Health and Physical Education (1999)

Years 1 to 10
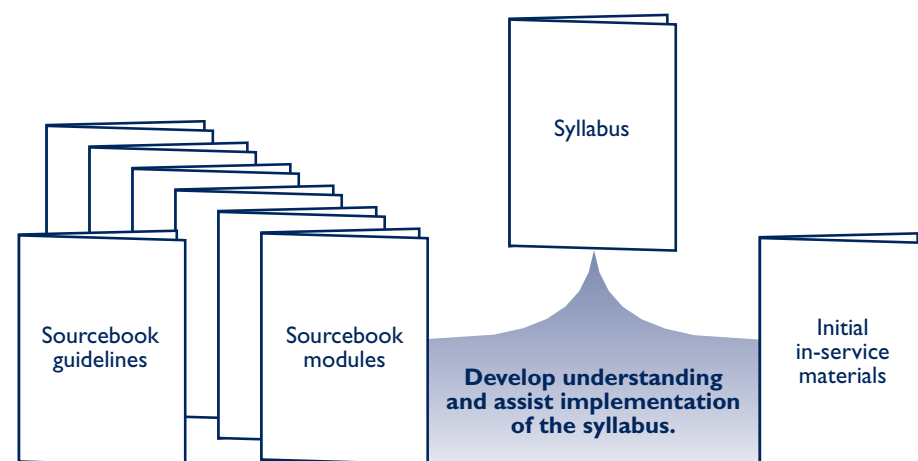# Sourcebook Guidelines

*I*ntroduction

The *Health and Physical Education Years 1 to 10 Sourcebook: Guidelines* has been developed to assist teachers to implement the Queensland Years 1–10 Health and Physical Education Syllabus. The sourcebook consists of these guidelines and a set of modules to support learning and teaching across all levels from Year 1 to Year 10.

The guidelines provide information about:

• the nature of the Health and Physical Education key learning area;

• learners and learning;

• the scope and sequence of learning outcomes;

• planning curriculum and assessment;

• evaluation;

• the modules and how they are organised.

The modules provide information for teachers including suggested activities and assessment advice. Modules exemplify planning and assessment using an outcomes approach. The 'Using the sourcebook modules' section in these guidelines includes an annotated module that highlights the common features of all the modules and their links to elements of the syllabus.

The sourcebook is intended for use in conjunction with the syllabus and initial in-service materials. The syllabus describes the rationale of the learning area and its contribution to the Years 1–10 curriculum. It provides a framework for planning and assessment by identifying core and discretionary learning outcomes that describe what students know and can do at progressive levels along a continuum of learning. The initial in-service materials assist teachers to develop an understanding of the syllabus. The following illustration shows how these various curriculum materials work together.

Syllabus

Sourcebook guidelines

Sourcebook modules

Develop understanding and assist implementation of the syllabus.

Initial in-service materials

Nature of the key learning area

Background

The Health and Physical Education key learning area is informed by:

- the nationally developed documents *A Statement on Health and Physical Education for Australian Schools* (Curriculum Corporation 1994) and *Health and Physical Education — a Curriculum Profile for Australian Schools* (Curriculum Corporation 1994);
- contemporary models of health and physical education;
- current views of health, health promotion and physical activity.

The key learning area reflects the dynamic and multi-dimensional nature of health and recognises the significance of physical activity in the lives of individuals and groups in contemporary Australian society.

The key learning area provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health.

The key learning area offers students opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions about:

- promoting the health of individuals and communities;
- developing concepts and skills for physical activity;
- enhancing personal development.

Students are encouraged to act, individually or collectively, in culturally appropriate ways, to enhance health and wellbeing and to promote structures in society which support their own and others' health and wellbeing.

The scope of the key learning area embraces learnings that may traditionally have been included in subjects such as health education, home economics, human relationships education, lifeskills, outdoor education, personal development, physical education and sport education.

A sociocultural perspective underpins the key learning area. This perspective highlights how health is multi-dimensional in nature and is linked to personal behaviours and interactions among the physical, social and cultural environments. It also highlights factors that influence attitudes towards and participation in physical activity, and the construction of identity and relationships.

