

# The Tasmanian Curriculum

## Health and wellbeing K–10 syllabus and support materials





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## Overview

### What is health and wellbeing?

Health and wellbeing extends beyond traditional views of health. Health and wellbeing have been extensively researched from clinical, psychological and educational perspectives. Traditional views of health have often defined wellbeing as the absence of negative health conditions. Psychological perspectives typically describe wellbeing as the presence of positive health conditions and attributes (Fraillon, 2004)<sup>1</sup>. There has been a significant shift in recent years from an emphasis on physical aspects of lifestyle to broader ideas that include a person's social, mental and emotional wellbeing.

Health and wellbeing comprises a number of dimensions of health. In the Tasmanian Health and wellbeing syllabus, five dimensions are identified: physical, social, emotional, mental and spiritual health. The five dimensions of health overlap and interconnect; general wellbeing is dependent on continual growth and development in all five dimensions.

**Physical health** refers to the efficient functioning of the body and its systems including nutrition, physical activity, preventative health care, physical safety, sexual and reproductive health and drug use.

**Social health** is how people react and behave in relationships with others and the community. It includes empathy, trust, feelings of belonging, compassion, caring, peer relationships and mutual obligation.

**Emotional health** is how people recognise, understand and effectively manage emotions. It also refers to how people choose to use this knowledge when they think, feel and act. How people manage their emotions shapes their interactions with others, their understanding of themselves and their emotional health.

**Mental health** refers to a person's cognitive and thinking processes, the capacity to think coherently, express thoughts and feelings and respond constructively to situations. It includes factors including a sense of autonomy, resilience, connectedness, self efficacy and optimism.

**Spiritual health** refers to a positive sense of belonging, meaning and purpose in life. It includes values and beliefs that determine the way people live. For some this is linked to particular moral or religious standpoints but for others this is not the case.

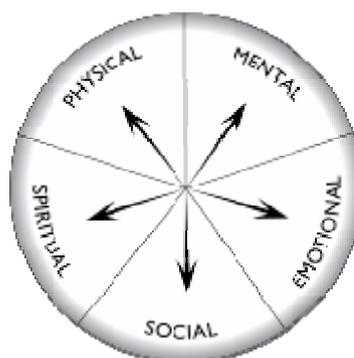


Figure 1: The five dimensions of health (Masters, 2004)<sup>2</sup>

<sup>1</sup> Fraillon J, 2005 Measuring Student Wellbeing in the Context of Australian Schooling: Discussion Paper <http://www.mceetya.edu.au>

<sup>2</sup> Masters G, 2004 Conceptualising and researching student wellbeing [http://www.acer.edu.au/documents/RC2004\\_Proceedings\\_001.pdf](http://www.acer.edu.au/documents/RC2004_Proceedings_001.pdf)

Figure 1 (Masters 2004) identifies the five dimensions of health as part of a balanced whole (indicated by segments within the circle) and needing to continue to grow and develop in all aspects (indicated by the arrows). A person's health and wellbeing are dynamic and changeable, strongly influenced by personal, social and environmental factors and often require a conscious effort to maintain. Balancing the dimensions of health involves attending to all aspects equally. Integrating the dimensions of health means combining them as an integral part of a person's life. Health and wellbeing depend on progress towards a state of balance between the physical, social, emotional, mental and spiritual dimensions and the capacity to bring actual health and wellbeing as close as possible to an ideal state.

## Why study health and wellbeing?

The way many people live in the twenty-first century is influenced by continuous and rapid change. This is characterised by new technologies, increased consumerism and changing communities, environments and values. The study of Health and wellbeing enables students to better understand the factors that contribute to the wellbeing of themselves, others and the community. Students examine what health and wellbeing means and how each dimension of health can contribute to a balanced and integrated whole.

Health and wellbeing skills, issues and concepts are directly relevant to young people as they grow and develop. Students can acquire valuable health and wellbeing understanding, knowledge, skills and attitudes at school. They participate in a wide range of health related activities. They can develop healthy practices, participate in physical activity and learn to maintain a healthy lifestyle into the future. They can establish lifelong healthy behaviours in their childhood and adolescence to improve their own and others' health and wellbeing.

Health and wellbeing also focuses on building students' capacity to live fulfilling lives, shape their future and make informed life choices. This rests on a strong sense of identity, understanding how to maintain personal wellbeing, developing personal autonomy and gaining a positive sense of life, purpose and direction.

Students investigate how health and wellbeing are relevant to individuals, families, the wider community and the environment. They examine how personal health and wellbeing are critical to success at school, the achievement of personal pathways and building a commitment to lifelong learning. Study and participation in Health and wellbeing enables students to understand health related issues and concepts from the local to global level. Students develop thinking skills including reflecting on personal health practices and inquiring into individual and community health. Health and wellbeing promotes positive communication and builds skills in areas including civic participation, advocacy and citizenship.

## Further study and lifelong learning

Study of Health and wellbeing during the compulsory years of schooling prepares students for further study in senior secondary subjects. These subjects include: Health and Health Studies, Outdoor Pursuits, Adventure Education and Adventure Leadership, Recreation and Recreation and Health, Sport Studies, Athlete Development, Sport Science and Food Studies.

The Tasmanian Curriculum encourages students to become lifelong learners. The values, purposes and goals of the Tasmanian Curriculum are common to all areas. Lifelong learners are inquiring and reflective thinkers, effective communicators, self-directed and ethical people, responsible citizens and world contributors.

## National and state priorities

Strong national commitment on Health and wellbeing curriculum provision is in place. Australian schooling provides a foundation for students' intellectual, physical, social, moral, spiritual and aesthetic development.

*The Adelaide Declaration on National Goals for Schooling in Australia for the Twenty-First Century* (2000)<sup>3</sup> states that learners should have the knowledge, skills and attitudes necessary to establish and maintain a healthy lifestyle, and for the creative and satisfying use of leisure time. This requires schools to 'develop (student) understandings about their physical body...and ways of caring for it (and) to develop their physical skills through play, games, sports, gymnastics and dance. These skills, (will) contribute to ongoing health and the enjoyment of life and leisure'.

The *National Safe Schools Framework*<sup>4</sup> commits all schools in Australia to establishing safe and inclusive environments promoting care, respect and diversity. The *National Values Framework*<sup>5</sup> promotes values including care and compassion, respect, integrity and a commitment to tolerance, understanding and inclusion. National programs and curriculum materials in diverse areas including mental health, sexual health, drug education, values education, citizenship education and physical activity are widely accessible and represent a broad approach to the dimensions of health and wellbeing.

The *Tasmanian Physical Activity Plan*<sup>6</sup> identifies schools as providing a critical role in helping Tasmania's young people engage in physical activities and establish a healthy lifestyle. A number of Tasmania *Together*<sup>7</sup> targets highlight the importance of health and wellbeing for example: 'Active, healthy Tasmanians with access to quality and affordable health care services and to improve Tasmanians' health through promotion and support of healthy lifestyle choices' (Goal 4); and 'confident, friendly and safe communities where people feel valued and connected' (Goal 2).

A key element of Tasmania's *Future Health Plan*<sup>8</sup> is a 'greater focus on health promotion and illness prevention'. The *Active Healthy Schools*<sup>9</sup> program 'describes how schools and working in partnerships (can) give the health and wellbeing of our students the high priority it deserves.' Schools, in partnership with their communities, are well placed to positively influence student health and wellbeing.

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<sup>3</sup> The Adelaide Declaration on National Goals for Schooling in Australia for the Twenty-First Century <http://www.mceetya.edu.au/mceetya/default.asp?id=11576>

<sup>4</sup> National Safe Schools Framework [http://www.dest.gov.au/sectors/school\\_education/publications\\_resources](http://www.dest.gov.au/sectors/school_education/publications_resources)

<sup>5</sup> National Values Framework <http://www.valuededucation.edu.au/values/>

<sup>6</sup> Tasmanian Physical Activity Plan 2005-2010 <http://www.physicalactivity.tas.gov.au/Get%20Moving.pdf>

<sup>7</sup> Tasmania Together <http://www.tasmaniatogether.tas.gov.au/>

<sup>8</sup> Future Health Plan <http://www.dhhs.tas.gov.au/futurehealth/index.php>

<sup>9</sup> Active Healthy Schools, Department of Education Tasmania, 2006

## Values, purposes and goals in the Tasmanian Curriculum

Extensive community consultation has led to values, purposes and goals that provide a firm foundation for providing Tasmanian students with a quality education. How schools enact these is guided by dialogue between the school and its community. They will be seen in the school's curriculum programs, philosophy, classrooms and relationships. Health and wellbeing programs provide a sound basis for developing the values, purposes and goals of the Tasmanian Curriculum.

### Values

Values guide decisions about curriculum and support students, teachers, parents, carers and the community. The shared values are:

- connectedness - developing a sense of community through friendship, care, compassion, cooperation, acceptance, belonging and sharing
- resilience - developing self-confidence and self-respect, optimism, perseverance and wellbeing
- achievement - attaining success, pursuing excellence and being proud of personal achievement
- creativity - valuing original ideas and demonstrating enterprise and innovation.
- integrity - acting honestly, ethically, and consistently
- responsibility - accepting individual and collective responsibility and contributing to sustainable community development
- equity - developing tolerance, respecting difference and encouraging distinctiveness.

### Purposes

The shared purposes are that all Tasmanian students are learning to:

- learn
- live full, healthy lives
- relate, participate and care
- act ethically
- create purposeful futures, and
- think, know and understand.

### Goals

The shared goals for Tasmanian students are that they:

- are able to reason, question, make decisions and solve complex problems
- are able to create, communicate and convey ideas clearly and confidently
- have a positive vision for themselves and their future
- are well prepared to participate actively in our democratic community and as global citizens, and
- can understand science and technology and make thoughtful decisions about their application.

## Structure of the Health and wellbeing curriculum

The aim of a school Health and wellbeing program is to assist students to become resilient, responsible, active and healthy people. As illustrated in Figure 2 (below) the curriculum focuses on developing health and wellbeing skills, knowledge and understanding across three strands:

- Strand 1: understanding health and wellbeing
- Strand 2: concepts and skills for movement and physical activity
- Strand 3: skills for personal and social development.

The curriculum also emphasises:

- the physical, social, mental, emotional and spiritual dimensions of health; and
- the concept of balancing and integrating these dimensions as part of a healthy lifestyle.

Health and wellbeing students are provided with diverse, challenging and personalised learning opportunities, for:

- thinking
- participating; and
- communicating.

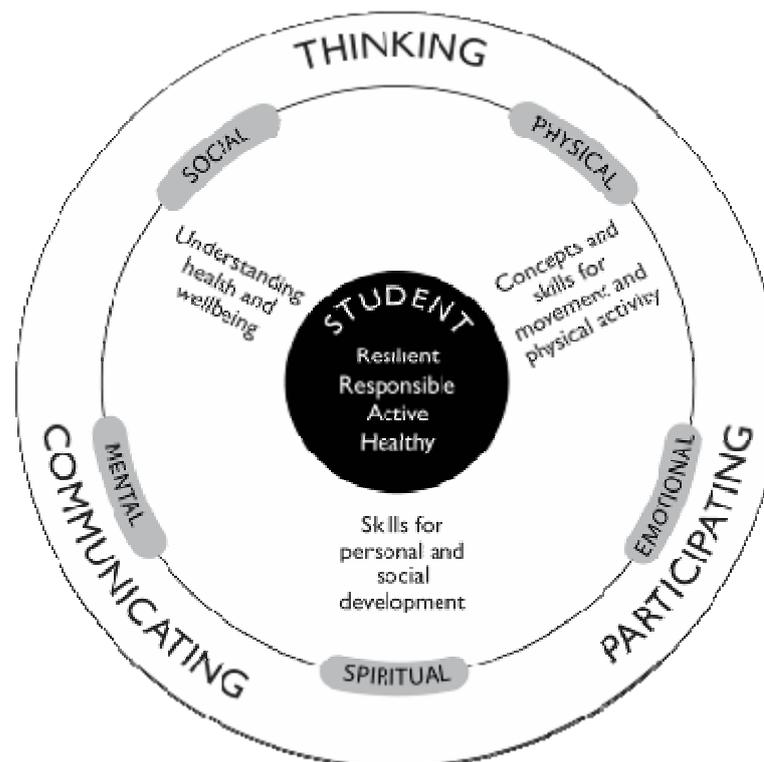


Figure 2: Health and wellbeing curriculum: Student at the Centre

## Strands

The content, processes, skills and concepts of the Health and wellbeing curriculum are organised into three strands. These strands are interrelated and contain significant areas of overlap. It is not intended that the strands be taught separately. Many important concepts and skills in Health and wellbeing are best developed in more than one strand at the same time; for example, teaching skills for personal and social development through a focus on simple games and physical activities requires a focus on strands 2 and 3. Schools are best placed to make decisions about the learning needs of their students and to organise and implement their Health and wellbeing curriculum in ways that provide all students with engaging, challenging and personalised opportunities to learn.

### 1. Understanding health and wellbeing

Students have opportunities to explore the physical, social, emotional, mental and spiritual dimensions of health. They investigate how health is maintained and enhanced by both individual and community action. Students acquire information, develop skills and use strategies to promote personal, group and community health, wellbeing and safety. They examine issues related to the selection and use of health products, services and information. They investigate how health and wellbeing are linked to individual values and behaviours and the interaction between people and their cultural, economic and physical environments. Key focus areas for this strand include:

- dimensions of health
- health knowledge and practices
- safety
- community, and
- taking action.

### 2. Concepts and skills for movement and physical activity

Students have opportunities to learn about physical activities and develop the cognitive and motor skills required for understanding and participation. They focus on enhancing physical performance in games, sports and other physical activities through applying basic movement concepts, developing and using routines and monitoring movement sequences. Students examine social, cultural and economic factors that influence attitudes towards, and participation in, physical activity. They have opportunities for participation in activities that develop understanding and skills in health related fitness. Key focus areas for this strand include:

- movement concepts and skills
- use and application of concepts and skills
- enhancing performance
- fitness concepts, and
- physical activity and active living.

### 3. Skills for personal and social development

Students have opportunities to investigate how identity, relationships and growth influence health and wellbeing. They focus on skills that enhance resilience, improve self-awareness and build confidence. They acquire skills in effective communication, self management and thinking. They learn to identify and access support and evaluate their health and wellbeing needs. Students develop and use strategies that promote positive relationships and responsible participation. Key focus areas for this strand include:

- identity
- relationships, and
- self management skills.

## Performance criteria

Performance criteria are the core assessable aspects of learning and identify the typical achievement expected by students at each standard. Each performance criteria is described in detail in the Health and wellbeing standards.

Performance criteria describe what students can typically do at each standard.

There are a total of six performance criteria for the Health and wellbeing curriculum, with two for each strand as described below:

Strand	Performance criteria
Understanding health and wellbeing	<ol style="list-style-type: none"><li>1. Students understand how to maintain and integrate elements of a healthy lifestyle</li><li>2. Students apply health knowledge to promote personal and group health and wellbeing</li></ol>
Concepts and skills for movement and physical activity	<ol style="list-style-type: none"><li>3. Students acquire and use movement and fitness skills and concepts to enhance performance</li><li>4. Students understand factors that influence participation in physical activity</li></ol>
Skills for personal and social development	<ol style="list-style-type: none"><li>5. Students understand concepts of identity and relationships</li><li>6. Students demonstrate self management skills that promote personal identity and positive relationships</li></ol>

## Learning opportunities

The Health and wellbeing curriculum describes learning by strands, performance criteria and learning opportunities. At each standard, students are provided with opportunities to learn health and wellbeing concepts, knowledge and skills. Some of these learning opportunities provide additional scope for development of student understanding and skills in the areas of literacy, numeracy, thinking and information communication technologies (ICT). These are indicated throughout the document, for example: classify foods into basic categories eg. fruit, vegetables, cereals, meat<sup>L, T, ICT</sup> (literacy, thinking, information communication technologies).

## Health and wellbeing curriculum content

The following three pages outline possible content focus for each strand.

### Understanding health and wellbeing

Key focus areas	Suggested content focus
Dimensions of health	<ul style="list-style-type: none"> <li>▪ defining health and wellbeing</li> <li>▪ how elements from the physical, social, mental, emotional and spiritual dimensions of health contribute to health and wellbeing</li> <li>▪ the importance of balance and integration</li> <li>▪ how and why health and wellbeing are constantly changing states</li> </ul>
Health knowledge and practices	<ul style="list-style-type: none"> <li>▪ growth and development, ability, disability and age</li> <li>▪ life stages, physical changes, conception, birth, puberty, sexuality and gender</li> <li>▪ personal hygiene</li> <li>▪ healthy eating, food identification, the role of food and food selection, influences on healthy eating, impact of eating behaviours on health, monitoring, planning and evaluating healthy eating goals, food safety</li> <li>▪ health promoting behaviours in relation to common illnesses, tobacco, alcohol and other drugs, body piercing, tattooing, tanning, communicable diseases such as STIs, mental health and mental illness</li> <li>▪ the changing nature of health knowledge, being an informed citizen and consumer of health knowledge, products and services</li> <li>▪ using inquiry processes, posing problems, gathering information, thinking about possibilities, making decisions and justifying conclusions</li> </ul>
Safety	<ul style="list-style-type: none"> <li>▪ behaviours and practices that promote personal and group safety in varied environments such as home, classroom, playground, school, outdoors and community, aquatic, road, fire, sun safety, bushwalking</li> <li>▪ risky and challenging behaviours, risk assessment strategies, risk management, positive and negative risks</li> <li>▪ harm minimisation strategies</li> <li>▪ developing help-seeking skills and behaviours</li> </ul>
Community	<ul style="list-style-type: none"> <li>▪ health effects of human behaviours on communities and the environment</li> <li>▪ outdoor pursuits, using the natural environment as a context for learning</li> <li>▪ issues affecting young people in the community</li> <li>▪ access to opportunities and support for young people</li> <li>▪ role of individuals, families and other groups</li> <li>▪ role of community, rules, laws and policies</li> <li>▪ school and community partnerships</li> </ul>
Taking action	<ul style="list-style-type: none"> <li>▪ strategies to promote personal and community health</li> <li>▪ using self management skills such as decision making, planning, goal setting, problem solving and choice to take action</li> <li>▪ developing personal and social responsibility</li> <li>▪ advocacy, challenging media portrayal and community attitudes towards wellbeing and young people</li> <li>▪ using inquiry process, posing problems, gathering information, thinking about possibilities, making decisions, justifying conclusions</li> </ul>

## Concepts and skills for movement and physical activity

Key focus areas	Suggested content focus
Movement skills and concepts	<ul style="list-style-type: none"> <li>▪ fundamental motor skill development, manipulative, locomotor and non-locomotor skills</li> <li>▪ perceptual motor skill development</li> <li>▪ skills for movement, games, sports, dance, gymnastics, rhythmic activities, swimming and water safety, outdoor adventure and challenge activities</li> <li>▪ movement concepts, movement principles, body awareness, space awareness (others and objects), time</li> </ul>
Using and applying	<ul style="list-style-type: none"> <li>▪ exploring and creating movement, sequencing movements, movement patterns</li> <li>▪ designing and evaluating performance</li> <li>▪ using skills in game and sport contexts</li> <li>▪ game sense approach to teaching</li> <li>▪ rules and physical dimensions and boundaries of games, umpiring, coaching</li> <li>▪ strategic awareness in games, offence, defence, use of space and time, team work, positional play</li> <li>▪ games making</li> <li>▪ thinking strategies including reflection</li> </ul>
Enhancing performance	<ul style="list-style-type: none"> <li>▪ skill acquisition, practice, feedback</li> <li>▪ exercise physiology, body systems, energy systems, nutrition</li> <li>▪ training principles, FITT principle, target and maximum heart rates</li> <li>▪ sport psychology, mental rehearsal, visualisation, motivation</li> <li>▪ assessing, monitoring and evaluating performance</li> </ul>
Fitness concepts	<ul style="list-style-type: none"> <li>▪ health related fitness, cardiovascular endurance, muscular strength, muscular endurance, flexibility</li> <li>▪ skill related fitness, power, speed, coordination, agility, reaction time, balance</li> <li>▪ factors that influence fitness</li> <li>▪ benefits of fitness</li> <li>▪ measuring and evaluating fitness, setting fitness goals</li> <li>▪ making connections to activities that support health related fitness components</li> <li>▪ influence of skill related fitness on performance</li> <li>▪ personalising fitness and health and wellbeing programs</li> </ul>
Working in groups and teams	<ul style="list-style-type: none"> <li>▪ characteristics of an effective team</li> <li>▪ cooperation, roles within teams, leadership, citizenship, coaching, umpiring</li> <li>▪ individual differences, diversity, equity and inclusion</li> <li>▪ using self management skills to promote teamwork and group effectiveness</li> </ul>
Physical activity and active living	<ul style="list-style-type: none"> <li>▪ range of physical activities, benefits of physical activity</li> <li>▪ social and cultural factors influencing participation, the importance of physical activity, analysing issues</li> <li>▪ developing positive attitudes to lifelong participation, recreational pursuits</li> <li>▪ community provision, opportunity, access and support for participation, role models, codes of behaviour for participation in sport</li> <li>▪ using the natural environment</li> </ul>

## Skills for personal and social development

Key focus areas	Suggested content focus
Identity	<ul style="list-style-type: none"><li>▪ defining identity</li><li>▪ aspects of identity, self esteem, gender and sexuality</li><li>▪ personal qualities and values including: trust (honesty, loyalty), respect (tolerance, consideration), responsibility (perseverance, self-control, accountability), fairness (playing by the rules, open-mindedness), caring (kindness, compassion, forgiveness), citizenship (community, cooperation, concern for others)</li><li>▪ impact of life stages, life experience and changing relationships on identity</li><li>▪ resilience</li><li>▪ role of attitudes, values and beliefs</li><li>▪ reflective thinking, thinking about thinking and learning, understanding different perspectives</li><li>▪ being ethical, ethical reasoning</li><li>▪ self efficacy</li></ul>
Relationships	<ul style="list-style-type: none"><li>▪ roles, rights and responsibilities in relationships</li><li>▪ types of relationships including changing relationships</li><li>▪ managing and nurturing relationships, benefits of relationships</li><li>▪ factors influencing relationships and membership of groups, stereotypes, media, culture, life stages, personal behaviour</li><li>▪ bullying, harassment and discrimination</li><li>▪ connections with others including school and community</li><li>▪ reflective thinking, understanding different perspectives, past, present and future perspectives</li></ul>
Self management	<ul style="list-style-type: none"><li>▪ defining self management</li><li>▪ developing self management skills such as:<ul style="list-style-type: none"><li>assertiveness</li><li>choice</li><li>communication</li><li>conflict resolution</li><li>coping</li><li>critical reflection</li><li>evaluating</li><li>goal setting</li><li>help-seeking</li><li>listening</li><li>managing thoughts and emotions</li><li>negotiation</li><li>planning</li><li>problem solving</li><li>resilience</li><li>stress management</li><li>time management</li></ul></li><li>▪ using self management skills to implement personal and group action plans</li></ul>

# Teaching Health and wellbeing

## Teaching for learning

High quality teaching has a significant impact on student learning and achievement.

Effective teachers of Health and wellbeing:

- understand the content and assessment requirements of the Health and wellbeing curriculum
- establish and maintain engaging, safe and challenging learning environments
- make learning fun, relevant and personal for all students
- understand the needs of learners and know how learning best occurs
- teach for understanding and make relevant connections across curriculum areas
- have high and achievable expectations of student achievement
- express clear values and purposes for education and learning in Health and wellbeing
- design interesting, motivating and rewarding learning experiences
- build independent, self-regulated learners
- explicitly focus on thinking skills including inquiry and reflection
- explicitly teach literacy and numeracy skills
- use a diversity of teaching strategies
- critically reflect on their practice
- innovate in their own classroom and collaborate with peers
- teach and learn beyond the classroom and school
- use ICT in their teaching, assessment and professional learning
- establish and nurture effective partnerships with parents and the school community
- use assessment to improve student learning
- use assessment to inform their teaching
- establish and use networks for learning, teaching and assessing
- demonstrate a commitment to ongoing professional learning.

Teaching and learning are more effective when the key focus is on the student at the centre: acquiring the understanding, skills and attributes needed to achieve their individual potential and establishing a commitment to lifelong learning, and developing fulfilling personal and career pathways.

## Learning, teaching and assessment principles

The following principles outline key beliefs about the role of learning, teaching and assessment in the Tasmanian Curriculum.

Learning	Teaching	Assessment
... involves making meaning of the world	... develops understanding and the acquisition of knowledge and skills	... focuses on students demonstrating understanding in a range of curriculum areas
... is innate and lifelong	... is based on high expectations and a passion for learning	... is designed to improve learning and achievement
... is a personal process	... recognises individual differences, is inclusive and based on a broad range of teaching strategies	... builds opportunities for students to self-assess and negotiate criteria and assessment tasks
... connects prior knowledge and experiences to new information and contexts	... determines what students know and makes connections to student needs, interests and future possibilities	... information is based on valid processes and directly used to plan effective teaching
... is profoundly influenced by social interactions	... builds purposeful, positive relationships between all those involved in the educational process	... is fair and inclusive of judgements from students, peers, teachers, parents and others
... is affected by emotions	... provides a safe and positive learning environment	... allows for the development of wellbeing of all partners in the learning and teaching process
... is strongly influenced by personal identity and motivation	... builds positive expectations and confidence in the student	... provides timely, accurate and constructive feedback to the student
... depends on meaningful information and experiences	... involves the student in setting goals and connects what is taught to life and further learning	... enables the student to be clear about what is being assessed and how this connects to life and further learning
... is enhanced when students are aware of how thinking and learning occur	... explicitly focuses on thinking skills in all curriculum areas	... encourages students to reflect on their learning and development of thinking skills
... enables students to demonstrate their understandings in new ways	... demonstrates planning and teaching that allows students to transfer their learning to new problems and situations	... explicitly tests students' ability to apply their learning in new contexts

## Cross-curricular perspectives

### Literacy

Study and participation in Health and wellbeing provides students with many opportunities to develop their literacy skills. Students learn and apply appropriate language conventions and use health and wellbeing specific concepts and language to think, communicate, and participate. Students use literacy in Health and wellbeing to develop their personal identity, express themselves, learn to interact with others and examine relationships and issues through language. It is important that teachers use literature, role play, scenarios, inquiry and reflection to provide students with opportunities to understand health and wellbeing.

### Numeracy

Study and participation in Health and wellbeing provides students with many opportunities to develop their numeracy skills. As students learn to think, communicate and participate in Health and wellbeing, they are developing numeracy understanding, knowledge and skills. This helps them to become confident problems solvers, critical thinkers, effective communicators, lifelong learners and active participants in Australian society. Students use numeracy in Health and wellbeing to measure, calculate, graph, create and interpret data including statistics. They learn to solve problems and make inferences about their personal and group health and wellbeing.

### Thinking

Thinking is central in the Tasmanian Curriculum. Thinking is embedded in the Health and wellbeing curriculum through specific learning opportunities described for each of the performance criteria. Every Health and wellbeing teacher is a teacher of thinking. The skills of thinking are best taught explicitly, using the content, processes and skills of the Health and wellbeing curriculum. Teaching thinking skills effectively in Health and wellbeing involves:

- taking students' thinking to a higher level using the content, skills and processes of all three strands of the Health and wellbeing curriculum
- using recognised reflection and inquiry approaches in each strand
- providing opportunities for students to monitor, regulate and evaluate their own learning and thinking in each strand.

Student thinking in Health and wellbeing develops understanding of physical, mental, emotional, social and spiritual health. It focuses on how to develop balance and integration in all dimensions of health. Students think critically about how to make informed health choices, solve problems and contribute positively to the wellbeing of themselves and others.

### Information and communication technologies (ICT)

Information and communication technologies are embedded in the Health and wellbeing curriculum through specific learning opportunities described for each of the performance criteria. Students use ICT in Health and wellbeing to access information, generate and test ideas, reflect, inquire and communicate their understanding with others. The goal of ICT in Health and wellbeing is to enable students to use it as a valuable tool in all aspects of their learning.

Students use ICT to investigate issues and develop their understanding of all dimensions of health. They use ICT to record practices such as movement, diet and behaviours, and to analyse, present and transform collected data and information. Students participate in collaborative learning communities and present their information and views to others.

# Curriculum planning

## Contexts for planning

All areas of the Tasmanian Curriculum are valued and important. Tasmanian students have the opportunity to learn and achieve the highest possible outcomes in a personalised Health and wellbeing curriculum. Through the Student at the Centre plan, schools are empowered to make decisions about the learning needs of their students and develop school scope and sequences that best address their needs and make effective use of resources.

Health and wellbeing curriculum content can be delivered in a variety of ways in primary and secondary schools. Examples of provision include: discrete subjects such as health, physical education and outdoor education; integrated programs in primary and secondary schools; health and wellbeing programs delivered by individual teachers; teams of teachers working collaboratively; or individual teachers working across schools. Delivery of the Health and wellbeing curriculum is flexible but should be guided by adequate coverage of all three strands.

## Scope and sequence

A scope and sequence is a curriculum plan describing teaching content and the order in which it is taught. When planning or mapping curriculum in Health and wellbeing, consideration should be given to integrated learning sequences which will allow for coverage of all three strands. Planning or mapping curriculum in this way assists schools and teachers to:

- help students progress their knowledge, skills and understanding in all areas of Health and wellbeing
- enable students to negotiate and personalise their learning
- enable students, parents and the community access to the curriculum
- create yearly plans for grades or classes
- build conceptual understanding across grades or classes
- ensure coverage of all strands
- avoid repetition of content and make learning contextual and personalised
- effectively organise time, resources and facilities.

## Assessment

### Effective assessment

The main purpose of assessment is to improve student learning. Assessment is an ongoing process of gathering and using evidence of student achievement.

Effective assessment enables

- students to better understand their progress towards goals and become more knowledgeable and self-directed in their learning
- teachers to make more informed judgements about student progress and design more effective teaching programs, and
- parents and carers to better understand and support student learning and achievement.

Effective assessment emphasises

- assessment *for* learning – teachers using evidence of student progress to inform their teaching
- assessment *as* learning – students reflecting on and evaluating their progress to inform future learning goals, and
- assessment *of* learning – teachers using evidence of student learning to make individual and collective judgements on student achievement against specific curriculum goals and standards.

### Assessing health and wellbeing

Health and wellbeing teachers provide a broad range of opportunities for students to show what they know and can do. They enable students to contribute diverse and valid evidence of their learning.

Effective assessment methods include:

- informal assessment – students and teachers making representative judgements about what they have learned on a regular basis
- formal assessment tasks – students demonstrating achievement against explicit criteria that are known prior to undertaking a learning task
- observations or anecdotal records – teachers taking informal notes while working with students
- checklists – teachers developing a snapshot of student knowledge, skills and understanding
- portfolios – students building up carefully selected collections of their work over time
- journals – students documenting their ongoing reflections about their thinking and understanding
- use of ICT – to help make assessing and reporting more efficient.

### On-balance judgement

Teachers weigh up evidence of student performances on all aspects of the Health and wellbeing curriculum. Evidence is kept of student progress across the three strands: understanding health and wellbeing, skills and concepts for movement and physical activity and skills for personal and social development. A final decision about student achievement is made using an on-balance judgement. An accurate on-balance judgement considers:

- the consistency of student performance over a period of time
- clear indications of progress from first attempts to current performance
- demonstration of knowledge, processes and skills in different contexts
- the validity of the assessment task in relation to the intended outcomes
- whether there is evidence of achievement to assign a standard and stage
- relative performance on similar tasks by peers
- teacher reflection and collaboration to increase consistency and validity of judgement.

## Standards and stages

Standards are markers at points along a learning continuum. There are five standards in the Health and wellbeing curriculum that describe the years of schooling from Kindergarten to Year 10. There are fifteen stages of achievement. Each standard describes what students should know, understand and be able to do. The description of each standard assumes that earlier standards have been largely achieved and maintained. There is a descriptor of each standard for each of the strands of the Health and wellbeing curriculum. Learning opportunities are described for each strand at each standard.

Standard	Standard 1			Standard 2			Standard 3			Standard 4			Standard 5		
Stage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

## Learning, assessment and year levels

The Tasmanian Curriculum describes the range of learning opportunities for students as they progress from Kindergarten to Year 10.

So that students are challenged to improve their learning, they should be provided with opportunities to learn that are in advance of their expected assessment ratings. Teachers should plan learning opportunities across a range of stages for any year group. Students can take up to a year to consolidate ideas and to demonstrate understanding following the teaching of new concepts or skills. More able students will understand ideas quickly and for others it may take up to two years to reach a similar level of understanding.

## Stages and learning opportunities

The table below provides guidance about the range of learning opportunities required within each year group. Few students in each year group will require opportunities to learn that fall outside the range described below.

