg expressing likes and dislikes)
- ways to make choices about their own behaviours and actions (eg behaving appropriately on an excursion, keeping hands to themselves)
- ways to identify and name a wide range of emotions and feelings (eg happy, sad, sick, scared, angry)
- ways to express emotions through body language and facial expressions (eg acting out being sad)
- how to recognise body feelings (eg butterflies, legs want to run)
- ways they are valued and respected as an individual
- they are an important part of the family and class unit
- ways to follow the classroom and playground rules
- ways to display appropriate behaviours when their needs are not met

- how to recognise changes in body feelings (eg heart beating faster)
- ways to express feelings during physical activity such as hot, tired, happy, puffed
- ways to recognise a variety of emotions displayed by self and others (eg someone crying)
- ways to recognise intense feelings (eg anger, joy)
- ways to communicate good and bad feelings (eg indicating if feeling unwell or unsafe)
- ways to express personal strengths and challenges, likes and dislikes
- they are an important part of the wider school community (eg assembly participation, special events days, graduation ceremonies)
- ways to give and receive praise for work well done
- ways to behave and act to meet community expectations
- there may be different rules and expectations for adults and children
- ways to achieve mastery of a task (eg repetition, perseverance)

- ways to maintain personal appearance
- ways to identify if a course of action should be followed (eg 'Do you like to do that, or not like it?' 'Is it a good thing to do, or a bad thing?')
- ways to behave like a friend (eg being good company, helping friends, sharing things)
- ways to regulate or manage intense feelings (eg anger)
- ways to recognise and act appropriately in response to emotions such as anxiety and embarrassment (eg wobbly legs, sick feeling in stomach) and seek help to address these feelings
- people to access in the wider community if feeling unsafe (eg counter staff in a shop, bus driver)
- ways to acknowledge the achievements of others (eg applause, hand shake, high five)
- ways to celebrate personal achievements (eg telling someone about what you have done well, displaying an award)
- ways to be a valuable community member (eg volunteer work, respecting the environment)

Interpersonal Skills

- ways to identify others (eg pointing to Mum in a photograph or in person)
- how to recognise and respond to own name
- different roles of significant people in their lives (eg family members, peers and school staff)
- how to identify significant people in their lives (eg naming them)
- ways to respond positively to familiar people
- ways to actively listen (eg facing a person is important when interacting)
- ways to initiate interaction with others (eg reaching out, smiling, vocalising)
- ways to interact with peers during physical activities (eg taking turns)
- ways to respond to interactions from others (eg when someone waves, a return wave is expected)
- ways to identify own personal space

- ways to respond to greetings (eg saying 'Hello', smiling, nodding)
- ways to use active listening skills (eg making eye contact is important during conversation)
- ways to communicate personal needs
- ways to share play items and equipment (eg taking turns with peers enables all to have a turn)
- contributing to team efforts can be helpful (eg packing away equipment at the end of break time)
- ways to cooperate during play and social interactions
- ways to distinguish between public and private places (eg bathroom and bedrooms can be private places)
- actions to keep private behaviours to oneself (eg closing toilet door when in use, removing clothes in designated change areas)
- actions to maintain own personal space (eg stepping away if someone is too close)
- actions to maintain personal safety in the school community (eg telling teacher about a problem)

- ways to identify people who are familiar and unfamiliar
- ways to distinguish appropriate interaction with familiar people
- ways to maintain appropriate distance in social interactions (eg an arms length is appropriate for conversation)
- ways to interact with or avoid unfamiliar people (eg smiling politely then moving towards carer when approached by an unknown person)
- ways to respond to a variety of emotions displayed by self and others (eg if someone is crying support them, don't laugh at them)
- how to follow routines for participation and interaction with others in the local community
- ways to express social courtesies (eg vocalising or gesturing *sorry, please, thank you*)
- ways to interact during conversations (eg complimenting, listening, interrupting appropriately)
- ways that family members interact appropriately with each other
- ways to maintain own safety in the wider community (eg carrying an identification card)

- ways to lead others (eg giving instructions to others)
- ways to demonstrate engagement and interest in a conversations (eg nodding and smiling)
- ways to maintain a conversation (eg asking questions)
- ways to work as part of a team
- ways to meet community behavioural expectations
- ways to respond assertively to inappropriate behaviours and actions of others (eg telling a carer about being teased)
- ways to display behaviours that are suitable for public or private places (eg refraining from touching private parts of the body in public places)

Health and Physical Education > Knowledge and Understandings



Knowledge and Understandings

Students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle.

In achieving this outcome, students understand:

- Promoting well being
- Dimensions of physical activity

The student:

| | |
|-------------------|--|
| LEVEL 8 | Understands the impact of societal, cultural, political and legislative responses to factors affecting the health, safety and physical activity of individuals and population groups. |
| LEVEL 7 | 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. |
| LEVEL 6 | Understands the social, cultural, environmental and political factors that impact on the health, safety and physical activity behaviours of individuals and community groups. |
| LEVEL 5 | 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. |
| LEVEL 4 | Understands how factors influence personal health behaviours and how to appraise their own and others' health, safety and physical activity practices. |
| LEVEL 3 | Understands that personal health, safety and physical activity practices enhance the physical, mental, emotional and social aspects of their own and others' health. |
| LEVEL 2 | Recognises that there are different aspects to personal health and how these contribute to their overall health, safety and physical activity. |
| LEVEL 1 | Recognises what it means to be healthy and the actions that can be taken to optimise personal health, safety and physical activity. |
| FOUNDATION | Demonstrates an awareness of actions that maintain or improve their personal health and safety. |

EARLY CHILDHOOD

The focus for learning in this phase is on:

- characteristics of healthy people and environments
- concepts related to social-emotional development, nutrition, growth and development, safety, and physical activity
- physical activity that promotes an active lifestyle
- efficient techniques for fundamental movement skills
- personal actions to promote health and keep people and environments safer
- exploring changes in growth and development
- investigating information, people, products and services to meet health needs

MIDDLE CHILDHOOD

The focus for learning in this phase is on:

- health as a balance of physical, mental, emotional and social aspects
- concepts related to diet, exercise, rest, harm avoidance and reduction, friendships, self-understanding
- appraising active lifestyle components in daily life
- techniques and strategies to control movement skills
- personal and group actions that incorporate understandings of influences on health
- the relationship between aspects of growth and development and factors influencing health
- assessing reliability of personal health information, products and services

Students should be taught:

The meaning and dimensions of health

- attributes of healthy people (eg are happy, have friends, are energetic and active)
- behaviours of healthy people (eg eating a variety of healthy foods, regular physical activity, relaxation)
- attitudes and actions can affect health positively and negatively (eg having a positive attitude towards personal well-being may influence someone to wear a bike helmet)

The meaning and dimensions of health

- health has aspects that can be classified into physical, mental and emotional, and social dimensions (eg relationships and friendships are aspects of social health)
- people's attitudes towards personal health are varied
- people can enhance their health by developing positive attitudes towards it and taking positive action
- health is optimised when the dimensions are balanced

Growth and development

- physical changes and variations that have occurred as they have grown and developed (eg height, weight and strength)
- similarities and differences between people at different stages in life (eg people are members of families but have different responsibilities within the family)
- influences on healthy growth and development (eg why certain foods are eaten, non-medicinal ways of achieving pain relief, having a balance of physical activity and rest)
- how to express feelings and ideas about their bodies and movement (eg how strong their arms feel on the monkey bars)
- personal actions to promote health (eg brushing teeth, food choices, personal hygiene)

Growth and development

- changes associated with growth and development (eg physical changes in puberty, intellectual ability, roles and responsibilities, group affiliation, attitudes towards values)
- factors that affect physical growth and development (eg weight-bearing activities make bones strong)
- factors that affect social and emotional growth and development (eg inherited characteristics, challenges)
- personal actions to promote the dimensions of health (eg forming friendships, leaving a smoke-filled area)
- factors that influence personal health behaviours
- strategies to cope with influences on health behaviour (eg being assertive with peers about not smoking)

EARLY ADOLESCENCE

The focus for learning in this phase is on:

- lifestyle as a concept for describing and discussing health
- social, cultural, environmental and political dimensions
- consequences of lifestyle behaviours
- the structure, function and capacities of the active body
- elements of physical activity and conditioning programs
- describing movement using a range of kinematic terms
- short and long-term risk avoidance and management
- significant transitions in growth and development
- risk-taking behaviours and environments, and actions in anticipation of or, in response to them
- access to and use of health products and services

LATE ADOLESCENCE

The focus for learning in this phase is on:

- systematically analysing influences on health and physical activity
- evaluating responses to factors affecting the health of populations and groups with specific health needs
- integrating and applying principles of physiological systems
- concepts and principles of biomechanics and motor learning
- strategies for improved safety of specific groups
- health care as a broad ranging system

The meaning and dimensions of health

- social, cultural, environmental and political factors that influence health and attitudes towards it (eg social and cultural factors influence people's drug-use behaviours, their attitudes towards healthy eating and their eating behaviours)
- the concept of lifestyle as an overview of health behaviour
- lifestyle impacts on health in the short-term (eg bullying can cause stress) and long-term (eg regular physical activity assists in maintaining healthy weight)
- factors that affect health behaviours such as participation in physical activity (eg equitable access; exclusion by geographical location; attitudes of self and others such as parents/carers towards an active lifestyle; beliefs about the benefits of regular physical activity)

