

## Years 1 to 10 Health and Physical Education Syllabus

### Analysis of Core Learning Outcomes

#### ENHANCING PERSONAL DEVELOPMENT

##### LEVEL 1

**1.1 Students describe themselves in personal, family and community terms including the activities and achievements that give them positive feelings.**

*What is it the students should know?*

- What is required in a good description
- Personal terms that can be used to describe themselves
- Family terms that can be used to describe themselves
- Community terms that can be used to describe themselves
- How they can describe themselves in relation to activities that give them positive feelings
- How they can describe themselves in relation to achievements that give them positive feelings

*What is it that the students should be able to do?*

- Describe themselves in personal, family and community terms including the activities and achievements that give them positive feelings

**1.2 Students identify relationships they experience in their daily lives, and can demonstrate the behaviours appropriate for these.**

*What is it the students should know?*

- What relationships are
- The range of relationships they experience in their daily lives
- Behaviours appropriate for different relationships

*What is it that the students should be able to do?*

- Identify relationships they experience in their daily lives
- Demonstrate the behaviours appropriate for these

**1.3 Students describe how they have changed as they have grown and developed.**

*What is it the students should know?*

- What is required in a good description
- Changes that occur in their growth
- Changes that occur in their development

*What is it that the students should be able to do?*

- Describe how they have changed as they have grown and developed

**1.4 Students demonstrate basic speaking, listening, sharing and cooperation skills to interact effectively with others.**

*What is it the students should know?*

- Know basic rules for communicating – speaking, listening
- Know how to share with others
- Know how to cooperate with others

*What is it that the students should be able to do?*

- Demonstrate speaking clearly
- Demonstrate listening attentively
- Speak at appropriate times when conversing with others
- Share space/equipment etc
- Cooperate with others to achieve a task

## **LEVEL 2**

### **2.1 Students describe what they like about themselves, the ways in which they are special, how individuals are unique and how each of us has characteristics similar to those of other people.**

*What is it the students should know?*

- What is required in a good description
- What they like about themselves
- The ways in which they are special
- How they are unique
- Which of their characteristics are similar to those of other people

*What is it that the students should be able to do?*

- Describe what they like about themselves, the ways in which they are special, how individuals are unique and how each of us has characteristics similar to those of other people.

### **2.1 Students suggest and demonstrate actions, behaviours and attitudes that support positive interactions with family, special people and friends.**

*What is it the students should know?*

- Actions, behaviours and attitudes that support positive interactions with family
- Actions, behaviours and attitudes that support positive interactions with special people
- Actions, behaviours and attitudes that support positive interactions with friends

*What is it that the students should be able to do?*

- Suggest actions, behaviours and attitudes that support positive interactions with family, special people and friends
- Demonstrate actions, behaviours and attitudes that support positive interactions with family, special people and friends.

### **2.3 Students compare similarities and difference between people at different stages of life.**

*What is it the students should know?*

- The different stages of life
- Ways in which people are similar at the different stages of life
- Ways in which people are different at the different stages of life
- Ways in which people at the same stage of life are similar
- Ways in which people at the same stage of life differ
- How to make comparisons

*What is it that the students should be able to do?*

- Compare similarities and differences between people who are at the same stage of life
- Compare similarities and differences between people at different stages of life

### **2.4 Students demonstrate verbal and nonverbal skills to express ideas, needs and feelings and to show consideration of others.**

*What is it the students should know?*

- Difference between verbal and nonverbal skills
- Verbal skills to express ideas, needs and feelings
- Verbal skills to show considerations of others
- Nonverbal skills to express ideas, needs and feelings
- Nonverbal skills to show considerations of others

*What is it that the students should be able to do?*

- Demonstrate verbal and nonverbal skills to express ideas, needs and feelings
- Demonstrate verbal and nonverbal skills to show consideration of others

### **LEVEL 3**

#### **3.1 Students explain how different ways of describing people, including stereotyping of males and females, influence the way people value and treat themselves and others.**

*What is it that the students should know?*

- Different ways of describing people
- What stereotyping is
- How people stereotype males
- How people stereotype females
- How people show that they value themselves
- How people show that they value others
- How different ways of describing people influence the way they value and treat themselves
- How different ways of describing people influence the way they value and treat others

*What is it that the students should be able to do?*

- Explain how different ways of describing people, including stereotyping males and females, influence the way they value and treat themselves
- Explain how different ways of describing people, including stereotyping males and females, influence the way they value and treat others

#### **3.2 Students develop and implement strategies, including codes of behaviour, to promote relationships in various groups and situations.**

*What is it that the students should know?*

- Strategies that promote relationships in various groups and situations
- How different strategies promote relationships in various groups and situations
- What codes of behaviour are
- Groups and situations where codes of behaviour promote relationships
- How codes of behaviour promote relationships