Year level	Kinder – Prep	Years 1 and 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Stages	Stages 1 – 4	Stages 3 – 6	Stages 5 – 9	Stages 7 – 11	Stages 9 – 13	Stages 11 – 15

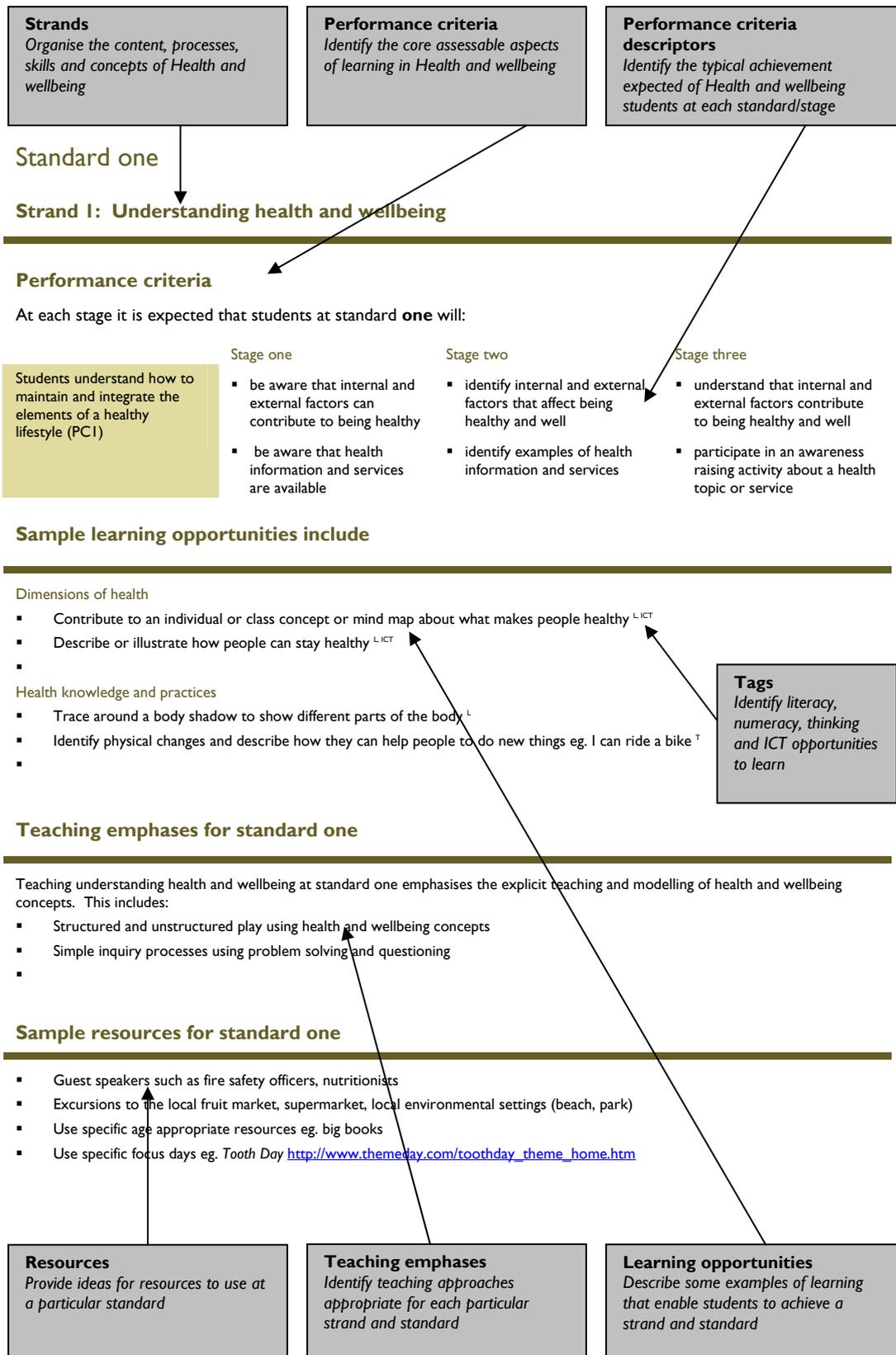
## Stages and assessment ratings

An assessment guide containing sample indicators is provided with this syllabus. These are indicators of student achievement and an on-balance judgement must be made about whether student performance is of similar difficulty to the indicators provided. Teacher judgement, supported by moderation, will help define the levels of achievement within each stage.

Year level	Kinder – Prep	Years 1 and 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Assessment ratings	Assessment and reporting in the primary years is descriptive, using the language of the standards where appropriate				Stages 8 – 12	Stages 10 – 15

# Sample learning opportunities, teaching emphases and resources

## Health and wellbeing curriculum: Layout and terminology





# Health and wellbeing

## Standard one

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## Standard one

### Understanding health and wellbeing

Students describe what makes a person healthy and what different people can do to feel well. They can say when they feel well and unwell. They contribute to descriptions of being healthy and well that include simple physical, social, mental, emotional and spiritual elements.

Students describe how their bodies have changed during their life. They can identify different parts of the body and describe simple functions. They can identify some common conditions that affect the body. Students are learning to apply personal hygiene routines.

Students identify people and services in and outside the home, including those whose role is to help keep young people safe and healthy. Students are aware that some people need medication to stay well. They learn why medicines and other substances need to be stored safely.

Students understand how foods can differ in look, taste, feel and smell and can identify foods they like to eat. They are learning that food is required for growth, energy and health. They understand that healthy eating involves a combination of different foods. They can identify and compare everyday and occasional foods that contribute to their health and wellbeing.

Students can identify people and places that make them happy and safe and situations that make them feel unsafe or unhappy. Students know who to turn to when seeking help at school. They learn local signs and symbols related to safety and develop ways to respond to unsafe situations. They can follow simple instructions and rules to keep themselves and others safe in familiar situations.

Students are learning about the concept of community in the family and school; for example, through participating and contributing to family and school events. They learn about some places in the community that support health and wellbeing. They explore the natural environment and discuss how it can affect their health and wellbeing. They can identify places in the community that have special meaning to them and give them a positive sense of wellbeing.

Students begin to understand cause and effect relationships between their attitudes and behaviours and the consequences of their actions. They are developing some of the personal and social skills that can help them maintain and enhance their health and wellbeing.

### Concepts and skills for movement and physical activity

Students are becoming more confident in their physical ability. They enjoy physical activity and games and making different body shapes. They understand that their bodies are capable of moving in different ways. They experiment and explore the actions of different body parts in structured situations.

Students practise using different play equipment such as balls, bats and mats. They are learning fundamental movement skills and are acquiring skills in running, hopping and galloping. They can use a language of fundamental movement skills to describe their own physical activity.

Students are becoming familiar with aquatic environments and explore areas including personal buoyancy, moving through water and submerging.

Students are generally developing greater physical control and can perform simple sequences by following and repeating body movements, rhythms and patterns. They respond to simple directions such as on, off, next to, and left and right in relation to their physical environment.

Students are learning to engage in moderate to vigorous physical activity. They are aware of changes that occur to their bodies during and after exercise and can describe how this makes them feel.

Students are becoming aware of others and beginning to understand some common rules and routines associated with sharing, taking turns and using space and equipment safely.

Students understand that there is a range of physical activities that people like to watch and participate in. They are learning that people's physical abilities can vary considerably. They can identify their preferred games and activities and describe their thoughts and feelings when participating in physical activity.

### **Skills for personal and social development**

Most students are developing a positive self concept. They are learning who they are and can identify themselves in relation to their family and peers. They are developing an understanding of their emotional, physical and intellectual capabilities. They are learning how to manage their emotions. They can use written and visual language to describe what makes them unique. They can identify how they are similar to, and different from, others. They are learning about the personal qualities and values that contribute to identity such as trustworthiness, respect, responsibility, fairness and caring.

Students can identify significant people in their lives and understand that they are part of a family or group. They are establishing relationships with a wider range of people and interacting with their peers, teachers and other adults. Students are learning the routines of cooperation, including listening, taking turns and sharing equipment. They are using simple terms to describe how they feel when working alone and with others.

Students are learning how their actions can affect others. They are learning to describe how they are feeling when experiencing conflict and/or bullying. They are learning how other people's views can differ from their own. They are demonstrating an understanding of values including concepts such as right and wrong and the exercise of choice. They are beginning to use appropriate communication skills and develop an awareness of help-seeking.

# Health and wellbeing

## Standard one

At each stage it is expected that students will:

Performance criteria	Stage one	Stage two	Stage three
Students understand how to maintain and integrate the elements of a healthy lifestyle (PC1)	<ul style="list-style-type: none"> <li>be aware that internal and external factors can contribute to being healthy</li> <li>be aware that health information and services are available</li> <li>respond to simple questions about feeling healthy or well</li> <li>identify parts of the body</li> <li>identify preferred foods</li> <li>identify some common safety signs and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>identify internal and external factors that affect being healthy and well</li> <li>identify examples of health information and services</li> <li>describe a personal state of being healthy or well</li> <li>locate different body parts</li> <li>identify everyday and occasional foods</li> <li>understand the need for some safety signs, rules and instructions</li> </ul>	<ul style="list-style-type: none"> <li>understand that internal and external factors contribute to being healthy and well</li> <li>participate in an awareness raising activity about a health topic or service</li> <li>describe what being healthy means using more than one dimension of health</li> <li>understand some basic body functions</li> <li>understand that healthy eating involves a combination of different foods</li> <li>understand and use some common safety signs, instructions and behaviours</li> </ul>
Students use health knowledge to promote personal and group health and wellbeing (PC2)	<ul style="list-style-type: none"> <li>identify features of the local community</li> <li>identify features of a simple personal or group plan</li> <li>identify some common classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>identify some of the people that make up a community</li> <li>understand how a simple plan can help achieve personal or group goals</li> <li>identify some common rules about health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>identify some of the people and groups that make up a community</li> <li>understand how to follow a simple plan about personal or group health and wellbeing</li> <li>understand and follow rules about health and wellbeing</li> </ul>
Students acquire and use movement and fitness skills and concepts to enhance performance (PC3)	<ul style="list-style-type: none"> <li>explore movement skills and concepts</li> <li>explore movement in defined spaces</li> <li>identify some rules and routines in simple games and activities</li> <li>explore different types of physical activity</li> </ul>	<ul style="list-style-type: none"> <li>develop some fundamental movement skills and concepts</li> <li>practise responding to movement commands in defined spaces</li> <li>practise some rules and routines in simple games and activities</li> <li>identify some effects of different physical activity on the body</li> </ul>	<ul style="list-style-type: none"> <li>sequence some fundamental movement skills and concepts</li> <li>develop some control of movement and respond to movement commands</li> <li>use some rules and routines in simple games and activities</li> <li>understand how different physical activities can affect the body</li> </ul>
Students understand factors that influence participation in physical activity (PC4)	<ul style="list-style-type: none"> <li>identify situations that demonstrate fairness and safety</li> <li>play games with others</li> <li>participate in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>practise fairness and safety routines</li> <li>participate and play games with others</li> <li>experience different types of physical activity</li> </ul>	<ul style="list-style-type: none"> <li>understand fairness and safety routines in physical environments</li> <li>explore the concept of cooperation</li> <li>experience and describe different types of physical activity</li> </ul>

## Health and wellbeing

### Standard one

At each stage it is expected that students will:

Performance criteria	Stage one	Stage two	Stage three
Students understand concepts of identity and relationships (PC5)	<ul style="list-style-type: none"> <li>▪ identify themselves in relation to family or peers</li> <li>▪ identify situations where people may experience negative feelings</li> <li>▪ identify situations where people may feel happy or sad</li> <li>▪ identify different groups people belong to</li> </ul>	<ul style="list-style-type: none"> <li>▪ describe some physical and personal characteristics</li> <li>▪ identify ways people can help overcome negative feelings</li> <li>▪ identify a situation that makes them feel happy or sad</li> <li>▪ describe what makes a good relationship</li> </ul>	<ul style="list-style-type: none"> <li>▪ identify some personal similarities and differences to others</li> <li>▪ understand how people can overcome negative feelings</li> <li>▪ describe personal feelings when experiencing positive and negative emotions</li> <li>▪ understand how personal actions can affect relationships</li> </ul>
Students demonstrate self management skills that promote personal identity and positive relationships (PC6)	<ul style="list-style-type: none"> <li>▪ identify ways people can communicate</li> <li>▪ identify a choice</li> <li>▪ identify a personal problem people may need help with</li> </ul>	<ul style="list-style-type: none"> <li>▪ practise active listening skills</li> <li>▪ describe a choice or decision</li> <li>▪ identify people who can help solve personal problems</li> </ul>	<ul style="list-style-type: none"> <li>▪ understand that effective communication skills include active listening</li> <li>▪ understand that people make choices and decisions</li> <li>▪ understand that people can help others solve personal problems</li> </ul>

## Standard one

### Strand I: Understanding health and wellbeing

#### Performance criteria

At each stage it is expected that students at standard **one** will:

	Stage one	Stage two	Stage three
Students understand how to maintain and integrate the elements of a healthy lifestyle (PC1)	<ul style="list-style-type: none"> <li>be aware that internal and external factors can contribute to being healthy</li> <li>be aware that health information and services are available</li> <li>respond to simple questions about feeling healthy or well</li> <li>identify parts of the body</li> <li>identify preferred foods</li> <li>identify some common safety signs and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>identify internal and external factors that affect being healthy and well</li> <li>identify examples of health information and services</li> <li>describe a personal state of being healthy or well</li> <li>locate different body parts</li> <li>identify everyday and occasional foods</li> <li>understand the need for some safety signs, rules and instructions</li> </ul>	<ul style="list-style-type: none"> <li>understand that internal and external factors contribute to being healthy and well</li> <li>participate in an awareness raising activity about a health topic or service</li> <li>describe what being healthy means using more than one dimension of health</li> <li>understand some basic body functions</li> <li>understand that healthy eating involves a combination of different foods</li> <li>understand and use some common safety signs, instructions and behaviours</li> </ul>
Students use health knowledge to promote personal and group health and wellbeing (PC2)	<ul style="list-style-type: none"> <li>identify features of the local community</li> <li>identify features of a simple personal or group plan</li> <li>identify some common classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>identify some of the people that make up a community</li> <li>understand how a simple plan can help achieve personal or group goals</li> <li>identify some common rules about health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>identify some of the people and groups that make up a community</li> <li>understand how to follow a simple plan about personal or group health and wellbeing</li> <li>understand and follow rules about health and wellbeing</li> </ul>

#### Sample learning opportunities

##### Dimensions of health

- describe how they feel when they are well and unwell <sup>L</sup>
- contribute to an individual or class concept map about what helps make people healthy <sup>L, ICT</sup>
- describe or illustrate how people can stay healthy <sup>L</sup>
- describe how personal actions and behaviour can help people feel better <sup>L, T</sup>
- use a simple graphic organiser to illustrate a physical, emotional or spiritual activity that contributes to feeling well eg. going out in the park, jogging, walking the dog, fishing <sup>T, ICT, L</sup>
- use simple drawing software to design a poster to illustrate a physical, emotional or spiritual activity that contributes to feeling happy and well <sup>T, ICT, L</sup>

##### Health knowledge and practices

- trace around a body outline to show different parts of the body <sup>L</sup>
- identify physical changes and describe how people can help learn a new skill eg. I can ride a bike <sup>T</sup>
- discuss why some people need to take medicines <sup>L</sup>
- list people and services within the community that provide health care information <sup>L</sup>
- discuss people and services in the community that contribute to people's health <sup>L</sup>
- list some household substances that can be dangerous eg. some medicines, cleaning products <sup>L</sup>

- give an example of how medicines and other substances can be stored safely in the home or classroom <sup>L,T</sup>
- discuss how people's health needs can be different eg. food allergies <sup>T</sup>
- demonstrate hygiene habits that promote personal health at school eg. washing hands before eating and after toileting, placing hand over mouth when coughing, not sharing drink bottles
- identify places where food comes from eg. farm, supermarket <sup>T</sup>
- discuss favourite foods and give reasons why some foods are preferred <sup>L,T</sup>
- classify foods into basic categories eg. fruit, vegetables, cereals, meat <sup>L,T,ICT</sup>
- group foods into everyday and occasional categories and discuss why everyday foods are important <sup>L,T</sup>
- participate in food tastings of a range of fruit and vegetables and reflect on personal preferences <sup>T</sup>

### Safety

- list people, places and situations that help make them feel happy and safe <sup>L</sup>
- identify safe and unsafe activities and describe what helps make them safe or unsafe eg. walking alone <sup>T</sup>
- identify who they can turn to if they are feeling unsafe or unhappy <sup>T</sup>
- identify what an emergency is and who can provide help eg. accident requiring first aid <sup>T</sup>
- describe actions and activities that can help make situations safe eg. signs, symbols, rules <sup>L,T</sup>
- relate similarities and differences between personal experiences of safety and those of others <sup>L,T</sup>
- listen to a story that features a safety issue and discuss its main ideas <sup>L,T</sup>
- participate in developing and using classroom rules to promote personal and group safety <sup>L,T</sup>
- discuss and demonstrate the safe use of equipment eg. scissors, sports equipment <sup>T</sup>
- contribute to a class design of a safe playground including simple playground rules <sup>L,N,T,ICT</sup>
- name and practise some safe behaviours associated with roads for cars, bikes and pedestrians <sup>T</sup>
- recognise some local, national and international signs and symbols associated with safety eg. stop signs, danger, safe houses, neighbourhood watch <sup>L</sup>

### Community

- list some ways people can help or volunteer in the school or community <sup>L,T</sup>
- contribute to a volunteer task and discuss or draw how this makes students feel eg. in the classroom, for the school <sup>L,T</sup>
- map some features that make up the local community <sup>L,N</sup>
- visit some key community locations and resources and discuss what purpose they serve <sup>T</sup>
- identify a special natural place and reflect on why it is important to them eg. walking track, creek, the beach <sup>T</sup>

### Taking action

Students should be given opportunities to take action based on content drawn from all areas of the Health and wellbeing curriculum.

## Teaching emphases for standard one

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Teaching understanding health and wellbeing at standard one emphasises the explicit teaching and modelling of health and wellbeing concepts. This includes approaches such as:

- providing opportunities for structured and unstructured play using health and wellbeing concepts
- simple inquiry processes using problem solving and questioning
- thinking strategies that promote deeper understanding of health and wellbeing concepts

- role play and practise of health and wellbeing concepts
- opportunities for students to follow simple health and wellbeing action plans
- focus on health and wellbeing issues and resources in the local community and environment
- opportunities for students to negotiate and personalise their learning
- age appropriate health and wellbeing vocabulary and practices.

### Sample resources for standard one

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*Australian Guide to Healthy Eating*

<http://www.health.gov.au/internet/wcms/publishing.nsf/Content/health-pubhlth-publicat-document-fdeduc-cnt.htm>

Excursions to the local fruit market, supermarket, local environmental settings eg. beach, park

Guest speakers such as fire safety officers, nutritionists

*Me, myself and my community* [http://resources.education.tas.gov.au/item/edres/451f5b44-d4f2-48c1-876f-1b9bcbb533cd/1/MyCommunity\\_print.doc](http://resources.education.tas.gov.au/item/edres/451f5b44-d4f2-48c1-876f-1b9bcbb533cd/1/MyCommunity_print.doc) (learning sequence: community)

*Oodles of Noodles: Early Years* (1996) Curriculum Corporation, Carlton, Vic. ISBN: 1863663274

*Pets: A matter of care* [http://resources.education.tas.gov.au/item/edres/f8de36ee-61b7-3bb9-f199-35b05e5a3444/1/pets\\_unit\\_print.doc](http://resources.education.tas.gov.au/item/edres/f8de36ee-61b7-3bb9-f199-35b05e5a3444/1/pets_unit_print.doc) (learning sequence: caring for pets)

*Playground Rules* <http://resources.education.tas.gov.au/item/tlf/7d1f1cc1-305d-22c0-f0cd-7990770d668b/2/ViewIMS.jsp> (Learning Federation Learning Object)

Serenc, M. & Harrap, W. (2005) *H is for Health*, Ready-Ed Publications ISBN: 1863974563

*So Happy Together* [http://resources.education.tas.gov.au/item/edres/b856ffb0-8626-9726-5a05-c39c62c56fcc/1/SHT\\_print.doc](http://resources.education.tas.gov.au/item/edres/b856ffb0-8626-9726-5a05-c39c62c56fcc/1/SHT_print.doc) (learning sequence: roles in the community)

Use of specific age appropriate resources eg. big books, other literature

Use of specific focus days eg. *Tooth Day* [http://www.themeday.com/toothday\\_theme\\_home.htm](http://www.themeday.com/toothday_theme_home.htm)

All web links accessed September 2007

## Standard one

### Strand 2: Concepts and skills for movement and physical activity

#### Performance criteria

At each stage it is expected that students at standard **one** will:

	Stage one	Stage two	Stage three
Students acquire and use movement and fitness skills and concepts to enhance performance (PC3)	<ul style="list-style-type: none"> <li>explore movement skills and concepts</li> <li>explore movement in defined spaces</li> <li>identify some rules and routines in simple games and activities</li> <li>explore different types of physical activity</li> </ul>	<ul style="list-style-type: none"> <li>develop some fundamental movement skills and concepts</li> <li>practise responding to movement commands in defined spaces</li> <li>practise some rules and routines in simple games and activities</li> <li>identify some effects of different physical activity on the body</li> </ul>	<ul style="list-style-type: none"> <li>sequence some fundamental movement skills and concepts</li> <li>develop some control of movement and respond to movement commands</li> <li>use some rules and routines in simple games and activities</li> <li>understand how different physical activities can affect the body</li> </ul>
Students understand factors that influence participation in physical activity (PC4)	<ul style="list-style-type: none"> <li>identify situations that demonstrate fairness and safety</li> <li>play games with others</li> <li>participate in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>practise fairness and safety routines</li> <li>participate and play games with others</li> <li>experience different types of physical activity</li> </ul>	<ul style="list-style-type: none"> <li>understand fairness and safety routines in physical environments</li> <li>explore the concept of cooperation</li> <li>experience and describe different types of physical activity</li> </ul>

#### Sample learning opportunities

##### Movement skills and concepts

Participate in activities to explore and practise components of age appropriate fundamental movement skills such as:

##### Locomotion

- move in and around areas to explore personal and shared space <sup>N</sup>
- run, hop and gallop
- jump and land on both feet

##### Body management

- make different shapes with body eg. wide, small, tall <sup>N</sup>
- exercise body control eg. starting and stopping, shifting weight from one foot to the other
- balance on one foot
- practise body control by walking forward on a balance beam, perform a 360° log roll <sup>N</sup>

##### Manipulative skills

- manipulate stationary objects eg. rolling a ball, kicking a ball
- receive and trap objects that have been rolled, thrown or kicked
- track and follow objects with eyes to focus on their direction and speed eg. roll, chase and collect a ball, jump over a moving rope <sup>N</sup>
- skip in a long rope from standing position

### Aquatics

- use equipment in simple water games and activities <sup>T</sup>
- enter, exit and move through water safely <sup>T</sup>
- attempt, with support, to float on front and back
- put face in water and blow bubbles

### Using, applying and enhancing performance

- participate in simple activities to understand movement concepts eg. on, off, beside, under, over, near, far, start, stop <sup>T, L, N</sup>
- use counting to record personal achievement in movement skills and concepts <sup>N</sup>
- use phrases such as less, more, most to discuss acquisition of personal skills <sup>N, L</sup>
- explore rhythm through response and movement to music, stories or other cues and describe feelings <sup>L, T, ICT</sup>
- follow, copy and repeat to reinforce movement patterns and sequences <sup>T</sup>
- use fundamental movement skills vocabulary to describe actions eg. I am skipping, I can run, I can jump over the rope, I can balance on one foot <sup>L</sup>
- describe how verbal and non-verbal cues and signals can be used in physical activity settings eg. whistle, hand signals, safety rules <sup>L</sup>
- practise moving in and around other students to increase safety awareness <sup>T</sup>
- practise forming circles and lines to use in areas such as games and dance <sup>N</sup>
- participate in simple games to reinforce basic rules, routines, movement patterns, locomotion, body management and manipulative skills <sup>T, N</sup>

### Fitness concepts

- participate in physical activities to experience changes in heart rate eg. fast, slow <sup>N</sup>
- identify changes to the body as a result of physical activity eg. puff and pant, feeling hot, breathing faster <sup>T</sup>
- use an organiser such as a mind map to describe or illustrate the concept of fitness <sup>T, L, ICT</sup>
- participate in daily physical activity and fitness programs and identify the benefits of regular physical activity

### Group and team skills

- identify, discuss and demonstrate ways of sharing equipment and taking turns <sup>T, L</sup>
- describe and attempt to use some rules for working with others in physical environments <sup>L</sup>
- identify themselves as a member of groups or teams

### Physical activity and active living

- identify appropriate locations to participate in physical activity eg. beach, bike track, park <sup>T</sup>
- identify physical activities they enjoy and describe how these activities make them feel eg. happy, excited, proud <sup>T, L</sup>
- participate in a new physical activity and share their feelings <sup>T, L</sup>
- develop an individual or shared concept map about types of physical activity <sup>L, T, ICT</sup>
- discuss people's different physical activity abilities and preferences <sup>T</sup>

## Teaching emphases for standard one

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Teaching concepts and skills for movement and physical activity at standard one emphasises the explicit teaching and modelling of fundamental movement skills, concepts, patterns and sequences. This includes approaches such as:

- role modelling of fundamental movement skills
- focus on rules, signs, symbols and routines using physical environments
- opportunities for structured and unstructured play using movement skills and concepts and available space, boundaries and equipment
- repetition of age appropriate skills, sequences and routines
- opportunities for students to experience success and reward
- opportunities for students to practise working with others, taking turns and sharing equipment
- student participation in a variety of moderate to vigorous physical activities and learning about different types of physical activity
- age appropriate fundamental movement skills vocabulary.

## Sample resources for standard one

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Anton-Hem, L. *Fundamental Motor Skills and Literacy: Motor skills and literacy through rhymes*, ECP ISBN: 1741482526

Bulluss, J. & Coles, P., *Perceptual Motor Programs: A Manual for Teachers* 3<sup>rd</sup> edition Smart Starters  
<http://www.smartstarters.com.au>

Department of Education, Tasmania (1997) *Fundamental Motor Skills*  
<http://resources.education.tas.gov.au/item/edres/2de3308f-7956-cb08-4932-381bbc0cb345/1/FundamentalMotorSkills.pdf>

Jackson & Craig (1993) *Rig-a-Jig-Jig* (Book and CD) Volumes 1 and 2 (available from ACHPER)

Landy, J. & Burrige, K. (1999) *Ready to Use—Fundamental Motor Skills and Movement Activities for Young Children*, (available from ACHPER)

Meaney, P. *Don't forget Your Whistle! You can do it! Physical Education Activities for Young Children*, Robert Anderson and Associates ISBN: 0949133310

Meany, P. & Culka, S. (1992) *Wet Games: Teaching Swimming and Water Safety* (available from ACHPER)

All web links accessed September 2007

## Standard one

### Strand 3: Skills for personal and social development

#### Performance criteria

At each stage it is expected that students at standard **one** will:

	Stage one	Stage two	Stage three
Students understand concepts of identity and relationships (PC5)	<ul style="list-style-type: none"> <li>▪ identify themselves in relation to family or peers</li> <li>▪ identify situations where people may experience negative feelings</li> <li>▪ identify situations where people may feel happy or sad</li> <li>▪ identify different groups people belong to</li> </ul>	<ul style="list-style-type: none"> <li>▪ describe some physical and personal characteristics</li> <li>▪ identify ways people can help overcome negative feelings</li> <li>▪ identify a situation that makes them feel happy or sad</li> <li>▪ describe what makes a good relationship</li> </ul>	<ul style="list-style-type: none"> <li>▪ identify some personal similarities and differences to others</li> <li>▪ understand how people can overcome negative feelings</li> <li>▪ describe personal feelings when experiencing positive and negative emotions</li> <li>▪ understand how personal actions can affect relationships</li> </ul>
Students demonstrate self management skills that promote personal identity and positive relationships (PC6)	<ul style="list-style-type: none"> <li>▪ identify ways people can communicate</li> <li>▪ identify a choice</li> <li>▪ identify a personal problem people may need help with</li> </ul>	<ul style="list-style-type: none"> <li>▪ practise active listening skills</li> <li>▪ describe a choice or decision</li> <li>▪ identify people who can help solve personal problems</li> </ul>	<ul style="list-style-type: none"> <li>▪ understand that effective communication skills include active listening</li> <li>▪ understand that people make choices and decisions</li> <li>▪ understand that people can help others solve personal problems</li> </ul>

#### Sample learning opportunities

##### Identity

- use a diagram or organiser to demonstrate what makes them unique eg. physical characteristics, likes, dislikes, favourite foods <sup>L, T, ICT</sup>
- identify skills they have learned and discuss how the achievement of these skills makes them feel eg. ride a scooter, dress themselves or write their name <sup>T, L</sup>
- describe or illustrate how they are part of a family or group eg. other family members, class members <sup>L, T</sup>
- create a picture that demonstrates similarities with others in the class eg. where they live, age, favourite foods <sup>N, L, T, ICT</sup>
- describe feelings and discuss when they experience particular feelings eg. happy, sad, angry <sup>T</sup>
- contribute to a class discussion about situations where anger might occur eg. when sharing equipment, playing a game <sup>T</sup>
- illustrate and discuss what the concept of caring looks like, sounds like and feels like <sup>L, T</sup>
- identify ways they can help control anger eg. walk away, ask for help <sup>T</sup>

##### Relationships

- discuss and illustrate groups they belong to eg. family, class, teams <sup>L, ICT</sup>
- use role play to demonstrate behaviour that builds positive relationships in different contexts eg. greetings, making positive comments to class members, having fun together, communicating <sup>T, L</sup>
- contribute to a class discussion about what makes a good friend <sup>T</sup>
- reflect on and illustrate the concept of a good friend <sup>L, T</sup>

- discuss how behaviour and what people say and do, can affect others eg. make them happy, proud, sad or angry <sup>T</sup>
- rehearse and practise activities that demonstrate positive relationships with family and friends eg. greetings, shaking hands <sup>T, L</sup>
- list ways that people in the school can show feelings of concern and kindness for others <sup>T, L</sup>
- draw or find images or words that demonstrate cooperation in action eg. listening, sharing, taking turns <sup>L, T, ICT</sup>
- use simple vocabulary to describe what can happen when working well in a group and how this makes them feel <sup>L, T</sup>

### Self management

- give an example of a simple relationship between cause and effect eg. I hurt someone's feelings because I teased them <sup>T</sup>
- describe how some causes and effects are simple and others are not <sup>T</sup>
- discuss examples of bullying and non-bullying behaviour eg. teasing, name calling <sup>T</sup>
- brainstorm feelings using words and pictures when experiencing conflict eg. sad, worried, scared, angry <sup>L, T, ICT</sup>
- rehearse, role play and use simple problem solving strategies to manage conflict eg. walk away, tell a teacher or adult <sup>L, T</sup>
- use a simple graphic organiser to link a simple choice, a behaviour and a consequence <sup>L, T, ICT</sup>
- participate in a class discussion about personal communication skills eg. listening and following class rules, greetings, using appropriate eye contact, using names <sup>L, T</sup>
- listen to others describe how they might solve a problem <sup>L, T</sup>
- ask a partner questions to find out how they feel about a topic or issue <sup>L, T</sup>
- list and describe ways they can go about seeking help to solve a problem <sup>L, T</sup>
- identify people they can turn to if they are feeling unsafe or upset <sup>T</sup>
- design a poster or illustrated book that shows the value of positive communication skills <sup>L, T, ICT</sup>

## Teaching emphases for standard one

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Teaching personal and social skills at standard one emphasises establishing a positive, challenging and supportive learning environment. This includes approaches such as:

- a focus on building caring relationships, high and achievable expectations and ongoing opportunities for participation and tasks that enable success for all students
- activities that help develop a positive self concept
- tasks that enable students to speak positively about themselves and to express their feelings
- activities that enable students to sensitively reflect on and discuss changes that may occur in the family or school environment
- explicit teaching and modelling of positive relationships and age appropriate self management skills
- structured and unstructured play and interaction with peers and adults
- tasks that enable students to observe and practise self management skills such as working with others, listening and taking turns
- use of age appropriate and accurate terminology and vocabulary.

## Sample resources for standard one

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Department of Health, Western Australia, 2002 *Growing and developing healthy relationships curriculum support materials, Early childhood phase: foundations for healthy relationships*

[http://www.wahpsa.org.au/index.php?option=com\\_content&task=view&id=21&Itemid=32](http://www.wahpsa.org.au/index.php?option=com_content&task=view&id=21&Itemid=32)

Hamston, J. & Murdoch, K. (1996) *Integrating socially: planning integrated units of work for social education*. Eleanor Curtain Publishing, Armidale, Vic. ISBN: 0435088998

*How are you feeling?* <http://resources.education.tas.gov.au/item/edres/685ca314-88cf-8775-d9a4-57faf2d1208a/1/feelings.doc> (learning sequence: expressing feelings)

*'Leaving the nest' – What homes, outside the home?*

<http://resources.education.tas.gov.au/item/edres/379ade7c-8f8a-5b2f-4c9e-c52a5e925edc/1/leavenest.doc> (learning sequence: awareness of self and others)

McGrath, H. & Noble, T. (2003) *Bounce Back! Level 1: Teachers' Resource Book*, Pearson Longman ISBN: 0733999549

Murdoch, K. & Hamston, J. (1999) *Knowing Me, Knowing You: Exploring identity and difference through an integrated curriculum*, Dellasta ISBN: 1875640525

*Oodles of Noodles Early Years* (1996) Curriculum Corporation, Carlton, Vic. ISBN: 1863663274

Reid-Nguyen, R. (1999) *Think global: global perspectives in lower primary classroom*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863665463

Shure, M. (2001) *I Can Problem Solve*, Malloy Inc. ISBN: 139780878224296

*Who is good to play with?* <http://resources.education.tas.gov.au/item/edres/478497d9-9988-2bd0-0141-34396f413514/1/learnseq.doc> (learning sequence: developing positive relationships)

*Why be a buddy?* <http://resources.education.tas.gov.au/item/edres/f3bcc226-bbbb-92c8-286d-a134b2ed1dc0/1/whybuddy-print.doc> (learning sequence: friendship and social relationships)

All web links accessed September 2007

## Health and wellbeing Standard two

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## Standard two

### Understanding health and wellbeing

Students understand that certain needs must be met for people to be healthy and well. They are learning that many health needs are common for all people and that some people have additional or different needs. They describe what being healthy means and identify some personal and social factors that influence their health. They are learning about the physical, social, mental, emotional and spiritual dimensions of health.