The meaning and dimensions of health

- the health of individuals and groups varies and is determined by the interaction of current and future physical, cultural, economic, political, social and environmental factors (eg an ecological view of health)
- societal, political and legislative responses to the health of individuals and groups (eg initiatives to reduce physical inactivity)
- specific groups have particular health needs (eg Aboriginal people have a high incidence of diabetes)
- strategies for preventing and improving the health status of specific community and population groups (eg community health nurses in remote communities)

Growth and development

- personal behaviours that influence growth and development (eg antisocial behaviours; bullying; participation in community service; competitive behaviours; leadership behaviours; setting positive examples; risk-taking behaviours such as the harmful or hazardous use of tobacco, alcohol or other drugs)
- social and physical environments influence growth and development (eg work, school, home, recreation, living space, personal space, living conditions)
- strategies to enhance health and the health of others (eg joining a team at a local leisure centre)

Growth and development

- support networks that assist physical and social growth and development (eg parent/carers, infant health centres, sporting clubs, peer support groups)
- significant transitions in life (eg from school to work or further study; parenting/caregiving) can be anticipated and managed positively
- social and physical environments can be shaped by people to support development
- how to be an advocate for the health needs of themselves and others (eg how to communicate with a doctor as a parent and parent/carer)

EARLY CHILDHOOD

MIDDLE CHILDHOOD

Students should be taught:

Social-emotional well-being

- how to describe relationships with other people such as family members, friends or neighbours (eg trusting, helpful)
- characteristics that make an individual unique and special in their family and community (eg physical features such as hair colour; positive attitudes towards others' well-being; behaviours such as helpfulness)
- self-understandings (eg their strengths and challenges)
- positive self-management skills (eg goal setting)
- positive interactions with others enhance how an individual feels
- behaviours that are appropriate to everyday relationships (eg listening actively to friends and family, being patient)

Social-emotional well-being

- how people are described may influence the way they view and treat themselves and others (eg age, interests, abilities)
- ways to support social-emotional well-being (eg behaviours that influence self-understanding such as acknowledging and celebrating achievement)
- types of relationships (eg child-parent, player-coach)
- standards or ideals that determine the appropriateness of relationships, including attitudes towards particular values
- relationships have different aspects that vary and change over time (eg intimacy, respect, openness)
- strategies to promote relationships in groups (eg acknowledging other people's points of view and the attitudes that underpin them)

Ways to keep healthier and safer

- features of home, work and play environments that make them healthier and safer
- the people and things that make activities and environments safer (eg crosswalk attendants, road markings, playing within defined boundaries)
- personal attitudes and actions to promote the health and safety of themselves and other people (eg seeking help from family or peers, safe storage and use of medicines, caring for the environment, keeping hands and kitchen utensils clean when preparing food, protective behaviours)
- basic first aid procedures (eg applying a bandage, running cold water over a minor burn)

Ways to keep healthier and safer

- behaviours and situations that can be identified as potentially harmful, risky or hazardous (eg finding a used syringe)
- ways to respond individually, or as a member of a group, to harmful or risky behaviour and hazardous or emergency situations (eg removing self and others from danger, alerting others, following set procedures for first aid)
- ways to help the people who are responsible for keeping places healthier and safer (eg reporting damage to facilities or to signage about safety)
- features of places and aspects of social environments that enhance or pose threats to health (eg violent or abusive situations)

Resources and consumer skills

- health information, products and services and the personal health needs they meet (eg toothbrush for dental hygiene, hat and sunscreen for sun protection)
- places where health, information, products and services can be obtained (eg pharmacy, hospital, infant health centre)
- people in the community who assist in meeting their health needs (eg nurses, doctors)

Resources and consumer skills

- information, products and services that meet personal health needs (eg deodorants and sanitary items, doctors who cater for young people)
- sources of information about health products and services (eg product labels, pharmacist, internet, the media)
- ways to assess the reliability of sources of information (eg reflecting on personal experience, seeking opinions of people they trust)
- factors that influence an individual's choice of health products and services (eg cost, accessibility, recommendation from a trusted person, belief about the benefits of a product)

EARLY ADOLESCENCE

Social-emotional well-being

- sociocultural factors that influence relationships and self-understanding (eg the importance that is attached to certain values; personal wealth; stereotypes associated with gender, culture, sexuality, disability or ability)
- a range of strategies that can be drawn on to manage relationships (eg setting goals and making decisions; establishing and expressing opinions and feelings; exercising the right to ask questions, disagree and say 'No'; learning decision-making, problem-solving and conflict-resolution strategies)

Ways to keep healthier and safer

- strategies to manage risks in health, physical activity and recreation settings (eg seeking help or advice; assessing risks or hazards; devising action plans to avoid or minimise risks; adhering to product warnings and advice)
- personal and community strategies that respond to harmful or risky behaviours and hazardous situations (eg being assertive, learning first aid, warming up before activities, media campaigns to cut binge drinking, education campaigns about domestic violence)
- actions and strategies to promote health-enhancing physical and social environments (eg procedures for waste disposal, use and promote public transport)
- rules, laws and policies to promote healthy physical and social environments (eg school policies on harassment and bullying, social justice, drugs and infectious diseases; drink-driving laws; standards for product safety and quality)

Resources and consumer skills

- factors that influence the ability of individuals to access and use health information, products and services to meet current and future needs such as community counselling agencies (eg personality, motivation, confidence, preferences, knowledge, disability, cultural background, religious beliefs, access to transport and buildings, affordability, hours of opening, eligibility)
- how to justify the selection of information, products and services

LATE ADOLESCENCE

Social-emotional well-being

- social environments are a significant factor in shaping personal identity and autonomy
- relationships are influenced by rules, laws and policies (eg in relation to family violence); expectations of roles and power; images about relationships in the media and popular culture
- self-understandings are influenced by the interaction of a range of personal, social and cultural factors (eg family values, discrimination, group affiliation)
- factors influencing emotional regulation/resilience (eg temperament, parenting practices, belief system)

Ways to keep healthier and safer

- strategies for specific groups to advocate for improved health outcomes (eg corporate incentives for employees)
- senior first aid procedures (eg DRABC, EAR, CPR, management of soft and hard tissue injury, rehabilitation)
- strategies to promote positive attitudes and behaviours relating to community and population health (eg health promotion campaigns)
- how to advocate for informed decision-making on health-related issues (eg planning an advocacy strategy)
- ways to advocate changes to improve access to community health services (eg surveying current and future users of the service)

Resources and consumer skills

- criteria to use when evaluating community-based health products and services (eg accreditation, recommendation from a credible source)
- community health services available (eg mental health services, alcohol and other drug services, rehabilitation screening, complementary health care services such as natural medicine)
- the structure of the Australian health care system and its funding priorities
- the roles of Medicare and private health insurance
- consumers' health care rights and responsibilities (eg disclosure statements, appropriate use of prescription medications)
- challenges and inequities associated with access to, and delivery of, health care (eg doctors in remote communities)

EARLY CHILDHOOD

MIDDLE CHILDHOOD

Students should be taught:

The body’s response to physical activity

- physical effects of participation in physical activities at low, medium and high intensity such as changes in body temperature and breathing rate (eg sweating, puffing)
- emotional effects of participation in physical activities (eg happiness, worry)
- physical activities may involve risks (eg injuries from falls)
- ideas and feelings about their bodies and how they move (eg body awareness, space awareness)
- benefits of being physically active (eg doing fun and exciting things with your friends)
- reasons for choosing different types of physical activity (eg attitudes towards personal safety, enjoyment of activities)
- how to determine a healthy level of physical activity at school and home (eg balancing passive and active pursuits)

The body’s response to physical activity

- physical and social-emotional benefits associated with physical activity (eg participating without getting tired, feeling better about yourself)
- different components of a physical activity (type, frequency, intensity, duration)
- activities vary in their capacity to improve the components of an active lifestyle (eg activities vary in intensity)
- different components of performance-related fitness (eg strength, speed, skill)
- ways to monitor and appraise physical activity levels and fitness (eg using a pedometer, keeping a diary, completing a fitness test, daily reflection)
- how to incorporate physical activity into normal daily routines (eg walking to school, joining a team)

Describing and understanding movement

- efficient techniques aid performance of fundamental movement skills (eg running with arms close to the body, following through after throwing)
- body position helps balance and stability (eg keeping centre-of-gravity low and over the base-of-support when changing direction)
- transfer of weight helps balance, stability and direction of movement (eg transfer weight from the back to the front foot when throwing)

Describing and understanding movement

- efficient techniques to transfer weight when performing specific activity skills (eg rotating the hips when throwing)
- efficient techniques to improve control of specific activity skills (eg adjusting technique and timing to control distance and direction)

Learning physical activities

- terms to describe and give feedback about movement
- skill and movement concepts for fundamental movement skills
- how to develop a shared commitment to cooperation
- procedures and/or rules for play, simple games and dance (eg creating agreed rules with others, waiting for a turn)