Active engagement in physical activity is a major emphasis of the key learning area. This emphasis acknowledges the valued role of physical activity as a medium for learning by doing. It also recognises that participation in physical activity promotes health by ensuring optimal structural growth and efficient

functioning of the body. Movement experiences provide opportunities for students to develop not only concepts and skills for participation in physical activity, but also for self-awareness, aesthetic appreciation, problem solving, decision making and interpersonal communication.

The principles of diversity, equity and supportive environments are highlighted to develop in students an understanding of, and a commitment to, a socially just society. Understanding the social justice principles allows students to examine and take action on inequities which exist in their society with respect to:

• the health of themselves and others;

• their participation in and attitudes towards physical activity;

• the development of identity and relationships.

The following descriptions of the social justice principles are adapted from *A Statement on Health and Physical Education for Australian Schools* (Curriculum Corporation 1994, pp. 5–6).

Understanding **diversity** involves:

• recognising the cultural and social diversity of society and examining and evaluating diverse values, beliefs and attitudes;

• recognising the contribution of social, cultural, economic and biological factors to individual values, attitudes and behaviours;

• exploring different views on gender roles, physical activity, peer-group relationships, sexuality, cultural beliefs, and what constitutes a healthy environment;

• exploring conflicting values, morals and ethics and the importance of considering options and the consequences of actions for wellbeing when making decisions.

Students' understanding will be enhanced by:

• using case studies and scenarios to identify and clarify values, considering different points of view;

• weighing up alternatives and evaluating the consequences of translating value positions into practice;

• gathering and analysing information to assist in distinguishing facts from opinions and making informed decisions;

• developing skills in negotiation, assertiveness, active listening, questioning, and presenting points of view;

• participating in games and activities associated with different cultures;

• participating in discussions on choice, individual and community standards and the values and beliefs which underpin these.

Promoting **equity** involves:

• concern for the welfare, rights and dignity of all people;

• understanding how structures and practices affect equity at personal, local and international levels;

• recognising the disadvantages experienced by some individuals or groups (for example, remote communities or people with disabilities) and actions that can redress them;

• understanding how decisions are made and priorities established and how these affect individual, group and community wellbeing.

Students' understanding will be enhanced by:

- working collectively, identifying, evaluating and planning strategies and taking action over forms of inequality that influence access to resources and to a healthy and safe environment;
- developing the skills needed for taking part in decision making and public debate;
- developing the skills of finding and analysing information upon which to make informed decisions;
- identifying differing needs in relation to issues such as social and economic status, gender, age, ability and ethnicity and considering how these needs can be met.

Establishing **supportive environments** involves:

- recognising the home, school and community as settings for promoting health and physical activity;
- consultation, interaction and cooperation between the home, school and community and participation of parents and carers in the development of school programs and approaches to teaching and learning;
- sensitivity to personal and cultural beliefs in dealing with some issues in the health and physical education area;
- recognising the crucial role that supportive physical and social environments play in enhancing personal growth and development, physical activity, effective relationships, and safety;
- understanding the responsibilities of communities to ensure the wellbeing and safety of individuals and groups and the responsibilities of individuals and groups to the community;
- recognising the responsibilities of individuals and communities in caring for the natural environment;
- creating physical and social conditions which support students' own wellbeing and that of others.

Students' understandings will be enhanced by:

- assessing changes in structures and practices, such as group and community behaviours, technology, work patterns, leisure, urbanisation, and food consumption, and the impact of these on the wellbeing of individuals and groups;
- taking care of and accepting themselves as they grow and change, and valuing themselves as members of various groups;
- developing the knowledge, skills, attitudes and values needed to achieve effective relationships, and taking care of one another, friends, the community and the natural environment;
- identifying the range of opinions expressed in the community on various issues and question the assumptions underlying community expectations.

The annotated module on pp. 67–73 illustrates how the principles of diversity, equity or supportive environments are included in the sourcebook modules. These principles are referred to in the 'Background information' section under the heading 'Social justice principles'.

Contribution to lifelong learning

The key learning area contributes to a general education by providing students with opportunities to learn through, and about, health and physical education. Students engage in activities through which they may develop the valued attributes of lifelong learners identified in the syllabus.