Students understand that the body changes as people grow and age. They are beginning to use accurate terms to describe parts of the body and some of the basic functions of body systems. They are learning how to care for their body in areas such as physical activity, eating and hygiene. They are learning about some of the physical differences typically associated with characteristics such as gender.

Students access and use information on products and services that promote health and wellbeing. They understand that some medicines and therapies are prescribed by medical practitioners and others can be accessed differently. They understand the need for safe storage of both over-the-counter and prescription medications.

Students learn about recommendations for healthy eating. They make simple connections between types of foods and their role in maintaining good health. They can describe the benefits of eating a variety of nutritious foods. They identify skills for safe handling of food and can prepare simple healthy snacks using hygienic practices.

Students learn that everyone has a right to feel safe. They identify people who can help them and describe actions to promote their own safety. They identify basic safety skills and strategies in familiar situations. They understand the purpose of rules and describe some ways of avoiding harmful situations. Students are learning how and where they can access help. They begin to understand the concept of minimising risk.

Students learn that many people and places make up a community. They explore simple ways to positively contribute to a community such as their school. They identify local community groups that promote health and wellbeing. They identify some local community health issues and consider possible solutions. Students learn about the importance of natural and built environments and explore ways they can care for the environment and enhance their wellbeing.

Students are learning about the immediate consequences of their actions. They are learning how to use some of the personal and social skills that can help them take action to maintain and enhance the health and wellbeing of themselves and others.

### Concepts and skills for movement and physical activity

Students consolidate basic movement skills and can apply these to different situations in areas including play, games, dance, gymnastics and aquatics. They are learning to competently manipulate objects with their preferred hand or foot such as receiving a ball thrown on the full, throwing a ball underarm and trapping a rolling ball with the foot.

Students are becoming more water confident and developing spatial awareness in aquatic environments. They can move through waist deep water, submerge to pick up an object and float using aids. They are learning to swim on their front and back using leg and arm actions.

Students are exercising more control in loco-motor activities and can respond to changes of speed, direction and level. They can combine fundamental movement skills and experiment to create new movement sequences in response to cues such as music, stories, words or feelings. They can respond to simple feedback to improve their physical performance.

Students are making practical connections between participation in physical activity and feeling healthy and well. They experience fitness related activities involving strength, endurance and flexibility.

Students are learning to cooperate and participate as team and group members. They understand why there are rules and routines and can explain how these help to keep themselves and others physically safe. They like success and winning but they are not always happy about losing. They are able to develop and use a simple language of play, dance and games.

Students are aware of the benefits of physical activity. They are developing an understanding of people's varied physical activity abilities and understand some of the reasons why people participate in physical activity including to have fun, to be healthy or to belong to a group.

### **Skills for personal and social development**

Students are demonstrating a growing sense of identity and self esteem. They can discuss similarities and differences between themselves and others. They understand that how they think and feel about themselves affect them. They are learning skills to manage their thinking and feelings. They learn strategies that promote the self esteem of themselves and others. They explore how personal qualities such as rights and responsibilities contribute to their identity and connections with other people.

Students are learning to recognise and value relationships and people in their lives. They are learning to respect the feelings and needs of others. They interact with peers and adults in different contexts. Students demonstrate social skills including sharing and listening when participating in individual and group activities.

Students are learning about choices, making decisions and consequences. They recognise that personal choices can be made about their health and wellbeing. Students can describe their emotions and feelings more readily and more accurately. They begin to understand that their actions can affect others. They can recognise when support is needed and how to ask for help.

# Health and wellbeing

## Standard two

At each stage it is expected that students will:

Performance criteria	Stage four	Stage five	Stage six
Students understand how to maintain and integrate the elements of a healthy lifestyle (PC1)	<ul style="list-style-type: none"> <li>understand that people have certain health needs</li> <li>identify examples of health information and services</li> <li>understand that being healthy is made up of different parts</li> <li>understand that people grow and change</li> <li>make a connection between particular foods and their health benefits</li> <li>understand how a particular rule promotes safety</li> </ul>	<ul style="list-style-type: none"> <li>understand that certain health needs must be met for people to be healthy and well</li> <li>describe how to raise awareness of particular health information or services</li> <li>identify different dimensions of health</li> <li>describe some physical changes that occur as people grow</li> <li>describe health benefits of some food groupings</li> <li>understand the purpose of safety rules</li> </ul>	<ul style="list-style-type: none"> <li>understand that some common needs must be met for people to be healthy and well</li> <li>understand how to raise awareness of particular health information or services</li> <li>understand that there are five dimensions of health</li> <li>understand some physical changes that occur as people grow</li> <li>be aware of recommendations for healthy eating</li> <li>understand the purpose of safety rules and describe actions to promote personal safety</li> </ul>
Students use health knowledge to promote personal and group health and wellbeing (PC2)	<ul style="list-style-type: none"> <li>understand that some people in the community provide help</li> <li>identify steps involved in a planning process</li> <li>identify connections between actions and consequences</li> </ul>	<ul style="list-style-type: none"> <li>understand why some people in the community help others</li> <li>understand why it is important to record progress in developing a plan</li> <li>understand that individual actions can affect personal and group wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>understand how some people in the community help promote health and wellbeing</li> <li>understand how to formulate a simple plan to promote health and wellbeing</li> <li>understand immediate consequences of actions for health and wellbeing</li> </ul>
Students acquire and use movement and fitness skills and concepts to enhance performance (PC3)	<ul style="list-style-type: none"> <li>explore fundamental movement skills and concepts in simple games</li> <li>explore changes in speed, direction and level of movement</li> <li>transfer rules and routines to more complex games</li> <li>explore concepts of strength, flexibility and endurance</li> </ul>	<ul style="list-style-type: none"> <li>combine and refine fundamental movement skills and concepts in simple games</li> <li>practise changes in speed, direction and level</li> <li>apply rules and routines in more complex games</li> <li>describe how physical activity contributes to strength, flexibility and endurance</li> </ul>	<ul style="list-style-type: none"> <li>use and sequence fundamental movement skills and concepts in simple games and activities</li> <li>demonstrate greater body control when performing movements and respond to simple feedback</li> <li>explore rules and routines in some modified sports</li> <li>understand how physical activity contributes to strength, flexibility and endurance</li> </ul>
Students understand factors that influence participation in physical activity (PC4)	<ul style="list-style-type: none"> <li>participate in activities that promote fairness and safety</li> <li>practise cooperation in group tasks</li> <li>identify reasons for participation in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>practise working with others to promote fairness and safety</li> <li>demonstrate cooperation in group tasks</li> <li>understand some reasons why people participate in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>apply routines to promote fairness and safety for self and others</li> <li>understand what cooperation means in different situations</li> <li>understand why some people participate in physical activity more frequently than others</li> </ul>

## Health and wellbeing

### Standard two

At each stage it is expected that students will:

Performance criteria	Stage four	Stage five	Stage six
Students understand concepts of identity and relationships (PC5)	<ul style="list-style-type: none"> <li>▪ describe some similarities and differences between people</li> <li>▪ identify situations that can cause conflict</li> <li>▪ identify some ways people express thoughts and feelings</li> <li>▪ identify behaviours that contribute to positive relationships</li> </ul>	<ul style="list-style-type: none"> <li>▪ practise ways to show care and respect for others</li> <li>▪ describe conflict including causes and effects</li> <li>▪ identify how personal thoughts and feelings about themselves affects them</li> <li>▪ identify outcomes of positive relationships</li> </ul>	<ul style="list-style-type: none"> <li>▪ understand how to show respect for others</li> <li>▪ describe how to manage a change or conflict situation</li> <li>▪ understand how personal thoughts and feelings about themselves affects them</li> <li>▪ practise actions that promote positive relationships</li> </ul>
Students demonstrate self management skills that promote personal identity and positive relationships (PC6)	<ul style="list-style-type: none"> <li>▪ identify positive communication skills</li> <li>▪ identify health choices and decisions</li> <li>▪ identify a situation where people may need help</li> </ul>	<ul style="list-style-type: none"> <li>▪ practise effective communication skills in groups</li> <li>▪ identify some health choices in a given situation</li> <li>▪ identify some places where people could access support</li> </ul>	<ul style="list-style-type: none"> <li>▪ use effective communication skills</li> <li>▪ practise simple decision making skills about a health choice</li> <li>▪ know how to ask for help in a health situation</li> </ul>

## Standard two

### Strand I: Understanding health and wellbeing

#### Performance criteria

At each stage it is expected that students at standard **two** will:

	Stage four	Stage five	Stage six
Students understand how to maintain and integrate the elements of a healthy lifestyle (PC1)	<ul style="list-style-type: none"> <li>understand that people have certain health needs</li> <li>identify examples of health information and services</li> <li>understand that being healthy is made up of different parts</li> <li>understand that people grow and change</li> <li>make a connection between particular foods and their health benefits</li> <li>understand how a particular rule promotes safety</li> </ul>	<ul style="list-style-type: none"> <li>understand that certain health needs must be met for people to be healthy and well</li> <li>describe how to raise awareness of particular health information or services</li> <li>identify different dimensions of health</li> <li>describe some physical changes that occur as people grow</li> <li>describe health benefits of some food groupings</li> <li>understand the purpose of safety rules</li> </ul>	<ul style="list-style-type: none"> <li>understand that some common needs must be met for people to be healthy and well</li> <li>understand how to raise awareness of particular health information or services</li> <li>understand that there are five dimensions of health</li> <li>understand some physical changes that occur as people grow</li> <li>be aware of recommendations for healthy eating</li> <li>understand the purpose of safety rules and describe actions to promote personal safety</li> </ul>
Students use health knowledge to promote personal and group health and wellbeing (PC2)	<ul style="list-style-type: none"> <li>understand that some people in the community provide help</li> <li>identify steps involved in a planning process</li> <li>identify connections between actions and consequences</li> </ul>	<ul style="list-style-type: none"> <li>understand why some people in the community help others</li> <li>understand why it is important to record progress in developing a plan</li> <li>understand that individual actions can affect personal and group wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>understand how some people in the community help promote health and wellbeing</li> <li>understand how to formulate a simple plan to promote health and wellbeing</li> <li>understand immediate consequences of actions for health and wellbeing</li> </ul>

#### Sample learning opportunities

##### Dimensions of health

- list some health needs that most individuals require to be healthy and well eg. healthy eating, physical activity, rest, relaxation, sleep, shelter, friendship, having fun <sup>T, L</sup>
- conduct an interview with people of different ages about what being healthy and well means to them eg. grandparents, parents, sibling <sup>L, T</sup>
- discuss why some people may have additional health and wellbeing needs eg. illness, disability <sup>T, L</sup>
- use a graphic organiser such as a Venn diagram to make simple connections between dimensions of health eg. physical and social health <sup>L, N, T, ICT</sup>
- brainstorm and discuss ideas about family and cultural events or traditions <sup>T, L</sup>
- use ICT to visually represent feelings about a special place or event that makes them feel happy or well <sup>ICT, T, L</sup>
- describe how some of the dimensions of health such as emotional and mental health contribute to their wellbeing eg. friendship contributes to social and mental health <sup>T, L</sup>

### Health knowledge and practices

- investigate a health organisation in the local community and create a list of services they provide for younger people <sup>T, L</sup>
- identify and graph physical differences between people eg. height, size of feet and hands <sup>N, L, ICT</sup>
- identify major body organs and locate them on an outline map of the body eg. skeleton, heart, lungs, brain <sup>N, L, ICT</sup>
- identify physical activities they can do and enjoy eg. I can run fast, I can jump high, I am strong <sup>T</sup>
- identify some typical physical differences of gender <sup>T</sup>
- design a simple chart to show how some body systems work eg. digestion and circulation <sup>L, T, N, ICT</sup>
- use an organiser to compare people's access to medications eg. prescription drugs, over-the-counter drugs <sup>T, L, N, ICT</sup>
- examine how food is classified in the *Australian Guide to Healthy Eating* and discuss why foods are grouped to promote healthy eating <sup>T, ICT, L</sup>
- describe some costs, benefits and effects of particular food choices eg. eating a variety of food, drinking plenty of water, starting the day with breakfast <sup>T, L</sup>
- design and make a simple healthy snack using safe food handling practices <sup>T, N</sup>
- discuss how the media communicates information about food <sup>T, L, ICT</sup>
- describe how combining healthy eating and physical activity can positively influence health and wellbeing <sup>T, L</sup>

### Safety

- describe common actions to stay safe in familiar settings eg. home, school, pool, beach <sup>T, L</sup>
- use scenarios and discussion to describe and practise actions to use in unsafe situations eg. stranger danger strategies <sup>T, L</sup>
- identify particular equipment, clothing and practices to help keep people safe eg. helmet, gloves, goggles, fire extinguisher <sup>T, L</sup>
- explain purposes of some common rules or laws eg. Why do we wear seatbelts? Why do we wear bike helmets? Why do we swim with a friend? <sup>L, T</sup>
- create a graphic organiser or picture network of people to go to when they need help in particular situations <sup>T, L, ICT</sup>
- design an information card that lists what to do in a particular emergency eg. when you accidentally burn yourself, playground accident <sup>T, L, ICT</sup>
- use resources such as the phonebook or internet to list and describe emergency numbers and contacts <sup>L, ICT</sup>

### Community

- interview a volunteer or paid community health provider and discuss how they contribute to individual and community health and wellbeing <sup>L, T</sup>
- give a presentation that shows how a not-for-profit organisation can help others eg. Red Cross, RSPCA <sup>L, T</sup>
- identify some features of the natural environment that promote health and wellbeing and discuss ways people can care for the environment <sup>L, T</sup>
- discuss how young people can take action to care for the natural environment <sup>L, T</sup>
- take part in a class or school outdoor program eg. short bushwalk, excursion to local Aboriginal site

### Taking action

Students should be given opportunities to take action based on content drawn from all areas of the Health and wellbeing curriculum.

## Teaching emphases for standard two

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Teaching understanding health and wellbeing at standard two emphasises the explicit teaching and modelling of health and wellbeing concepts. This includes approaches such as:

- opportunities for structured and unstructured play using health and wellbeing concepts
- inquiry processes using problem solving tasks and questions about age appropriate health and wellbeing issues
- thinking strategies that promote deeper understanding of health and wellbeing concepts
- role play and practise of health and wellbeing concepts
- opportunities for students to develop simple health and wellbeing action plans
- student focus on health and wellbeing issues and resources in the local community and environment
- opportunities for students to negotiate and personalise their learning
- age appropriate health and wellbeing vocabulary and practices.

## Sample resources for standard two

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*Aches and pains: colds and flu* <http://resources.education.tas.gov.au/item/tlf/9a96b39d-8ba2-46bc-1d3a-fdfba108f83d/2/ViewIMS.jsp> (Learning Federation Learning Object)

*Australian Guide to Healthy Eating*

<http://www.health.gov.au/internet/wcms/publishing.nsf/Content/health-pubhlth-publicat-document-fdeduc-cnt.htm>

*Body parts: teeth* <http://resources.education.tas.gov.au/item/tlf/8d0c9811-13bf-bc34-9b4c-0125f76b5d0f/2/ViewIMS.jsp> (Learning Federation Learning Object)

Department of Health, Western Australia (2002) *Growing and developing healthy relationships curriculum support materials, Early childhood phase: foundations for healthy relationships*

[http://www.wahpsa.org.au/index.php?option=com\\_content&task=view&id=21&Itemid=32](http://www.wahpsa.org.au/index.php?option=com_content&task=view&id=21&Itemid=32)

*Do we need others?* [http://resources.education.tas.gov.au/item/edres/53fbc572-988e-bfd9-cce2-clf2baaff9b1/1/needothers\\_print.doc](http://resources.education.tas.gov.au/item/edres/53fbc572-988e-bfd9-cce2-clf2baaff9b1/1/needothers_print.doc) (learning sequence: community membership, democracy and citizenship)

Excursions to the local fruit market, supermarket, local environmental settings (beach, park)

Guest speakers such as fire safety officers, nutritionists

*Make the rules: fair play* <http://resources.education.tas.gov.au/item/tlf/3a95c937-d143-1558-be12-474fd2a27e7f/2/ViewIMS.jsp> (Learning Federation Learning Object)

*Parts of a Pattern Years 2-3* (1996) Curriculum Corporation, Carlton, Vic ISBN: 1863663622

Serenc, M. & Harrap, W. (2005) *H is for Health*, Ready-Ed Publications ISBN: 1863974563

Use of specific age appropriate resources eg. big books, other literature

Use of specific focus days eg. *Tooth Day* [http://www.themeday.com/toothday\\_theme\\_home.htm](http://www.themeday.com/toothday_theme_home.htm)

*What is ours? What is mine? What is yours?* [http://resources.education.tas.gov.au/item/edres/8086c319-b0f1-5daa-5458-ad4e714b44de/1/OursMineYours\\_print.doc](http://resources.education.tas.gov.au/item/edres/8086c319-b0f1-5daa-5458-ad4e714b44de/1/OursMineYours_print.doc) (learning sequence: roles and responsibilities in the community)

All web links accessed September 2007

## Standard two

### Strand 2: Concepts and skills for movement and physical activity

#### Performance criteria

At each stage it is expected that students at standard **two** will:

	Stage four	Stage five	Stage six
Students acquire and use movement and fitness skills and concepts to enhance performance (PC3)	<ul style="list-style-type: none"> <li>explore fundamental movement skills and concepts in simple games</li> <li>explore changes in speed, direction and level of movement</li> <li>transfer rules and routines to more complex games</li> <li>explore concepts of strength, flexibility and endurance</li> </ul>	<ul style="list-style-type: none"> <li>combine and refine fundamental movement skills and concepts in simple games</li> <li>practise changes in speed, direction and level</li> <li>apply rules and routines in more complex games</li> <li>describe how physical activity contributes to strength, flexibility and endurance</li> </ul>	<ul style="list-style-type: none"> <li>use and sequence fundamental movement skills and concepts in simple games and activities</li> <li>demonstrate greater body control when performing movements and respond to simple feedback</li> <li>explore rules and routines in some modified sports</li> <li>understand how physical activity contributes to strength, flexibility and endurance</li> </ul>
Students understand factors that influence participation in physical activity (PC4)	<ul style="list-style-type: none"> <li>participate in activities that promote fairness and safety</li> <li>practise cooperation in group tasks</li> <li>identify reasons for participation in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>practise working with others to promote fairness and safety</li> <li>demonstrate cooperation in group tasks</li> <li>understand some reasons why people participate in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>apply routines to promote fairness and safety for self and others</li> <li>understand what cooperation means in different situations</li> <li>understand why some people participate in physical activity more frequently than others</li> </ul>

#### Sample learning opportunities

##### Movement skills and concepts

Participate in activities to explore, practise, refine and combine components of age appropriate fundamental movement skills such as:

##### Locomotion

- move safely in personal and shared space <sup>N</sup>
- dodge, leap, skip
- jump from one foot to land on two

##### Body management

- change level, direction and speed of movement <sup>N</sup>
- control landing
- climb over and under objects
- roll forward
- attempt backward rolls down an incline <sup>N</sup>

##### Manipulative skills

- use a range of objects of different shapes and sizes eg. small, medium and large balls, bean bags, bats <sup>N</sup>
- prepare to send and receive objects eg. eyes focused, face correct direction, hands, feet, knees bent <sup>N</sup>

- combine skill components eg. catch a ball on full with two hands, throw underarm, strike a ball from tee, dribble ball with preferred hand or foot <sup>T, N</sup>
- attempt overarm throw, punt kick
- jump in and skip in a long rope and attempt short rope skipping

#### Aquatics

- move through waist deep water
- open eyes under water and submerge to retrieve objects
- use aids to float on front and back and return to standing position <sup>N</sup>
- perform front glide to stand <sup>N</sup>
- demonstrate swimming on front and back <sup>N</sup>
- follow safety rules associated with aquatic environments eg. pool rules <sup>T, L</sup>

#### Using, applying and enhancing performance

- combine some fundamental movement skills to perform simple sequences eg. weaving around objects, simple relays using equipment <sup>T</sup>
- explore different elements of rhythm (space, time and force) by responding to music, verbal and other cues <sup>T, N, L, ICT</sup>
- perform simple group dance routines and sequences, and identify patterns <sup>T, N, ICT</sup>
- participate in games to reinforce basic rules and routines
- participate in games to reinforce movement patterns, locomotion, body management and manipulative skills <sup>T, N</sup>
- reflect on personal performance in a movement sequence <sup>T</sup>
- listen to feedback to improve personal performance <sup>T, L</sup>

#### Fitness concepts

- participate in different physical activities and describe feelings eg. how did you feel after ... climbing the stairs, running, skipping, walking? <sup>L, T</sup>
- participate in age appropriate activities to promote strength and flexibility eg. simple weight-bearing and stretching activities <sup>N</sup>
- participate in daily physical activity and fitness programs
- examine and describe the benefits of daily physical activity <sup>T, L</sup>
- contribute to class discussions about fitness and how people can improve their fitness <sup>L, T</sup>

#### Group and team skills

- explain how rules for games and physical activity can promote safety and enjoyment <sup>T, L</sup>
- contribute effectively in different types of groups eg. pairs, small groups and large groups
- participate in games and activities with a diverse range of people

#### Physical activity and active living

- examine reasons why people participate in physical activity <sup>T</sup>
- discuss how people's physical activity abilities and needs can be different eg. to have fun, meet people, to be healthy <sup>T, L</sup>
- describe some health and wellbeing benefits of participation in physical activity <sup>T, L</sup>
- create a physical activity ideas guide that involves the class in undertaking in regular physical activity sessions <sup>T, L, N, ICT</sup>

## Teaching emphases for standard two

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Teaching concepts and skills for movement and physical activity at standard two emphasises the explicit teaching and modelling of fundamental movement skills, concepts, patterns and sequences. This includes approaches such as:

- focus on rules, signs, symbols and routines in physical environments
- opportunities for students to experience structured and unstructured play using movement skills and concepts and available space, boundaries and equipment
- repetition of age appropriate skills, sequences and routines
- opportunities for students to use and apply fundamental movement skills in simple game and activities
- students experiencing success and reward, and learning from experience
- students practising working with others, taking turns and sharing equipment
- role modelling of fundamental movement skills
- participation in a variety of moderate to vigorous physical activities
- opportunities to explore fitness concepts such as endurance, strength and flexibility
- age appropriate fundamental movement skills vocabulary.

## Sample resources for standard two

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Anton-Hem, L. *Fundamental Motor Skills and Literacy: Motor skills and literacy through rhymes*, ECP ISBN: 1741482526

Bulluss, J. & Coles, P. *Perceptual Motor Programs: A Manual for Teachers* 3<sup>rd</sup> edition Smart Starters <http://www.smartstarters.com.au/>

Department of Education Tasmania (1997) *Fundamental Motor Skills*, <http://resources.education.tas.gov.au/item/edres/2de3308f-7956-cb08-4932-381bbc0cb345/1/FundamentalMotorSkills.pdf>

Department of Education Tasmania, *Swimming and Water Safety Program Diary*, <http://www.education.tas.gov.au/school/educators/health/watersafety/justforkids> (from Grade 3 onwards)

Jackson & Craig (1993) *Rig-a-Jig-Jig* (Book and CD) Volumes 1 and 2 (available from ACHPER)

Landy, J. & Burrige, K. (1999) *Ready to Use—Fundamental Motor Skills and Movement Activities for Young Children*, (available from ACHPER)

Meaney, P. *Don't forget Your Whistle! You can do it! Physical Education Activities for Young Children*, Robert Anderson and Associates ISBN: 0949133310

Meany, P. & Culka, S. (1992) *Wet Games: Teaching Swimming and Water Safety* (available from ACHPER)

Ontario Ministry of Education, *Daily Physical Activity*, <http://www.edu.gov.on.ca/eng/teachers/dpa.html>

*PEP Gymnastics Lower Primary* (Book and CD) (1998) (available from ACHPER)

Wayne, S. (2005) *Daily Does It*, ACHPER

All web links accessed September 2007

## Standard two

### Strand 3: Skills for personal and social development

#### Performance criteria

At each stage it is expected that students at standard **two** will:

	Stage four	Stage five	Stage six
Students understand concepts of identity and relationships (PC5)	<ul style="list-style-type: none"><li>describe some similarities and differences between people</li><li>identify situations that can cause conflict</li><li>identify some ways people express thoughts and feelings</li><li>identify behaviours that contribute to positive relationships</li></ul>	<ul style="list-style-type: none"><li>practise ways to show care and respect for others</li><li>describe conflict including causes and effects</li><li>identify how personal thoughts and feelings about themselves affects them</li><li>identify outcomes of positive relationships</li></ul>	<ul style="list-style-type: none"><li>understand how to show respect for others</li><li>describe how to manage a change or conflict situation</li><li>understand how personal thoughts and feelings about themselves affects them</li><li>practise actions that promote positive relationships</li></ul>
Students demonstrate self management skills that promote personal identity and positive relationships (PC6)	<ul style="list-style-type: none"><li>identify positive communication skills</li><li>identify health choices and decisions</li><li>identify a situation where people may need help</li></ul>	<ul style="list-style-type: none"><li>practise effective communication skills in groups</li><li>identify some health choices in a given situation</li><li>identify some places where people could access support</li></ul>	<ul style="list-style-type: none"><li>use effective communication skills</li><li>practise simple decision making skills about a health choice</li><li>know how to ask for help in a health situation</li></ul>

#### Sample learning opportunities

##### Identity

- create a table or organiser that identifies people and events that help them feel happy or sad eg. describe common characteristics <sup>T, L, ICT</sup>
- view images or share stories about different people and use a Venn diagram or other organiser to demonstrate similarities and differences between themselves and others <sup>T, L, N</sup>
- list some characteristics that makes people feel positive about themselves and design a positive personal motto or saying <sup>T, L</sup>
- discuss feelings and reactions that students may experience in a range of situations. eg. joining a new class, having a birthday, joining a team or club, music lessons <sup>L, T</sup>
- discuss rights and responsibilities using a story, scenario or class example <sup>T, L</sup>
- express personal opinions about a shared topic of interest <sup>L, T</sup>
- use visual and print materials to describe some emotions that others may feel in different settings or cultures <sup>T, L, ICT</sup>
- identify and practise positive vocabulary that encourages others to participate or achieve <sup>L, T</sup>
- role play and discuss possible ways of responding to emotions and behaviours displayed by others eg. waiting your turn <sup>T, L</sup>

##### Relationships

- use words or images to show how a good friend might act <sup>L, ICT</sup>
- use role play to demonstrate appropriate ways to respect the feelings of other people eg. grandparents, teachers, friends, sports coach <sup>L, T</sup>
- design a poster or presentation using images and text to promote the concept of friendship <sup>T, L, ICT</sup>

- identify and discuss some advantages of teamwork and role play some personal skills that are necessary for a group to function well <sup>L,T</sup>
- list groups that they belong to and describe some ways to positively contribute to one of these groups eg. sports teams, scouts, bands <sup>T,L</sup>

#### Self management

- list or discuss choices people make that could impact on their health and wellbeing <sup>T,L</sup>
- use scenarios to discuss how certain actions and behaviour promote health and wellbeing eg. play games at lunchtime <sup>T,L</sup>
- describe or draw what anger is and identify situations where it might occur <sup>T,L</sup>
- practise ways of managing anger and behaviour in role play eg. stop, think and act, count to ten <sup>T,L</sup>
- respond to images of people needing support and identify ways that they can ask for help <sup>T,L</sup>
- visit a local health related facility and investigate how it promotes health and wellbeing in the community eg. visits doctor, dentist, hospital, gym, youth centre <sup>T,L</sup>

### Teaching emphases for standard two

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Teaching personal and social skills at standard two emphasises establishing a positive and supportive learning environment. This includes approaches such as:

- building caring relationships, high and achievable expectations and ongoing opportunities for participation, challenge, success and reward for all students
- activities that help develop a positive self concept
- tasks that enable students to speak positively about themselves and express their thoughts and feelings
- tasks that enhance resilience and build a sense of belonging
- modelling ways to manage emotions and thinking
- modelling positive relationships and age appropriate self management skills
- practise using cooperative learning strategies
- opportunities for students to experience structured and unstructured play with peers and adults and work with others
- tasks that provide students with opportunities to explore and practise communication, problem solving and conflict resolution skills
- taking turns and sharing equipment and resources
- practise using verbal and non-verbal communication skills
- use of age appropriate and accurate terminology and vocabulary.

### Sample resources for standard two

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Department of Health, Western Australia, 2002 *Growing and developing healthy relationships curriculum support materials, Early childhood phase: foundations for healthy relationships*

[http://www.wahpsa.org.au/index.php?option=com\\_content&task=view&id=21&Itemid=32](http://www.wahpsa.org.au/index.php?option=com_content&task=view&id=21&Itemid=32)

Guy, R. (1999) *Look global: global perspectives in the upper primary classroom*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863663614

Hamston, J. & Murdoch, K. (1996) *Integrating socially: planning integrated units of work for social education*. Eleanor Curtin Publishing, Armidale, Vic. ISBN: 0435088998

McGrath, H. & Noble, T. (2003) *Bounce Back! Level 1: Teachers' Resource Book*, Pearson Longman ISBN: 0733999549

McGrath, H. & Noble, T. (2003) *Bounce Back! Level 2: Teachers' Resource Book*, Pearson Longman ISBN: 0733999557

Murdoch, K. & Hamston, J. (1999) *Knowing Me, Knowing You: Exploring identity and difference through an integrated curriculum*, Dellasta ISBN: 1875640525

*Parts of a Pattern Years 2-3* (1996) Curriculum Corporation, Carlton, Vic ISBN: 1863663622

Reid-Nguyen, R. (1999) *Think global: global perspectives in lower primary classroom*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863665463

Shure, M. (2001) *I Can Problem Solve*, Malloy Inc. ISBN: 13978 0878224296

*Worth their weight in gold* [http://resources.education.tas.gov.au/item/edres/8aab9dd5-2bde-4d12-1bea-910ae0a38f13/1/Worth\\_weight\\_print.doc](http://resources.education.tas.gov.au/item/edres/8aab9dd5-2bde-4d12-1bea-910ae0a38f13/1/Worth_weight_print.doc) (learning sequence: importance of friendship)

All web links accessed September 2007

## Health and wellbeing Standard three

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## Standard three

### Understanding health and wellbeing

Students understand that being healthy and being well can be described in particular ways by different people at different times in their lives. They learn about the concept of wellbeing. Students are becoming aware of a wider range of factors that influence their health. They are learning about the importance of taking personal responsibility for their own health and wellbeing. They understand that all the dimensions of health are important to maintain a healthy lifestyle.

Students understand the concept of life stages for diverse people. They understand that people grow at different rates. They recognise and compare physiological changes that occur at each major life stage including conception, birth and puberty.

Students can identify behaviours that may impact on their health and wellbeing. They learn how some behaviours such as smoking and passive smoking can negatively influence health. They are aware that there is a wide range of health knowledge, products and services available that promote health and wellbeing for individuals and the community.

Students describe what healthy eating means. They learn how food habits relate to health and wellbeing. They can identify some personal and cultural influences on food choice. They compare how particular foods influence growth and performance. They understand concepts related to the safe handling and preparation of healthy food.

Students can identify harmful, risky and unsafe situations and behaviours. They are learning how to assess options and consequences to propose actions they can take when they feel unsafe at home, school and in the community. They understand how, where and from whom they can access help. They understand the concept of minimising risk in familiar contexts.

Students learn some ways that they can contribute to health and wellbeing in the community. They learn that taking personal action can positively influence community wellbeing. Students can describe how organisations promote health and wellbeing in the community. Students understand how connections with the natural environment can support their health and wellbeing. They learn how people's actions can affect the natural and built environment.

Students learn how the choices they make are influenced by personal, economic and social factors. They explore ways to take action to enhance wellbeing. They understand how learned personal and social skills can be used to take action to maintain and improve the health and wellbeing of themselves and others in diversity settings.

### Concepts and skills for movement and physical activity

Students are learning to master more complex skills such as catching and striking balls of different shapes and sizes. They are becoming confident in using their non-preferred hand to catch a ball and dribble a ball by hand or foot using both sides of the body. They are learning to strike a moving ball with an implement, drop and hit a ball and kick a round ball.

Students are learning aquatic survival and rescue techniques including sculling, treading water survival strokes and reach to rescue. They are learning to swim for extended distances on their front, back and side using arm actions, kicking and breathing patterns of recognised swimming strokes.

Students demonstrate increasing control of their body. They can design, perform and rehearse a broad range of movement skills and sequences with greater control, balance and coordination. They respond to feedback to improve their performance. They reflect on their own performance and observe the skill performances of others, providing constructive, simple feedback.

Students understand that fundamental movement skills can be used in different activities and can demonstrate and apply them to structured games and modified sports. They understand how to use the concepts of space and time to improve their physical performance in different activities. They are aware of tactics and positional play in sport specific situations.

Students are able to describe connections between participation in physical activity and health and wellbeing. They explore fitness concepts of flexibility, strength and endurance and are learning how their bodies respond to different types of exercise.

Students enjoy team games and work cooperatively with others in both competitive sport and game situations. They contribute constructively to teams, follow basic safety principles and explain the concepts of fair play and sportsmanship.

Students are learning that choices people make about participation in physical activity are influenced by factors such as personal preference, time and access to equipment and facilities. They reflect on and describe what influences their participation. They are developing a deeper understanding of people's varied physical abilities and needs.

### **Skills for personal and social development**

Students have a greater understanding of the concepts of identity and self esteem. They demonstrate strategies to build the self esteem of themselves and others. They use simple strategies to manage change and organise their own thinking and behaviour. They explore the concept of resilience for themselves and others. They describe how balancing some of the dimensions of health can positively influence their lives. They identify changes involved in growing up and describe how these can influence relationships, emotions, values and attitudes in areas such as loss and change.

They understand and demonstrate skills for building positive relationships with friends and family. They are learning to accept personal responsibility and assume specific roles in groups. They can contribute to group goals and support others to reach desired outcomes. They are learning about concepts of community and citizenship.