Learning physical activities

- the elements of efficient technique (eg preparation, execution, follow-through)
- suitable warm-up and cool-down activities for general physical activity
- ways to assist others in learning or improving a specific physical skill (eg providing feedback)
- ways to support others in developing a positive attitude towards their own ability (eg providing encouragement)
- knowledge of rules and personal performance aids in learning or improving a specific physical skill
- rules, etiquettes, protocols and procedures for participating in games, modified sports and outdoor pursuits

EARLY ADOLESCENCE

The body's response to physical activity

- anatomy and physiology (eg the structure and function of the skeleton, the circulatory system, respiratory system, muscle types and groups, joint types)
- short-term physiological changes that occur in response to increased physical activity (eg heart and breathing rate)
- ways to measure the body's response to exercise and environmental conditions
- the principles of conditioning for health and general fitness
- measures that are used to determine physiological capacities and to develop a general fitness profile
- factors to consider when designing a general physical activity program or a program to improve stamina or strength of a particular muscle group (eg review of current activity levels and capacities, attitudes towards activity options)
- nutritional needs of physically active people and athletes (eg iron stores)

Describing and understanding movement

- how to describe motion using a range of kinematic and kinetic terms (eg speed, distance, acceleration, force)
- the relationship between basic principles of movement and performance in motor skill activities (eg the relationship between the application of force and the speed of an object)

Learning physical activities

- the difference between learning and performance
- characteristics of a learner
- stages of learning motor skills
- how motor skills are learned
- phases of learning (cognitive, associative, autonomous)
- importance and composition of a warm-up
- learning requires the provision of a safe environment and a shared commitment to personal responsibility
- role of the coach in teaching movement skills
- key elements of a coaching session
- effective coaching principles and strategies for particular settings such as junior sports, dance or outdoor pursuits
- how to devise skill practices for peers
- skills and rules required to perform various roles in physical activity settings such as umpiring, captaining and developing fixtures

LATE ADOLESCENCE

The body's response to physical activity

- microstructure of skeletal muscle, specific muscles within muscle groups and a theory of muscular contraction
- physiological capacities (eg metabolic, cardiorespiratory)
- effects of and adaptations to environmental conditions
- application of energy systems to training systems and methods
- strategies to minimise risk of injury and/or over-training (eg specialised warm-up routines)
- how to measure and evaluate long-term conditioning and exercise outcomes in high performance settings
- principles for designing a conditioning program to meet physiological needs (eg frequency, intensity, duration, specificity, attitudes towards various types of training)
- ergogenic aids and performance enhancement
- nutritional sources of energy for specific activities

Describing and understanding movement

- the principles of: linear, angular and projectile motion; momentum and inertia; fluid mechanics and dynamics; and impact mechanics
- how to apply the principles and laws of motion control: force production and absorption; flight and trajectory; and stability and balance
- how to calculate the effects of forces and torques on movement of the body
- how to predict the consequences of conservation of energy

Learning physical activities

- ways to apply the stages and styles of learning to the development of specific physical activities
- how to measure motor abilities such as reaction time
- psychological factors influencing performance (eg motivation, anxiety, team cohesion)
- key elements of successful performance (eg attitudes towards personal excellence and adherence to training programmes)
- how to use instruments and procedures to monitor and evaluate effective performance and attitudes towards training and performance
- characteristics, styles and approaches of successful coaches or expedition leaders
- how to design practice sessions to teach complex skills
- ways to use feedback in skill instruction and for motivation
- skills required to officiate in a particular physical activity
- skills required to perform event management roles such as umpires' coordinator

Health and Physical Education > Skills for Physical Activity



Skills for Physical Activity

Students demonstrate the movement skills and strategies for confident participation in physical activity.

In achieving this outcome, students demonstrate:

- Fundamental movement skills
- Movement skills, strategies and tactics (not in early childhood phase)
- Enhancing performance

The student:

| | |
|-------------------|---|
| LEVEL 8 | 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. |
| LEVEL 7 | Refines their repertoire of movement skills, anticipates activity events and responds by applying strategies and tactics to improve performance in specific physical activities. |
| LEVEL 6 | 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. |
| LEVEL 5 | Modifies specialised movement skills, strategies and tactics and applies them in response to changing conditions in physical activities. |
| LEVEL 4 | Performs controlled movement skills and demonstrates a range of strategies in modified games, sports and physical activities. |
| LEVEL 3 | Performs controlled movement skills and demonstrates basic game strategies within rules in minor games and physical activities. |
| LEVEL 2 | Demonstrates a wide range of fundamental movement skills and an awareness of rules and other participants in simple games and physical activities. |
| LEVEL 1 | Demonstrates the fundamental movement skills of body management and locomotion in structured and creative play. |
| FOUNDATION | Responds to a range of physical activities. |

EARLY CHILDHOOD

The focus for learning in this phase is on:

- fundamental movement skills (locomotion, body management, object control)
- simple combinations of fundamental movement skills
- spatial awareness during physical activity
- participating in physical activity individually, in pairs or small groups, with and without equipment
- exploring the value and benefits of physical activity through play, non-competitive and cooperative activities and simple games that are fun, challenging and creative
- strategies for safe participation

MIDDLE CHILDHOOD

The focus for learning in this phase is on:

- extending fundamental movement skills to specialised skills related to a range of individual and team games, modified sports, dance, leisure and recreational activities
- selecting, combining and sequencing skills within the context of individual strategic plans
- safe and healthy practices in individual, cooperative and competitive activities
- concepts, safety and rules in the use of space and interactions with others and the environment
- applying basic principles of movement

Students should be taught:

Locomotor skills

- how to travel safely in different directions and on different levels when running, hopping, jumping, galloping, skipping, rolling and combinations of these
- how to travel varying the weight on different body parts
- how to travel in response to stimuli such as beat, rhythm, music and words
- how to move through water combining different arm and/or leg actions
- how to propel themselves through water on their front or back (eg gliding)
- how to make different body shapes while moving or floating
- how to stop, start and vary speed safely
- how to grip and swing when hanging from a bar (eg using catch-up and hand-to-hand on a monkey bar)
- how to take off from one foot or two feet at an appropriate height and land safely using one foot or two feet
- how to safely negotiate small apparatus when travelling over, under and through
- how to control movements to show contrasts of speed, shape, direction and level (eg running following lines and curves, weaving around objects)

Skills to gain and maintain control and possession

- ways to send and receive objects (eg striking, throwing, setting, bowling, trapping and catching) and respond defensively to passes or shots (eg blocking, fielding, stopping) in situations where distance, directional and positional demands vary
- variables to consider when making individual and team offensive decisions about who to pass to and when and where to pass (eg rules, speed and distance of the receiver) and defensive decisions such as how and when to block, field, stop, tag or tackle
- specialised ways to direct an object to a team mate or target such as a goal or basket (eg shooting, striking, throwing, pitching and bowling)
- ways to move with an object such as a ball (eg dribbling, carrying, bouncing), *close down* players with the ball (eg by tagging or guarding the player) and move to intercept an object (eg positioning the body between opponent and ball or opponent and goal)
- roles of offensive and defensive game positions
- how to combine a series of skills such as running, jumping and throwing (eg receive-stop-shoot)

EARLY ADOLESCENCE

The focus for learning in this phase is on:

- developing specialised strategies and tactics and related movement and spatial awareness skills in selected physical activity contexts
- developing, implementing and evaluating team and individual strategic plans and tactics that respond to challenges, time constraints, opponents and environmental factors
- making decisions about the enhancement of movement skill techniques and variations of techniques by using biomechanical principles, established rules and etiquette

LATE ADOLESCENCE

The focus for learning in this phase is on:

- creating specialised repertoires for selected activities by refining and adapting movement skills in subtle ways in increasingly unpredictable and challenging situations
- locating flexible individual strategies and tactics within team plans
- anticipating strengths and challenges of opponents, challenging environmental conditions and risks
- developing a relative sense of personal space and an ability to 'read the play'
- enhancing performance by using movement analysis techniques such as video and analysis software

Skills to gain and maintain control and possession

- how to vary speed, direction and trajectory when sending or receiving an object
- how to select, link and time offensive and defensive skills in relation to rules, own position, others' position/s and the object (eg speed of the player, trajectory of the ball)
- how to execute new or more specialised forms of passing, striking, shooting, tagging, tackling, blocking and stopping to suit different situations (eg chest, shoulder, overhead and bounce pass; batting front-foot and back-foot; set-shot and jump-shot)
- how to move efficiently and responsively to be in position to execute offensive and defensive skills such as dribbling, carrying, tagging and tackling (eg moving with a ball at speed while avoiding others)
- ways to monitor the position of opponents in the playing area and reposition them (eg setting up a winning opportunity such as hitting a baseline shot then moving to the net)
- how to devise, implement and evaluate individual offensive and defensive skills in a team strategy (eg a lay-up at the end of a fast break, double-teaming an opponent)
- factors to consider when choosing/positioning equipment such as a club or bow (eg size of grip, the opponent's strengths, rules)
- how to take account of environmental factors in the execution of offensive and defensive skills or expedition planning (eg taking account of the wind when projecting an object)
- how to take up specialist roles or positions as part of a team (eg offensive and defensive positions, role of sweeper)