*What is it that the students should be able to do?*

- Develop strategies to promote relationships in various groups and situations
- Implement strategies to promote relationships in various groups and situations
- Develop codes of behaviour to promote relationships in various groups and situations
- Implement codes of behaviour to promote relationships in various groups and situations

#### **3.3 Students identify physical, social, intellectual and emotional changes associated with growth and development, and recommend ways to promote their own growth and development.**

*What is it that the students should know?*

- What is meant by growth and development
- The physical changes associated with growth and development
- The intellectual changes associated with growth and development
- The emotional changes associated with growth and development
- Ways to promote their own growth and development

*What is it that the students should be able to do?*

- Identify physical, social, intellectual and emotional changes associated with growth and development,
- Recommend ways to promote their own growth and development

#### **3.4 Students demonstrate communication, cooperation and decision-making skills to collaborate in social, team or group situations.**

*What is it that the students should know?*

- Skills needed to communicate in social, team or group situations
- Skills needed to cooperate in social, team or group situations
- Decision-making skills needed to collaborate in social, team or group situations

*What is it that the students should be able to do?*

- Demonstrate communication skills to collaborate in social, team or group situations
- Demonstrate cooperation skills in social, team or group situations
- Demonstrate decision-making skills to collaborate in social, team or group situations

## **LEVEL 4**

### **4.1 Students evaluate the influence on self-concept, and self-esteem of their own and others' behaviours, including recognition of achievement and changes in responsibilities**

*What is it the students should know?*

- How to evaluate
- The difference between self concept and self esteem
- Which of their own behaviours influence self concept and self esteem
- How these behaviours influence self concept and self esteem
- Which of the behaviours of others influence self concept and self esteem
- How the behaviours of others influence self concept and self esteem
- How recognition of achievement influences self concept and self esteem
- How changes in responsibilities influence self concept and self esteem

*What is it that the students should be able to do?*

- Evaluate the influence on self-concept, and self-esteem of their own and others' behaviours, including recognition of achievement and changes in responsibilities

### **4.2 Students explore different types of relationships and evaluate standards of behaviour considered appropriate for these relationships.**

*What is it the students should know?*

- Different types of relationships
- What is meant by standards of behaviour
- Behaviour appropriate for different relationships
- How to evaluate

*What is it that the students should be able to do?*

- Explore different types of relationships
- Evaluate standards of behaviour considered appropriate for these relationships.

### **4.3 Students explain how factors, including challenges and inherited characteristics, influence physical, social and emotional growth and development.**

*What is it the students should know?*

- What constitutes a good explanation
- Factors that influence physical growth and development
- Factors that influence social growth and development
- Factors that influence emotional growth and development
- How challenges influence physical, social and emotional growth and development
- How inherited characteristics influence physical, social and emotional growth and development

*What is it that the students should be able to do?*

- Explain how factors, including challenges and inherited characteristics, influence physical, social and emotional growth and development

### **4.4 Students demonstrate skills and actions that support the rights and feelings of others, while adopting different roles and responsibilities in social, team or group activities.**

*What is it the students should know?*

- Roles that exist in social, team or group situations
- Responsibilities associated different roles
- Skills and actions that support the rights and feelings of others
- How to support the rights and feelings of others while in various roles

*What is it that the students should be able to do?*

- Demonstrate skills and actions that support the rights and feelings of others, while adopting different roles and responsibilities in social, team or group activities.

## LEVEL 5

### 5.1 **Students evaluate the influence of different beliefs and values, including those related to sex, sexuality and gender, on their own and others' self-concept and self-esteem.**

*What is it the students should know?*

- What is meant by beliefs? What are some beliefs? What are they related to? Whose beliefs are they?
- What is meant by values? What are some values? Whose values are these?
- Beliefs related to sex, to sexuality, to gender
- Values related to sex, to sexuality, to gender
- What is self-concept?
- How is it developed?
- What influences it?
- How do beliefs and values influence self concept?
- What is self-esteem?
- How is it developed?
- What influences it?
- How do beliefs and values influence self -esteem?

*What is it that the students should be able to do?*

- Evaluate the influence of different values and beliefs including those related to sex, sexuality and gender on their own self-concept
- Evaluate the influence of different values and beliefs including those related to sex, sexuality and gender on the self-concept of others
- Evaluate the influence of different values and beliefs including those related to sex, sexuality and gender on their own self-esteem
- Evaluate the influence of different values and beliefs including those related to sex, sexuality and gender on the self-esteem of others

### 5.2 **Students develop strategies to manage the influence of individuals and groups on attitudes towards, behaviours in, and expectations of, relationships.**