Students are becoming more self directed and independent. They are learning to evaluate consequences and benefits of decisions. They understand how some choices are within their control. They provide simple solutions that support health and wellbeing regarding issues such as bullying, harassment and anger management. They identify some health services and support networks.

# Health and wellbeing

## Standard three

At each stage it is expected that students will:

Performance criteria	Stage seven	Stage eight	Stage nine
Students understand how to maintain and integrate the elements of a healthy lifestyle (PC1)	<ul style="list-style-type: none"> <li>understand some factors that influence personal health and wellbeing</li> <li>identify how to promote a particular health information or service</li> <li>understand that all dimensions of health are important</li> <li>understand that people go through recognised life stages</li> <li>identify influences on food choices</li> <li>identify situations and behaviours that are safe or unsafe</li> </ul>	<ul style="list-style-type: none"> <li>understand the role of individuals in maintaining health and wellbeing</li> <li>understand how to promote knowledge of health information or services</li> <li>describe how the dimensions of health contribute to health and wellbeing</li> <li>understand that factors such as gender influence how people grow and change</li> <li>understand that some food choices are within personal control</li> <li>identify how situations can be made safer</li> </ul>	<ul style="list-style-type: none"> <li>understand their personal role in maintaining health and wellbeing</li> <li>aware that health information and services can change</li> <li>understand that all dimensions of health are important to maintain a healthy lifestyle</li> <li>understand that people go through similar life stages and develop at different rates</li> <li>understand factors that influence food choices and how personal food choices affect health and wellbeing</li> <li>understand and propose personal actions to promote personal and group safety</li> </ul>
Students use health knowledge to promote personal and group health and wellbeing (PC2)	<ul style="list-style-type: none"> <li>identify individual contribution to the community</li> <li>identify personal and social skills required in planning</li> <li>identify choices individuals make</li> </ul>	<ul style="list-style-type: none"> <li>understand how individuals can participate in community events</li> <li>understand how to use particular personal and social skills in planning</li> <li>identify factors that influence personal choice</li> </ul>	<ul style="list-style-type: none"> <li>understand how individuals including themselves can contribute positively to the community</li> <li>understand how particular skills contribute to health and wellbeing plans</li> <li>understand some factors that influence personal choice</li> </ul>
Students acquire and use movement and fitness skills and concepts to enhance performance (PC3)	<ul style="list-style-type: none"> <li>practise fundamental movement skills and concepts in modified sports</li> <li>explore balance, control and coordination in movement</li> <li>explore positional play in some modified sports</li> <li>explore the concept of fitness through participation</li> </ul>	<ul style="list-style-type: none"> <li>refine fundamental movement skills and concepts in modified sports</li> <li>refine balance, control and coordination in movement</li> <li>practise positional play in modified sports</li> <li>participate in specific fitness activities</li> </ul>	<ul style="list-style-type: none"> <li>use fundamental movement skills and concepts in games, activities and modified sports</li> <li>demonstrate balance, control and coordination in movement sequences</li> <li>use positional play and explore game tactics in modified sports</li> <li>understand some benefits of exercise through participation</li> </ul>
Students understand factors that influence participation in physical activity (PC4)	<ul style="list-style-type: none"> <li>explore concepts of fair play and sportsmanship in physical activities</li> <li>work cooperatively to set a team goal</li> <li>identify some influences on participation in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>practise concepts of fair play and sportsmanship in physical activities</li> <li>work cooperatively to achieve a team goal</li> <li>explore personal influences on participation in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>understand concepts of fair play and sportsmanship</li> <li>understand some benefits of working cooperatively</li> <li>understand some benefits of participation in physical activity</li> </ul>

## Health and wellbeing

### Standard three

At each stage it is expected that students will:

Performance criteria	Stage seven	Stage eight	Stage nine
Students understand concepts of identity and relationships (PC5)	<ul style="list-style-type: none"> <li>▪ identify some physical, social and emotional changes during human life</li> <li>▪ identify positive ways people can respond to change and challenge</li> <li>▪ identify steps people can take to achieve positive outcomes</li> <li>▪ identify skills that contribute to positive relationships</li> </ul>	<ul style="list-style-type: none"> <li>▪ describe how some changes affect how people feel about themselves</li> <li>▪ explore the concept of resilience</li> <li>▪ practise strategies to achieve positive outcomes</li> <li>▪ practise skills to enhance relationships</li> </ul>	<ul style="list-style-type: none"> <li>▪ describe how personal identity is influenced by growth and change</li> <li>▪ identify ways to enhance resilience</li> <li>▪ describe strategies to organise thoughts and feelings</li> <li>▪ demonstrate skills to maintain positive relationships</li> </ul>
Students demonstrate self management skills that promote personal identity and positive relationships (PC6)	<ul style="list-style-type: none"> <li>▪ identify how communication can lead to conflict</li> <li>▪ identify health and wellbeing choices within their control</li> <li>▪ identify local health services and support networks</li> </ul>	<ul style="list-style-type: none"> <li>▪ explore strategies to avoid or resolve conflict</li> <li>▪ describe steps in making a health and wellbeing choice</li> <li>▪ identify ways to access local health services</li> </ul>	<ul style="list-style-type: none"> <li>▪ design strategies to avoid or resolve conflict</li> <li>▪ use problem solving and decision making processes to make health and wellbeing choices</li> <li>▪ practise locating health services and support networks</li> </ul>

## Standard three

### Strand I: Understanding health and wellbeing

#### Performance criteria

At each stage it is expected that students at standard **three** will:

	Stage seven	Stage eight	Stage nine
Students understand how to maintain and integrate the elements of a healthy lifestyle (PC1)	<ul style="list-style-type: none"> <li>understand some factors that influence personal health and wellbeing</li> <li>identify how to promote a particular health information or service</li> <li>understand that all dimensions of health are important</li> <li>understand that people go through recognised life stages</li> <li>identify influences on food choices</li> <li>identify situations and behaviours that are safe or unsafe</li> </ul>	<ul style="list-style-type: none"> <li>understand the role of individuals in maintaining health and wellbeing</li> <li>understand how to promote knowledge of health information or services</li> <li>describe how the dimensions of health contribute to health and wellbeing</li> <li>understand that factors such as gender influence how people grow and change</li> <li>understand that some food choices are within personal control</li> <li>identify how situations can be made safer</li> </ul>	<ul style="list-style-type: none"> <li>understand their personal role in maintaining health and wellbeing</li> <li>aware that health information and services can change</li> <li>understand that all dimensions of health are important to maintain a healthy lifestyle</li> <li>understand that people go through similar life stages and develop at different rates</li> <li>understand factors that influence food choices and how personal food choices affect health and wellbeing</li> <li>understand and propose personal actions to promote personal and group safety</li> </ul>
Students use health knowledge to promote personal and group health and wellbeing (PC2)	<ul style="list-style-type: none"> <li>identify individual contribution to the community</li> <li>identify personal and social skills required in planning</li> <li>identify choices individuals make</li> </ul>	<ul style="list-style-type: none"> <li>understand how individuals can participate in community events</li> <li>understand how to use particular personal and social skills in planning</li> <li>identify factors that influence personal choice</li> </ul>	<ul style="list-style-type: none"> <li>understand how individuals including themselves can contribute positively to the community</li> <li>understand how particular skills contribute to health and wellbeing plans</li> <li>understand some factors that influence personal choice</li> </ul>

#### Sample learning opportunities

##### Dimensions of health

- discuss views about what health and wellbeing means to different people <sup>L, T</sup>
- use an organiser to illustrate external influences on their health and wellbeing eg. family, friends, location, the natural environment, access to facilities and services <sup>T, L</sup>
- describe or discuss what spiritual health means using provided examples eg. quiet personal reflection, connecting with the environment, loving a person or pet <sup>T, L</sup>
- discuss different views on health with a partner or in a group <sup>L, T</sup>
- describe or illustrate how the five dimensions of health can contribute to personal health and wellbeing eg. using a pie chart <sup>T, L, N</sup>

##### Health knowledge and practices

- investigate online health services and list those that provide information for children <sup>ICT, L</sup>
- discuss traditional and non-traditional health practices from different cultural or ethnic groups <sup>T, L</sup>
- construct and reflect on a timeline of their own life showing growth and development including conception, birth and the present day eg. physical changes, developmental milestones <sup>L, N, T</sup>

- discuss how people grow through similar stages of development at different rates and times <sup>L, N, T</sup>
- identify factors that contribute to unique physical characteristics eg. genetics, environment <sup>T</sup>
- identify how some body systems work together eg. circulation and respiration <sup>T</sup>
- graph heights of people in class and/or grades and compare the results by age or gender <sup>N, T, L</sup>
- use a Venn diagram or other organiser to compare physical changes that occur during puberty for gender <sup>T, N, L</sup>
- identify and discuss the functions of the male and female reproductive systems <sup>L</sup>
- examine some of the physiological changes that occur during puberty <sup>L</sup>
- identify some of the harm associated with certain drugs eg. tobacco, alcohol <sup>T</sup>
- discuss why people choose to smoke or not smoke <sup>L, T</sup>
- role play or conduct a presentation to show how drugs and medications can be both harmful and helpful eg. passive smoking, misuse of medicine <sup>L, T, ICT</sup>
- examine the food serving recommendations of the *Australian Guide to Healthy Eating* and produce a simple guide for younger students <sup>L, N, T, ICT</sup>
- discuss some factors that can impact on healthy food choices eg. media, family, food availability <sup>T, L</sup>
- discuss and compare why different foods need to be stored in different ways <sup>T, L</sup>
- design, prepare and evaluate a simple group meal based on recommendations of *Australian Guide for Healthy Eating* eg. picnic, lunch platters, school camp <sup>T, L, N</sup>
- follow criteria to monitor food handling practices of the group during a meal preparation <sup>T, L, N</sup>

### Safety

- brainstorm situations and behaviours that particular people might find potentially harmful or unsafe <sup>T</sup>
- use a flowchart to predict possible outcomes of engaging in harmful, risky and unsafe situations and behaviours <sup>T, ICT</sup>
- write, draw or act out an action plan for a situation to improve personal and/or group safety eg. sun safety, stranger danger, playing a game using unsafe equipment, fire evacuation plan <sup>L, T</sup>
- develop a 'what if' scenario outlining what would happen if ... eg. there were no traffic lights, people did not wear seat belts <sup>T, L</sup>
- participate in the planning of an excursion or whole school activity and outline the procedures to follow to promote safety for self and others <sup>L, T</sup>
- role play phone calls to emergency services providing accurate information eg. name, address, location, possible symptoms <sup>L, T</sup>
- reflect on the effectiveness of strategies and language used in responding to an emergency <sup>T, L</sup>

### Community

- investigate local resources available in the community and conduct a survey to examine how well these are known and utilised <sup>L, N, ICT</sup>
- investigate how to volunteer to care for the natural environment in the local area <sup>L, T</sup>
- investigate and map safe walking or bus routes to school <sup>L, N</sup>
- use or design a map of a safe local bike or walking track <sup>L, N, T</sup>
- interview people who provide paid or unpaid work in the canteen <sup>L, T</sup>

### Taking action

Students should be given opportunities to take action based on content drawn from all areas of the Health and wellbeing curriculum.

## Teaching emphases for standard three

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Teaching understanding health and wellbeing at standard three emphasises the explicit teaching and modelling of health and wellbeing concepts. This includes approaches such as:

- focus on inquiry processes eg. posing problems, gathering information, thinking about possibilities, making decisions and justifying conclusions
- problem solving tasks and age appropriate health and wellbeing issues
- explicit thinking strategies about promoting deeper understanding of health and wellbeing issues and concepts
- role play and practise of health and wellbeing concepts
- formulating action plans
- opportunities for students to develop simple health and wellbeing action plans
- strategies that enable students to make health and wellbeing choices within their control
- opportunities for student reflection on health and wellbeing choices and decisions
- health and wellbeing issues and resources in the local community and environment
- opportunities for students to negotiate and personalise their learning
- age appropriate health and wellbeing vocabulary and practices.

## Sample resources for standard three

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*Aches and pains: asthma* <http://resources.education.tas.gov.au/item/tlf/25f53d7e-9054-c2aa-1055-d8b9bdf308a0/2/ViewIMS.jsp> (Learning Federation Learning Object)

*Australian Guide to Healthy Eating*

<http://www.health.gov.au/internet/wcms/publishing.nsf/Content/health-pubhlth-publicat-document-fdeduc-cnt.htm>

*Choice is Yours* <http://resources.education.tas.gov.au/item/edres/d1828dcd-d915-bc86-e7d2-888302d7d650/1/thechoiceisyours.doc> (learning sequence: choice)

Commonwealth Department of Education, Science and Training (2003) *The Big Move* ISBN: 187703231X (Kit)

Department of Education, Tasmania, *Walking bus program*

[http://www.education.tas.gov.au/school/educators/health/movewelleatwell/physical\\_activity\\_initiatives](http://www.education.tas.gov.au/school/educators/health/movewelleatwell/physical_activity_initiatives)

Department of Health, Western Australia (2002) *Growing and developing healthy relationships curriculum support materials, Middle childhood phase: foundations for healthy relationships*

[http://www.wahpsa.org.au/index.php?option=com\\_content&task=view&id=21&Itemid=32](http://www.wahpsa.org.au/index.php?option=com_content&task=view&id=21&Itemid=32)

*Feeling Good, Feeling Great* [http://resources.education.tas.gov.au/item/edres/70a445b1-891a-a30b-84ad-3ad8deac4fab/1/fgfg\\_print.doc](http://resources.education.tas.gov.au/item/edres/70a445b1-891a-a30b-84ad-3ad8deac4fab/1/fgfg_print.doc) (learning sequence: choice, identity and relationships)

*From Igloos to Yurts Years 4-7* (1996) Curriculum Corporation, Carlton, Vic. ISBN: 18636633282

*Keep Your Head Above Water: Rescue Aids* [http://resources.education.tas.gov.au/item/edres/d680b0dc-db62-7228-3500-2d4c01c03bef/1/19\\_rescue\\_aids.pdf](http://resources.education.tas.gov.au/item/edres/d680b0dc-db62-7228-3500-2d4c01c03bef/1/19_rescue_aids.pdf)

*Pathways to Community* [http://resources.education.tas.gov.au/item/edres/70ccc817-e6e4-b5c7-572d-369946517710/1/Pathways\\_print.doc](http://resources.education.tas.gov.au/item/edres/70ccc817-e6e4-b5c7-572d-369946517710/1/Pathways_print.doc) (learning sequence: communities working together)

*Quit Tasmania* <http://quittas.org.au>

Royal Life Saving, *Kids Online* <http://www.royallifesaving.com.au/www/html/487-kids-online.asp>

*Seven Deadly Sins* <http://resources.education.tas.gov.au/item/edres/0c89076b-9a95-6e5b-f31c-12686c896e74/1/SevenDeadlySinsprint.doc> (learning sequence: positive and negative consequences of choice)

State of Queensland Department of Health (2002) *Food Safety Matters* ISBN: 0734529015 (Kit)

*Tasmanian School Canteen Association* <http://www.tascanteenassn.org.au/>

*What's the message?* <http://resources.education.tas.gov.au/item/edres/0a98763e-511b-fa56-bf76-12affc58c134/1/What%27sthemessagePrint.doc> (learning sequence: media messages)

All web links accessed September 2007

## Standard three

### Strand 2: Skills and concepts for movement and physical activity

#### Performance criteria

At each stage it is expected that students at standard **three** will:

	Stage seven	Stage eight	Stage nine
Students acquire and use movement and fitness skills and concepts to enhance performance (PC3)	<ul style="list-style-type: none"> <li>practise fundamental movement skills and concepts in modified sports</li> <li>explore balance, control and coordination in movement</li> <li>explore positional play in some modified sports</li> <li>explore the concept of fitness through participation</li> </ul>	<ul style="list-style-type: none"> <li>refine fundamental movement skills and concepts in modified sports</li> <li>refine balance, control and coordination in movement</li> <li>practise positional play in modified sports</li> <li>participate in specific fitness activities</li> </ul>	<ul style="list-style-type: none"> <li>use fundamental movement skills and concepts in games, activities and modified sports</li> <li>demonstrate balance, control and coordination in movement sequences</li> <li>use positional play and explore game tactics in modified sports</li> <li>understand some benefits of exercise through participation</li> </ul>
Students understand factors that influence participation in physical activity (PC4)	<ul style="list-style-type: none"> <li>explore concepts of fair play and sportsmanship in physical activities</li> <li>work cooperatively to set a team goal</li> <li>identify some influences on participation in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>practise concepts of fair play and sportsmanship in physical activities</li> <li>work cooperatively to achieve a team goal</li> <li>explore personal influences on participation in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>understand concepts of fair play and sportsmanship</li> <li>understand some benefits of working cooperatively</li> <li>understand some benefits of participation in physical activity</li> </ul>

#### Sample learning opportunities

##### Movement skills and concepts

Participate in activities to practise, refine and consolidate fundamental movement skills such as:

##### Locomotion

- move safely in personal and shared space at greater speed and with more frequent changes of direction<sup>N</sup>
- maximise spring from jumps eg. using arm thrust<sup>N</sup>

##### Body management

- pivot<sup>N</sup>
- backward roll down an incline<sup>N</sup>

##### Manipulative skills

- use objects of different shapes and sizes to refine and perform skills<sup>N</sup>
- perform more complex skills by combining skill components eg. chest pass, overarm throw, strike a moving ball with bat or racquet, punt kick<sup>N, T</sup>
- use non-preferred hand or foot eg. throw a small ball, dribble a ball by hand or foot, punt kick
- attempt skipping tricks and routines using long and short ropes<sup>N</sup>

##### Aquatics

- practise non-contact aquatic rescue techniques eg. reach to rescue, throw rescue
- practise aquatic survival skills eg. treading water, survival sculling
- demonstrate recognised swimming strokes and breathing patterns on front, back and side
- understand safety rules associated with aquatic environments eg. pool rules<sup>L, N, T</sup>

### Using, applying and enhancing performance

- consolidate movement concepts through dance and gymnastics sequences such as:
  - simple tumbling sequences
  - move forward along a balance beam
  - balances and supports
  - use dance movement patterns eg. square, line, circle <sup>N</sup>
  - connect steps and components of a dance <sup>N</sup>
  - move in time to music <sup>N</sup>
- use fundamental movement skills, patterns and sequences in modified games (eg. Kanga Cricket, Walla Rugby, T Ball) including: <sup>T, N</sup>
  - awareness of space, changes in speed and direction <sup>N</sup>
  - pass or kick a ball to another player in team games
  - move to a position to receive a ball
  - work cooperatively to move a ball between team members <sup>N</sup>
  - pass to a moving target <sup>N</sup>
- make connections between fundamental movement skills and specific sports eg. soccer requires foot skills, foot-eye coordination, awareness of space, dodging <sup>N, T</sup>
- demonstrate basic umpiring and scoring procedures used in some games and activities <sup>L, N, T, ICT</sup>
- use appropriate vocabulary movement skills and sport specific terms <sup>L</sup>
- use set criteria to observe and provide performance feedback to peers <sup>T, L, N</sup>

### Fitness concepts

- participate in activities requiring different levels of intensity eg. moderate and vigorous
- identify and compare more vigorous and less vigorous physical activities eg. effect on heart rate, how they make you feel, benefits <sup>T, N</sup>
- describe some physical changes that occur when people commence exercise <sup>L, N</sup>
- participate and compare examples of activities to examine the concept of cardiovascular endurance <sup>L, N</sup>
- explore the concepts of strength and flexibility through age appropriate activities <sup>N</sup>
- participate in daily physical activity and fitness programs to develop strength, flexibility and cardiovascular endurance <sup>N</sup>
- design and conduct a simple fitness circuit applying flexibility, strength and cardiovascular endurance concepts <sup>T, L, N</sup>

### Group and team skills

- follow rules to participate safely and effectively in games and activities <sup>L, T</sup>
- identify skills used in warm-ups and cool-downs and discuss how these can promote safe participation, reduce risk of injury and aid recovery <sup>L, T</sup>
- identify and explain different roles performed in groups and teams <sup>L</sup>
- use a graphic organiser to describe how communication, listening and group cooperation can help achieve team goals <sup>T, L</sup>
- discuss and demonstrate how fair play and sportsmanship promote effective groups and teams <sup>T, L</sup>
- discuss and demonstrate how everyone can be included and supported in games and activities <sup>T, L</sup>
- identify criteria to measure team and group performance and use criteria to reflect on personal and group contributions <sup>T, L, N</sup>
- use a Y chart or other strategy to identify what effective teams look, sound and feel like and discuss findings <sup>T, N, L</sup>

### Physical activity and active living

- investigate factors that influence people's participation in physical activity and develop a strategy to increase participation eg. time, access, cost, ability <sup>T, L, N, ICT</sup>
- devise a low cost strategy to enable participation in physical activity <sup>N, T</sup>
- examine Australia's physical activity recommendations for five to twelve year olds and devise a weekly plan that could help young people meet these guidelines <sup>L, N, T, ICT</sup>

## Teaching emphases for standard three

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Teaching concepts and skills for movement and physical activity at standard three emphasises the explicit teaching and modelling of fundamental movement skills, concepts, patterns and sequences in broader contexts involving games and modified sports. This includes approaches such as:

- a focus on encouragement to persist with mastery of fundamental movement skills, movement sequences and patterns
- participation in a wider range of games and activities
- reflection on personal performance and observation of the performances of others
- acquisition of sport specific skills
- opportunities to experience success and reward
- participation in diverse groupings to promote sportsmanship, fair play, inclusion and equity
- developing game sense to develop understanding of the use of space, time and positional play
- thinking strategies to enhance individual and team performance
- use and application of rules to different games and activities
- regular opportunities to participate in different types of moderate to vigorous physical activities
- opportunities to participate in specific, age appropriate fitness activities to promote endurance, strength and flexibility
- opportunities for students to negotiate and personalise their learning
- age appropriate movement and fitness vocabulary and concepts.

## Sample resources for standard three

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Australian Council for Health, Physical Education and Recreation, *Australian Fitness Education Award* (available from ACHPER)

Australian Football League, *AFL Sport Education* <http://www.afl.com.au/tabid/10256/Default.aspx>

Australian Government, *Physical Activity Guidelines for 5–12 year olds*,  
[http://www.health.gov.au/internet/wcms/publishing.nsf/Content/phd-physical-activity-kids-pdf-cnt.htm/\\$FILE/kids\\_phys.pdf](http://www.health.gov.au/internet/wcms/publishing.nsf/Content/phd-physical-activity-kids-pdf-cnt.htm/$FILE/kids_phys.pdf)

Department of Education, Tasmania (1997) *Fundamental Motor Skills*,  
<http://resources.education.tas.gov.au/item/edres/2de3308f-7956-cb08-4932-381bbc0cb345/1/FundamentalMotorSkills.pdf>

Department of Education, Tasmania *Swimming and Water Safety Program Diary*,  
<http://www.education.tas.gov.au/school/educators/health/watersafety/justforkids> (Grades 3 - 5)

*From Igloos to Yurts Years 4-7* (1996) Curriculum Corporation, Carlton, Vic. ISBN: 18636633282

Meaney, P. *Don't forget Your Whistle! You can do it! Physical Education Activities for Young Children*, Robert Anderson and Associates ISBN: 0949133310

Meany, P. & Culka, S. (1992) *Wet Games: Teaching Swimming and Water Safety* (available from ACHPER)

Ontario Ministry of Education, *Daily Physical Activity*, <http://www.edu.gov.on.ca/eng/teachers/dpa.html>

Pill, S. (2007) *Play with Purpose*, ACHPER ISBN: 9781863520348

*PEP Gymnastics Upper Primary and Lower Secondary* (Book and CD) (1999) (available from ACHPER)

*PlaySport*, <http://www.playsport.net/en/>

Rohnke, (1984) *Silver Bullets* (available from ACHPER)

Wayne, S. (2005) *Daily Does It*, ACHPER

All web links accessed September 2007

## Standard three

### Strand 3: Skills for personal and social development

#### Performance criteria

At each stage it is expected that students at standard **three** will:

	Stage seven	Stage eight	Stage nine
Students understand concepts of identity and relationships (PC5)	<ul style="list-style-type: none"><li>▪ identify some physical, social and emotional changes during human life</li><li>▪ identify positive ways people can respond to change and challenge</li><li>▪ identify steps people can take to achieve positive outcomes</li><li>▪ identify skills that contribute to positive relationships</li></ul>	<ul style="list-style-type: none"><li>▪ describe how some changes affect how people feel about themselves</li><li>▪ explore the concept of resilience</li><li>▪ practise strategies to achieve positive outcomes</li><li>▪ practise skills to enhance relationships</li></ul>	<ul style="list-style-type: none"><li>▪ describe how personal identity is influenced by growth and change</li><li>▪ identify ways to enhance resilience</li><li>▪ describe strategies to organise thoughts and feelings</li><li>▪ demonstrate skills to maintain positive relationships</li></ul>
Students demonstrate self management skills that promote personal identity and positive relationships (PC6)	<ul style="list-style-type: none"><li>▪ identify how communication can lead to conflict</li><li>▪ identify health and wellbeing choices within their control</li><li>▪ identify local health services and support networks</li></ul>	<ul style="list-style-type: none"><li>▪ explore strategies to avoid or resolve conflict</li><li>▪ describe steps in making a health and wellbeing choice</li><li>▪ identify ways to access local health services</li></ul>	<ul style="list-style-type: none"><li>▪ design strategies to avoid or resolve conflict</li><li>▪ use problem solving and decision making processes to make health and wellbeing choices</li><li>▪ practise locating health services and support networks</li></ul>

#### Sample learning opportunities

##### Identity

- create a timeline to demonstrate some major physical, social and emotional changes that have occurred in their lifetime and discuss how some of these changes have influenced their relationships, emotions and attitudes <sup>N, L, T, ICT</sup>
- use a thinking strategy such as the five why process to explore questions about belonging eg. Why do people like to belong to groups? Why do people like to be accepted by their peers? <sup>T, L</sup>
- use a Venn diagram and discussion to identify how people act and feel in different groups <sup>T, L, N</sup>
- list ways that the school helps people feel welcome and included; identify possible areas for improvement <sup>L</sup>
- list ways that students can become involved in the school community; describe actions a student could take to join in school activities eg. sport teams, music, Aussie sports leader, volunteering <sup>L</sup>
- use scenarios to share strategies that build a positive self concept eg. respecting rights of others, accepting individuals with special needs and different cultural backgrounds <sup>L, T</sup>
- reflect on personal characteristics that make people feel valued by others <sup>T, L</sup>
- use a thinking strategy to reflect on how personal attitudes have changed during their lifetime on a particular issue eg. I used to think ... but now, I think <sup>T, L</sup>

##### Relationships

- with a partner describe a close personal or family friendship; identify skills and attitudes that help maintain the relationship <sup>L</sup>
- interview a range of people at different ages; examine diverse opinions about what skills are needed to maintain good relationships <sup>L</sup>

- discuss alternative views on what respecting others mean <sup>T</sup>
- develop a presentation on skills that help maintain and develop friendships eg. pamphlet, poster, role play, web page <sup>L, T, ICT</sup>
- use a graphic organiser to compare the advantages and disadvantages of working in a group and working alone; reflect on personal preferences <sup>T, L</sup>
- identify important group skills, roles and responsibilities and apply these in class meetings and small group work <sup>L</sup>
- contribute actively as a group member in diverse roles
- recognise and express encouragement to group members when working cooperatively
- use an audit tool or a personal reflection to evaluate the effectiveness of their personal contribution in groups and teams <sup>T, L, N</sup>
- brainstorm and discuss how an effective group operates <sup>T, L</sup>

### Self management

- brainstorm or use a concept map to illustrate decisions that could affect their life and highlight decisions that are under their control <sup>T, L</sup>
- use a decision making model to deal with an everyday decision eg. how to spend pocket money, meeting commitments such as homework or sports practice <sup>T, L</sup>
- give an example of how a wise decision in their life has had positive consequences <sup>T, L</sup>
- use a word search and interviews to describe what discrimination and harassment can mean to different people <sup>L, T, ICT</sup>
- use images to find examples of harassment and discrimination <sup>L, ICT, T</sup>
- brainstorm different types of bullying and anti-bullying behaviour <sup>L, T</sup>
- identify some reasons why bullying occurs <sup>T</sup>
- practise and use effective strategies to deal with bullying and harassment issues eg. tell a teacher, move away from the bully <sup>T</sup>
- discuss anger management strategies and use them in the classroom and playground <sup>L, T</sup>
- design a concept map, diagram or story about resilience <sup>T, L, ICT</sup>
- design a motto, slogan or pamphlet that could help people to overcome adversity or promote resilience <sup>L, T, ICT</sup>
- create a personal resilience box which identifies a range of objects that have helped them overcome adversity or promote resilience <sup>L, T</sup>
- identify some online and offline support services in school and local communities and describe how to access some of these eg. school counsellor, Kids Helpline, ambulance, doctor <sup>ICT, L, T</sup>

## Teaching emphases for standard three

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Teaching personal and social skills at standard three emphasises establishing a positive and supportive learning environment. This includes approaches such as:

- building caring relationships, high and achievable expectations and ongoing opportunities for participation, success and reward for all students
- activities that help students develop a positive self concept and build self esteem
- tasks that enable students to speak positively about themselves and others and express personal thoughts and feelings
- strategies that enhance resilience and build a sense of belonging
- strategies that enable students to meet new challenges at school
- opportunities for students to make choices involving real world situations
- modelling of positive relationships and use of age appropriate self management skills

- use of cooperative learning strategies
- opportunities for students to explore and practise communication, problem solving and conflict resolution skills and interact with peers and adults
- practise of verbal and non-verbal communication skills
- tasks that enable students to reflect on, discuss and rehearse possible responses to relevant health issues
- participation in diverse groups to build respect, empathy, inclusion and equity
- use of age appropriate and accurate terminology and vocabulary to promote a healthy self concept and positive relationships.

### Sample resources for standard three

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Anti-bullying campaign <http://resources.education.tas.gov.au/item/tlf/86ada9ee-1434-4333-3f11-ffbfe14a5164/2/ViewIMS.jsp> (Learning Federation Learning Object)

Brokenshire, D. (2001) *The Straight Manual: A Self esteem and Life Skills Workbook for Young People* 5<sup>th</sup> Edition, Prentice Hall ISBN: 0733999514

*Bullying. No Way!* <http://www.bullyingnoway.com.au/issues/where-now.shtml>

Cahill, H. & Guthrie, C. (2006) *Literature for Life: Enhancing Social and Emotional Literacy through the English Curriculum Senior Primary Program*, Good Grief order online from <http://www.goodgrief.org.au/literatureforlife/lflhome.htm>

Department of Health, Western Australia (2002) *Growing and developing healthy relationships curriculum support materials, Middle childhood phase: foundations for healthy relationships* [http://www.wahpsa.org.au/index.php?option=com\\_content&task=view&id=21&Itemid=32](http://www.wahpsa.org.au/index.php?option=com_content&task=view&id=21&Itemid=32)

Elliott, M. (2005) *Bullying Pocket Book*, Teachers' Pocketbooks ISBN: 1903776708

Fuller, A., Bellhouse, B. & Johnston, G. (2001) *The Heart Masters: A Program for the Promotion of Emotional Intelligence and Resilience in the Junior to Middle to Senior Primary*, Ridgeway GN & EJ ISBN: 095776703X

Guy, R. (1999) *Look global: global perspectives in the upper primary classroom*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863663614

Hamston, J. & Murdoch, K. (1996) *Integrating socially: planning integrated units of work for social education*. Eleanor Curtain Publishing, Armadale, Vic. ISBN: 0435088998

*I'm OK – You're OK!* <http://resources.education.tas.gov.au/item/edres/c0527395-e7a5-ca57-2d44-b12f6325178e/1/okprint.doc> (learning sequence: bullying)

McGrath, H. & Noble, T. (2003) *Bounce Back! Level 2: Teachers' Resource Book*, Pearson Longman ISBN: 0733999557

McGrath, H. & Noble, T. (2003) *Bounce Back! Level 3: Teachers' Resource Book*, Pearson Longman ISBN: 0733999565

Murdoch, K. & Hamston, J. (1999) *Knowing Me, Knowing You: Exploring identity and difference through an integrated curriculum*, Dellasta ISBN: 1875640525

Shure, M. (2001) *I Can Problem Solve*, Malloy Inc. ISBN: 139780878224296

*Stepping it out!* [http://resources.education.tas.gov.au/item/edres/543d9a6f-12d5-ff0a-764b-156c189612e3/1/SIO\\_print.doc](http://resources.education.tas.gov.au/item/edres/543d9a6f-12d5-ff0a-764b-156c189612e3/1/SIO_print.doc) (learning sequence: identity and factors affecting identity)

All web links accessed September 2007

## Health and wellbeing Standard four

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## Standard four

### Understanding health and wellbeing

Students understand why health and wellbeing are important. They are learning how health knowledge and issues can influence wellbeing. They understand the importance of taking personal responsibility for the own health and wellbeing. They are learning how balancing the dimensions of health can contribute to a healthy lifestyle and a sense of wellbeing.

Students understand the physical, social and emotional changes associated with puberty and adolescence. They examine how these changes affect their lives and the lives of others. They examine behaviours that positively and negatively influence health and wellbeing. They understand how some behaviour can negatively influence health. Students learn how their present attitudes and actions may affect on their lives into the future. They understand how increasing independence enables more choice and responsibility.

Students are aware that health knowledge is continually changing. They are learning how to identify products and services that promote their own and others' health and wellbeing. Students are aware of a wide range of professional products, services and expertise that individuals can access to support their health and wellbeing.

Students investigate how food meets some social and emotional needs. They are able to analyse nutritional product information. They learn how to set, and monitor nutritional goals using a food selection model.