Skills to gain and maintain control and possession

- how to refine and introduce subtle variations in specialised repertoires of offensive and defensive skills and 'plays' to enhance and extend options (eg subtle variations of spin in a tennis stroke; variations in swing, pace, line and length in a bowling repertoire)
- how to anticipate and take account of factors relating to the opposition or challenge when selecting, timing, linking and executing offensive and defensive skills and 'plays' (eg playing surface, weather conditions, stage of game/season, own and oppositions' position, own and oppositions' strengths and challenges)
- how to fine tune specific object-control skills and movements such as different actions for swing bowling in cricket
- how to devise, execute, evaluate and modify individual and team offensive, defensive and risk-management strategies (eg switching the setter to the side rather than the centre in volleyball)
- how to interpret umpiring decisions and apply rules to own advantage or team's advantage (eg drawing a player off-side)

EARLY CHILDHOOD

Students should be taught:

Body management skills and spatial awareness

- how to balance when hopping and skipping
- how to balance safely and rock using different body parts as bases (eg three point balance, inverted balance)
- how to bend, spin, jump, spring, turn, twist, stretch and curl in personal space on the ground, mat or on equipment and in response to stimuli
- rhythmic actions with hands and feet in personal space (eg clapping hands, clicking fingers, stamping feet)
- how to move one's body through or around equipment such as a rope, pole or ribbon
- how to walk on straight or curved lines
- how to climb safely on play equipment such as a ladder
- how to float on your front, then change to float on your back
- how to travel/balance with equipment such as a scooter, tricycle or bicycle
- how to play within defined boundaries

Object control skills

- how to roll small and medium-sized balls and hoops
- how to use hands, feet, sticks and bats to stop hand and medium-sized balls
- how to throw and catch bean bags and hand-sized balls (eg an underarm throw with one hand, an overarm throw with one hand) and medium-sized balls (eg a two-handed chest throw)
- how to catch bean bags and balls of different sizes in two hands
- how to strike a ball with a foot, hand or short-handled bat
- how to push a ball to a target using a bat
- how to dribble a ball with a foot, hand or bat
- how to jump a swinging rope or hoop
- how to manipulate scarves, ribbons and paper
- how to use a kickboard for support in the water
- how to run with a ball (eg playful free-running with a ball; repeated sequences of running and kicking then catching up with the ball)

MIDDLE CHILDHOOD

Skills to create, use and defend space

- ways to set up for offence and defence (eg moving into space to create a passing or receiving option, positioning oneself to prevent a passing option)
- ways to move and position the body so that space is created for other team members to move into (eg moving towards or away from others or the object) or limit access to space by others (eg screening, shepherding)
- how to run to or through the base, or between the wickets to avoid being out (eg using a system to decide whether to run or not) and prevent or limit runs to or through the base and between wickets (eg positioning in-fielders)
- factors to consider when deciding when, where and how fast to run (eg timing or position of team mate)
- ways to execute preparatory skills such as postural alignment, grip, starting point, target line, intermediate target, speed of approach or backswing

Skills to begin and restart play, and for transition play

- ways to send an object into play (eg execute a free kick, serve, corner, jump-ball, ruck-play, kick-off)
- options for receiving an object coming into play (eg catch, stop)
- how to gain possession in an *in-dispute* situation and then link into offensive play
- how to assume body position and location in the playing area to receive an object coming into play
- how to resume body position and location in playing area after sending an object into play
- how to link transition skills with ongoing play (eg controlling the ball from a corner pass and then shooting for goal)
- how to link positional movement to ongoing play (eg adjusting position in response to gain or loss of possession from a corner or throw-in)

EARLY ADOLESCENCE

Skills to create, use and defend space

- ways to use speed, timing and efficiency of movement to gain advantage, court coverage or control of space (eg close off or give space when receiving an object)
- how to execute individual offensive and defensive 'plays' (pre-planned positional movements such as pivoting to lead into space)
- how to present oneself as a passing option and position oneself to limit the opposing team's options (eg raise both hands in the air, call the team member's name)
- how to be responsive to the movements of team mates and opponents or position in the playing area (eg sliding or leading-off; backing-up; linking)
- how to be in a position of readiness to shoot, strike or support from various positions according to the demands of the situation in relation to team mates or playing area (eg varying types of stance or grip)
- how to take account of environmental factors affecting the use of space such as the condition of the playing surface
- factors to consider when choosing equipment (eg footwear to suit a wet surface)

Skills to begin and restart play, and for transition play

- ways to send an object into play using varied distance, direction, speed, trajectory and deception
- ways to receive an object coming into play from different distances, directions, speeds and heights and respond to use of deception
- ways to gain possession from *in-dispute* situations (eg varying jump-ball techniques) and with direct opposition and/or limited time for skill execution
- ways to move into and assume position to receive with direct opposition and or limited time, and in anticipation of play
- ways to resume position with direct opposition and/or limited time and in anticipation of play
- how to develop set-play options for an individual or team for transition situations in offence and defence

LATE ADOLESCENCE

Skills to create, use and defend space

- how to devise, execute, evaluate and modify specialised or subtle variations of set-plays and formations in response to the situation or opposition (eg execution of field setting and bowling plan to defend a run total; double team or overload defence; slow down play to run down time)
- how to anticipate and take account of an extensive range of variables in the timing, linking and execution of offensive and defensive movements that respond to opposition or challenge (eg shot selection, using team strategic planning skills)
- how to increase efficiency of movement in space in executing skills such as offensive and defensive team plays and team orienteering
- how to refine selection of equipment (eg varying the string tension of a racquet) to match environmental conditions and specific game or expedition plans

Skills to begin and restart play, and for transition play

- how to refine accuracy in different transition situations such as when throwing or striking objects and executing skills under pressure from opposition and or time limits
- how to refine efficiency in situations such as when receiving objects in transition situations, executing skills under pressure from opposition and/or time limits or responding to deception
- how to refine efficiency of skills to gain possession from *in-dispute* situations when under pressure from opposition or time limits
- how to recognise and respond to cues about moving to receive an object, resuming position and disguising planned movement
- how to select, vary and disguise the choice of set-plays to suit the playing situation
- how and when to intentionally create a restart situation

EARLY CHILDHOOD

MIDDLE CHILDHOOD

Students should be taught:

Movement skills, strategies and tactics

Simple combinations of locomotor and body management skills

- how to run, jump and balance on landing
- how to run and dodge stationary markers
- how to jump, turn, roll, then stand
- how to walk, lift one leg, then balance on one foot
- how to travel on a bar using hands and hang in various body shapes
- how to glide, float and recover to stand in water

Skills for recreating in the outdoors

- skills and techniques for outdoor pursuits (land, water and challenge) in local areas and camps (eg hiking, body boarding, low ropes course)
- safe practices for outdoor involvement (eg entering water and simple towing options; open water swimming; lighting a fire; running in bush areas)
- how to navigate using a map and compass
- different modes of outdoor travel (eg cycling, bush walking)
- how to prepare checklists to pack (eg for excursions)
- criteria to consider when choosing clothing to maintain comfort levels in the outdoors

EARLY ADOLESCENCE

Skills for recreating in the outdoors

- skills and techniques for outdoor pursuits (land, water, challenge) in familiar and unfamiliar local areas (eg rollerblading, camp fire cooking, snorkelling)
- safe practices for outdoor involvement (eg first aid skills, fitting a harness, braking an abseil rope, using a caving ladder, coiling rope)
- how to use map contours and profiling and apply compass variation to design and navigate a route
- different modes of outdoor travel (eg kayaking in protected flat water, rescue techniques)
- principles and applications of clothing and equipment design (eg checking a peer for correct fitting backpack)
- strategies for packing clothing and equipment for different modes of travel
- strategies for maintaining comfort levels in the outdoors (eg wearing layered clothing)

LATE ADOLESCENCE

Skills for recreating in the outdoors

- skills and techniques for outdoor pursuits (land, water, challenge) in varied, remote and extreme areas (eg sea cliff abseiling, building a bush shelter on expedition, natural fire making methods, white water canoeing, climbing an overhang)
- safe practices for outdoor involvement (eg installing a back-up system for abseiling; rafting up; descending steep terrain on a mountain bike; treating a spinal injury in water)
- how to set a route on a map making use of natural and built features (eg when orienteering)
- how to use navigation equipment such as a sextant, GPS and radio direction finding
- skills and strategies to prepare for modes of outdoor travel (eg white water skills in kayaking, teaching bushwalking as a mode of travel to others)
- technologies for outdoor applications in unpredictable and extreme environments (eg evaluate construction methods for mountain bike frames)
- strategies for maintaining comfort levels in threatening or unpredictable conditions

EARLY CHILDHOOD

MIDDLE CHILDHOOD

Students should be taught:

Balance and stability

- how to keep the head up and eyes focused on the direction of movement when running, galloping, jumping, hopping, skipping and leaping
- how to lean the trunk forward into the movement when running, galloping, jumping, hopping, skipping, leaping and kicking
- how to maintain a 'tight body' for good alignment and control
- how to keep the body low and feet spread apart for better balance such as when dodging
- how to change the position of parts of the body to maintain or change balance when stationary or moving (eg how to use the arms and legs to maintain balance when swimming, running, galloping, jumping and hopping, in opposition or together depending on the skill)