A lifelong learner is described as:

- a knowledgeable person with deep understanding;
- a complex thinker;
- a creative person;
- an active investigator;
- an efficient communicator;
- a participant in an interdependent world;
- a reflective and self-directed learner.

The sourcebook modules support students' development of the valued attributes of lifelong learners by actively engaging them in problem-solving and decision-making strategies. The activities in the modules assist students to make informed choices, and to consider and take appropriate actions for promoting their own and others' health, participation and interest in physical activity, and personal development.

Cross-curricular priorities

The Years 1–10 Health and Physical Education key learning area incorporates the cross-curricular priorities of literacy, numeracy, lifeskills and a futures perspective.

Literacy

In the key learning area, students use appropriate learning-area-specific language to communicate understandings of health, physical activity and personal development. Students learn to listen, to interact with others and to express their feelings on topics such as the use of health products and services, the portrayal of relationships and the benefits of physical activity. They practise assertive behaviours in issues of physical and emotional safety, drug use and physical activities. They read, listen and create stories about relationships and discuss different types of relationships. They identify and practise the communication skills required to maintain healthy relationships, clarify values and justify decisions.

Numeracy

Students use numeracy skills in scoring, timing, umpiring and measuring game areas and use navigational skills in a range of outdoor activities. They use measurement tools and skills to monitor heart rate, pulse and nutritional information and to administer some elements of first aid. Students apply spatial concepts such as direction, pathways, levels and relationship to others when creating movement sequences. They learn about angles and geometric relationships, patterns and rhythm through movement in dance, gymnastics, sport, play and games.

Lifeskills

The key learning area contributes to the development of lifeskills by providing each student with opportunities to practise:

• personal development skills to assist in growing and developing as an individual;

• social skills to assist in living with and relating to other people;

• self-management skills which assist in managing personal resources;

• citizenship skills which assist in receiving from and contributing to various communities.

Futures perspective

In the Health and Physical Education key learning area, students are encouraged to consider the effects of technological changes on their health, lifestyle, relationships, physical performance and leisure. They are also encouraged to consider their roles and responsibilities in relation to these changes.

The sociocultural perspective and social justice principles underpinning the syllabus encourage students to consider social and cultural developments that may affect them and others, now and in the future.

The annotated module illustrates how the modules contribute to the development of the cross-curricular priorities. Each module highlights only those principles and priorities appropriate to the activities in that module.

References

Curriculum Corporation 1994, *Health and Physical Education — a Curriculum Profile for Schools*, Carlton, Vic.

Curriculum Corporation 1994, *A Statement on Health and Physical Education for Australian Schools*, Carlton, Vic.

*L*earners and learning in health and physical education

The key learning area recognises that students bring to the learning environment a range of experiences, languages, beliefs, customs, communication styles, heritages, values and attitudes which are a part of their sociocultural backgrounds. These sociocultural attributes are acquired and shared through their affiliation with and participation in different groups — for example, family, ethnic, sporting, community, religious or gender groups.

The similarities and differences in students' physical, social, emotional, mental and spiritual growth and development have implications for planning and assessment in the key learning area.

Each individual grows and develops in a way and at a rate that is unique. Because students differ in their rates of learning and learning styles, it is possible only to make broad generalisations about student development.

Developmental characteristics

The general physical, social, emotional, mental and spiritual characteristics described below are included to assist teachers to enhance their understandings of learners during the different bands of schooling. There is an overlap of characteristics between the bands which emphasises the need to strive for continuity in learning as students progress through year levels and move between preschool and the primary and secondary years of schooling.

Lower primary students

These students appear to have an abundance of energy and are beginning to develop their gross motor skills. They display a sense of challenge and adventure in a world that is becoming increasingly interesting to them. Students are generally individualistic and egocentric although gradually becoming more eager to please and care for others. They tend to use themselves as a point of reference in trying to understand their world. Play is an important vehicle for learning. Students at this age are starting to work and play in small groups and are beginning to develop some of the skills required for such situations. They are dependent on adults for guidance and support, and are quite emotional and impulsive in the nature of their responses. They are also developing an understanding of right and wrong, good and bad, and punishment and reward.