Students learn how challenge, risk and safety can have positive and negative outcomes. They know that there are risks that promote wellbeing and others that compromise it. They can identify some personal outcomes of risk taking behaviours. They learn strategies to minimise risk and how to evaluate them. They can predict some consequences of risk taking behaviours commonly associated with adolescents.

Students understand some health effects of particular attitudes and actions on their environment. They investigate how to build and promote healthy social and physical environments. They examine some community health services and explain how these can support the health and wellbeing of adolescents and other groups. Students understand how the natural and built environment can contribute to their own health and wellbeing.

Students learn that there are short, medium and long term consequences of health and wellbeing decisions, attitudes and behaviours. They learn how choices they make today can influence on their future health and wellbeing in both positive and negative ways. They can use personal and social skills and learned strategies to take action to maintain and promote the health and wellbeing of themselves and others.

### Concepts and skills for movement and physical activity

Students continue to refine and master physical skills and apply these skills to increasingly complex games, sports and activities. They can work individually and with others to practise and refine movement patterns and sequences in structured environments.

They learn aquatic survival skills and non-contact rescue skills. They can swim for extended distances using recognised swimming strokes and breathing patterns on their front, back and side.

Students are aware of an increasing range of internal and external factors that affect performance. They can use set performance criteria to evaluate their own performance and that of their peers. They accept and can provide constructive feedback.

Students are learning to use strategic thinking in games, sports and activities. They can adapt their performance to variables such as space, other participants and equipment.

They are becoming creative in developing new games, establishing better rules and setting fair procedures for safe conduct. They are learning to make decisions, set goals and resolve conflict when working in groups.

Students are learning to maintain regular participation in moderate to vigorous physical activity. They understand how factors such as cardiovascular endurance, muscular strength, muscular endurance and flexibility relate to fitness. They understand some benefits of being fit and how this contributes to building a balanced, healthy lifestyle. They understand that fitness can be improved and maintained through specific activities. They can measure their personal fitness and monitor their own progress through structured activities.

Students understand that there are individual differences in physical ability and needs and can work cooperatively with peers with diverse capabilities. Students understand fair play and sportsmanship and increasingly demonstrate these in games, sports and activities. They also recognise and acknowledge these qualities in others. They begin to negotiate and initiate roles within teams.

Students understand the importance of physical activity in their lives and are refining their personal attitudes and beliefs about physical activity. They begin to understand some of the social and cultural factors that influence people's participation in physical activity.

### **Skills for personal and social development**

Students are learning how some of the emotional, social and physical changes of adolescence affect identity and self esteem. Students learn strategies that promote personal mental health and resilience. They understand that the beliefs, values, attitudes and behaviours of different individuals and groups influence people's identity and relationships. Students demonstrate increasing respect and empathy for others. They use skills and strategies to support rights and feelings.

Students describe some of the characteristics of healthy relationships. They demonstrate strategies for maintaining positive relationships and explain why these are important. They can explain how the different roles that people have in their lives can influence relationships, values and behaviours. They work cooperatively to negotiate roles, goals and actions when working in groups. They reflect on group outcomes and suggest ways to improve performance using democratic processes.

Students are able to set and modify goals. They learn to use decision making processes to deal with issues relevant to adolescents. They identify sources of social conflict and can suggest how to manage and resolve conflict effectively. Students can explain the roles and responsibilities of some health services available to adolescents.

## Health and wellbeing

### Standard four

At each stage it is expected that students will:

Performance criteria	Stage ten	Stage eleven	Stage twelve
Students understand how to maintain and integrate the elements of a healthy lifestyle (PC1)	<ul style="list-style-type: none"> <li>▪ identify situations where personal responsibility builds health and wellbeing</li> <li>▪ understand why health information and services can change</li> <li>▪ understand how balance applies to the dimensions of health</li> <li>▪ understand some physical changes associated with puberty</li> <li>▪ understand how to set a personal healthy eating goal</li> <li>▪ identify positive and negative outcomes of taking personal and group risks</li> </ul>	<ul style="list-style-type: none"> <li>▪ understand personal actions that need to be taken to maintain health and wellbeing</li> <li>▪ understand that health information and services can be used to investigate health issues</li> <li>▪ understand why dimensions of health need to be in balance</li> <li>▪ understand some physical, social and emotional changes associated with puberty</li> <li>▪ understand how to monitor the achievement of a personal healthy eating goal</li> <li>▪ understand that taking risks can have positive and negative outcomes for self and others</li> </ul>	<ul style="list-style-type: none"> <li>▪ understand how taking personal responsibility contributes to health and wellbeing</li> <li>▪ understand how health information and services can be used to promote health issues</li> <li>▪ understand how balancing the dimensions of health can contribute to a healthy lifestyle</li> <li>▪ understand some physical, social and emotional changes associated with puberty and how they influence health and wellbeing</li> <li>▪ understand how to evaluate a personal healthy eating goal</li> <li>▪ understand personal responsibility associated with risk and use learned strategies to minimise harm</li> </ul>
Students use health knowledge to promote personal and group health and wellbeing (PC2)	<ul style="list-style-type: none"> <li>▪ identify connections between attitudes, actions and community wellbeing</li> <li>▪ identify planning strategies that promote health and wellbeing</li> <li>▪ identify connections between choices and consequences about health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>▪ understand how a particular attitude, action or behaviour affects on community wellbeing</li> <li>▪ understand how to use strategies to promote health and wellbeing</li> <li>▪ understand how to predict outcomes of health and wellbeing choices</li> </ul>	<ul style="list-style-type: none"> <li>▪ understand how the health impact of particular attitudes, actions and behaviours on community wellbeing</li> <li>▪ understand how to apply planning strategies to promote health and wellbeing</li> <li>▪ understand how decisions, consequences and choices influence future health and wellbeing</li> </ul>
Students acquire and use movement and fitness skills and concepts to enhance performance (PC3)	<ul style="list-style-type: none"> <li>▪ transfer some fundamental movement skills and concepts to sport specific situations</li> <li>▪ apply movement concepts and patterns to devise a movement sequence</li> <li>▪ identify sport specific thinking strategies and game tactics</li> <li>▪ monitor fitness and participate in regular fitness related activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ practise and refine some sport specific skills and concepts</li> <li>▪ devise and perform a movement sequence</li> <li>▪ practise sport specific thinking strategies and game tactics</li> <li>▪ set fitness goals and participate in a personalised fitness program</li> </ul>	<ul style="list-style-type: none"> <li>▪ use sport specific skills and concepts in context</li> <li>▪ respond to feedback to refine movement sequences</li> <li>▪ understand that strategic thinking and game tactics can improve personal and team performance</li> <li>▪ understand some benefits of being fit and reflect on personal fitness goals</li> </ul>

## Health and wellbeing

### Standard four

At each stage it is expected that students will:

Performance criteria	Stage ten	Stage eleven	Stage twelve
Students understand factors that influence participation in physical activity (PC4)	<ul style="list-style-type: none"> <li>▪ apply concepts of fair play and sportsmanship</li> <li>▪ apply a decision making or negotiation process to improve team performance</li> <li>▪ identify some social, economic and cultural influences on participation</li> </ul>	<ul style="list-style-type: none"> <li>▪ apply concepts of fair play and sportsmanship to new situations</li> <li>▪ evaluate a group decision making or negotiation process</li> <li>▪ describe some social, economic and cultural influences on participation</li> </ul>	<ul style="list-style-type: none"> <li>▪ reflect on personal responsibility for fair play and sportsmanship in physical activities</li> <li>▪ understand the contribution of decision making and negotiation to team success</li> <li>▪ understand how social, economic and cultural factors influence participation in physical activity</li> </ul>
Students understand concepts of identity and relationships (PC5)	<ul style="list-style-type: none"> <li>▪ identify some physical, social and emotional changes adolescence</li> <li>▪ practise strategies that enhance personal or group resilience</li> <li>▪ explore concepts of empathy and respect</li> <li>▪ link certain behaviours to particular values and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>▪ identify some issues common to adolescence</li> <li>▪ analyse strategies that enhance resilience</li> <li>▪ describe strategies that can be used to show empathy and respect</li> <li>▪ describe how values and beliefs influence relationships</li> </ul>	<ul style="list-style-type: none"> <li>▪ understand how physical, social and emotional changes of adolescence affect identity and self esteem</li> <li>▪ design strategies to enhance personal or group resilience</li> <li>▪ use strategies that show empathy and respect</li> <li>▪ understand how values, beliefs and behaviours can positively influence relationships</li> </ul>
Students demonstrate self management skills that promote personal identity and positive relationships (PC6)	<ul style="list-style-type: none"> <li>▪ identify issues that can lead to conflict during adolescence</li> <li>▪ identify issues, choices and decisions relevant to adolescence</li> <li>▪ identify adolescent health services in the local community</li> </ul>	<ul style="list-style-type: none"> <li>▪ practise conflict resolution skills</li> <li>▪ use decision making and self management skills to plan and set goals</li> <li>▪ describe some roles and responsibilities of health services</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrate conflict resolution skills</li> <li>▪ evaluate decision making and self management skills</li> <li>▪ understand how to access health services in the local community</li> </ul>

## Standard four

### Strand I: Understanding health and wellbeing

#### Performance criteria

At each stage it is expected that students at standard **four** will:

	Stage ten	Stage eleven	Stage twelve
Students understand how to maintain and integrate the elements of a healthy lifestyle (PC1)	<ul style="list-style-type: none"> <li>identify situations where personal responsibility builds health and wellbeing</li> <li>understand why health information and services can change</li> <li>understand how balance applies to the dimensions of health</li> <li>understand some physical changes associated with puberty</li> <li>understand how to set a personal healthy eating goal</li> <li>identify positive and negative outcomes of taking personal and group risks</li> </ul>	<ul style="list-style-type: none"> <li>understand personal actions that need to be taken to maintain health and wellbeing</li> <li>understand that health information and services can be used to investigate health issues</li> <li>understand why dimensions of health need to be in balance</li> <li>understand some physical, social and emotional changes associated with puberty</li> <li>understand how to monitor the achievement of a personal healthy eating goal</li> <li>understand that taking risks can have positive and negative outcomes for self and others</li> </ul>	<ul style="list-style-type: none"> <li>understand how taking personal responsibility contributes to health and wellbeing</li> <li>understand how health information and services can be used to promote health issues</li> <li>understand how balancing the dimensions of health can contribute to a healthy lifestyle</li> <li>understand some physical, social and emotional changes associated with puberty and how they influence health and wellbeing</li> <li>understand how to evaluate a personal healthy eating goal</li> <li>understand personal responsibility associated with risk and use learned strategies to minimise harm</li> </ul>
Students use health knowledge to promote personal and group health and wellbeing (PC2)	<ul style="list-style-type: none"> <li>identify connections between attitudes, actions and community wellbeing</li> <li>identify planning strategies that promote health and wellbeing</li> <li>identify connections between choices and consequences about health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>understand how a particular attitude, action or behaviour affects on community wellbeing</li> <li>understand how to use strategies to promote health and wellbeing</li> <li>understand how to predict outcomes of health and wellbeing choices</li> </ul>	<ul style="list-style-type: none"> <li>understand how the health impact of particular attitudes, actions and behaviours on community wellbeing</li> <li>understand how to apply planning strategies to promote health and wellbeing</li> <li>understand how decisions, consequences and choices influence future health and wellbeing</li> </ul>

#### Sample learning opportunities

##### Dimensions of health

- use images and statements about health and wellbeing to discuss what is considered most to least important and explain and justify their groupings eg. diamond display <sup>L, T, N</sup>
- reflect on and discuss change and predict how this may influence their health and wellbeing eg. moving from primary to high school <sup>T, L</sup>
- analyse different perspectives on change using discussion or a pros/cons approach <sup>L, T</sup>
- record and reflect on the activities of the week and explain how each activity has influenced their health and wellbeing <sup>L, N, T, ICT</sup>
- interview different people to investigate views on what spiritual health means to them <sup>L, T</sup>
- analyse personal health and wellbeing across the five dimensions of health using a graphic organiser to assess if there is balance across the dimensions <sup>T, N, ICT</sup>

## Health knowledge and practices

- investigate and assess community health services and identify those that provide information for adolescents <sup>ICT, L</sup>
- use a graphic organiser and personal reflection to explore how changes that occur during puberty can affect the dimensions of health eg. physical changes, body odour, acne, mood swings, emotions, identity <sup>T, ICT</sup>
- describe how human reproduction occurs eg. pregnancy <sup>L</sup>
- investigate physiological changes commonly associated with puberty <sup>L, T</sup>
- investigate and describe how body systems work together for different people eg. people of different ages, athletes, people with particular medical conditions <sup>T, L</sup>
- investigate the concept of energy systems <sup>T, L</sup>
- discuss the concept of safer sex practices eg. contraception, prevention of sexually transmitted infections (STIs) <sup>L</sup>
- analyse the effects of addictive drugs on body systems eg. alcohol, tobacco and illicit drugs <sup>L, N</sup>
- use a decision making model to examine risk taking behaviour eg. tobacco, alcohol and other drugs <sup>T</sup>
- identify and debate factors that affect the health of adolescents in Australia eg. peer pressure, family pressures, media influences, anxiety <sup>L, T, N, ICT</sup>
- investigate and debate current issues related to adolescents and their health choices eg. underage drinking, smoking, peer pressure, sexuality <sup>L, T, ICT</sup>
- apply criteria to assess the nutritional information provided on a range of processed food <sup>N, T, ICT</sup>
- evaluate the nutritional value of a range of food products <sup>T, N</sup>
- describe the role of nutrients in diet and physical performance <sup>T, L, N</sup>
- use a flowchart or spreadsheet to examine energy input, energy output and energy balance of healthy and unhealthy eating <sup>T, ICT, N, L</sup>
- design a food record to monitor consumption and reflect on personal progress <sup>L, N, T, ICT</sup>
- use the *Australian Guide to Healthy Eating* to set and implement a personal health goal derived from a personal food record and journal <sup>L, ICT, T, N</sup>
- prepare a healthy meal that demonstrates the achievement of a personal healthy eating goal <sup>T</sup>
- design a strategy to evaluate the success of a healthy eating goal; identify factors that have assisted or hindered achievement of this goal <sup>T, N</sup>

## Safety

- use an organiser to assess the risks of given situations and behaviours and group them according to potential outcome eg. positive, negative or neutral <sup>T, N, ICT</sup>
- rank a range of positive and negative actions and justify ranking to others eg. most risk to least risk, promoting wellbeing to endangering wellbeing <sup>T, L</sup>
- use a decision making tool to practise assessing situations and behaviours to analyse and minimise risk <sup>T, L, ICT</sup>
- predict consequences of some risky behaviour eg. skateboarding, diving off rocks and jetties, shoplifting; identify which dimensions of health are directly or indirectly affected <sup>T</sup>
- use an organiser to evaluate and explain risks that individuals take that can positively or negatively impact on the safety of others and/or the community <sup>T, L</sup>
- investigate and discuss how first aid addresses safety issues for individuals and groups <sup>T, L</sup>
- research and prepare a brochure or webpage involving community education programs that address individual risk taking eg. smoking, road risk reduction, water safety <sup>T, ICT</sup>

## Community

- create and publish a digital or hard copy database of local health related community services for a specific audience eg. young people, people with a disability <sup>ICT, T, L, N</sup>
- investigate how to become a volunteer <sup>T</sup>
- find out how to support a plastic bag free environment <sup>T</sup>
- investigate different outdoor activities available in the local environment <sup>L</sup>
- develop a plan for a local bushwalk on a recognised track <sup>T, ICT</sup>

## Taking action

Students should be given opportunities to take action based on content drawn from all areas of the Health and wellbeing curriculum.

## Teaching emphases for standard four

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Teaching understanding health and wellbeing at standard four emphasises the explicit teaching and modelling of health and wellbeing concepts. This includes approaches such as:

- focus on problem solving tasks and exploring health and wellbeing issues relevant to adolescents
- use of discipline-based inquiry processes eg. scientific or philosophical inquiry
- use of role play and practise of health and wellbeing concepts
- thinking strategies that promote deeper understanding of health and wellbeing issues and concepts
- opportunities for students to formulate action plans
- focus on skills needed to take personal responsibility for developing health and wellbeing action plans
- strategies that enable students to make informed health and wellbeing choices under their control
- opportunities for student reflection on health and wellbeing choices, decisions and alternatives
- research skills that build knowledge of health and wellbeing
- opportunities to debate health and wellbeing issues relevant to adolescents and communities
- focus on health and wellbeing issues and resources in the local community and environment
- opportunities for students to negotiate and personalise their learning
- age appropriate health and wellbeing vocabulary and practices
- provision of an appropriate learning pathway for students interested in pursuing Sport Science or Outdoor Education related studies.

## Sample resources for standard four

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*Australian Guide to Healthy Eating*

<http://www.health.gov.au/internet/wcms/publishing.nsf/Content/health-pubhlth-publicat-document-fdeduc-cnt.htm>

Body parts: muscles <http://resources.education.tas.gov.au/item/tlf/ce7db016-5e67-51ec-89f9-63ef8bee2119/2/ViewIMS.jsp> (Learning Federation Learning Object)

Body parts: skeleton <http://resources.education.tas.gov.au/item/tlf/a700b74c-fb02-7546-2368-cd625966b05f/2/ViewIMS.jsp> (Learning Federation Learning Object)

Commonwealth Department of Education, Science and Training (2003) *My TV* ISBN: 1877032301 (Kit)

Commonwealth Department of Education, Science and Training (2004) *Rethinking Drinking: You're In Control* ISBN: 1877032859 (Kit)

Commonwealth Department of Education, Science and Training (2003) *The Big Move* ISBN: 187703231X (Kit)

*Community Matters: Working with Diversity for wellbeing*

<http://cms.curriculum.edu.au/mindmatters/resources/resources.htm> from the MindMatters Kit

Kaz Cooke's *Completely Gorgeous* <http://completelygorgeous.com.au/>

Department of Health, Western Australia, 2002 *Growing and developing healthy relationships curriculum support materials, Middle childhood phase: foundations for healthy relationships*

[http://www.wahpsa.org.au/index.php?option=com\\_content&task=view&id=21&Itemid=32](http://www.wahpsa.org.au/index.php?option=com_content&task=view&id=21&Itemid=32)

Department of Infrastructure, Energy and Resources, Tasmania, 2006 *Road Risk Reduction*, phone contact (03) 6233 6643

Department of Health, Western Australia (2002) *Growing and developing healthy relationships curriculum support materials, Early adolescence phase: foundations for healthy relationships*

[http://www.wahpsa.org.au/index.php?option=com\\_content&task=view&id=21&Itemid=32](http://www.wahpsa.org.au/index.php?option=com_content&task=view&id=21&Itemid=32)

*Foodworks* <http://www.xyris.com.au/>

*The Human Body DVD Series* order online at

<http://shop.abc.net.au/browse/product.asp?productid=713996>

*Like it is* <http://www.likeitis.org.au/>

*National Parks and Wildlife Service* <http://www.parks.tas.gov.au/recreation/shortwalks/index.html>

National Drug Research Institute, Curtin University (2000) *School Health and Alcohol Harm Reduction Project*, order online at <http://www.ndri.curtin.edu.au/shahrp/ordering.html>

*Planet Ark* <http://www.planetark.com>

*Quit Tasmania* <http://quittas.org.au>

State of Queensland Department of Health (2002) *Food Safety Matters* ISBN: 0734529015 (Kit)

*Sunscreens: what the fuss about 30+?* <http://resources.education.tas.gov.au/item/tlf/6891e493-3c12-1c0d-6582-8fe6008f069f/2/ViewIMS.jsp> (Learning Federation Learning Object)

*UV index: simulator* <http://resources.education.tas.gov.au/item/tlf/58bdaced-bdb1-332a-eeb4-8c60fd3ca61c/3/ViewIMS.jsp> (Learning Federation Learning Object)

*What's the Rush* <http://www.whatstherush.org.au/>

*Who Needs a Challenge?* <http://resources.education.tas.gov.au/item/edres/5a121cce-cd4b-c22f-4cdf-c08a196d9fc7/1/challenge.doc> ( learning sequence: goal setting and personal challenge)

All web links accessed September 2007

## Standard four

### Strand 2: Concepts and skills for movement and physical activity

#### Performance criteria

At each stage it is expected that students at standard **four** will:

	Stage ten	Stage eleven	Stage twelve
Students acquire and use movement and fitness skills and concepts to enhance performance (PC3)	<ul style="list-style-type: none"> <li>transfer some fundamental movement skills and concepts to sport specific situations</li> <li>apply movement concepts and patterns to devise a movement sequence</li> <li>identify sport specific thinking strategies and game tactics</li> <li>monitor fitness and participate in regular fitness related activities</li> </ul>	<ul style="list-style-type: none"> <li>practise and refine some sport specific skills and concepts</li> <li>devise and perform a movement sequence</li> <li>practise sport specific thinking strategies and game tactics</li> <li>set fitness goals and participate in a personalised fitness program</li> </ul>	<ul style="list-style-type: none"> <li>use sport specific skills and concepts in context</li> <li>respond to feedback to refine movement sequences</li> <li>understand that strategic thinking and game tactics can improve personal and team performance</li> <li>understand some benefits of being fit and reflect on personal fitness goals</li> </ul>
Students understand factors that influence participation in physical activity (PC4)	<ul style="list-style-type: none"> <li>apply concepts of fair play and sportsmanship</li> <li>apply a decision making or negotiation process to improve team performance</li> <li>identify some social, economic and cultural influences on participation</li> </ul>	<ul style="list-style-type: none"> <li>apply concepts of fair play and sportsmanship to new situations</li> <li>evaluate a group decision making or negotiation process</li> <li>describe some social, economic and cultural influences on participation</li> </ul>	<ul style="list-style-type: none"> <li>reflect on personal responsibility for fair play and sportsmanship in physical activities</li> <li>understand the contribution of decision making and negotiation to team success</li> <li>understand how social, economic and cultural factors influence participation in physical activity</li> </ul>

#### Sample learning opportunities

##### Movement skills and concepts

Participate in activities to consolidate, refine and combine complex movement skills such as:

- acquire sport specific and specialised skills eg. sport, athletics, dance, swimming and water safety, aquatic sports and gymnastics
- practise sport skills to refine anticipation, timing, body control, object control and predictable and unpredictable environments <sup>T, N</sup>
- demonstrate transference of fundamental movement skills in some sports and games eg. overarm throw, javelin throw, badminton overhead shot and volleyball serve <sup>T, N</sup>
- describe some relationships between fundamental movement skills and sport specific skills <sup>T</sup>

##### Using, applying and enhancing performance

- practise and use complex movement concepts through dance and gymnastics activities such as:
  - perform simple circus skills eg. tumbling, juggling
  - compose and perform a gymnastics routine with a partner
  - perform dances using different formations and holds <sup>N</sup>
  - use set criteria to compose a group dance eg. music choice, formations and holds <sup>N, T</sup>
  - contribute to a whole class dance or gymnastic performance for a selected audience
- identify the names of target, striking/fielding, net/wall and invasion/territory games <sup>N, T</sup>

- participate in and practise game strategies and identify similarities <sup>T</sup>
- modify game strategies to improve personal and team performance eg. use of space, positional play and inclusion of all team players <sup>T</sup>
- select a game category and devise an original game <sup>T</sup>
- apply knowledge of rules to umpire a simple game <sup>T</sup>
- investigate and apply knowledge of factors that influence skill development eg. practice, learning, coaching and heredity <sup>L, T</sup>
- investigate and apply strategies to analyse movement and performance <sup>L, T</sup>
- identify issues that relate to performance enhancement <sup>T</sup>
- investigate how thinking and behaviour can affect performance eg. personal motivation <sup>T, L</sup>

#### Fitness concepts

- identify and discuss health related and skill related components of fitness <sup>T, L</sup>
- maintain regular participation in moderate to vigorous physical activity
- plan and implement a training program to improve a fitness component <sup>L, N, T</sup>
- interpret and reflect on personal fitness data <sup>N, T, ICT</sup>
- participate in activities to elevate heart rate and understand the FITT principle (frequency, intensity, time, type) <sup>N, T, ICT</sup>
- recognise the effects of fitness on factors such as body image and body composition <sup>N, T</sup>
- participate in activities to set, achieve and assess personal fitness goals <sup>T, N</sup>
- discuss how physical health or ability affect social, mental, emotional and spiritual aspects of health and wellbeing <sup>L, T</sup>

#### Group and team skills

- identify and demonstrate fair play and sportsmanship in group and team situations <sup>T</sup>
- demonstrate negotiation skills in group and team situations
- participate in movement activities that promote group and team challenge eg. outdoor activities
- negotiate and collaborate to establish team goals and criteria for achievement <sup>T, N, L</sup>
- participate in activities to build team work and positive group and team relationships <sup>T, L</sup>
- formulate and practise actions plans for emergency situations in group and team activities eg. outdoor activities or camps <sup>T, L</sup>

#### Physical activity and active living

- discuss and list social and cultural reasons why people participate in physical activity <sup>L, T</sup>
- participate in and analyse physical activities from different cultural or ethnic groups <sup>L, T, ICT</sup>
- analyse and compare Australia's physical activity recommendations for twelve to eighteen years olds and adults <sup>T, N, ICT</sup>
- discuss what physical activity and active living means for different groups in the community eg. children, men/women, different cultures, disability <sup>T, L</sup>
- interview or survey adolescents and adults and draw conclusions about how effectively each group is meeting its physical activity targets <sup>L, N, ICT, T</sup>

### Teaching emphases for standard four

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Teaching concepts and skills for movement and physical activity at standard four emphasises transferring fundamental movement skills to a wider range of games and the explicit teaching of sport specific skills. This includes approaches such as:

- a focus on encouragement to persist with mastery of sport specific skills and skill transference

- learning from experience and responding to constructive feedback to improve individual and group performance
- learning to critically observe the performances of others and provide constructive feedback
- opportunities to participate in activities in different groupings to promote concepts such as sportsmanship, fair play, respect, inclusion and equity
- thinking and problem solving processes to explore complex movement sequences and devise individual and group routines and performances
- a focus on participation and the development of personal fitness
- developing game sense to promote thinking, problem solving and deeper understanding of positional play, game tactics and the application of sport specific skills
- opportunities to develop personal and social responsibility through physical activity
- undertaking diverse roles in games and activities
- learning to create and develop new games
- regular opportunities to participate in a variety of moderate to vigorous physical activities
- focus on age appropriate fitness activities to develop fitness components
- acquisition of skills to measure and monitor personal fitness
- opportunities for students to negotiate and personalise their learning
- building a more complex movement and fitness vocabulary
- provision of an appropriate learning pathway for students interested in pursuing Sport Science or Outdoor Education related studies.

### Sample resources for standard four

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Australian Council for Health, Physical Education and Recreation, *Australian Fitness Education Award* (available from ACHPER)

Australian Sports Commission, *Junior Sport Codes of Behaviour*  
<http://catalogue.ausport.gov.au/junior/codes.asp>

Australian Football League, *AFL Sport Education*  
<http://www.afl.com.au/GameDevelopment/Schools/AFLSportEducation/tabid/631/Default.aspx>

Australian Government, *Physical Activity Guidelines for 12–18 year olds*,  
[http://www.health.gov.au/internet/wcms/publishing.nsf/Content/phd-physical-activity-youth-pdf-cnt.htm/\\$FILE/youth\\_phys.pdf](http://www.health.gov.au/internet/wcms/publishing.nsf/Content/phd-physical-activity-youth-pdf-cnt.htm/$FILE/youth_phys.pdf)

Get Moving, <http://www.getmoving.tas.gov.au/>

Griffin, L. & Butler, J. (2005) *Teaching Games for Understanding: Theory, Research, and Practice*, Human Kinetics ISBN: 0736045945

Hellison, D. (2003) *Teaching Responsibility through Physical Activity*, Human Kinetics ISBN: 0736046011  
*Multi Stage Fitness Test* (CD) (available from ACHPER)

Ontario Ministry of Education, *Daily Physical Activity*, <http://www.edu.gov.on.ca/eng/teachers/dpa.html>

*PEP Gymnastics Upper Primary and Lower Secondary* (Book and CD) (1999) (available from ACHPER)

*PlaySport*, <http://www.playsport.net/en/>

Pill, S. (2007) *Play with Purpose*, ACHPER ISBN: 9781863520348

Rohnke, (1984) *Silver Bullets* (available from ACHPER)

All web links accessed September 2007

## Standard four

### Strand 3: Skills for personal and social development

#### Performance criteria

At each stage it is expected that students at standard **four** will:

	Stage ten	Stage eleven	Stage twelve
Students understand concepts of identity and relationships (PC5)	<ul style="list-style-type: none"> <li>identify some physical, social and emotional changes adolescence</li> <li>practise strategies that enhance personal or group resilience</li> <li>explore concepts of empathy and respect</li> <li>link certain behaviours to particular values and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>identify some issues common to adolescence</li> <li>analyse strategies that enhance resilience</li> <li>describe strategies that can be used to show empathy and respect</li> <li>describe how values and beliefs influence relationships</li> </ul>	<ul style="list-style-type: none"> <li>understand how physical, social and emotional changes of adolescence affect identity and self esteem</li> <li>design strategies to enhance personal or group resilience</li> <li>use strategies that show empathy and respect</li> <li>understand how values, beliefs and behaviours can positively influence relationships</li> </ul>
Students demonstrate self management skills that promote personal identity and positive relationships (PC6)	<ul style="list-style-type: none"> <li>identify issues that can lead to conflict during adolescence</li> <li>identify issues, choices and decisions relevant to adolescence</li> <li>identify adolescent health services in the local community</li> </ul>	<ul style="list-style-type: none"> <li>practise conflict resolution skills</li> <li>use decision making and self management skills to plan and set goals</li> <li>describe some roles and responsibilities of health services</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate conflict resolution skills</li> <li>evaluate decision making and self management skills</li> <li>understand how to access health services in the local community</li> </ul>

#### Sample learning opportunities

##### Identity

- use an organiser or thinking strategy to map issues that can affect self concept and identity; discuss how these issues can affect adolescents and others <sup>T, L</sup>
- describe emotional, social and physical changes that occur during adolescence; select a focus area, analyse and report findings eg. peer pressure, bullying, family influences, media <sup>L, T, ICT</sup>
- discuss how some values and attitudes develop and change; use a ranking process to identify how easy or difficult some are to change <sup>L, T</sup>
- investigate a personal value or belief that has changed and discuss with a partner eg. eating habits, exercise habits or smoking behaviour <sup>L</sup>
- use a values walk, or similar process, to explore personal values and beliefs and the influence of factors such as peer pressure and the media <sup>T, L</sup>
- role play or debate from a values position other than your own; reflect on and discuss your reactions <sup>T, L</sup>
- participate in an academic controversy or community of inquiry concerning a significant issue where values and beliefs are firmly established and resistant to change eg. gender roles, racism <sup>T, L</sup>
- complete a Y chart or other organiser to identify what concepts such as empathy and compassion look, sound and feel like; list and rehearse actions that can be taken to build these concepts <sup>T, L</sup>
- research programs and strategies that can be undertaken to support others eg. community service, work in school canteen or raising money 40 hour famine <sup>T, L</sup>
- reflect to examine personal values, attitudes and behaviours when interacting with others <sup>T, L</sup>

## Relationships

- use an organiser or contribute to a discussion about the types of groups that adolescents can belong to<sup>T, L</sup>
- identify some common characteristics of healthy relationships; discuss the skills, attitudes or values needed to maintain or modify relationships eg. communicating, listening, valuing, respecting and empathising<sup>L, T</sup>
- give an example or use a scenario to demonstrate how relationships can change over time eg. discuss changing schools, making new friends or joining a new sporting team<sup>T, L</sup>
- investigate how the media portrays young people and relationships<sup>ICT, L</sup>
- identify qualities of a positive role model and explain how some of these qualities could be applied to themselves<sup>T, L</sup>
- devise and implement rules that could be followed to include all members of a group; evaluate their effectiveness<sup>T, L, N</sup>
- assume an allocated role on a problem solving panel to give advice about a particular relationship issue eg. bullying, harassment or relationships with parents or peers<sup>T, L</sup>
- analyse the effectiveness of a group plan and action and make recommendations to improve personal and group performance<sup>T, L, N</sup>
- design and implement a group health promotion campaign focussing on developing healthy relationships within the school; conduct an evaluation of the program<sup>N, L, ICT, T</sup>

## Self management

- brainstorm and use a Venn diagram or other organiser to illustrate some of the physical, social and emotional aspects of health that are particularly relevant to adolescents eg. healthy eating and drinking, time management, exercise or stress<sup>T, L, N</sup>
- use researched information to select a particular area to plan, set, carry out and review a personal short term health related goal using the SMARTER goal setting approach<sup>L, N</sup>
- in groups, analyse the effectiveness of a variety of decision making models based on a given scenario; report findings to the class using a community of inquiry or other thinking strategy<sup>T, L</sup>
- use learned decision making skills to develop an action plan relevant to an area they are focussing on in their life<sup>T, L</sup>
- identify enablers and barriers to implementing good decisions and share these through reflection and discussion<sup>T, L</sup>
- suggest some ways that adolescents can cope with, or thrive on change in their lives and where they can get information to seek or provide support<sup>T, L</sup>
- brainstorm issues that can lead to conflict for young people<sup>T</sup>
- use role play or personal narratives to examine, discuss and practise negotiation and problem solving skills in conflict or bullying situations<sup>L, T</sup>
- identify barriers and/or support networks that can be used to report or minimise conflict or bullying<sup>T, L</sup>
- investigate roles and responsibilities of some health services available to adolescents<sup>L, ICT</sup>
- examine and discuss strategies for coping with grief, change and loss<sup>T</sup>

## Teaching emphases for standard four

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Teaching personal and social skills at standard four emphasises building a positive and supportive learning environment. This includes approaches such as:

- focus on caring relationships, high and achievable expectations and ongoing opportunities for participation, reward and success for all students

- tasks that enable students to speak positively about themselves and others and express personal thoughts and feelings
- activities that help develop a positive self concept and self esteem
- opportunities for students to learn from experience and set and meet personal challenges
- opportunities for students to take personal responsibility and make increasingly independent decisions
- activities that enable students to reflect, rehearse and practise self management skills to maintain and build positive relationships
- tasks that enable students to develop and rehearse scenarios about relevant health issues
- participation in activities in different groupings to develop respect, empathy, inclusion and equity
- tasks that enable students to test and challenge values, attitudes and beliefs in a safe environment
- opportunities for students to develop and implement action plans
- use of age appropriate and accurate terminology and vocabulary.