Balance and stability

- how to change direction safely by lowering the body and pushing off with the foot that is opposite the direction you want to go (eg dodging, skateboarding)
- how to adjust body position when overbalancing (eg in yoga, cycling, inverted supports such as cartwheels and handstands)
- how to apply locomotion, balance, support and rotation skills (eg jazz, tap and ballroom dance; rhythmic gymnastics)
- how to control and link a sequence of skills with smooth transitions (eg entry, stroke and turns in swimming)
- how to take off from the ground or equipment (eg a mini tramp) and land safely
- how to overcome resistance through air or water by streamlining body position and action (eg in swimming, *Tai Chi*, long jump)
- how to use different styles of locomotion, in air and water, depending on the distance, speed and activity (eg for sprinting or cross-country running)

Forces and motion

- how and when to keep the eyes on the ball when striking, kicking, catching, trapping and dribbling
- how and when to keep the eyes on the target when throwing and rolling
- how to achieve accuracy by shifting eye focus between the ball and the target
- how to use the arm, legs and trunk to vary the speed, height and/or distance travelled by the body or an object
- how to adopt various streamlined body positions (eg when gliding through water)
- how to absorb force/impact when landing and receiving objects
- how to use the appropriate grip/hand position for an object
- how to transfer weight when throwing, striking and kicking
- how to get directly in the path of the ball when catching or trapping
- how to change head position to effect rotation
- how to move from one position to another in water using arm, hand motion and/or leg motion

Forces and motion

- how to alter body shape to change speed
- how to absorb force/impact (eg how to land safely when moving backwards, sideways, on the ground and from a height)
- how to adjust force and speed to perform a movement (eg for height in high jump)
- how to include preparatory steps and or body-swing movements to increase the speed, height and/or distance travelled by the body or object (eg a lay-up, bowling)
- how to generate maximum force by contacting or releasing an object at the point of complete arm or leg extension (eg overarm throw, full swing in golf)
- how to alter the angle at take-off or the angle of release of an object to affect the height and distance of flight
- how to adopt the correct stance (eg in discus, batting, *Tai Chi*, yoga)
- how to combine movement skills such as throwing, catching, rotating, spinning and bouncing with body management skills (eg in self-defence activities)

EARLY ADOLESCENCE

Balance and stability

- ways to keep the centre of gravity over the base of support (eg when rollerblading, in a handstand) and line of gravity through the base of support (eg in yoga)
- how to work with a partner using a combination of balance, spring, locomotion and rotation skills (eg in aerobics activities)
- ways to link sequential aspects of a performance and maintain efficiency (eg beginning, linking and ending movements in dance, skateboarding or surfing)
- how to progressively refine technique to improve efficiency (eg 'standing-starts' progress to 'crouch-start' then to 'position on set')
- ways to reduce resistance in water or air (eg refining body position, arm action, stride)
- how to develop a variety of strokes and techniques related to a specific type of physical activity such as backstroke, hurdles, triple jump, chipping in golf and drop punt kick
- strategies to maintain technique over time and under pressure (eg breathing techniques, turns, rescues)

Forces and motion

- how to alter the position and/or grip of an object to produce swing, spin and swerve (eg changing the position of fingers in relation to seams on a ball)
- ways to adjust the speed and/or angle of take-off, release or impact, body shape or object-orientation to maximise the distance travelled by the body or an object
- how to create swerve or spin by altering the point of impact when striking or kicking (eg high to low hitting action for top spin)
- ways to refine gross motor patterns that initiate power production (eg finding 'clear' water by using 's' pattern for hand or arm action when swimming; using the front arm in bowling; bending the knees when jumping to use the legs as the powerhouse and the hips as the transmission joint)
- ways to control movements to improve height, distance and accuracy (eg a long sail in long jump, run-up and phases in triple jump, adjusting anchor point in archery)

LATE ADOLESCENCE

Balance and stability

- ways to maintain balance at maximum speed (eg when surfing, running, swimming, throwing)
- ways to manage acceleration and deceleration to maintain integrity of an action, such as a stroke, kick or swing
- ways to maintain smooth movement patterns such as monitoring the technique, cadence and duration of movements (eg monitoring stroke length/rate for the glide phase in breaststroke)
- ways to make subtle variations in techniques to cater for different aspects of a performance such as sprinting or endurance activities (eg pacing, adjusting knee lift, arm swing, adjusting paddle position)
- how to execute specialised movements in physical activities that require focus on strength, flexibility and timing (eg partner lifts in a dance; approach to first hurdle and stride pattern in hurdles; adjusting baton-changing methods in relays; shrugging or applying a tackle)
- how to construct sequences of specialised movements (eg advanced rescues)

Forces and motion

- how to apply principles of linear and angular motion to enable the control of force production and absorption, flight and trajectory, and stability and balance (eg how to put the correct spin on a discus)
- how to apply principles of linear and angular momentum, inertia, fluid mechanics and dynamics to movement skills such as 'angle of release' to distance and accuracy of aim
- how to make subtle changes to technique to compensate for environmental conditions and use them to advantage
- ways to adjust aspects of mechanics to vary speed and/or accuracy over a range of distances (eg stroke mechanics)
- how to monitor and respond to proprioceptive feedback
- how to refine aspects of technique in the execution of skills with multiple phases (eg equal phases in run-up for triple jump)
- how to apply advanced techniques to maximise summation of forces (eg rotational wind-up to travel across the circle without fouling in shot put and discus)

Health and Physical Education > Self-management Skills



Self-management Skills

Students demonstrate self-management skills which enable them to make informed decisions for healthy, active lifestyles.

In achieving this outcome, students demonstrate:

- Self-understanding
- Decision-making

The student:

| | |
|-------------------|---|
| LEVEL 8 | Analyses critically the personal and societal self-management processes that contribute to the health and physical activity levels of individuals and populations. |
| LEVEL 7 | Applies self-management skills in complex situations in which own and others' values, feelings and health status need to be considered. |
| LEVEL 6 | 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. |
| LEVEL 5 | Applies self-management skills, analyses risks and benefits, and plans for the achievement of personal and group health and physical activity goals. |
| LEVEL 4 | 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. |
| LEVEL 3 | Uses basic self-management skills and considers longer-term consequences to meet personal health and physical activity needs. |
| LEVEL 2 | Uses basic self-management skills and considers short-term consequences to meet personal health and physical activity needs. |
| LEVEL 1 | Uses basic self-management skills in familiar health and physical activity situations. |
| FOUNDATION | Makes choices of personal relevance. |

| EARLY CHILDHOOD | MIDDLE CHILDHOOD |
|---|---|
| <p>The focus for learning in this phase is on:</p> <ul style="list-style-type: none"> • emotional regulation as an important element of decision-making • ways to recognise and name emotions and changes in them • regulating emotions through awareness of the links between thoughts, feelings and behaviour • considering their own beliefs about their ability to view situations and events, and solve problems • making personal decisions about situations and events involving healthy active lifestyles • initiating and undertaking independent decision-making | <p>The focus for learning in this phase is on:</p> <ul style="list-style-type: none"> • recognising and describing a wider range of emotions and intensity of feelings • exploring ways to regulate emotions by managing influences and enhancing self-understanding • preventative strategies for coping with intense emotions • selecting or designing a health or physical activity plan • developing personal and group decision-making skills • setting short to medium-term goals and challenges • identifying and assessing a broader range of factors, risks, options and consequences in the decision-making process • investigating situations and events independently and with peers |

Students should be taught:

| | | |
|---------------------------|---|---|
| <p>Self-understanding</p> | <p>Understanding emotions</p> <ul style="list-style-type: none"> • how to take account of cultural differences in self-understanding (eg different cultures have different familial responsibilities) • terms to use when describing emotions such as when learning a new skill (eg <i>happy, excited, shy, frightened</i>) • all emotions are OK and need to be managed (eg its OK to feel angry and tell someone you are angry but it is not OK to react violently) • how to use body cues (eg butterflies in the stomach), adult feedback and context to recognise changes in personal feelings • how your thinking influences your emotions (eg what happens, what is/was expected to happen, what is thought to have happened) | <p>Understanding emotions</p> <ul style="list-style-type: none"> • how to take account of cultural differences in self-understanding (eg consider different ways for expressing and managing emotions) • synonyms to use when describing emotions (eg terms to describe <i>happy</i> such as <i>amused, delighted, overjoyed, glad</i>) • language to use in a range of experiences, that is appropriate to context and describes a range and intensity of feelings • how to use body cues and feedback from peers and adults to recognise the intensity of emotions • how thoughts impact on feelings, attitudes and behaviour • how groups such as parents, peers and the media can influence attitudes and self-understanding • how self-efficacy (belief in capabilities) and changes in behaviour are affected by attitudes and beliefs (eg believing there is more than one way to solve a problem) |
| | <p>Managing emotions</p> <ul style="list-style-type: none"> • managing emotions is necessary before undertaking any decision-making • how to learn and change skills, attitudes and behaviours that support a healthy and active lifestyle • how to modify actions and/or behaviours in response to changes in personal feelings (eg ways to react to being left out of a game or being bullied) • strategies to cope with intense emotions in particular situations (eg talking about it, deep breathing) • how to adjust the level of self-restraint to suit different situations (eg expressing your emotions in some situations and being more reserved in other situations) | <p>Managing emotions</p> <ul style="list-style-type: none"> • strategies to manage stress and/or emotions before undertaking a decision-making process (eg counting to 10, regulating breathing rhythm, prioritising tasks) • strategies to cope with intense emotions can be reactive or proactive (preventative) • proactive strategies to cope with intense emotions in particular situations (eg using self-talk when you disagree with an umpiring decision) • how to recognise signs of stress • how to focus on things that can be changed such as movement skill competence (eg setting priorities, identifying personal strengths, planning actions) |