*What is it the students should know?*

- How to develop strategies
- How individuals influence attitudes towards, behaviours in, and expectations of relationships
- How groups influence attitudes towards, behaviours in, and expectations of relationships
- Strategies that can be used to manage influences of individuals on attitudes towards, behaviours in, and expectations of, relationships
- Strategies that can be used to manage influences of groups on attitudes towards, behaviours in, and expectations of, relationships

*What is it that the students should be able to do?*

- Develop strategies to manage the influence of individuals and groups on attitudes towards, behaviours in, and expectations of, relationships

### 5.3 **Students predict how changes associated with significant transitions in their lives, including pubertal changes, may influence physical, social and emotional growth and development.**

*What is it the students should know?*

- How to make predictions
- What are significant transitions in their lives
- Changes are associated with significant transitions in their lives
- Changes associated with puberty
- Changes that occur as part of physical growth and development
- Changes that occur as part of social growth and development
- Changes that occur as part of emotional growth and development
- How changes associated with significant changes in their lives influence physical growth and development
- How changes associated with significant changes in their lives influence social growth and development
- How changes associated with significant changes in their lives influence emotional growth and development
- How changes associated with puberty influence physical, social and emotional growth and development

*What is it that the students should be able to do?*

- Make predictions about how changes associated with significant transitions in their lives, may influence physical, social and emotional growth and development
- Make predictions about how pubertal changes may influence physical, social and emotional growth and development

#### **5.4 Students demonstrate skills to deal effectively with challenge and conflict in social, team or group situations.**

*What is it the students should know?*

- What types of challenges occur in social, team or group situations?
- What types of conflicts occur in social, team or group situations?
- What factors contribute to challenge and conflict in social, team or group situations?
- Skills that deal effectively with challenge in social, team or group situations
- Skills that deal effectively with conflict in social, team or group situations
- When to use these skills

*What is it that the students should be able to do?*

- Demonstrate skills to deal effectively with challenge and conflict in social, team or group situations

### **LEVEL 6**

#### **6.1 Students evaluate the influence of sociocultural factors on their own and other's self-concept and self-esteem.**

*What is it the students should know?*

- How to evaluate
- The difference between self concept and self esteem
- What are sociocultural factors
- Sociocultural factors that influence their own and others' self concept
- How these factors influence their own and others' self concept
- Sociocultural factors that influence their own and others' self esteem
- How these factors influence their own and others' self esteem

*What is it that the students should be able to do?*

- Evaluate the influence of sociocultural factors on their own and other's self-concept and self-esteem

#### **6.1 Students evaluate the influence of sociocultural factors, including community expectations of behaviours, on relationships between individuals and between individuals and the family at different stages of life.**

*What is it the students should know?*

- How to evaluate
- Different stages of life to be considered
- Sociocultural factors that influence relationships between individuals at different stages of life
- How these factors influence relationships between individuals at different stages of life
- Sociocultural factors that influence relationships between individuals and the family at different stages of life
- How these factors influence relationships between individuals and the family at different stages of life
- How community expectations of behaviours influence relationships between individuals and between individuals and the family at different stages of life
- How community expectations of behaviours influence relationships between individuals and the family at different stages of life

*What is it that the students should be able to do?*

- Evaluate the influence of sociocultural factors, including community expectations of behaviours, on relationships between individuals at different stages of life
- Evaluate the influence of sociocultural factors, including community expectations of behaviours, on relationships between individuals and the family at different stages of life

**6.3 Students evaluate the influence of personal behaviours and social and physical environments on growth and development, and propose actions to enhance their own and others' growth and development.**

*What is it the students should know?*

- How to evaluate
- That there are physical, social, intellectual and emotional aspects of growth and development
- Personal behaviours that influence growth and development
- How these personal behaviours influence growth and development
- Social and physical environments, or aspects of these, that influence growth and development
- How social environments influence growth and development
- How physical environments influence growth and development
- Actions that enhance their own growth and development
- Actions that enhance the growth and development of others

*What is it that the students should be able to do?*

- Evaluate the influence of personal behaviours on growth and development
- Evaluate the influence of social environments on growth and development
- Evaluate the influence of physical environments on growth and development
- Propose actions to enhance their own growth and development taking account of personal behaviours and social and physical environments
- Propose actions to enhance the growth and development of others taking account of personal behaviours and social and physical environments

**6.4 Students demonstrate communication and cooperation skills required to implement decisions of personal choice and to resolve conflict in relationships.**

*What is it the students should know?*

- Decisions of personal choice that may need to be communicated
- Conflicts that may arise in different relationships
- Communication skills needed to implement decisions of personal choice
- Cooperation skills required to implement decisions of personal choice
- Communication skills needed to resolve conflict in relationships
- Cooperation skills required to resolve conflict in relationships

*What is it that the students should be able to do?*

- Demonstrate communication and cooperation skills required to implement decisions of personal choice and to resolve conflict in relationships
- Demonstrate communication and cooperation skills required to resolve conflict in relationships