### Sample resources for standard four

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*A Whole School Approach to Dealing with Bullying and Harassment*

<http://cms.curriculum.edu.au/mindmatters/resources/resources.htm> from the MindMatters Kit

Brokenshire, D. (2001) *The Straight Manual: A Self esteem and Life Skills Workbook for Young People* 5<sup>th</sup> Edition, Prentice Hall ISBN: 0733999514

*Bullying. No Way!* <http://www.bullyingnoway.com.au/issues/where-now.shtml>

Cahill, H. & Guthrie, C. (2006) *Literature for Life: Enhancing Social and Emotional Literacy through the English Curriculum Secondary Program*, Good Grief order online from <http://www.goodgrief.org.au/literatureforlife/lflhome.htm>

Commonwealth Department of Education, Science and Training (2003) *My TV* ISBN: 1877032301 (Kit)

Department of Education Tasmania (2006) *My Plan for My Future: Future Planning for Year 8 Students*, <http://www.education.tas.gov.au/dept/about/visions/stateoflearning/initiatives/pathway/myplanmyfuture>

Department of Health, Western Australia (2002) *Growing and developing healthy relationships curriculum support materials, Early Adolescent phase: foundations for healthy relationships* [http://www.wahpsa.org.au/index.php?option=com\\_content&task=view&id=21&Itemid=32](http://www.wahpsa.org.au/index.php?option=com_content&task=view&id=21&Itemid=32)

Elliott, M. (2005) *Bullying Pocket Book*, Teachers' Pocketbooks ISBN: 1903776708

*Enhancing Resilience 1: Communication, Changes and Challenges*

<http://cms.curriculum.edu.au/mindmatters/resources/resources.htm> from the MindMatters Kit

*Enhancing Resilience 2: Stress and Coping*

<http://cms.curriculum.edu.au/mindmatters/resources/resources.htm> from the MindMatters Kit

Fuller, A., Bellhouse, B. & Johnston, G. (2001) *The Heart Masters: A Program for the Promotion of Emotional Intelligence and Resilience in the Junior to Middle Years of Secondary School*, Ridgeway GN & EJ ISBN: 0957767048

*Leading Edge* [http://resources.education.tas.gov.au/item/edres/fbbc0f39-4cb3-9e3d-b50c-20c76d0a0a72/1/leading\\_edge.doc](http://resources.education.tas.gov.au/item/edres/fbbc0f39-4cb3-9e3d-b50c-20c76d0a0a72/1/leading_edge.doc) (learning sequence: leadership skills)

McGrath, H. & Noble, T. (2003) *Bounce Back! Level 3: Teachers' Resource Book*, Pearson Longman ISBN: 0733999565

Triolo, R. (2000) *Go Global: global perspectives in the secondary classroom*. Curriculum Corporation, Carlton, Vic. ISBN: 186366392

All web links accessed September 2007



## Health and wellbeing Standard five

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## Standard five

### Understanding health and wellbeing

Students understand how people's health and wellbeing are always changing throughout their lifetime. They describe how health knowledge, issues and decisions influence on their own and others' wellbeing. They understand how taking personal responsibility can improve health and wellbeing outcomes. They learn how balancing and integrating the dimensions of health contributes to a healthy lifestyle.

Students investigate issues relevant to young people including mental health, sexual health and behaviours associated with alcohol and other drug use. They learn about safer sex practices, community attitudes and stereotypes about young people and sexuality and to challenge myths in areas such as mental illness.

Students understand that health knowledge continually changes. They use criteria to evaluate and select health services and products that support their own and others' health and wellbeing. They have a sound knowledge of a different professional and community resources that individuals and groups can access to maintain and promote health and wellbeing throughout their lives.

Students analyse links between eating behaviours and current community health issues such as physical inactivity and obesity. They learn how dietary needs differ for different groups such as vegetarians, diabetics and high performance athletes. They evaluate personal eating patterns and those of others and devise appropriate strategies to maintain health and wellbeing.

Students understand that risks can promote both personal and social growth and learn to apply strategies to judge how risks can jeopardise or enhance health. They explore perceptions of challenge, risk and safety. They can evaluate and suggest behaviours to maximise safety. Students identify and evaluate initiatives to promote community safety, health and wellbeing.

Students understand how they can contribute to individual and community health and wellbeing. They critically reflect on community health services and explore ways to access support and to take action to promote the health and wellbeing of young people. They investigate how specific rules, laws and policies influence the health and wellbeing of young people. Students understand how the natural and built environment can contribute to health and wellbeing and how they can support their environment.

Students understand their role in taking personal responsibility for their health and wellbeing. They can predict some short, medium and long term consequences of some decisions they make. They can select appropriate strategies to take action to maintain their health and wellbeing. They are able to evaluate their capacity to positively influence their own health and wellbeing and that of the community.

### Concepts and skills for movement and physical activity

Students continue to refine and master their movement skills and apply these skills to increasingly complex games, sports and other activities.

Students learn aquatic survival skills and non-contact and contact rescue skills. They can swim for extended distances using recognised swimming strokes and breathing patterns on front, back and side.

Students understand factors that can affect performance and plan and implement strategies to improve individual skill performance. They can apply strategic thinking and knowledge of game tactics to improve personal and team performance.

Students continue to maintain regular participation in moderate to vigorous physical activity. They understand how to measure and evaluate their own fitness. They can identify specific activities that support the components of both health related and skill related fitness.

Students understand that fitness is influenced by factors such as, ability, values, attitudes and motivation. They can set personal fitness goals and develop a plan that identifies areas for improvement and meets personal needs and interests.

Students understand roles and responsibilities in individual and team sports. They can negotiate and assign roles in groups and teams and monitor progress. They learn how communication, decision making, goal setting and conflict resolution skills can improve individual and team performance.

Students understand that participation in physical activity has important health and wellbeing benefits for themselves and others. They can critically evaluate how the community provides for physical activity for individuals with varied abilities, needs and interests.

### **Skills for personal and social development**

Students understand how dimensions of health affect on their identity, self concept and self esteem. They contribute positively to their own wellbeing and the wellbeing of others. Students understand how mental health influences identity and relationships. They understand how factors such as gender, culture and society affect identity. They use strategies that build resilience. They recognise how values are influenced by personal knowledge and social interaction.

Students are developing an effective set of interpersonal skills to maintain positive social relationships. They recognise and build relationships that support their wellbeing. They understand how individuals and groups can positively influence the behaviour of others. Students are developing strategies to support or modify relationships. They are learning to value difference and use ethical strategies to help resolve conflict and build positive relationships.

Students are becoming increasingly self reliant and responsible learners. They are learning strategies to balance their lifestyle and manage factors including change, time and personal stress. They explore personal choice around values and attitudes towards risk taking behaviours. They are learning about the consequences of their health and wellbeing decisions and actions for themselves and others. They can use and suggest help-seeking strategies to access professional and other support.

# Health and wellbeing

## Standard five

At each stage it is expected that students will:

Performance criteria	Stage thirteen	Stage fourteen	Stage fifteen
Students understand how to maintain and integrate the elements of a healthy lifestyle (PC1)	<ul style="list-style-type: none"> <li>▪ identify situations where personal responsibility and health knowledge can improve health and wellbeing</li> <li>▪ compare health information and services on a specific issue</li> <li>▪ understand how the dimensions of health can be integrated into a person's life</li> <li>▪ identify some attitudes, values and behaviours associated with adolescence, relationships and sexuality</li> <li>▪ identify current community health issues around eating</li> <li>▪ understand how to evaluate situations involving harm or risk</li> </ul>	<ul style="list-style-type: none"> <li>▪ understand personal actions that need to be taken to improve health and wellbeing outcomes</li> <li>▪ use criteria to assess the reliability and effectiveness of health information and services</li> <li>▪ understand how changes to lifestyle can contribute to integrating and balancing the dimensions of health</li> <li>▪ understand issues relevant to young people and adolescent behaviour</li> <li>▪ understand how to devise a healthy eating strategy</li> <li>▪ understand how personal action can enhance safety and minimise risk</li> </ul>	<ul style="list-style-type: none"> <li>▪ understand how personal responsibility and health knowledge can improve health and wellbeing outcomes</li> <li>▪ use criteria to evaluate and select health services and products</li> <li>▪ understand how integrating and balancing the dimensions of health contributes to health and wellbeing</li> <li>▪ understand how to identify and challenge myths and stereotypes of adolescence, relationships and sexuality</li> <li>▪ understand how to apply healthy eating strategies to improve health and wellbeing</li> <li>▪ understand how to select and evaluate strategies to maximise safety</li> </ul>
Students use health knowledge to promote personal and group health and wellbeing (PC2)	<ul style="list-style-type: none"> <li>▪ compare community health services on a topic or issue</li> <li>▪ identify how evaluation assists planning</li> <li>▪ identify features of short, medium and long term decisions</li> </ul>	<ul style="list-style-type: none"> <li>▪ understand how to evaluate health services for young people</li> <li>▪ understand how to set, prioritise and evaluate planning goals</li> <li>▪ understand how to predict short, medium and long term consequences of decisions</li> </ul>	<ul style="list-style-type: none"> <li>▪ understand how to evaluate community health services and suggest improvements</li> <li>▪ understand how to develop and evaluate plans that promote health and wellbeing</li> <li>▪ understand how to evaluate and improve short, medium and long term decision making</li> </ul>
Students acquire and use movement and fitness skills and concepts to enhance performance (PC3)	<ul style="list-style-type: none"> <li>▪ transfer sport specific skills and concepts to new contexts</li> <li>▪ adapt a movement sequence to a new situation</li> <li>▪ describe some strategic thinking and game tactics that can improve personal and team performance</li> <li>▪ identify personal fitness capacities and needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ adapt sport specific skills and concepts to new contexts</li> <li>▪ evaluate personal and group movement sequences</li> <li>▪ use strategic thinking and game tactics to improve performance</li> <li>▪ understand how to adjust a fitness program to meet personal needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ adapt and apply sport specific skills and concepts to new and challenging situations</li> <li>▪ devise, perform and evaluate personal and group movement sequences</li> <li>▪ understand how strategic thinking and game tactics can improve performance</li> <li>▪ understand personal fitness needs to plan, monitor and evaluate progress</li> </ul>

## Health and wellbeing

### Standard five

At each stage it is expected that students will:

Performance criteria	Stage thirteen	Stage fourteen	Stage fifteen
Students understand factors that influence participation in physical activity (PC4)	<ul style="list-style-type: none"> <li>experience different roles and responsibilities in organised sports and games</li> <li>identify examples of effective communication skills in team situations</li> <li>identify opportunities for participation in physical activity in the community</li> </ul>	<ul style="list-style-type: none"> <li>describe roles and responsibilities in organised sports and games</li> <li>evaluate team goals using effective communication skills</li> <li>evaluate opportunities for participation in physical activity in the community</li> </ul>	<ul style="list-style-type: none"> <li>understand different roles and responsibilities in organised sports and games</li> <li>demonstrate how to set and evaluate team goals using effective communication, decision making and conflict resolution skills</li> <li>understand the community's role in providing opportunities to participate in physical activity</li> </ul>
Students understand concepts of identity and relationships (PC5)	<ul style="list-style-type: none"> <li>understand how the media influences adolescent identity and self esteem</li> <li>understand why some coping strategies are more effective than others</li> <li>investigate mental health issues</li> <li>identify examples of ethical behaviour</li> </ul>	<ul style="list-style-type: none"> <li>understand how to build positively to identity and self esteem of others</li> <li>use strategies to build resilience and health and wellbeing</li> <li>understand how empathy and respect can enhance mental and emotional health</li> <li>describe how ethical behaviour can affect relationships</li> </ul>	<ul style="list-style-type: none"> <li>understand how the dimensions of health influences identity and self esteem</li> <li>devise resilience programs to support the health and wellbeing of specified groups</li> <li>understand how mental health contributes to personal and group wellbeing</li> <li>understand how ethical behaviour can affect relationships</li> </ul>
Students demonstrate self management skills that promote personal identity and positive relationships (PC6)	<ul style="list-style-type: none"> <li>understand how self management skills contribute to health and wellbeing</li> <li>practise decision making and goal setting</li> <li>identify barriers and enablers to help-seeking</li> </ul>	<ul style="list-style-type: none"> <li>understand how to select appropriate self management skills</li> <li>understand how to evaluate decisions and goals</li> <li>practise using strategies to overcome barriers for help-seeking</li> </ul>	<ul style="list-style-type: none"> <li>understand and apply concepts of personal and social responsibility</li> <li>understand alternative perspectives and outcomes of decisions and goals</li> <li>use help-seeking strategies to access and provide support</li> </ul>

## Standard five

### Strand I: Understanding health and wellbeing

#### Performance criteria

At each stage it is expected that students at standard **five** will:

	Stage thirteen	Stage fourteen	Stage fifteen
Students understand how to maintain and integrate the elements of a healthy lifestyle (PC1)	<ul style="list-style-type: none"> <li>identify situations where personal responsibility and health knowledge can improve health and wellbeing</li> <li>compare health information and services on a specific issue</li> <li>understand how the dimensions of health can be integrated into a person's life</li> <li>identify some attitudes, values and behaviours associated with adolescence, relationships and sexuality</li> <li>identify current community health issues around eating</li> <li>understand how to evaluate situations involving harm or risk</li> </ul>	<ul style="list-style-type: none"> <li>understand personal actions that need to be taken to improve health and wellbeing outcomes</li> <li>use criteria to assess the reliability and effectiveness of health information and services</li> <li>understand how changes to lifestyle can contribute to integrating and balancing the dimensions of health</li> <li>understand issues relevant to young people and adolescent behaviour</li> <li>understand how to devise a healthy eating strategy</li> <li>understand how personal action can enhance safety and minimise risk</li> </ul>	<ul style="list-style-type: none"> <li>understand how personal responsibility and health knowledge can improve health and wellbeing outcomes</li> <li>use criteria to evaluate and select health services and products</li> <li>understand how integrating and balancing the dimensions of health contributes to health and wellbeing</li> <li>understand how to identify and challenge myths and stereotypes of adolescence, relationships and sexuality</li> <li>understand how to apply healthy eating strategies to improve health and wellbeing</li> <li>understand how to select and evaluate strategies to maximise safety</li> </ul>
Students use health knowledge to promote personal and group health and wellbeing (PC2)	<ul style="list-style-type: none"> <li>compare community health services on a topic or issue</li> <li>identify how evaluation assists planning</li> <li>identify features of short, medium and long term decisions</li> </ul>	<ul style="list-style-type: none"> <li>understand how to evaluate of health services for young people</li> <li>understand how to set, prioritise and evaluate planning goals</li> <li>understand how to predict short, medium and long term consequences of decisions</li> </ul>	<ul style="list-style-type: none"> <li>understand how to evaluate community health services and suggest improvements</li> <li>understand how to develop and evaluate plans that promote health and wellbeing</li> <li>understand how to evaluate and improve short, medium and long term decision making</li> </ul>

#### Sample learning opportunities

##### Dimensions of health

- interview or research the health and wellbeing of other people and discuss how they balance the dimensions of health and wellbeing eg. role models and elite athletes <sup>L, ICT</sup>
- discuss and compare external pressures that impact on balancing the dimensions of health; evaluate how factors such as personal control, change and the environment can influence health and wellbeing <sup>L, T</sup>
- analyse how and why people's state of health and wellbeing can change <sup>T</sup>
- use reflection, discussion and prediction to map possible changes in personal health and wellbeing over time <sup>T, L</sup>
- use a wellness wheel to identify areas that may be out of balance and devise some strategies that can help address this; complete a personal reflection <sup>T, L, N</sup>

- identify and analyse a personal health and wellbeing issue it using a problem solving model <sup>T, L</sup>
- reflect on what spiritual health means to different individuals or groups and identify strategies that promote it <sup>T, L</sup>
- devise and discuss scenarios that demonstrate how the dimensions of health can be integrated into a person's lifestyle <sup>T, L</sup>

### Health knowledge and practices

- map and compare health knowledge and services available to different groups in different communities eg. rural, urban or other countries <sup>T, L, N, ICT</sup>
- analyse how body systems work and can be enhanced through health knowledge, nutrition and training <sup>T, L, ICT, N</sup>
- analyse sexual health statistics for young people and examine and discuss how the media can promote education or myths regarding the sexual health practices of young people <sup>N, L, T, ICT</sup>
- use a ranking tool to evaluate the effectiveness of the different forms of contraception in relation to pregnancy and STI prevention <sup>N, L, T</sup>
- identify and discuss issues around sexuality, gender, sexual orientation and identity <sup>L, T</sup>
- research and role play scenarios to evaluate safer sex practices for young people <sup>L, T, N</sup>
- consider the impact and implications of pregnancy on individuals, families and relationships <sup>T</sup>
- investigate services provided by sexual health organisations and evaluate how well they meet the needs of young people eg. Family Planning, GP, Sexual Health Services <sup>L, ICT, N</sup>
- examine current health issues such as testicular, breast, cervical cancer and the need for, and role of, self examination and public screening <sup>L, T</sup>
- identify blood borne diseases that may affect their health and examine preventative and treatment measures that communities can take <sup>L, ICT</sup>
- investigate and discuss personal practices and their impact on the dimensions of health eg. tattooing, body piercing or tanning <sup>T, ICT, L</sup>
- use a thinking process such as community of inquiry or academic controversy to discuss values about current health issues eg. body piercing, tanning or ethical use of ICT <sup>T</sup>
- investigate drug use statistics for young people and challenge common misconceptions through discussion and debate <sup>N, L, T, ICT</sup>
- investigate and develop a persuasive argument on an issue related to drugs in sport <sup>T, L</sup>
- use a thinking strategy to examine guidelines for the low risk drinking of alcohol eg. standard drinks or gender differences <sup>T, N</sup>
- demonstrate and understand appropriate first aid procedures for people who are affected by drugs or alcohol <sup>T</sup>
- investigate statistics about mental illness and challenge common myths and misunderstandings <sup>N, T</sup>
- analyse the role of media and governments in values, attitudes and actions about mental health issues <sup>ICT, L, T</sup>
- recognise signs of mental illness and identify when support may be needed for self and others <sup>T, L</sup>
- use a graphic organiser to examine the positive and negative impact of stress on individuals and groups <sup>T, L</sup>
- practise stress management techniques and reflect on their benefits and practical application as part of a healthy lifestyle eg. relaxation exercises, yoga, meditation or visualisation <sup>T</sup>
- investigate and discuss how knowledge of human behaviour and thinking patterns can influence participation and performance <sup>T, L</sup>
- record eating patterns, reflect on why particular foods are consumed and examine links between personal eating and the dimensions of health <sup>N, L, T</sup>

- analyse enablers and barriers to healthy eating eg. cost, time, friends, family or media and evaluate the impact of these health and wellbeing of the community <sup>T, N, L</sup>
- research nutritional requirements for adolescents and people with special dietary needs and devise menu options to meet the needs of an identified group <sup>L, N, ICT, T</sup>
- trial and evaluate menu options for an identified group and reflect on the results <sup>T, N</sup>
- analyse the effect of food, diet and nutrients on physical performance <sup>T, L, N, ICT</sup>

### Safety

- use the dimensions of health to complete a risk assessment of a potentially challenging and personally rewarding activity and develop a comprehensive risk management strategy <sup>T, L, N</sup>
- describe, role play and evaluate the effectiveness of strategies to maximise safety for self and others eg. drink driving, driver distraction, pressure to drink or unwanted sexual activity <sup>L, N, T</sup>
- explore health issues relating to safety using examples from literature or media eg. *The story of Tom Brennan* and road trauma <sup>T, L</sup>
- analyse and evaluate community education programs that promote safety for young people and justify strategies they believe to be the most effective <sup>T, N, ICT, L</sup>
- devise and implement a personal or group volunteer program that addresses a community safety issue <sup>T</sup>
- identify and apply skills to manage, prevent and minimise physical injury in sporting situations <sup>T, L</sup>

### Community

- evaluate the effectiveness of local, state and federal community health resources in addressing a health and wellbeing issue in a local community <sup>T, ICT, L, N</sup>
- investigate upcoming local community events and select one to promote or participate in <sup>T, ICT</sup>
- investigate how to join or establish a walking group and make regular physical activity part of a daily routine <sup>T, L</sup>
- design a strategy to involve family or friends in cultural celebrations to promote community health <sup>T, L</sup>
- design a program to promote understanding of minimal impact bushwalking in the local area <sup>T, L, ICT</sup>

### Taking action

Students should be given opportunities to take action based on content drawn from all areas of the Health and wellbeing curriculum.

## Teaching emphases for standard five

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Teaching understanding health and wellbeing at standard five emphasises the explicit teaching and modelling of health and wellbeing concepts. This includes approaches such as:

- focus on problem solving tasks, issue analysis and examining past, present and future perspectives
- role play and rehearsal of strategies that promote personal and group health and wellbeing
- focus on discipline-based inquiry processes eg. scientific and philosophical inquiry
- thinking strategies that promote deeper understanding of health and wellbeing issues and concepts
- opportunities to implement and evaluate action plans
- strategies that enable students to cope, respond to and anticipate health and wellbeing issues relevant to adolescents
- strategies that enable students to make informed health and wellbeing choices and decisions
- opportunities for student reflection and analysis of health and wellbeing
- research skills that build knowledge of health and wellbeing

- interpretation and creation of real world health data
- opportunities to debate issues, challenge myths and advocate for health and wellbeing
- focus on health and wellbeing issues from the local to the global level
- opportunities to negotiate and personalise learning
- age appropriate and accurate health and wellbeing vocabulary and practices.

### Sample resources for standard five

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Australian Government, *Values Education for Australian Schooling*  
<http://www.valueducation.edu.au/values/>

*Australian Guide to Healthy Eating*  
<http://www.health.gov.au/internet/wcms/publishing.nsf/Content/health-pubhlth-publicat-document-fdeduc-cnt.htm>

Australian Institute of Health and Welfare, *Australia's young people 2003: Their health and wellbeing*  
<http://www.aihw.gov.au/publications/index.cfm/title/9569>

Burke, J. C. (2005) *The Story of Tom Brennan*, Random House Australia ISBN: 9781741660920. A student/teacher guide is accessible at:  
<http://www.randomhouse.com.au/Downloads/Kids/TeacherGuides/TheStoryofTomBrennanReadingGuide.pdf>

Commonwealth Department of Education, Science and Training (2003) *Cannabis and Consequences* ISBN: 1877032131

Commonwealth Department of Education, Science and Training (2003) *On the Edge* ISBN: 187703228X

*Community Matters: Working with Diversity for Wellbeing*  
<http://cms.curriculum.edu.au/mindmatters/resources/resources.htm> from the MindMatters Kit

Department of Infrastructure, Energy and Resources Tasmania (2006) *Road Risk Reduction* contact phone 6233 6643

Department of Health, Western Australia (2002) *Growing and developing healthy relationships curriculum support materials, Early adolescence phase: foundations for healthy relationships*  
[http://www.wahpsa.org.au/index.php?option=com\\_content&task=view&id=21&Itemid=32](http://www.wahpsa.org.au/index.php?option=com_content&task=view&id=21&Itemid=32)

*Enhancing Resilience 2: Stress and Coping*  
<http://cms.curriculum.edu.au/mindmatters/resources/resources.htm> from the MindMatters Kit

*Foodworks*, <http://www.xyris.com.au/>

*Get Moving* [www.getmoving.tas.gov.au/](http://www.getmoving.tas.gov.au/)

Government of Tasmania, *Tasmania Together* <http://www.tasmaniattogether.tas.gov.au/>

*Health and Wellbeing Status of Young People* (PowerPoint from Health and Wellbeing SharePoint Shared Documents <http://ecentre.education.tas.gov.au/sites/wellbeing/default.aspx> )

*How do we make beneficial life choices?* [http://resources.education.tas.gov.au/item/edres/5c0bcc2b-62d2-c9e1-4c71-bdba35ca819b/1/choices\\_print.doc](http://resources.education.tas.gov.au/item/edres/5c0bcc2b-62d2-c9e1-4c71-bdba35ca819b/1/choices_print.doc) (learning sequence: choice, values and beliefs)

*How do we make ethical decisions?* [http://resources.education.tas.gov.au/item/edres/43ea6144-282a-cbe9-1d13-02683cad9534/1/judge\\_print.doc](http://resources.education.tas.gov.au/item/edres/43ea6144-282a-cbe9-1d13-02683cad9534/1/judge_print.doc) (learning sequence: ethical decision making)

*Human Rights and Equal Opportunity Commission, Youth Challenge*  
[http://hreoc.gov.au/info\\_for\\_students/hreoc/index.html](http://hreoc.gov.au/info_for_students/hreoc/index.html)

Johnstone, M. (2005) *I Had a Black Dog*, Pan McMillan ISBN: 0330421832

Lawstuff <http://www.lawstuff.org/>

Like it is <http://www.likeitis.org.au/>

National Drug Research Institute, Curtin University (2000) *School Health and Alcohol Harm Reduction Project*, order online at <http://www.ndri.curtin.edu.au/shahrp/ordering.html>

Ollis, D. & Mitchell, A. (1999) *Talking Sexual Health: A Teaching and Learning Resource for Secondary Schools*, Australian Research Centre in Sex, Health and Society La Trobe University ISBN: 0642735999

Tobacco Control Supersite <http://tobacco.health.usyd.edu.au/>

Time, *What the World Eats* <http://www.time.com/time/photogallery/0,29307,1626519,00.html>

Understanding Mental Illness <http://cms.curriculum.edu.au/mindmatters/resources/resources.htm>  
MindMatters suite of resources

Wellness – make it happen! <http://resources.education.tas.gov.au/item/edres/a084b59c-5b11-fd3d-76a2-f9c2fa198d43/1/wellness.doc> (learning sequence: maintaining wellbeing)

What's the Rush <http://www.whatstherush.org.au/>

World Health Organisation Global InfoBase Online <http://www.who.int/infobase/report.aspx>

All web links accessed September 2007

## Standard five

### Strand 2: Concepts and skills for movement and physical activity

#### Performance criteria

At each stage it is expected that students at standard **five** will:

	Stage thirteen	Stage fourteen	Stage fifteen
Students acquire and use movement and fitness skills and concepts to enhance performance (PC3)	<ul style="list-style-type: none"> <li>transfer sport specific skills and concepts to new contexts</li> <li>adapt a movement sequence to a new situation</li> <li>describe some strategic thinking and game tactics that can improve personal and team performance</li> <li>identify personal fitness capacities and needs</li> </ul>	<ul style="list-style-type: none"> <li>adapt sport specific skills and concepts to new contexts</li> <li>evaluate personal and group movement sequences</li> <li>use strategic thinking and game tactics to improve performance</li> <li>understand how to adjust a fitness program to meet personal needs</li> </ul>	<ul style="list-style-type: none"> <li>adapt and apply sport specific skills and concepts to new and challenging situations</li> <li>devise, perform and evaluate personal and group movement sequences</li> <li>understand how strategic thinking and game tactics can improve performance</li> <li>understand personal fitness needs to plan, monitor and evaluate progress</li> </ul>
Students understand factors that influence participation in physical activity (PC4)	<ul style="list-style-type: none"> <li>experience different roles and responsibilities in organised sports and games</li> <li>identify examples of effective communication skills in team situations</li> <li>identify opportunities for participation in physical activity in the community</li> </ul>	<ul style="list-style-type: none"> <li>describe roles and responsibilities in organised sports and games</li> <li>evaluate team goals using effective communication skills</li> <li>evaluate opportunities for participation in physical activity in the community</li> </ul>	<ul style="list-style-type: none"> <li>understand different roles and responsibilities in organised sports and games</li> <li>demonstrate how to set and evaluate team goals using effective communication, decision making and conflict resolution skills</li> <li>understand the community's role in providing opportunities to participate in physical activity</li> </ul>

#### Sample learning opportunities

##### Movement skills and concepts

Participate in activities to refine and master complex movement skills such as:

- acquire sport specific and specialised skills eg. sport, athletics, dance, swimming and water safety, aquatic sports and gymnastics
- practise sport skills to refine anticipation, timing, body control, object control, predictable and unpredictable environments <sup>N, T</sup>
- demonstrate transference of fundamental movement skills in some sports and games eg. overarm throw, javelin throw, badminton overhead shot or volleyball serve <sup>N</sup>
- describe relationships between fundamental movement skills and sport specific skills <sup>N, T, L</sup>

##### Using, applying and enhancing performance

- design, perform and evaluate individual, group or class movement sequences eg. gymnastics, dance or circus skills <sup>N</sup>
- devise criteria to measure individual, group and class performances <sup>N, ICT</sup>
- participate in activities to modify existing games <sup>T</sup>
- evaluate game strategies to optimise individual and group enjoyment and performance <sup>T, N</sup>
- implement and evaluate specific game plans <sup>T, N</sup>

- understand game strategies and tactics and modify games to improve performance <sup>T, N</sup>
- design and implement drills for improving movement skills and concepts <sup>T, N</sup>
- identify and discuss factors that affect personal and group skill development and performance <sup>T, N</sup>
- develop and use criteria to analyse personal and team skills and performance <sup>T, N</sup>
- analyse and explain the advantages and disadvantages of different game tactics and strategies <sup>T, L</sup>
- organise and umpire games and activities to maximise individual and group enjoyment and performance <sup>T</sup>
- design and teach an original game for a specific group <sup>T</sup>
- recognise strengths, weaknesses and areas for improvement in skill performance <sup>N, T</sup>
- analyse and evaluate individual movement skills in specific game situations <sup>N, T</sup>
- investigate how biomechanics can be used to analyse human movement in different sports and activities <sup>T, N</sup>
- apply knowledge of energy systems and their influence on performance and recovery <sup>T, L, N</sup>
- evaluate and apply strategies to improve performance <sup>T, N, L</sup>
- investigate and apply knowledge of the role of practice and coaching <sup>T</sup>
- investigate and apply strategies to improve performance eg. mental rehearsal, visualisation or relaxation <sup>T</sup>
- explore the relationships between thinking and physical performance <sup>T</sup>

#### Fitness concepts

- maintain and extend regular participation in moderate to vigorous physical activity
- develop, evaluate and modify a fitness plan for personal and group use <sup>N, T</sup>
- apply knowledge of fitness concepts and practices to develop personal or group programs <sup>T, N</sup>
- investigate and apply knowledge of fitness principles and training methods eg. FITT principle, and principle of progressive overload <sup>T, L</sup>
- evaluate a training program for a specific sport <sup>T, L, N</sup>
- develop an understanding of fitness components, energy systems and cardiovascular systems during exercise <sup>T, N</sup>
- evaluate the effectiveness of different training methods and programs <sup>N, T</sup>
- investigate and apply the work-to-rest interval and monitor intensity and heart rates during exercise <sup>N, T</sup>
- set personal fitness goals and evaluate factors that affect achievement <sup>T, N</sup>

#### Group and team skills

- develop criteria to work with others on group and team goals <sup>T</sup>
- implement a strategy to listen to others' opinions and encourage others in group and team performances <sup>T</sup>
- undertake a coaching role of a junior sports team
- participate in umpiring, organising and facilitating sports and activities
- participate in a competitive sport or sport competition
- reflect on, negotiate and evaluate group and team goals <sup>T, L, N</sup>
- select and perform different group and team roles eg. administration, official, leader, coach or choreographer
- participate in peer teaching or coaching sessions to enhance group and team performance
- describe roles that are required in a team game eg. captain, goal keeper or centre <sup>L</sup>
- negotiate and implement rules and scoring systems in different games <sup>L, N</sup>

### Physical activity and active living

- participate in physical activities and analyse factors influencing participation <sup>T, L, N</sup>
- survey local community groups to identify recreational, sporting and leisure needs <sup>L, N, ICT</sup>
- investigate and analyse the *Tasmanian Physical Activity Plan 2005–2010* and relevant Tasmania *Together* targets for 2020 and examine how the community is meeting these goals <sup>N, T, ICT</sup>
- develop a strategy for the local community to help achieve identified physical activity targets <sup>T, N</sup>

### Teaching emphases for standard five

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Teaching concepts and skills for movement and physical activity at standard five emphasises sport specific skills, thinking and enhancing performance. This includes approaches such as:

- developing stronger game sense and problem solving including understanding of positional play, game tactics and the application of sport specific skills
- evaluating complex movement sequences and devising individual and group routines and performances
- focus on encouragement to persist with mastery of sport specific skills and skill transference
- learning from experience and responding to constructive feedback to improve performance
- critically observing the performances of others and providing constructive feedback
- participating in different groupings to promote sportsmanship, fair play, respect, inclusion and equity
- focus on personal and social responsibility through physical activity
- opportunities to negotiate and undertake different roles in games and activities
- opportunities to design, teach and evaluate original games
- opportunities to participate in a variety of moderate to vigorous physical activities
- developing an understanding of fitness to measure, monitor and evaluate personal fitness goals
- opportunities for students to negotiate and personalise their learning to develop activities that are relevant, fun and challenging
- a focus on a more complex movement and fitness vocabulary.