EARLY ADOLESCENCE

The focus for learning in this phase is on:

- developing a more complex vocabulary for describing and interpreting emotions
- managing influences on self-understanding and identity
- proactive strategies for coping with intense emotions and stress
- tracking and challenging connections between thoughts, feelings and behaviour
- applying a range of decision-making models and management skills in a range of unfamiliar and risky situations and events
- creating a process to set long-term goals for health, physical activity and work
- ways to seek help more widely; build assertiveness; avoid, prevent and minimise harm

LATE ADOLESCENCE

The focus for learning in this phase is on:

- developing vocabulary for emotions to identify and describe subtle changes in feelings and levels of intensity
- ways of balancing self-understanding and others' perceptions
- developing personal networks to support increasing autonomy
- refining self-understanding by monitoring developing skills
- the relationship between self-understanding and decision-making and ownership of emotional health
- evaluating ways decision-making models are applied
- using models and frameworks to assess factors influencing decisions about health and career

Understanding emotions

- how to take account of cultural differences in self-understanding (eg respecting different gender expectations)
- descriptions of emotions may be interpreted differently by others
- ways to manage factors that influence self-understanding and self-control (eg engaging in positive tracking of personal attitudes)
- ways to build capacity (eg engaging in physical activities that enhance self-understanding)
- self-reflection about identity requires a balance between your own and others' perceptions
- 'the self' is made up of diverse and interrelated aspects (eg physical, social, emotional, cultural)
- how body awareness can be used to identify physiological responses to emotions (eg perspiring when stressed)

Understanding emotions

- how to take account of cultural differences in self-understanding (eg recognising dilemmas arising from different cultural priorities)
- terms to describe subtle changes in feelings/emotions (eg *ardent*, *serene*, *passionate*, *vulnerable*)
- how to use models and frameworks to consider interrelationships between factors that influence self-understanding (eg an ecological framework)
- self-understanding can be influenced by the degree of attachment and independence with parents or carers
- how to adjust emotions in different settings
- how thoughts and feelings are internalised or externalised depending on context, culture and intensity of the feeling
- how to analyse the impact of the range of beliefs and attitudes of other people on your self-understanding
- ways to monitor their thinking (eg using self-talk)
- how one's thinking impacts on personal beliefs about themselves

Managing emotions

- proactive strategies to cope with intense emotions in particular situations (eg using early warning signs, moving beyond default thinking, considering how to handle them better next time)
- strategies to track and challenge the thoughts (positive and negative), emotions and physical feelings that influence personal identity and behaviour such as goal setting, problem-solving and decision-making
- strategies for coping with and reducing stress from several sources such as peers, parents and coach (eg self-assessment, prioritising)
- ways to motivate yourself (eg setting goals, self-planning)
- how assumptions and value-laden judgements impact on you and others
- how to take responsibility for and ownership of emotional health

Managing emotions

- the implications of taking responsibility for emotional health
- how to accurately self-assess levels of intensity in a range of emotions (eg assessing degree of sadness or depression)
- strategies for managing strong and powerful feelings (eg using sequenced self-talk to manage anger)
- strategies to determine other people's perspectives (eg asking open-ended questions, conducting an attitudinal survey)
- strategies to manage emotions can be transferred and applied to new situations and contexts (eg anger management strategies used when playing sport can be transferred to driving)
- how clear, consistent standards, rules and limits (set by self and/or others) provide reference points for decision making

EARLY CHILDHOOD

MIDDLE CHILDHOOD

Students should be taught:

Reviewing the situation

- to consider cultural differences when making decisions
- elements to consider in reviewing a situation (eg determining if a decision needs to be made, identifying what the issue or problem is, determining whether anything can be done, determining if help is needed, identifying risks)
- all people make mistakes which is OK and we should learn from them
- how to seek help (eg using *Who-How-When* strategy)
- ways to manage risks (eg having an adult check the sand in a playground for dangerous objects before playing there)

Reviewing the situation

- to consider cultural differences when making decisions
- elements to consider in reviewing a situation (eg determining if a decision needs to be made; identifying what aspects of the problem to consider; identifying what is likely to have caused it; identifying risks)
- ways to deal with a problem (eg own, share, ignore or respond to it)
- how to identify positive and negative consequences of different solutions to a problem
- how to broaden the range of people to approach for help
- ways to clarify what help is needed (eg using a framework)
- how to identify risks in issues, situations, environments or lifestyles

Planning before deciding

- how to identify more than one option or alternative in a situation
- elements when planning to make a decision (eg reflecting on strengths and challenges, setting realistic and achievable goals, considering likes/dislikes)
- how to identify personal strengths and challenges
- the rules, rights and responsibilities of individuals established by the community to which they belong
- a shared commitment to certain values determines ways to act
- factors to consider when exploring possible short-term goals (eg time, available resources, feasibility)
- achieving a goal requires persistence, monitoring and possibly adjustment (it takes several steps to achieve a goal)

Planning before deciding

- elements when planning to make a decision (eg self-appraise strengths and challenges; predicting and reflecting on the impact of choices on themselves and others; considering their own attitudes towards particular values; specifying measurable, medium-term, individual and group goals; considering rights, responsibilities and codes of behaviour in a range of roles; evaluating how their thoughts and feelings are affecting their planning)
- how to classify their strengths and challenges as physical, social, emotional or cognitive
- ways to protect their rights, the rights of others and the environment (eg agreeing on rules for a game/activity)

Deciding and acting

- the elements when deciding and acting (eg evaluate options, and positive and negative consequences; establish fair and equitable consequences for infringements and compliance; choose and implement an option)
- factors to consider when making a decision and planning to act (eg peer influences, when and how long an action will continue)
- actions require persistence (eg when the first attempt fails, try again or try other possibilities)
- strategies to manage positive and negative peer influences on personal attitudes and behaviours (eg using *brave talk*)

Deciding and acting

- elements when deciding and acting (eg considering previous experiences, priority of values, timing, opportunities, others' perspectives, personal and group safety/risks/benefits; establishing a timeframe; evaluating options by considering impacts on themselves and others and the environment; matching actions to context; stating why a decision is made; planning for alternative consequences)
- how to use assertiveness and protective behaviours when taking action in situations where their well-being is threatened (eg ignoring a friend who asks you to tease another student)

EARLY ADOLESCENCE

Reviewing the situation

- to consider cultural differences when making decisions
- elements to consider in reviewing a situation (eg identifying who and what are contributing; identifying its effects on you; considering all potential helpers when an issue can't be addressed on your own; choosing the most appropriate helper; negotiating problem ownership; accept responsibility for and negotiating aspects and priorities; initiating their role in the decision-making process)
- factors to consider in choosing the most appropriate person to help (eg the context, the time, where help is needed)
- why issues, situations, environments or lifestyles can be high-risk

Planning before deciding

- elements when planning to make a decision (eg identifying a broad range of options; evaluating according to the outcome sought and factors affecting their health and physical activity; predicting and reflecting on the impact, consequences and opportunity costs of potential choices; considering attitudes of self and others towards particular values)
- benefits of understanding personal strengths and challenges in making decisions and setting goals (eg stable thoughts and feelings, enhanced problem-solving ability)
- ways to motivate yourself and enhance self-understanding (eg seeking opportunities to challenge yourself)
- how thinking styles influence self-understanding
- strategies for asserting their rights (eg using 'I' statements)

Deciding and acting

- elements when deciding and acting (eg considering previous experiences and priorities, personal beliefs and attitudes, others' attitudes and behaviours, personal strengths and challenges, time and opportunities; considering personal, group and environmental safety, risks and benefits; establishing a timeframe; planning for alternative consequences; justifying decisions)
- how to set short, medium and long-term goals in contexts such as education, career and sport
- how to use assertiveness and protective behaviours where well-being is threatened and adult support is not available

LATE ADOLESCENCE

Reviewing the situation

- to consider cultural differences when making decisions
- elements to consider in reviewing a situation (eg how to prioritise aspects of a situation; accessing a personal support network; using the nature of the problem to discriminate between the levels of support required; challenging the notion of self-sufficiency; reviewing a reflective process they would use)
- how to locate, establish and maintain a personal support network
- how to use strengths and challenges to redefine self-understandings as skills develop

Planning before deciding

- elements when planning to make a decision (eg selecting planning or decision-making models; identifying broad options and perspectives; negotiating and compromising to set goals; assessing the range of factors that influence decisions or plans; preparing detailed plans with others; reflecting on relative consequences for self, others and the wider community; evaluating beliefs and affirming importance of certain values)
- how to use lateral and creative thinking skills to identify options and perspectives
- a range of factors influence community decisions (eg social, cultural, economic, religious, political, financial, environmental)
- peer influence diminishes as autonomy and identity develop

Deciding and acting

- elements when deciding and acting (eg making decisions with others, reaffirming goal or outcomes sought; considering others' beliefs, ideologies, attitudes and priority of values; considering environmental factors and issues; considering the impact on self, others and the environment; considering their role in the consequences of decisions or actions)
- how to analyse and manage relationships between others
- social and cultural factors and issues that influence options, decisions and behaviour (eg gender, legislation, intergenerational issues)

EARLY CHILDHOOD

MIDDLE CHILDHOOD

Students should be taught:

Decision-making

Monitoring and evaluating

- how to reflect, individually and with other people, to provide information about progress towards achieving a goal
- the elements in monitoring and evaluating a decision (eg reflecting at various intervals, using criteria to judge your success)
- that as a decision-maker you are aware of your attitudes and are responsible for your actions and consequences
- how to acknowledge and reward personal achievements and those of others
- how to be patient for rewards that may not be immediate

Monitoring and evaluating

- elements in monitoring and evaluating a decision (eg monitoring the influence of the media on self and others; group size; levels of power in relationships; attitudes and expectations of others; stereotypes; discrimination)
- ways to monitor and evaluate themselves in an ongoing way (eg activity levels, personal bests, goals achieved)
- how to take responsibility for decisions that affect their health and emotional well-being
- ways to cope with covert and overt peer influence (eg ignoring, using assertiveness and re-direction)

EARLY ADOLESCENCE

Monitoring and evaluating

- elements in monitoring and evaluating a decision (eg the influence of the media on self and others; group size; levels of power in relationships; attitudes and expectations of others; stereotypes; discrimination; 'safety nets' and harm minimisation)
- ways to monitor and evaluate themselves and others at each stage of the process (eg debriefing, providing and receiving feedback, reviewing goals)
- how to analyse rules and situations in a range of roles
- that the decisions for which they are responsible affect the environment and the health and safety of themselves and others
- ways to cope with covert and overt peer influence and maintain self-worth and reputation among valued peers
- how to evaluate the suitability of the monitoring and evaluation strategies used in decision-making (eg sustainability of the strategy)

LATE ADOLESCENCE

Monitoring and evaluating

- elements in monitoring and evaluating a decision (eg choosing an iterative decision-making model; evaluating performance; evaluating the impact of attitudes and actions on themselves, others and the environment and on the achievement of goals; considering broad social issues; evaluating self-management skills)
- different decision-making models are appropriate for particular social settings and situations
- criteria to use when choosing a decision-making model (eg cultural appropriateness)

Health and Physical Education > Interpersonal Skills



Interpersonal Skills

Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.

In achieving this outcome, students demonstrate:

- Relationship skills
- Working with others

The student:

| | |
|-------------------|---|
| LEVEL 8 | Applies creatively the interpersonal processes and facilitation and collaboration skills required to manage conflict and negotiation in complex situations in relationships and groups. |
| LEVEL 7 | Selects, applies and adapts interpersonal processes and the related communication and cooperation skills required to enhance interactions in longer-term relationships and groups. |
| LEVEL 6 | Selects, applies and adapts interpersonal processes and the related communication and cooperation skills required to reconcile conflict and changes in relationships and groups. |
| LEVEL 5 | 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. |
| LEVEL 4 | Selects and plans to use interpersonal processes and the related communication and cooperation skills, to enhance interpersonal and group relationships. |
| LEVEL 3 | Uses communication and cooperation skills that contribute to interpersonal and group interactions. |
| LEVEL 2 | Uses communication and cooperation skills to share feelings and meet basic needs when interacting with other people. |
| LEVEL 1 | Uses basic communication and cooperation skills when interacting with familiar people. |
| FOUNDATION | Uses socially-acceptable behaviour when interacting with familiar people. |

| EARLY CHILDHOOD | MIDDLE CHILDHOOD |
|--|---|
| <p>The focus for learning in this phase is on:</p> <ul style="list-style-type: none"> • developing communication and cooperation skills to build relationships with peers, family and the school community • assertive verbal and non-verbal communication • sharing space and equipment with peers • following and adjusting the rules or procedures for an activity to ensure equal and fair participation • exploring personal health issues • sharing concerns openly and honestly • supporting and advocating for others • cooperating to achieve goals in play and small groups | <p>The focus for learning in this phase is on:</p> <ul style="list-style-type: none"> • adapting and monitoring communication skills to enhance relationships with peers, family and the school community • developing and maintaining support networks with trusted adults • developing assertiveness, negotiation and facilitation skills to help others and to improve relationships • working in groups or teams to develop leadership skills • considering the abilities, attitudes, opinions and feelings of others when giving and receiving advice • responding positively to advice and criticism • the role of officials and encouraging others to accept decisions |

Students should be taught:

| | | |
|----------------------------|---|--|
| <p>Relationship skills</p> | <p>Communicating</p> <ul style="list-style-type: none"> • ways to initiate and maintain interactions (eg smiling, making eye contact, greeting and introducing yourself, being assertive) • ways to interrupt appropriately in situations such as when wanting to talk to a friend or an adult who is talking • active listening skills that are used when making conversation (eg paying attention, keeping still, taking turns, asking relevant questions, making relevant comments) • ways to express needs or opinions (eg how to use 'I-messages', clarity, appropriate volume and language when asking to join in or when expressing an opinion about how to stay healthy) • that people use facial expressions that may not reflect what they really feel (eg smiling to protect another's feelings) | <p>Communicating</p> <ul style="list-style-type: none"> • ways to establish communication in groups (eg introducing people to each other, seeking clarity, using humour to relax and engage others and ending conversations appropriately) • how to adapt communication skills to suit the context and audience in situations such as the playground, an assembly or at home • how to make clear, reasoned statements and requests about views, needs and emotions that consider <i>what, who, when, where and how</i> in situations such as asking to go to a friend's house or when winning/losing a game • how to monitor own and others' non-verbal behaviours such as facial expressions, tone of voice, eye contact, proximity and posture • how to self-monitor active listening skills such as indicating understanding (eg using a nod or 'Aha') and asking clarifying questions (eg asking 'How?' and 'When?') |
|----------------------------|---|--|

EARLY ADOLESCENCE

The focus for learning in this phase is on:

- initiating and maintaining conversation with peers and unfamiliar people
- communicating personal health and physical activity decisions assertively with peers when exposed to unwanted peer influence
- combining assertiveness, negotiation and conflict resolution skills to cope with change and conflict that involve emotions
- sharing their feelings about a relationship appropriately
- developing, maintaining and challenging relationships where power, gender, race or culture are issues
- displaying initiative and leadership in interactions

LATE ADOLESCENCE

The focus for learning in this phase is on:

- using interpersonal skills in roles with responsibilities in difficult and challenging situations
- communicating with other people about change, loss or grief
- analysing, refining and reflecting critically on interpersonal skills to optimise health and physical activity choices and participation, leadership and management
- leadership actions that contribute to harmony and spirit
- developing long-term commitments to relationships or groups
- applying advocacy skills to raise awareness and solve issues in the community or the workplace
- taking social action to raise issues or enhance opportunities

Communicating

- ways to enhance communication with unfamiliar individuals and groups (eg helping others to get to know each other; use small talk, acknowledging others' opinions, values and attitudes)
- context appropriate language to use when discussing sensitive health issues with family members, peers and health professionals
- how to use active listening (eg asking relevant questions and building on what has been said) to enhance relationships
- ways to communicate empathy, tolerance and sensitivity for others in situations such as mental or physical health issues
- ways to understand the emotional states of other people (eg considering the issue/situation, reading non-verbal cues)
- how to take emotional states into consideration when relating to other people
- how to effectively communicate in situations where there is a conflict of values between people (eg to refuse a drug offer reflects respect for yourself)

Communicating

- how to analyse own and others' communication skills
- how to analyse and adapt own and others' communication skills and strategies to ensure communication is maintained in situations such as when personal issues are raised in a group context
- how to read and utilise verbal and non-verbal communication to express thoughts and feelings
- how to monitor others' feelings through the use of body language in challenging situations
- how to recognise feelings associated with life changes such as grief and loss (eg loss of self-understanding)
- how to raise issues of concern to self and others

EARLY CHILDHOOD

MIDDLE CHILDHOOD

Students should be taught:

Building and nurturing relationships

- ways to show care and concern (eg using content, context and non-verbal cues to recognise others' feelings; giving and receiving compliments; saying thank you; respecting others' attitudes towards privacy; showing affection appropriately)
- the difference between 'telling' to get help and 'telling' to get someone in trouble
- the difference between 'good secrets' and 'bad secrets'
- the concepts of honesty and trust in relationships
- ways to build friendships with people (eg having fun with them)
- ways to respond to distress caused by a disruption in a family or friendship (eg accepting that others have the right to make decisions within friendships or adapting by apologising, making new friends, finding new activities or resolving conflict)
- factors to consider when deciding if they can help a person (eg Are they familiar? Are they injured? Do they want help? How can I help them?)