### Sample resources for standard five

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Australian Council for Health, Physical Education and Recreation, *Australian Fitness Education Award* (available from ACHPER)

Australian Sports Commission, *Junior Sport Codes of Behaviour*  
<http://www.ausport.gov.au/junior/CodesofBehaviourbrochure.pdf>

Australian Football League, *AFL Sport Education*  
<http://www.afl.com.au/GameDevelopment/Schools/AFLSportEducation/tabid/631/Default.aspx>

Australian Government, *Physical Activity Guidelines for 12–18 year olds*,  
[http://www.health.gov.au/internet/wcms/publishing.nsf/Content/phd-physical-activity-youth-pdf-cnt.htm/\\$FILE/youth\\_phys.pdf](http://www.health.gov.au/internet/wcms/publishing.nsf/Content/phd-physical-activity-youth-pdf-cnt.htm/$FILE/youth_phys.pdf)

Australian Government, *Physical Activity Guidelines for Adults*  
<http://www.health.gov.au/internet/wcms/Publishing.nsf/Content/phd-physical-activity-adults-pdf-cnt.htm>

Get Moving <http://www.getmoving.tas.gov.au/>

Griffin, L. & Butler, J. (2005) *Teaching Games for Understanding: Theory, Research, and Practice*, Human Kinetics ISBN: 0736045945

Hellison, D. (2003) *Teaching Responsibility through Physical Activity*, Human Kinetics ISBN: 0736046011

*It's Dance Mania Time* <http://resources.education.tas.gov.au/item/edres/33cb1347-f5d1-0a6e-1a8f-f1b771f51467/1/dancemania.doc> (learning sequence: dance and popular culture)

*Multi Stage Fitness Test* (CD) (available through ACHPER)

Ontario Ministry of Education, *Daily Physical Activity*, <http://www.edu.gov.on.ca/eng/teachers/dpa.html>

Premier's Physical Activity Council, *Tasmania State Physical Activity Plan*

<http://www.getmoving.tas.gov.au/RelatedFiles/Get%20Moving.pdf>

Rohnke (1984) *Silver Bullets* (available through ACHPER)

*Why do people dance?* <http://resources.education.tas.gov.au/item/edres/35f3d41c-c496-6c67-6dfd-424ac3243d75/1/ritualdanceRDP.doc> (learning sequence: traditional and modern dance rituals)

*Why play games?* <http://resources.education.tas.gov.au/item/edres/53a54f95-46aa-5bc9-b472-bbcc2195b425/1/games.doc> (learning sequence: games making)

All web links accessed September 2007

## Standard five

### Strand 3: Skills for personal and social development

#### Performance criteria

At each stage it is expected that students at standard **five** will:

	Stage thirteen	Stage fourteen	Stage fifteen
Students understand concepts of identity and relationships (PC5)	<ul style="list-style-type: none"> <li>understand how the media influences adolescent identity and self esteem</li> <li>understand why some coping strategies are more effective than others</li> <li>investigate mental health issues</li> <li>identify examples of ethical behaviour</li> </ul>	<ul style="list-style-type: none"> <li>understand how to build positively to identity and self esteem of others</li> <li>use strategies to build resilience and health and wellbeing</li> <li>understand how empathy and respect can enhance personal and mental and emotional health</li> <li>describe how ethical behaviour can affect relationships</li> </ul>	<ul style="list-style-type: none"> <li>understand how the dimensions of health influences identity and self esteem</li> <li>devise resilience programs to support the health and wellbeing of specified groups</li> <li>understand how mental health contributes to personal and group wellbeing</li> <li>understand how ethical behaviour can affect relationships</li> </ul>
Students demonstrate self management skills that promote personal identity and positive relationships (PC6)	<ul style="list-style-type: none"> <li>understand how self management skills contribute to health and wellbeing</li> <li>practise decision making and goal setting</li> <li>identify barriers and enablers to help-seeking</li> </ul>	<ul style="list-style-type: none"> <li>understand how to select appropriate self management skills</li> <li>understand how to evaluate decisions and goals</li> <li>practise using strategies to overcome barriers for help-seeking</li> </ul>	<ul style="list-style-type: none"> <li>understand and apply concepts of personal and social responsibility</li> <li>understand alternative perspectives and outcomes of decisions and goals</li> <li>use help-seeking strategies to access and provide support</li> </ul>

#### Sample learning opportunities

##### Identity

- identify examples using media, literature and ICT that describe dimensions of health <sup>ICT, L</sup>
- select a dimension of health, evaluate its influence on self esteem and discuss areas of overlap and emerging issues <sup>T, L, N</sup>
- conduct a personal and social skills audit and discuss findings with a partner <sup>T, N, L</sup>
- recommend actions that could be taken by an individual to enhance their self esteem <sup>T, L</sup>
- use role play and scenarios to rehearse and analyse behaviours that can build positive self concept and self esteem eg. meeting a friend's parents, job interviews, negotiating with a teacher, employer or coach <sup>L, T</sup>
- interview and research changing social attitudes towards groups of people eg. a person with a disability or teenage parents <sup>L, T</sup>
- develop a timeline to map changing community values/laws; analyse how these changes can affect individual and community attitudes and behaviours eg. homophobia, disability or smoking <sup>T, N, L, ICT</sup>
- design and conduct a survey that evaluates peer group opinions about a significant issue; analyse findings and suggest factors that have influenced the results <sup>L, N, T, ICT</sup>
- design a program that promotes positive social change on a significant health issue <sup>N, T</sup>

## Relationships

- identify and apply positive characteristics of relationships and skills, attitudes and values needed to maintain or modify them eg. communicating, listening, valuing, respecting and empathising<sup>L,T</sup>
- use role play to analyse how power and influence can be used positively and negatively in relationships eg. personal relationships, employer/employee or coach/team member<sup>L,T</sup>
- use scenarios or role play to identify ways to negotiate with people in positions of power and influence<sup>L,T</sup>
- discuss strategies to manage or maintain positive relationships using diverse examples eg. family, personal relationships or friends<sup>T,L</sup>
- reflect on some common features of positive personal relationships and develop a list of possible future decisions or actions<sup>T,L</sup>
- use a thinking strategy such as six hats to analyse a particular relationship issue<sup>T</sup>
- research examples of the concepts of power and advocacy in society<sup>L</sup>
- recommend strategies that could be followed to advocate for a particular health issue within the school and/or local community eg. after school sport program, enhanced menu at the school canteen or lunchtime relaxation sessions for students<sup>L,T,ICT</sup>

## Self management

- brainstorm some challenges and opportunities that young people might encounter; explore the range of emotions and feelings that can be associated with these challenges and opportunities<sup>T,L</sup>
- identify and research some self help strategies and explain which could be most useful for themselves in different situations<sup>T,L</sup>
- investigate how diverse individuals and groups develop strategies to manage or anticipate stress<sup>T</sup>
- investigate and select a strategy to deal with a range of stressful situations; practise and reflect on the effectiveness of this strategy eg. relaxation, exercise or yoga<sup>T,L</sup>
- in small groups, investigate ways to help cope with change and manage time; use a SWOT analysis to evaluate one of the models or actions to determine its effectiveness and report findings<sup>T,L,N</sup>
- select a strategy for coping with change or managing time or stress and put it into practice; reflect on progress, share findings, recommend changes and predict some long term consequences of using this strategy<sup>L,N,T</sup>
- recommend strategies that groups could utilise to manage conflict and change to enhance their health and wellbeing<sup>T</sup>
- research and examine situations that present potential risk to young people eg. driving, partying, mobile phone use, chat rooms, work or extreme sports<sup>T</sup>
- use scenarios and/or research to evaluate a range of options or strategies to deal with potentially harmful situations<sup>T</sup>
- participate in an academic controversy concerning adolescents and risk; discuss the major issues or common themes raised during the debate in a class discussion and conduct a personal reflection<sup>T,L</sup>
- select a situation and identify the potential positive outcomes and risks; rank these using an organiser or through dialogue<sup>T,L,ICT,N</sup>
- develop a risk management plan that is appropriate to a particular situation eg. planning a party or going on a bushwalk<sup>T</sup>
- develop a resource folder, web product or a database of local community facilities and support networks to recommend to young people; justify recommendations using agreed criteria<sup>ICT,T,N</sup>
- use problem solving scenarios to address some opportunities and challenges associated with seeking help and explore how to inform people about their needs and concerns.<sup>T,L</sup>
- design a resource to help change attitudes and practices in the school or wider community regarding a selected health issue eg. pressures relating to balancing homework and job/sporting commitments, road safety or smoking behaviours<sup>T,ICT</sup>

## Teaching emphases for standard five

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Teaching personal and social skills at standard five emphasises establishing a positive and supportive learning environment. This includes approaches such as:

- building caring, empathetic relationships, high and achievable expectations and ongoing opportunities for participation, reward and success for all students
- activities that build positive self concept and enhance self esteem
- tasks that enable students to speak positively about themselves and others and express personal thoughts and feelings
- participation in activities in diverse groupings to build respect, empathy, inclusion and equity
- activities that enable students to learn from experience, set and meet new challenges
- focus on personal and social responsibility through making meaningful choices and decisions
- activities that enable students to reflect, rehearse and practise self management skills to maintain and build positive relationships
- opportunities for students to sensitively test and challenge personal and shared values, attitudes and beliefs
- opportunities to design, implement and evaluate action plans
- use of age appropriate and accurate health and wellbeing terminology to build and challenge student understanding.

## Sample resources for standard five

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*A Whole School Approach to Dealing with Bullying and Harassment*

<http://cms.curriculum.edu.au/mindmatters/resources/resources.htm> from the MindMatters Kit

Black, B. (2006) *brave little bear: The inspirational story of a teenage mother*, Inspire Publishing, ISBN: 097523158-8

*Bullying. No Way!* <http://www.bullyingnoway.com.au/issues/where-now.shtml>

Cahill, H. & Guthrie, C. (2006) *Literature for Life: Enhancing Social and Emotional Literacy through the English Curriculum Secondary Program*, Good Grief order online from <http://www.goodgrief.org.au/literatureforlife/lflhome.htm>

Commonwealth Department of Education, Science and Training (2003) *On the Edge* ISBN: 187703228X

Department of Education Tasmania (2006) *My Plan for My Future: Future Planning for Year 9 Students*, [http://www.education.tas.gov.au/dept/about/visions/stateoflearning/initiatives/pathway/my\\_plan\\_for\\_my\\_future\\_-\\_year\\_9](http://www.education.tas.gov.au/dept/about/visions/stateoflearning/initiatives/pathway/my_plan_for_my_future_-_year_9)

Department of Education Tasmania (2006) *My Plan for My Future: Future Planning for Year 10 Students*, <http://www.education.tas.gov.au/dept/about/visions/stateoflearning/initiatives/pathway/my-plan-for-my-future---year-10>

Department of Health, Western Australia, (2002) *Growing and developing healthy relationships curriculum support materials, Early Adolescent phase: foundations for healthy relationships* [http://www.wahpsa.org.au/index.php?option=com\\_content&task=view&id=21&Itemid=32](http://www.wahpsa.org.au/index.php?option=com_content&task=view&id=21&Itemid=32)

Elliott, M. (2005) *Bullying Pocket Book*, Teachers' Pocketbooks ISBN: 1903776708

*Educating for Life: A guide for School-based Response to Preventing Self Harm and Suicide* <http://cms.curriculum.edu.au/mindmatters/resources/resources.htm> from the MindMatters Kit

*Enhancing Resilience 1: Communication, Changes and Challenges*  
<http://cms.curriculum.edu.au/mindmatters/resources/resources.htm> from the MindMatters Kit

*Enhancing Resilience 2: Stress and Coping*  
<http://cms.curriculum.edu.au/mindmatters/resources/resources.htm> from the MindMatters Kit

*Loss and Grief* <http://cms.curriculum.edu.au/mindmatters/resources/resources.htm> from the MindMatters Kit

Johnstone, M. (2005) *I Had a Black Dog*, Pan McMillan ISBN: 0330421832)

Triolo, R. (2000) *Go Global: global perspectives in the secondary classroom*. Curriculum Corporation, Carlton, Vic. ISBN: 186366392

*Understanding Mental Illness* <http://cms.curriculum.edu.au/mindmatters/resources/resources.htm> from the MindMatters Kit

All web links accessed September 2007

## Assessment evidence guide for Health and wellbeing

This guide lists examples of evidence of student achievement across each standard and at each stage within a standard. Teachers can use the Assessment Evidence Guide to help make on-balance judgements when assessing student work. So that students are challenged to improve their learning, opportunities to learn should be provided in advance of expected assessment ratings.

Students do not have to be capable of achieving everything within a particular stage to be rated as performing at that stage, but they should be capable of demonstrating most of the evidence. Students need as many opportunities as possible to demonstrate their understanding and skill level. Teachers make an on-balance judgement about whether a student's performance is at a similar level to the evidence described in this guide.

A range of performances are possible within each stage. For assessment purposes, teachers should make a judgement as to whether the student has only just reached that stage (proficient) or has progressed well towards the next stage (advanced). The assessment of being proficient or advanced is based on teacher judgement supported by collegial discussions, feedback and moderation. This level of discrimination should also be reflected in the teacher comments on student performance. It is important that teachers can explain what understanding and skills are required for students to progress to the next stage.

The points of reference for assessment are illustrated below:

	Standard 1						Standard 2						Standard 3						Standard 4						Standard 5					
Stage	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
Level	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A

## Stages for assessment ratings

Year levels	Kinder and Prep	Years 1 and 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Standards 1 – 5	1	1 – 2	2 – 3	2 – 4	3 – 4	4 – 5
Assessment ratings Stages 1 – 15	Stages 1 – 3	Stages 2 – 5	Stages 4 – 8	Stages 6 – 10	Stages 8 – 12	Stages 10 – 15

## Assessment evidence at each stage

The table below describes sample indicators of performance at each stage. It is not intended to be used as a set of criteria or a checklist of performance for each stage and it does not map the entire territory of Health and wellbeing. It provides examples of what might be expected at each stage. The examples will help teachers use professional judgement to locate student performance within the appropriate standard.

This following evidence guide is organised by strand. The three strands of Health and wellbeing are:

- Strand 1: understanding health and wellbeing
- Strand 2; concepts and skills for movement and physical activity
- Strand 3: skills for personal and social development

## Standard one: Understanding health and wellbeing

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard 1 Stage 1	Standard 1 Stage 2	Standard 1 Stage 3	Standard 2 Stage 4
<i>Students understand how to maintain and integrate elements of a healthy lifestyle</i>	draw or describe a healthy person eg. a person smiling	identify what people can do to be healthy eg. exercise, eat well	identify ways people can stay healthy eg. have a regular check-up	identify some typical health needs eg. rest, sleep and exercise
	locate different body parts on an outline of the body	name different parts of the body	describe in simple terms the functions of some body parts eg. legs to walk, eyes to see	identify that people grow and change
	identify some different foods eg. fruit, and vegetables	identify some everyday and occasional foods eg. fruit or sweets	identify healthy food choices eg. cereal for breakfast	identify food groupings from the <i>Australian Guide for Healthy Eating</i>
	identify some substances around the home that may be harmful	identify some common medicines	identify reasons why some people take medicines	identify some likely places where medicines can be accessed eg. chemist, doctor or supermarket
	identify what people can do to stay safe eg. crossing the road with an adult	recognise some ways to be safe eg. sun safety	recognise some reasons for safe behaviour and practices eg. reasons for sun safety	identify some common rules and guidelines that promote safety
<i>Students apply health knowledge to promote personal and group health and wellbeing</i>	recognise that there are class, family and community rules and routines	give an example of a helpful rule eg. don't run with scissors	demonstrate appropriate use of rules and routines	describe some reasons why group plans are developed eg. to share a resource

## Standard two: Understanding health and wellbeing

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard 1 Stage 3	Standard 2 Stage 4	Standard 2 Stage 5	Standard 2 Stage 6	Standard 3 Stage 7
<i>Students understand how to maintain and integrate elements of a healthy lifestyle</i>	identify ways people can stay healthy eg. have a regular check-up	identify some typical health needs eg. rest, sleep and exercise	identify what being healthy means to self	collect information about what being healthy means to others	compare similarities and differences about what being healthy means to different people
	describe in simple terms the functions of some body parts eg. legs to walk, eyes to see	identify that people grow and change	recognise physical differences between people of different ages	compare physical differences and similarities between people of different ages	identify some typical physical gender differences
	identify healthy food choices eg. cereal for breakfast	identify food groupings from the <i>Australian Guide for Healthy Eating</i>	compare foods using groupings from the <i>Australian Guide for Healthy Eating</i>	explain why some food choices may be healthier than others	describe factors that can affect food choice and recognise that people have different dietary needs eg. income or location
	identify reasons why some people take medicines	identify some likely places where medicines can be accessed eg. chemist, doctor or supermarket	group some medicines into over-the-counter or prescription	explain why some medicines are grouped in particular ways eg. to limit access	identify some common drugs eg. aspirin
	recognise some reasons for safe behaviour and practices eg. reasons for sun safety	identify some common rules and guidelines that promote safety	explain why some rules and guidelines are helpful eg. to keep us safe	develop some safety rules and guidelines for a familiar situation	identify some situations that may be safe or unsafe eg. building site or unfenced pool
<i>Students apply health knowledge to promote personal and group health and wellbeing</i>	demonstrate appropriate use of rules and routines	describe some reasons why group plans are developed eg. to share a resource	describe some steps involved in developing group action plans eg. sharing opinions	develop a simple group action plan on a health and wellbeing issue eg. planning a safe excursion	discuss some personal and social skills that can help people develop health and wellbeing plans eg. communication, listening and negotiation

## Standard three: Understanding health and wellbeing

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard 2 Stage 6	Standard 3 Stage 7	Standard 3 Stage 8	Standard 3 Stage 9	Standard 4 Stage 10
<i>Students understand how to maintain and integrate elements of a healthy lifestyle</i>	collect information about what being healthy means to others	compare similarities and differences about what being healthy means to different people	link personal view of health and the dimensions of health eg. I feel physically healthy because ...	evaluate personal health using the five dimensions of health	analyse personal health across the five dimensions and identify areas of balance or imbalance identify situations that affect personal health and wellbeing eg. influence of peers, self esteem
	compare physical differences and similarities between people of different ages	identify some typical physical gender differences	describe some typical physical changes that occur during puberty	describe how some physical changes during puberty may affect thoughts and feelings	describe how some changes during puberty may influence personal health and wellbeing
	explain why some food choices may be healthier than others	describe factors that can affect food choice and recognise that people have different dietary needs eg. income or location	explain how personal and outside factors can influence food choice eg. personal preference or parent's opinion	suggest strategies to modify influences on food choice eg. I get to choose what I eat on Fridays	record and compare food choices using the <i>Australian Guide for Healthy Eating</i>
	explain why some medicines are grouped in particular ways eg. to limit access	identify some common drugs eg. aspirin	identify health benefits of some drugs eg. diabetes and insulin	identify some harm or risk associated with common drugs eg. tobacco and lung cancer	identify some common legal and illegal drugs
	develop some safety rules and guidelines for a familiar situation	identify some situations that may be safe or unsafe eg. building site or unfenced pool	describe how some situations can be made safer eg. wearing a helmet	suggest some consequences of safe and unsafe behaviours and situations	identify risks that may have neutral, positive or negative effects on health and wellbeing
<i>Students apply health knowledge to promote personal and group health and wellbeing</i>	develop a simple group action plan on a health and wellbeing issue eg. planning a safe excursion	discuss some personal and social skills that can help people develop health and wellbeing plans eg. communication, listening and negotiation	identify how a particular personal or social skill can help people develop health and wellbeing plans eg. being organised or able to listen	develop and implement a simple health plan to promote health and wellbeing eg. a weekly class fitness program	select a particular strategy that might contribute to a personal health and wellbeing plan eg. time management

## Standard four: Understanding health and wellbeing

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard 3 Stage 9	Standard 4 Stage 10	Standard 4 Stage 11	Standard 4 Stage 12	Standard 5 Stage 13
<i>Students understand how to maintain and integrate elements of a healthy lifestyle</i>	evaluate personal health using the five dimensions of health	analyse personal health using the dimensions; identify areas of balance  identify situations that affect personal health and wellbeing eg. influence of peers, self esteem	identify the most important aspects of dimensions of health for self  explain why particular situations have affected health and wellbeing	explain why identified aspects of health are most important  analyse which dimensions of health have been most affected by a particular challenge or change	explain why the dimensions of health need to be in balance  describe how the dimensions of health have been affected by particular situations eg. accident, physical impairment
	describe how some physical changes during puberty may affect thoughts and feelings	describe how some changes during puberty may influence personal health and wellbeing	identify some typical sexual health issues for adolescents eg. unprotected sex and risk of STIs	identify some safer sex practices including forms of contraception	evaluate forms of contraception and safer sex practices identify services provided by some sexual health organisations in the community
	suggest strategies to modify influences on food choice eg. I get to choose what I eat on Fridays	record and compare food choices using the <i>Australian Guide for Healthy Eating</i>	use the <i>Australian Guide for Healthy Eating</i> to set personal goals for food choice	monitor and evaluate changes in personal food choices and healthy eating	suggest some ways healthy eating can affect the dimensions of health
	identify some harm or risk associated with common drugs eg. tobacco and lung cancer	identify some common legal and illegal drugs	describe some effects of drugs on the body	compare some short and long term effects of drugs on health and wellbeing	identify some current attitudes and values towards adolescents and drug use
	suggest some consequences of safe and unsafe behaviours and situations	identify risks that may have neutral, positive or negative effects on health and wellbeing	assess situations or behaviours according to their potential degree of risk to health and wellbeing	suggest some strategies to minimise harm when undertaking risk taking situations or behaviours	identify some risks typically associated with adolescents  identify some common causes of stress for teenagers eg. friendship, self image and time management
<i>Students apply health knowledge to promote personal and group health and wellbeing</i>	develop and implement a simple health plan to promote health and wellbeing eg. a weekly class fitness program	select a particular strategy that might contribute to a personal health and wellbeing plan eg. time management	explain how using a particular strategy can improve health and wellbeing eg. personal reflection or journal	create, implement and review a personal health and wellbeing plan	give reasons why particular health and wellbeing programs succeed or fail eg. poor planning, unclear goals or, inadequate funding

## Standard five: Understanding health and wellbeing

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard 4 Stage 12	Standard 5 Stage 13	Standard 5 Stage 14	Standard 5 Stage 15
<i>Students understand how to maintain and integrate elements of a healthy lifestyle</i>	explain why identified aspects of health are most important	explain why the dimensions of health need to be in balance	explain what actions can be taken to help balance the dimensions of health	implement and evaluate strategies to balance and integrate the dimensions of health to improve wellbeing
	analyse which dimensions of health have been most affected by a particular challenge or change	describe how the dimensions of health have been affected by particular situations eg. accident or physical impairment	describe how external factors can affect the dimensions of health eg. poverty or family relationships	predict future changes that may impact on the dimensions of health and suggest coping strategies
	identify some safer sex practices including forms of contraception	evaluate forms of contraception and safer sex practices	suggest how some safer sex practices can affect personal health and wellbeing	describe how some safer sex practices may influence the health and wellbeing of individuals and communities
	monitor and evaluate changes in personal food choices and healthy eating	identify services provided by some sexual health organisations in the community	categorise and evaluate types of services provided by sexual health organisations in the community	analyse and evaluate services provided by community sexual health organisations for adolescents
	compare some short and long term effects of drugs on health and wellbeing	suggest some ways healthy eating can affect the dimensions of health	describe how personal eating patterns can affect the dimensions of health	evaluate how healthy eating can improve each dimension of health
	suggest some strategies to minimise harm when undertaking risk taking situations or behaviours	identify some current attitudes and values towards adolescents and drug use	compare some current attitudes and values to statistics on adolescent drug use	evaluate differences between community attitudes and values towards adolescents and drug use
<i>Students apply health knowledge to promote personal and group health and wellbeing</i>	suggest some strategies to minimise harm when undertaking risk taking situations or behaviours	identify some risks typically associated with adolescents	describe some consequences of risk taking behaviour around sexual health, drinking and drug use	describe ways to minimise harm in areas such as sexual health and drug use
	create, implement and review a personal health and wellbeing plan	identify some common causes of stress for teenagers eg. friendship, self image or time management	identify some strategies people can use to manage stress eg. relaxation techniques	practise and evaluate stress management strategies
		give reasons why particular health and wellbeing programs succeed or fail eg. poor planning, unclear goals or inadequate funding	design a health and wellbeing plan or program that includes criteria	implement and evaluate a school or community health and wellbeing plan or program

## Standard one: Concepts and skills for movement and physical activity

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard 1 Stage 1	Standard 1 Stage 2	Standard 1 Stage 3	Standard 2 Stage 4
<i>Students acquire and use movement skills and fitness concepts to enhance performance</i>	perform basic components of fundamental movement skills eg. run or jump	perform additional components of fundamental movement skills eg. transfer weight from one foot to the other	perform components of some fundamental movement skills in sequence eg. catch an object with two hands	explore fundamental movement skills in simple games and activities
	explore control of movement in personal space	demonstrate some control over movement in personal and shared space	demonstrate increasing control over movement in personal and shared space	use control over movement in personal and shared space including awareness of changes in speed, direction and level
	identify simple movement directions	respond to simple movement directions	respond effectively to simple movement directions	respond to movement directions and feedback eg. slow down and watch the ball
	identify rules and routines used in simple games and activities	describe rules and routines of a simple game or activity	use some rules and routines in simple games and activities	use rules and routines in simple games and activities
	describe some body changes during physical activity and informal play eg. puff, hot or thirsty	describe different types of physical activity	describe different levels of physical activity eg. fast or slow	describe how the body responds to moderate and vigorous physical activity
<i>Students understand factors that influence participation in physical activity</i>	demonstrate awareness of using equipment safely	use equipment safely and follow simple procedures	use equipment safely and perform simple safety procedures	use simple safety rules with others
	list different physical activities	list preferred physical activities	list preferred physical activities and describe their thoughts and feelings when participating	identify some reasons why people participate in physical activity eg. fun, be healthy and meet people

## Standard two: Concepts and skills for movement and physical activity

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard 1 Stage 3	Standard 2 Stage 4	Standard 2 Stage 5	Standard 2 Stage 6	Standard 3 Stage 7
<i>Students acquire and use movement skills and fitness concepts to enhance performance</i>	perform components of some fundamental movement skills in sequence eg. catch an object with two hands	explore fundamental movement skills in simple games and activities	perform fundamental movement skills in simple games and activities	sequence fundamental movement skills in simple games and activities	perform fundamental movement skills in games, activities and modified sports
	demonstrate increasing control over movement in personal and shared space	use control over movement in personal and shared space including awareness of changes in speed, direction and level	show control over movement in personal and shared space including responding to changes in speed, direction and level	show control over movement in personal and shared space including adapting to changes in speed, direction and level	explore controlled movement in a simple sequence
	respond effectively to simple movement directions	respond to movement directions and feedback eg. slow down and watch the ball	respond to simple feedback and make changes to personal performance	respond to simple feedback to improve personal performance	respond to multiple feedback to improve personal performance
	use some rules and routines in simple games and activities	use rules and routines in simple games and activities	use rules and routines in more complex games and activities	use rules and routines in more complex games, activities and some modified sports	use rules, routines and demonstrate some positional play in games, activities and modified sports
	describe different levels of physical activity eg. fast or slow	describe how the body responds to moderate and vigorous physical activity	describe and demonstrate some benefits of moderate to vigorous physical activity eg. i feel better after a walk	explore the concepts of strength, flexibility and endurance through participation in moderate to vigorous physical activity	describe and demonstrate the concepts of strength, flexibility and endurance through participation in moderate to vigorous activity
<i>Students understand factors that influence participation in physical activity</i>	use equipment safely and perform simple safety procedures	use simple safety rules with others	use safety rules and routines with others	apply rules and routines to help keep themselves and others safe	cooperate as a team and group member in games and activities
	list preferred physical activities and describe their thoughts and feelings when participating	identify some reasons why people participate in physical activity eg. fun, be healthy and meet people	explain why some people participate in physical activity	identify why some people participate more frequently in physical activity than others eg. attitude, time, ability or access	describe factors that can affect participation in physical activity eg. attitude or access

### Standard three: Concepts and skills for movement and physical activity

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard 2 Stage 6	Standard 3 Stage 7	Standard 3 Stage 8	Standard 3 Stage 9	Standard 4 Stage 10
<i>Students acquire and use movement skills and fitness concepts to enhance performance</i>	sequence fundamental movement skills in simple games and activities	perform fundamental movement skills in games, activities and modified sports	perform fundamental movement skills effectively in games, activities and modified sports	combine fundamental movement skills in games, activities and modified sports	perform sport specific skills
	show control over movement in personal and shared space including adapting to changes in speed, direction and level	explore controlled movement in a simple sequence	perform controlled movement in simple sequences	perform and refine controlled movement in simple sequences	practise controlled movement in more complex sequences
	respond to simple feedback to improve personal performance	respond to multiple feedback to improve personal performance	respond to feedback and use criteria to analyse personal performance	respond to feedback and provide simple feedback to others	apply set criteria to evaluate personal and group performance
	use rules and routines in more complex games, activities and some modified sports	use rules, routines and demonstrate some positional play in games, activities and modified sports	use rules, routines and positional play in games, activities and modified sports	identify some basic game tactics in games, activities and modified sports	use rules, routines, positional play and some basic game tactics in games, activities and specific sports
	explore the concepts of strength, flexibility and endurance through participation in moderate to vigorous physical activity	describe and demonstrate the concepts of strength, flexibility and endurance through participation in moderate to vigorous activity	apply the concepts of strength, flexibility and endurance through participation in moderate to vigorous activity	describe links between regular participation in moderate to vigorous activity and personal wellbeing	describe connections between regular participation in moderate to vigorous activity and personal fitness and wellbeing
<i>Students understand factors that influence participation in physical activity</i>	apply rules and routines to help keep themselves and others safe	cooperate as a team and group member in games and activities	use fair play and sportsmanship in teams	use fair play and sportsmanship in diverse situations	demonstrate use of fair play, sportsmanship and awareness of roles in games and sport
	identify why some people participate more frequently in physical activity than others eg. attitude, time, ability or access	describe factors that can affect participation in physical activity eg. attitude or access	describe factors that influence personal participation in physical activity eg. attitudes to physical activity or personal/family preference	describe some advantages of regular participation in moderate to vigorous activity	apply knowledge of factors that influence personal participation in physical activity

## Standard four: Concepts and skills for movement and physical activity

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard 3 Stage 9	Standard 4 Stage 10	Standard 4 Stage 11	Standard 4 Stage 12	Standard 5 Stage 13
<i>Students acquire and use movement skills and fitness concepts to enhance performance</i>	combine fundamental movement skills in games, activities and modified sports	perform sport specific skills	refine sport specific skills	apply sport specific skills	use and transfer sport specific and movement skills to new situations
	perform and refine controlled movement in simple sequences	practise controlled movement in more complex sequences	perform controlled movement in more complex sequences	perform and refine controlled movement in more complex sequences	perform movement sequences in new situations
	respond to feedback and provide simple feedback to others	apply set criteria to evaluate personal and group performance	use and provide feedback to evaluate and modify personal and group performance	develop and apply criteria to evaluate personal and group performance	use constructive feedback to evaluate personal and group performance
	identify some basic game tactics in games, activities and modified sports	use rules, routines, positional play and some basic game tactics in games, activities and specific sports	use rules, routines, positional play and game tactics in games, activities and specific sports	demonstrate game tactics and experiment with game strategies in games and activities and specific sports	describe strategies and tactics to improve individual and team performance in games, activities and sports
	describe links between regular participation in moderate to vigorous activity and personal wellbeing	describe connections between regular participation in moderate to vigorous activity and personal fitness and wellbeing	demonstrate awareness of health related components of fitness and their influence on personal fitness through participation	describe factors that affect fitness and measure personal fitness and wellbeing through participation	maintain regular participation in moderate to vigorous physical activity and evaluate personal fitness and wellbeing
<i>Students understand factors that influence participation in physical activity</i>	use fair play and sportsmanship in diverse situations	demonstrate use of fair play, sportsmanship and awareness of roles in games and sport	demonstrate use of fair play, sportsmanship and identify different roles in games and sport	use fair play and sportsmanship in game situations and perform different roles in games and sports	perform and evaluate roles and responsibilities in games and sport
	describe some advantages of regular participation in moderate to vigorous activity	apply knowledge of factors that influence personal participation in physical activity	describe some social and cultural factors that influence participation in physical activity	demonstrate awareness of some social and cultural factors that influence personal and group participation in physical activity	describe factors that influence participation in physical activities available in the community

## Standard five: Concepts and skills for movement and physical activity

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard 4 Stage 12	Standard 5 Stage 13	Standard 5 Stage 14	Standard 5 Stage 15
<i>Students acquire and use movement skills and fitness concepts to enhance wellbeing</i>	apply sport specific skills	use and transfer sport specific and movement skills to new situations	refine and transfer sport specific skills in new and challenging situations	apply sport specific skills in new and challenging games, sports and outdoor activities
	perform and refine controlled movement in more complex sequences	perform movement sequences in new situations	adapt movement sequences to new and challenging situations	design and adapt movement sequences to meet new and challenging situations and environments
	develop and apply criteria to evaluate personal and group performance	use constructive feedback to evaluate personal and group performance	use constructive feedback to evaluate and modify personal and group performance	critically analyse and adapt personal and group performance in response to reflection and feedback
	demonstrate game tactics and experiment with game strategies in games and activities and specific sports	describe strategies and tactics to improve individual and team performance in games, activities and sports	use strategies to improve individual and team performance in games, activities and sports	combine strategies and tactical knowledge to improve individual and team performance in games, activities and sports
	describe factors that affect fitness and measure personal fitness and wellbeing through participation	maintain regular participation in moderate to vigorous physical activity and evaluate personal fitness and wellbeing	maintain regular participation in moderate to vigorous physical activity and evaluate and set goals to improve personal fitness and wellbeing	maintain regular participation in moderate to vigorous physical activity and evaluate and set goals to improve personal and group fitness and wellbeing
<i>Students understand factors that influence participation in physical activity</i>	use fair play and sportsmanship in game situations and perform different roles in games and sports	perform and evaluate roles and responsibilities in games and sport	perform and evaluate diverse roles and responsibilities in sports and teams	perform and evaluate diverse roles and responsibilities in sport and negotiate to make decisions and set goals
	demonstrate awareness of some social and cultural factors that influence personal and group participation in physical activity	describe factors that influence participation in physical activities available in the community	describe how the community provides opportunities for people to participate in physical activity	critically analyse community provision for physical activity and suggest improvements