Building and nurturing relationships

- ways to show care and concern for other people (eg assisting others to communicate; showing appreciation; standing up for your friends; offering and accepting help; answering a complaint; offering and accepting criticism; apologising; asking permission)
- how to switch between codes of behaviour in different types of relationships such as child-parent, peer group, player-coach
- ways to show respect for other people (eg recognising and acknowledging one's emotional states; accepting individual attitudes towards cultural and religious values)
- what to consider when showing affection (eg when and where it is occurring; cultural and social appropriateness)
- what to consider when being honest and sincere with others (eg what to say, when to say it)
- the relationship between honesty and trust
- the positive characteristics of a friendship (eg sharing interests or experiences)
- that altruism, helping behaviours and compassion help build friendships (eg sharing your food with someone who has forgotten their lunch)

Preventing and managing conflict

- how to use voice, posture and facial expressions to be assertive (eg when to say 'No' or use 'brave talk' if a peer wants you to break a school rule)
- ways to respond when you have to accept 'no' for an answer (eg do something else, ask to talk)
- ways to negotiate when a potential conflict arises (eg using statements such as, 'If I...then will you...?' or 'I'll use it first then you have it.'; suggesting alternatives)
- ways to mediate relationship problems (eg seeking help from an adult)
- fair solutions to conflict situations (eg sharing responsibilities, give and take, helping to maintain friendships and relationships)

Preventing and managing conflict

- how to use and self-monitor the tone and volume of your voice and choice of words when being assertive
- to separate the issue from the person when an issue arises in a relationship
- how to accept the decisions of others as a player and defend decisions as an umpire
- that negotiation includes stating one's feelings, opinions, attitudes towards particular values, and listening to and considering those of other people
- mediation strategies (eg re-evaluating personal decisions, suggesting a compromise or alternative strategies, redirection)
- ways to deal with the anger of other people (eg listen, consider options such as to continuing to listen, asking why, offering suggestions, walking away and being aware of personal safety)
- ways to respond to teasing (eg deciding if you are being teased in a hurtful way; considering options such as, accept it, ignore it or get help)

EARLY ADOLESCENCE

Building and nurturing relationships

- how to influence relationships (eg developing shared commitment to values such as openness and honesty)
- how to treat other people fairly (eg considering their circumstances and the situation)
- what to consider when showing affection (eg when and where it is occurring, cultural appropriateness, social appropriateness)
- how levels of power, intimacy and physical contact in relationships can influence behaviour
- ways to cope with unhappy relationships (eg including inconsiderate friends, exclusionary behaviour of team mates)
- ways to cope with changes in relationships with friends, family or a boyfriend/girlfriend
- strategies for limiting the negative impact of influences (eg using assertiveness skills)
- how to show altruism, helping behaviours and compassion (eg collecting clothing and food for a community group or agency that cares for homeless people and refugees)

LATE ADOLESCENCE

Building and nurturing relationships

- how to reflect thoughtfully on the sociocultural factors that influence relationships (eg roles and power structures in families, kinship groups and friendships; beliefs, attitudes and value priorities)
- what to consider when forming, maintaining and/or ending a close relationship (eg considering the person's feelings; having empathy for their lives, responsibilities and concerns; reflecting and critically evaluating own and others' attitudes, behaviours and expectations)
- strategies to address issues of social disadvantage in relationships (eg a school developing a bullying policy)
- strategies that can be used to support other people's rights (eg advocacy)
- strategies that are helpful and unhelpful when relating to people who are grieving
- short-term and long-term implications of life changes such as transition to work (eg reduced access to your peer group)
- how to show altruism, helping behaviours and compassion (eg supporting community groups that provide supportive relationships and respite for people such as the aged or those with disabilities)

Preventing and managing conflict

- ways to adapt assertiveness in challenging or difficult situations (eg recognising when to be assertive and when to withdraw in situations such as refereeing a close game; facilitating a group with strong opposing points of view or resisting pressure to smoke)
- how to forward-plan in risky situations to minimise the potential for conflict
- ways to negotiate (eg listening to others without responding aggressively; demonstrating empathy; summarising others' views; expressing own attitudes and opinions; reconciling and compromising)
- how to resolve conflict by maintaining a focus on the issue and not resorting to attacking the individual
- ways to support others involved in conflict (eg mediating by speaking to another person on behalf of a friend)
- ways to respond to teasing (eg using humour)

Preventing and managing conflict

- how to select assertive communication skills to resolve problems on the basis of preserving harmony in relationships (eg finding common ground)
- ways to prepare for a difficult situation (eg rehearsing, using feedback from previous experiences)
- how to use the processes of arbitration and compromise to negotiate with other individuals and groups
- how to adapt negotiation skills to take account of the different value priorities with other people such as family, school staff, employers and police officers
- how to facilitate ongoing communication to establish priorities in the context of diverse opinions and conflicting interests

EARLY CHILDHOOD

MIDDLE CHILDHOOD

Students should be taught:

Working with others

Cooperating and collaborating in groups

- the strategies to use in following instructions (eg listening, thinking, asking if necessary, acting)
- how to respond appropriately to the questions, ideas and advice of other people
- ways to share resources, equipment, adult time and attention, information and ideas such as taking turns or waiting for a turn (eg waiting quietly, doing something else)
- what to consider when deciding if something is fair (eg thinking about the other person's feelings and what can be done)
- that play and activities have rules that help people work safely together (eg how to join in an activity)
- that rules for play and activities should be adapted to include the varying needs, interests and abilities of peers and to reflect an agreed commitment to sharing and cooperating
- how to explain to others, the rules for play and activities and the reasons for them

Cooperating and collaborating in groups

- the strategies to use in following instructions (eg listening, thinking, clarifying, repeating to self or others)
- ways to adapt communication skills to suit the purpose of the group
- ways to contribute to group cohesiveness and effectiveness (eg considering others' rights; accepting differing attitudes and opinions, advice and help from others; offering opinions, advice and help to others)
- what to consider when asking questions in a group or team such as asking to join in or communicating a feeling of being left out (eg what to ask, who to ask, how to ask, when to ask)
- what to say and do to join in or deal with being left out (eg doing something else, choosing someone else to play with)
- how to accept personal responsibility for feelings and actions in a group (eg player and spectator behaviour when winning and losing; meeting commitments)

Leading, initiating and facilitating

- the concept of leadership
- how to report concerns to other people such as parents and teachers (eg what to tell the teacher on duty about a bullying incident or a playground danger)
- ways to support others and advocate for them (eg getting first aid for a friend who has been hurt)
- how to encourage other people when they are learning new skills that are challenging

Leading, initiating and facilitating

- ways to be a good sporting role model for peers and younger friends (eg giving positive feedback to team members; not arguing with an umpire)
- ways to encourage other people to join in or try new health enhancing activities (eg suggesting that they join a team; encouraging a positive attitude towards participation)
- ways to help others when mistakes occur, they are faced with challenges or predicaments, or they are being subjected to harassment or bullying (eg initiating support, providing advice, suggesting ways to get help)

EARLY ADOLESCENCE

Cooperating and collaborating in groups

- how to establish shared goals and plan for implementation with people ranging from those well known to those not well known
- how to select, apply and adjust skills when collaborating to achieve group goals (eg determining if it is necessary; compromising; sharing responsibilities, workloads, successes and challenges)
- strategies to deal with being left out (eg deciding if it is real; thinking about why; seeking advice; deciding what to do, when and how such as waiting, leave, talking to those involved, asking to be included)
- that achieving equity may mean treating people according to their individual differences and needs and respecting different value priorities
- the importance of learning to adhere to codes of conduct or behaviour
- peer teaching skills to enhance groups processes and products

Leading, initiating and facilitating

- how to be independent and show initiative in group activities
- skills to organise and manage group activities and dynamics (eg time management, allocation of roles)
- leadership strategies that promote effective groups (eg encouraging contributions from all; giving clear instructions; supporting others with procedures, codes of conduct and timelines)
- ways of expressing feelings, needs and ideas to others in line with community values and standards
- ways to convince others to share a particular view (eg being logical when presenting advantages of a course of action; identifying the importance of a particular value)
- leadership strategies when supporting or advising others who are coping with pressure, dilemmas or challenges (eg canvassing options, helping them to access agencies for support)

LATE ADOLESCENCE

Cooperating and collaborating in groups

- how to be flexible and adapt processes that contribute to group cohesiveness and effectiveness (eg facilitating)
- characteristics of effective groups (eg collaborative, coordinated, shared decision-making and workloads)
- ways to make allowances for individual differences and others' limitations in situations such as an expedition in difficult terrain or unfavourable weather (eg varying the pack weight to people's size)
- how to support and/or advise others coping with family or relationship problems, dilemmas and challenges
- how to engender support and advocate for potential solutions (eg discussing attitudes towards certain values)
- strategies to facilitate group decision-making and plan, monitor and evaluate group goals (eg using democratic processes, keeping a reflective journal)

Leading, initiating and facilitating

- how to establish a shared commitment to particular values and capitalise on the strengths of the group
- that it is important to reward themselves and others for success
- how to decrease anxiety by focusing attention on the positive aspects of a difficult situation
- ways to motivate, encourage, support and advocate for others to achieve their potential and maximise group performance (eg facilitating goal setting)
- how to reflect on and analyse the skills of effective leaders to enhance their own leadership skills
- ways to help others to identify the available options (eg using a *Plus-Minus-Interesting* table)
- that it is important for leaders to display fairness and adherence to rules and codes of conduct
- ways to assist the development of a social support-network