## Standard one: Skills for personal and social development

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard 1 Stage 1	Standard 1 Stage 2	Standard 1 Stage 3	Standard 2 Stage 4
<i>Students understand concepts of identity and relationships</i>	identify physical characteristics that help make them unique or similar to others	identify physical and other characteristics that help make them unique or similar to others	list some physical or other similarities and differences between self and another person	describe how they are unique and connected to others eg. family or friends
	identify situations when they experience negative feelings eg. what makes you sad	list feelings and situations from least to most negative	give examples that show how people can deal with negative feelings eg. accepting an apology	give examples when conflict can occur
	describe situations when they feel happy or sad	find examples of people showing positive and negative emotions	list words or images typically associated with particular emotions	describe possible thoughts and feelings of a character in a particular situation
	describe what makes a good friend	identify different friendship groups that people may belong to	describe how personal actions and behaviour can affect friends	list behaviours that promote positive relationships with family or friends
<i>Students demonstrate self management skills that promote personal identity and positive relationships</i>	list ways they can communicate	list signs or signals that a person is listening to others	demonstrate active listening skills with a partner or group	list some positive communication skills that can be used by individuals or groups
	list examples of a choice they might make	identify possible choices in a provided example	describe a situation where a choice is required	list examples of health choices that some people make
	describe a personal problem that they may need help with	list people who can provide help to others	describe a personal problem and identify who could provide help	describe different situations where people might need help

## Standard two: Skills for personal and social development

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard 1 Stage 3	Standard 2 Stage 4	Standard 2 Stage 5	Standard 2 Stage 6	Standard 3 Stage 7
<i>Students understand concepts of identity and relationships</i>	list some physical or other similarities and differences between self and another person	describe how they are unique and connected to others eg. family or friends	categorise similarities and differences between themselves and others	identify characteristics that promote positive feelings about themselves	identify some major physical, social and emotional changes that have occurred in their life
	give examples that show how people can deal with negative feelings eg. accepting an apology	give examples when conflict can occur	describe a conflict situation and identify possible causes and effects	design a strategy to manage a situation involving personal change or conflict	identify possible positive responses to a challenge, conflict or change scenario
	list words or images typically associated with particular emotions	describe possible thoughts and feelings of a character in a particular situation	match particular events with likely emotional responses	describe when an outcome or result might produce a positive feeling	suggest an approach people could use to produce a positive outcome eg. positive self talk
	describe how personal actions and behaviour can affect friends	list behaviours that promote positive relationships with family or friends	select images that demonstrate positive relationships	rehearse physical actions that can help build positive relationships	describe how particular personal skills can contribute to positive relationships
<i>Students demonstrate self management skills that promote personal identity and positive relationships</i>	demonstrate active listening skills with a partner or group	list some positive communication skills that can be used by individuals or groups	describe why some communication skills are more effective than others using provided examples	explain how particular communication skills can promote effective group work	describe how particular communication skills can lead to conflict or cooperation
	describe a situation where a choice is required	list examples of health choices that some people make	identify different personal choices based on a particular health topic	describe some likely personal outcomes of a particular health decision	identify some health choices under personal control
	describe a personal problem and identify who could provide help	describe different situations where people might need help	identify different places where people could access help	describe a situation where help is required and recommend an effective action	list some health services in the local community

### Standard three: Skills for personal and social development

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard 2 Stage 6	Standard 3 Stage 7	Standard 3 Stage 8	Standard 3 Stage 9	Standard 4 Stage 10
<i>Students understand concepts of identity and relationships</i>	identify characteristics that promote positive feelings about themselves	identify some major physical, social and emotional changes that have occurred in their life	identify how growth can affect how people feel about themselves	describe how physical and emotional growth can influence personal identity	describe some physical, social and emotional changes that typically occur during adolescence
	design a strategy to manage a situation involving personal change or conflict	identify possible positive responses to a challenge, conflict or change scenario	discuss effective ways that people can respond to challenge, conflict or change	demonstrate an effective use of a strategy to build resilience in response to challenge, conflict or change	demonstrate how an individual or group can cope with adversity or conflict
	describe when an outcome or result might produce a positive feeling	suggest an approach people could use to produce a positive outcome eg. positive self talk	give examples of self talk phrases that people can use to achieve a positive outcome	describe when a positive self talk strategy has worked	demonstrate what concepts of empathy and respect might look, sound or feel like
	rehearse physical actions that can help build positive relationships	describe how particular personal skills can contribute to positive relationships	demonstrate how to build and maintain new and existing relationships using a provided example	explain how personal skills can help build positive relationships	link individual and group actions or behaviours to particular values and beliefs
<i>Students demonstrate self management skills that promote personal identity and positive relationships</i>	explain how particular communication skills can promote effective group work	describe how particular communication skills can lead to conflict or cooperation	describe how people can promote cooperation in groups	describe ways people can avoid or minimise conflict situations	describe issues or actions that can lead to conflict or cooperation for adolescents
	describe some likely personal outcomes of a particular health decision	identify some health choices under personal control	identify steps taken when making a particular health decision	describe how an informed decision can lead to a positive health outcome	explain steps followed to make a particular decision
	describe a situation where help is required and recommend an effective action	list some health services in the local community	identify some ways to access local health services	demonstrate how to access a particular local health service	describe steps involved in accessing a particular health service

## Standard four: Skills for personal and social development

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard 3 Stage 9	Standard 4 Stage 10	Standard 4 Stage 11	Standard 4 Stage 12	Standard 5 Stage 13
<i>Students understand concepts of identity and relationships</i>	describe how physical and emotional growth can influence personal identity	describe some physical, social and emotional changes that typically occur during adolescence	describe how an issue can affect adolescence eg. peer pressure or the media	analyse a personal change or challenge of adolescence	collate examples of the dimensions of health using media and other information sources
	demonstrate an effective use of a strategy to build resilience in response to challenge, conflict or change	demonstrate how an individual or group can cope with adversity or conflict	explain why some approaches to coping with change or conflict are effective	explain how different groups can build resilience for individuals and groups	investigate a case study of how an organisation supports individual wellbeing
	describe when a positive self talk strategy has worked	demonstrate what concepts of empathy and respect might look, sound or feel like	describe strategies that can be used to show empathy and respect	identify some positive outcomes that can result when people demonstrate empathy and respect	identify how mental health can be influenced by personal thoughts and feelings
	explain how personal skills can help build positive relationships	link individual and group actions or behaviours to particular values and beliefs	describe how particular beliefs or values can contribute to healthy relationships	explain why particular beliefs, values and behaviour are valued by adolescents	describe relationships where ethical behaviour is demonstrated eg. in the family or workplace
<i>Students demonstrate self management skills that promote personal identity and positive relationships</i>	describe ways people can avoid or minimise conflict situations	describe issues or actions that can lead to conflict or cooperation for adolescents	describe actions or issues that can promote cooperation for adolescents	describe how particular skills can contribute to effective group work and positive relationships	identify skills that can positively influence personal and group wellbeing
	describe how an informed decision can lead to a positive health outcome	explain steps followed to make a particular decision	discuss factors that can influence the outcome of a particular decision	explain the effectiveness of a decision making process	identify possible positive outcomes of a particular health decision
	demonstrate how to access a particular local health service	describe steps involved in accessing a particular health service	describe how some services can meet adolescent health needs	assess how effectively a particular health service meets adolescent needs	identify personal support that can be accessed when seeking help

## Standard five: Skills for personal and social development

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard 4 Stage 12	Standard 5 Stage 13	Standard 5 Stage 14	Standard 5 Stage 15
<i>Students understand concepts of identity and relationships</i>	analyse a personal change or challenge of adolescence	collate examples of the dimensions of health using media and other information sources	use knowledge of one dimension of health to describe how this can influence self concept and self esteem	evaluate how the dimensions of health overlap and contribute to personal and community identity
	explain how different groups can build resilience for individuals and groups	investigate a case study of how an organisation supports individual wellbeing	design a program to build health and wellbeing for a school or community group	analyse how particular resilience strategies can build individual and group health and wellbeing
	identify some positive outcomes that can result when people demonstrate empathy and respect	identify how mental health can be influenced by personal thoughts and feelings	explain how a particular mental health issue can affect an individual or group	analyse community attitudes towards mental health issues
	explain why particular beliefs, values and behaviour are valued by adolescents	describe relationships where ethical behaviour is demonstrated eg. in the family or workplace	describe how ethical behaviour can affect adolescent relationships eg. trust or honesty	analyse how specific behaviours, attitudes and values can influence adolescent relationships
<i>Students demonstrate self management skills that promote personal identity and positive relationships</i>	describe how particular skills can contribute to effective group work and positive relationships	identify skills that can positively influence personal and group wellbeing	describe how a particular self management skill can help solve or anticipate a personal or group problem	explain how particular self management skills can contribute to personal and group wellbeing
	explain the effectiveness of a decision making process	identify possible positive outcomes of a particular health decision	describe how a particular process can assist in decision making about a health issue	analyse outcomes of decisions on health issue
	assess how effectively a particular health service meets adolescent needs	identify personal support that can be accessed when seeking help	describe some challenges or issues that can arise when seeking help	describe strategies that can be used when accessing support for self and others

## Glossary

<b>Academic controversy</b>	A form of debate where students work co-operatively to consider alternative sides of an issue before reaching consensus. Students research and prepare a position, present and advocate their position, refute opposing positions and rebut attacks on their own position. They then reverse perspectives and create a synthesis that everyone can agree to.
<b>Active listening</b>	A particular way of listening and responding to another person that builds mutual understanding and focuses attention on the speaker. The goal is to listen for meaning, with the listener checking with the speaker to ensure that what has been said has been correctly heard and understood.
<b>Adolescence</b>	A transitional stage of human development. It is a period in which a child matures into an adult and it involves complex physical, social and psychological changes.
<b>Advocacy</b>	Active support for an idea or cause.
<b>Aerobic</b>	Literally means 'with oxygen'. This term is used to describe exercise intensity where muscles use oxygen to convert glucose and fat into energy.
<b>Agility</b>	The body's ability to change position rapidly and accurately while moving in a defined space.
<b>Aquatics</b>	Water-based activities. eg. learn to swim, swimming, canoeing, water sports and water safety.
<b>Assertiveness</b>	The ability to express yourself and your rights without violating the rights of others.
<b>Balance</b>	Balance in relation to the dimensions of health involves attending to all five dimensions equally, see dimensions of health; also used in movement to refer to the body's ability to maintain equilibrium while stationary or moving.
<b>Barriers</b>	Objects, ideas, practices, structures or systems that prevent or discourage action.
<b>Biomechanics</b>	The study of the mechanics of human movement.
<b>Blood borne virus</b>	A virus that can be transmitted from an infected person to another infected person by blood to blood contact, such as the sharing of injecting equipment.
<b>Bloom's taxonomy</b>	A classification of thinking organised by levels of complexity where knowledge is the lowest level of thinking. The six levels are knowledge, comprehension, application, analysis, synthesis and evaluation. There are refinements of this model and many other thinking or learning taxonomies such as the SOLO (Structure of Observed Learning Outcomes) taxonomy.
<b>Body composition</b>	Used to describe the percentage of fat, bone and muscle in human bodies.
<b>Body image</b>	What we think we look like; how we feel about our bodies.

<b>Body management</b>	Regulation of body movements so they appear coordinated.
<b>Body mass index</b>	Body weight described in relation to height
<b>Brainstorm</b>	Individually or collectively compiling a list of all components of an issue without stopping to think about each item.
<b>Bullying</b>	A form of harassment involving intimidatory verbal or physical behaviour or emotional or psychological coercion.
<b>Cardiovascular endurance</b>	The ability of the body to sustain prolonged exercise over a relatively long period of time.
<b>Challenge</b>	A demanding or stimulating situation.
<b>Change</b>	A transformation, modification, variation or deviation.
<b>Communication</b>	The exchange of thoughts, message or information by speech, signals, writing or actions.
<b>Community of inquiry</b>	A process central to philosophy for children and philosophical inquiry, focusing on students' listening, challenging, changing viewpoints and taking risks in their thinking. Logic and reasoning underpin the development of ideas as each member of the community of inquiry challenges the thoughts expressed by others.
<b>Concept</b>	A mental construct that classifies sets of examples sharing common attributes. They are usually timeless, universal, abstract and broad in scope.
<b>Concept map</b>	A diagrammatic representation of an issue or idea that identifies relationships between concepts.
<b>Conflict</b>	Conflict can occur when people have opposing beliefs, ideas, resources, needs or goals.
<b>Conflict resolution skills</b>	The skills required to resolve a dispute or conflict. Successful conflict resolution can occur by listening to and providing opportunities to meet each side's needs so that each is satisfied with the outcome. eg. win/win approach, assertiveness, using 'I' statements or negotiation.
<b>Cool down</b>	Slowing down activity and stretching after physical activity to disperse toxins built up in muscle and reduce the possibility of any ill effects.
<b>Coordination</b>	The body's ability to smoothly and successfully perform more than one motor task at the same time. eg. hand-foot-eye coordination
<b>Coping strategies</b>	Refers to specific efforts that people use to reduce or minimise stressful events.
<b>Critical reflection (reflection)</b>	A process whereby a person thinks about practices and ideas and then challenges or confronts personal thinking by asking probing questions or using a specific thinking strategy.

<b>Culture</b>	The collective knowledge, practices and values of a society or group, which are usually passed on from one generation to another.
<b>Decision making</b>	A reasoning process leading to the selection of a course of action among alternatives; every decision making process produces a final choice, even if the choice involves no action.
<b>Diamond display</b>	A graphic organiser used to rank ideas or statements in a priority order. Typically statements are arranged in a diamond shape from most to least important and this becomes a basis for discussion.
<b>Dimensions of health</b>	The individual components that contribute to people's health and wellbeing. The dimensions of health overlap and work together. In the Tasmanian Curriculum the five dimensions of health are identified as physical health, social health, mental health, emotional health and spiritual health.
<b>Discrimination</b>	The practice of treating one person or group less fairly or less well than others. It can be direct or indirect and can sometimes include legislation and practices against particular groups.
<b>Disposition</b>	A prevailing tendency, mood or inclination to act in a certain manner.
<b>Diversity</b>	Within a group of people or population group, diversity encompasses difference in such factors as age, gender, race, ethnicity, ability, religion, sexual orientation as well as education, professional background and marital and parental status.
<b>Drug</b>	A substance other than food which affects the structure or function of the body.
<b>Emotional health</b>	How people recognise, understand and effectively manage emotions and use this knowledge when they think feel and act.
<b>Empathy</b>	The ability to identify, appreciate and understand another's situation or feelings.
<b>Enablers</b>	Forces and capabilities that are a positive assistance to reaching our goals.
<b>Energy</b>	The capacity to do work.
<b>Equity</b>	Relates to fair treatment regarding rights, opportunities, access and outcomes. Sometimes positive discrimination (ie. unequal treatment) is exercised to address past inequality and bring about outcomes that are more equitable.
<b>Ethical</b>	Following the accepted rules of moral conduct in accordance with a personal sense of right or wrong.
<b>Everyday foods</b>	Foods which can be eaten everyday as recommended by the <i>Australian Guide to Healthy Eating</i> .
<b>Exercise</b>	Physical activity conducted with the intention of developing and/or improving fitness.
<b>Fair</b>	Unbiased or equal treatment; free from dishonesty.

<b>Feedback</b>	A process of responding with information or ideas that is often used to aid and improve processes of assessment, teaching and learning. Forms of feedback can include record sheets, criteria, conferencing, observation checklists, peer assessments, rubrics, skill checklists, standardised tests, student logs, student self-assessments or written tests.
<b>Fitness</b>	A set of attributes a person has in regards to a person's ability to perform physical activities that require aerobic fitness, endurance, strength, or flexibility; is determined by a combination of regular activity and genetically inherited ability.
<b>Fitness testing</b>	Measurements used to determine an individual's standards in fitness. eg. Sport Search, ACHPER Fitness Test or Multi Stage Fitness Test
<b>FITT principle</b>	This summarises the basic principle of fitness training: frequency (how often), intensity (how hard), time (how long) and type (strength, endurance).
<b>Five why process</b>	Examining an issue by asking a <i>why</i> question and after each response is given ask <i>why</i> again; it is recommended to do this five times.
<b>Flexibility</b>	The range of movement through which a joint or sequence of joints can move.
<b>Fundamental motor skills</b>	Movement abilities that improve with practice and are transferable to specific sports and other motor tasks. Eg. walking, running, striking and throwing
<b>Fundamental movement skills</b>	In the context of this syllabus document this term is used interchangeably with fundamental motor skills.
<b>Game sense approach</b>	An approach to coaching and teaching which uses games as a learning tool to increase motivation of players and develop tactical and strategic thinking and skill development. Games are organised as: fielding games, invasion games, net/wall games or target games.
<b>Game tactics</b>	Tactics used in games which are intended to enhance team performance.
<b>Gender</b>	Refers to the socially constructed roles, behaviours and attitudes a society or culture considers most appropriate or typical for a given gender. The concept is made up of gender identity – a person's internal sense of being male, female or a combination – and gender expression – external characteristics and behaviours that are socially defined as masculine, feminine or both.
<b>Goal</b>	Something that a person or group hopes or intends to accomplish.
<b>Goal setting</b>	The task of setting goals. Goals can be short, medium or long term and can be revisited and reset.
<b>Graphic organiser</b>	A thinking tool that organises information in visual form. There are many different types of graphic organisers including concept maps, fishbone maps, flow charts, Venn diagrams and timelines. They are often used to extend student thinking and deepen understanding and skill acquisition.
<b>Harassment</b>	The act of troubling or persistently tormenting another person either physically, verbally, emotionally or financially.

<b>Harm minimisation</b>	A harm minimisation approach accepts that many risky behaviours and situations will continue to be part of society. The aim of harm minimisation is to identify the harms to individuals and society and implement or teach strategies to minimise these harms.
<b>Health</b>	Health is a state of complete physical, mental and social wellbeing. It is not merely the absence of disease or infirmity and includes the ability to lead a socially and economically productive life.
<b>Health related fitness</b>	Involves those factors related to good health such as cardiovascular health, body composition, flexibility, muscular strength and endurance.
<b>Healthy eating</b>	Following recommendations for eating a variety of foods from the range of food groups as describe in the <i>Australian Guide to Healthy Eating</i> .
<b>Healthy food plate</b>	From the <i>Australian Guide to Healthy Eating</i> and recognises the major food groupings as well as occasional foods and fluid intake. This replaces the Healthy Food Pyramid.
<b>Healthy food pyramid</b>	To be replaced by the <i>Australian Guide to Healthy Eating</i> food plate.
<b>Identity</b>	Individual characteristics, including ideas, feelings and attitudes towards self worth and capabilities of a person or characteristics of a social group. Used interchangeably with self concept.
<b>Inclusion</b>	The concept of tolerance and acceptance of all people, consistent with prevailing views of equity and equality.
<b>Integration</b>	The process of combining movements together to perform movement sequences.
<b>Knowledge</b>	Knowledge is the awareness and understanding of facts, truths or information gained in the form of experience or learning.
<b>Learning opportunities</b>	Are described in the syllabus and provide indications of the types of learning expected for each strand and standard. They are not a definitive list and it is not expected that every learning opportunity will be used in a teaching program or that a learning opportunity can provide a guarantee of a concept, idea or skill being learned or understood by all students.
<b>Life stages</b>	Stages of growth and development that people pass through such as childhood, puberty, adolescents and adulthood.
<b>Locomotion</b>	Movement across working space or apparatus.
<b>Looks like, feels like, sounds like</b>	A thinking strategy to focus attention on aspects of a topic or issue and which organises ideas about a topic or issue into looks like, sounds like, feels like categories.
<b>Manipulative skills</b>	Skills developed through handling an object or apparatus.
<b>Maximum heart rate</b>	The assumed maximum at which our heart can beat; calculated by subtracting your age from 220.
<b>Mental health</b>	Refers to a person's cognitive and thinking processes, the capacity to think coherently, express thoughts and feelings and respond constructively to situations. It includes factors including a sense of autonomy, resilience, self efficacy and optimism.
<b>Mental illness</b>	Refers to psychological, emotional, or behavioural disorders of cognitive and thinking processes.

<b>Mind map</b>	A technique for representing related ideas which radiate out from one central idea. A useful tool to share prior knowledge and establish connections between ideas.
<b>Moderate physical activity</b>	Activity that is brisk but not so hard as to prevent talking to someone else eg. a brisk walk, jog or cycle
<b>Movement patterns</b>	The result of organising movement into recognisable relationships.
<b>Muscular endurance</b>	The ability to exert force over an extended period.
<b>Muscular power</b>	The ability to exert force over a short period of time.
<b>Muscular strength</b>	The ability of muscles to exert force.
<b>Non-preferred and preferred limb</b>	Learning and practising skills with either side of the body.
<b>Nutrients</b>	Proteins, carbohydrates, fats, vitamins and minerals provided by food and necessary for growth and the maintenance of life.
<b>Occasional food</b>	Foods to be eaten occasionally as recommended by the <i>Australian Guide to Healthy Eating</i> .
<b>Perceptual motor program</b>	A program which aims to teach the student perceptions and understandings of themselves and their world through movement experiences.
<b>Performance</b>	The end result of a movement skill, pattern or sequence.
<b>Persistence</b>	To continue or persevere despite obstacles.
<b>Personal flotation device</b>	Equipment used to stay afloat. eg. life jacket or vest
<b>Physical activity</b>	Simply means movement of the body that uses energy eg. walking, cycling, gardening or climbing stairs
<b>Physical health</b>	The efficient functioning of the body and its systems including nutrition, physical activity, preventative health care, physical safety, reproductive health and drug use.
<b>Picture network</b>	A graphic organiser that depicts relationships between people.
<b>Portion control</b>	Serving sizes and recommendation of numbers of servings from the <i>Australian Guide to Healthy Eating</i> .
<b>Power</b>	The ability to transfer body energy into force; also used in relationships contexts eg. coercion
<b>Puberty</b>	The period of becoming first capable of reproducing sexually, marked by maturing of the genital organs and development of secondary sex characteristics.
<b>Recreation</b>	An activity that generally provides relaxation or enjoyment, requires minimal organisation and has few time constraints or rules.
<b>Relationships</b>	The connections or bonds people have with each other.
<b>Resilience</b>	The ability to cope with life and bounce back when situations are challenging.
<b>Responsibility</b>	A sense of duty or social obligation, usually applied to civic rights and responsibilities.
<b>Resting heart rate</b>	The number of times the heart beats per minute while a person is at rest.

<b>Risk</b>	A situation involving potential danger or threat.
<b>Rotation</b>	Moving about one's own axis.
<b>Rubric</b>	A set of ordered categories to which a given piece of work can be compared; often described as criteria.
<b>Scenario</b>	A description of an event or series of actions and events.
<b>Self concept</b>	The composite of ideas, feelings and attitudes that a person has about their own identity, worth, capabilities and limitations.
<b>Self efficacy</b>	An individual's estimate or personal judgment of their own ability to succeed in reaching a specific goal eg. acquisition of a new skill, meeting a personal challenge or community service.
<b>Self esteem</b>	The feelings one has about themselves, their ability and their prospects of success.
<b>Self management</b>	Refers to skills and strategies individuals can effectively direct their own activities towards the achievement of personal objectives and includes: communicating, listening, resilience, help-seeking, coping, conflict resolution, planning, goal setting, decision making, stress management, time management, managing thoughts/emotions, evaluating, problem solving and critically reflecting.
<b>Self worth</b>	The sense of one's own value or worth as a person.
<b>SEPEP</b>	Sport Education in Physical Education Program.
<b>Sequence</b>	A series of movements, steps, processes or events linked together.
<b>Sexual health</b>	Refers to physical, mental and emotional issues that influence sexuality and reproduction.
<b>Sexuality</b>	Sexuality is made up of sexual orientation, sexual identity and sexual behaviour. Sexual orientation refers to a person's enduring emotional or romantic attraction towards other people. Sexual identity is how people perceive and what they call themselves regarding their own sexuality. Sexual behaviour refers to practices that people use when seeking sexual or relational partners. This may develop, but should not be equated with, sexual identity or sexual orientation.
<b>Skill related fitness</b>	Factors that enhance performance in sport or motor skills. eg. agility, coordination, power, speed and balance.
<b>SMARTER approach to goal setting</b>	The acronym identifies seven key characteristics of goals. Goals must be specific, measurable, achievable, realistic, time-based, exciting and recorded.
<b>Social health</b>	How we react and behave in our relationships with others and the community. It includes empathy, trust, feelings of belonging, compassion, caring, peer relationships and mutual obligation.
<b>Space and time</b>	Concepts used in games, activities and sports to enhance performance. eg. positional play and timing
<b>Speed</b>	The ability of the body to perform movement in a particular period of time.
<b>Spiritual health</b>	A positive sense of meaning and purpose in life. It includes values and beliefs that determine the way people live. For some this is linked to religion; for others it is not.
<b>Statics and balances</b>	Held or still positions that are fundamental for all movement and provide the basis for locomotion. eg. handstand

<b>Stereotyping</b>	A process of generalising ideas held about individuals and members of particular groups, based primarily on membership in that group. The ideas may be positive, negative or prejudicial, and often used to justify certain discriminatory behaviours. Some people consider all stereotypes to be negative but this is not always the case.
<b>STIs</b>	Sexually Transmitted Infection. eg. Chlamydia, genital herpes, genital warts, HIV/AIDS
<b>Strategy</b>	The art of devising or employing plans to achieve goals or overcome issues.
<b>Striking</b>	Hitting by hand, foot or with apparatus.
<b>Survival skills</b>	Skills used in aquatic environments to maximise survival such as survival sculling or treading water.
<b>SWOT Analysis</b>	A tool that identifies strengths, weaknesses, opportunities and threats. It is used to assist planning and determine what may assist individuals in meeting goals.
<b>Target heart rate</b>	The heart rate required to achieve a desired training effect.
<b>Team</b>	Two or more people involved in a cooperative activity.
<b>Thinking hats</b>	A particular thinking strategy developed by Edward de Bono to illustrate different thinking processes that people can use when problem solving or approaching a question or issue. Each hat represents a different method of thinking commonly used by individuals in problem solving. For example, white hat (state the facts); red hat (state the emotions). The strategy and the many adaptations of it are designed to help individuals and groups think more deeply about a problem or issue and view concepts from multiple perspectives.
<b>Thinking strategies</b>	Strategies that develop students' capacity to think. Thinking strategies can help students understand concepts, acquire skills and develop enduring habits and patterns of thinking. Thinking strategies can include graphic organisers, taxonomies and forms of inquiry and reflection.
<b>Tracking</b>	Eyes following the path of a moving object or direction of movement.
<b>Training effect</b>	Achieved by working at a prescribed level using a training principle or program such as the FITT principle or the principle of progressive overload.
<b>Traps</b>	Stopping a moving ball by hand, foot or with apparatus.
<b>Values</b>	Values describe the underlying or expressed beliefs of an individual or culture. A set of values may be part of a values system. Most values are considered subjective and vary across time, people and cultures. Types of values include ethical or moral values, doctrinal or ideological values, religious or political values, social values and aesthetic values. It is debated whether some values are innate or universal.
<b>Values walk</b>	Moving to a position on an imaginary continuum to indicate a personal position on an issue. eg. from strongly agree to strongly disagree
<b>Venn diagram</b>	The use of shapes (usually circles) to indicate the relationship between a range of sets. Other forms of Venn diagrams can be used to represent more complex relationships.
<b>Vigorous physical activity</b>	Energetic activity/movement aimed to increase cardiovascular output.

<b>Warm up</b>	Processes to prepare the body for physical activity. eg. jog and stretch
<b>Web diagram</b>	A diagram indicating interrelationships in the form of a web.
<b>Wellbeing</b>	A state of positive health comprising physical, emotional, social and spiritual wellness, allowing people to participate effectively and fully in their daily life.
<b>Wellness</b>	The quality of life people enjoy when the physical, psychological, social and spiritual dimensions of our lives are in balance; when no dimension is being neglected or overemphasised.
<b>Wellness wheel</b>	A graphic organiser used to depict dimensions of health and assess the degree of balance across them.
<b>Y chart</b>	A diagram used to consider what an issue, word or value looks like, feels like and sounds like.

## Additional resources for teachers

Listed below are useful websites and texts that provide access to pedagogy and health and wellbeing concepts, skills and understandings throughout all three strands and across the five standards.

Area Education Agency 267, *Thinking Skills*

[http://www.aea267.k12.ia.us/cia/index.php?page=thinking\\_skills#rp](http://www.aea267.k12.ia.us/cia/index.php?page=thinking_skills#rp)

Australian Council for Health, Physical Education and Recreation (ACHPER) <http://www.achper.org.au/>

Australian Drug Foundation Clearing House <http://druginfo.adf.org.au/>

Australian Government, Department of Education, Science and Training, *Resilience Education and Drug Information* <http://www.redi.gov.au/>

Australian Government, Department of Health and Ageing, *Alcohol* <http://www.alcohol.gov.au/>

*Australian Guide to Healthy Eating*

<http://www.health.gov.au/internet/wcms/publishing.nsf/Content/health-pubhlth-publicat-document-fdeduc-cnt.htm> Note: large file but can be ordered online at

<http://www.health.gov.au/internet/wcms/publishing.nsf/Content/health-pubhlth-strateg-food-guide-materials.htm>

Bennett, B. (et al.) (1992) *Cooperative learning: where heart meets mind*. Educational Connections, Toronto. ISBN: 0969538804

Bennett, B. & Rolheiser, C. (2001) *Beyond Monet: the artful science of instructional integration*. Bookation, Toronto. ISBN: 0969538839

Blythe, T. & Associates. (1998) *The teaching for understanding guide*. Jossey-Bass, San Francisco. ISBN: 0787909939

Cam, P. (2006) *20 Thinking Tools: collaborative inquiry for the classroom*. ACER Press, Camberwell, Vic. ISBN: 0864315015

De Bono, E. (1992) *Six Thinking Hats for Schools*. Hawker Brownlow, Australia. *Book 1* (Lower Primary) ISBN: 1862998574, *Book 2* (Middle – Upper Primary) ISBN: 1862998582, *Book 3* (Lower Secondary) ISBN: 1862998590, *Book 4* (Middle –Upper Secondary) ISBN: 1862998604

BrainPOP <http://www.brainpop.com/about/>

BrainPOP – Health <http://www.brainpop.com/health/>

Brown H, et al, (2006) *Get Set: Health and Physical Education for VELS* (teacher resource material, activity book, student textbook and CDROM) (available from ACHPER)

Curriculum Corporation, *Assessment for Learning*

<http://cms.curriculum.edu.au/assessment/default.asp>

Department of Education, Tasmania, *eCentre Resource Centre*

<http://ecentre.education.tas.gov.au/C8/Find/default.aspx>

Department of Education, Tasmania (2003) *Revised Kindergarten Development Check*

Department of Education, Tasmania and University of Tasmania, *Young Children Learning: Support Materials*

*EdNA Online*, Health and Physical Education resources

<http://www.edna.edu.au/edna/go/resources/browse/>

Erickson, H. Lynn. (2001) *Stirring the head, heart and soul*. (2<sup>nd</sup> ed.) Corwin Press, California. ISBN: 080396885X

Gardner, H. (1999) *Intelligence reframed: multiple intelligences for the 21<sup>st</sup> Century*. Basic Books, New York. ISBN: 0465026117

Gibbs, J. (1995) *Tribes: a new way of learning and being together*. Sausalito, California. ISBN: 0932762093

Golding, C. (2006) *Thinking with rich concepts: rich concepts for philosophical questioning in the classroom*. Hawker Brownlow Education, Heatherton, Vic. ISBN: 1741017920

Golding, C. (2002) *Connecting concepts: thinking activities for students*. ACER Press, Camberwell, Vic. ISBN: 0864316089

Family Planning Tasmania <http://www.fpt.asn.au/>

Health and Wellbeing SharePoint <http://ecentre.education.tas.gov.au/sites/wellbeing/default.aspx>

Health Insite <http://www.healthinsite.gov.au/index.cfm>

Kids Health and Fitness <http://www.kidshealthandfitness.org.au/>

MindMatters <http://cms.curriculum.edu.au/mindmatters/>

Mind Your Mind <http://www.mindyourmind.ca/mind-tools/do-stuff.asp>

Royal Life Saving Society <http://www.royallifesaving.com.au/www/html/190-tas.asp>

Ryan, T. (1991) *Thinker's keys for kids*. Logan City Education Centre, Woodridge.

Making Choices Action Group Tasmania, 2007 *Making Choices: A booklet for young women who think they might be pregnant* (available through Family Planning Tasmania)

Surf Life Saving Tasmania <http://www.slst.asn.au/>

Trinity College, *Graphic Organisers and Mind Maps*  
<http://www.trinity.wa.edu.au/plduffyrc/teaching/graphic.htm>

Visible Thinking [http://www.pz.harvard.edu/vt/VisibleThinking\\_html\\_files/VisibleThinkingI.html](http://www.pz.harvard.edu/vt/VisibleThinking_html_files/VisibleThinkingI.html)

You Can Do It! Education, Program Achieve <http://www.youcandoit.com.au/school2.html>