Middle primary students

These students are growing steadily and continuing to develop their gross motor skills. They have increased voluntary muscle control and coordination, and there are minimal differences between boys' and girls' growth rate, speed and strength. Learning is still occurring predominantly by direct experience,

with thinking processes dependent upon sensory input. There is a gradual increase in attention span and intellectual curiosity. Students are starting to become less egocentric and can see other perspectives. They are learning to work cooperatively and are increasingly motivated by their desire to collaborate and belong. Students are developing greater control over their emotions and becoming increasingly responsible and dependable. They have a strong need for success and accomplishment and are increasingly able to deal with success, failure and challenge. Students are developing a respect for other people's belongings and have a grasp of the rules within their immediate environment.

Upper primary students

These students typically have improved gross motor skills and their fine motor skills are continuing to develop. Growth rates start to differ between boys and girls as students enter puberty. Different parts of the body also start to grow at different rates, with growth in the heart and lungs allowing for increased participation in physical activity. Students are beginning to solve problems by thinking rather than doing and can engage in increasingly complex and challenging tasks. They are less egocentric and turn their attention to the outside world. Peer-group acceptance is important with students also taking more notice of peers of the opposite sex. Their curiosity about sexuality is increasing. Students are seeking increased independence and have considerable control over their emotions. They continue to want support and encouragement as they strive for success but are gaining skills in coping with lack of success. Students have a strong sense of right and wrong and start to show an interest in issues beyond their local community.

Lower secondary students

These students are aware of their developing sexuality and growth as they move toward adulthood. There is a sharp increase in the growth of muscle tissue and strength, with boys tending to be faster and stronger. They enjoy an increasing ability to deal with abstract concepts, challenges and tasks. Students are able to see others' points of view and are beginning to question rules imposed by authority figures. They enjoy being with their peers and are often influenced by peer behaviours, expectations and standards although individual friendships are also of high importance. Students display an increasing desire for personal autonomy but often have mood changes. They recognise the value of other people having rights and opinions and have a growing sense of moral awareness and beliefs about social justice. Many students at this stage begin to challenge social control and values.

The sourcebook modules have been written with the developmental needs of students in the lower primary, middle primary, upper primary and lower secondary years of schooling in mind. They have been written broadly to allow teachers to adapt the modules to suit the needs, interests and abilities of students, and local contexts.

Inclusiveness

Diversity in students' ethnic, cultural and family backgrounds and individual interests and values should be considered and respected when planning, implementing and assessing activities. These differences of background, while requiring students to be accepting and sensitive about individual differences, can stimulate important and varied discussion on a wide range of issues.

Health issues and physical activities should be structured so that all students feel comfortable participating. All students should have appropriate opportunities for demonstrating core learning outcomes. Students' prior learnings should be recognised and valued and students should be encouraged to strive for personal excellence.

Opportunities should be provided for all learners to become skilled participants in physical activity, to make informed decisions and take action in relation to their own and others' health, and to develop skills and understandings which enhance their personal and social development. Learners need to be engaged in authentic, creative, experiential, challenging, interactive and achievable experiences. There should be adequate time allocated for practice and consolidation of activities during the teaching and acquisition of skills and processes.

Students with disabilities and students with learning difficulties have the right to access and participate, take risks, make choices, be independent and benefit from physical activity similar to other students. In some situations a number of factors may influence the participation of students with disabilities and learning difficulties. These factors include:

• the nature of the disability or learning difficulty;

• the student's self-esteem and confidence;

• access to facilities;

• physical skill levels.

For advice on the needs of students with disabilities and learning difficulties, see Appendix 3.

Using a learner-centred approach

A learner-centred approach to learning and teaching views learning as the active construction of meaning, and teaching as the act of guiding and facilitating learning. This approach sees knowledge as being ever-changing and built on prior experience.

The key learning area emphasises the use of learner-centred approaches to assist students to develop critical and creative thinking, and problem-solving and decision-making strategies. Ideally, learner-centred approaches engage students in the planning of their learning experiences. Students should be made aware of the phases of the relevant approach and be encouraged to consciously use them. The approach used in a particular module is outlined in the 'Overview of activities' section of the module.

The inquiry-based approach to learning and teaching is recommended and used frequently in the modules; however, this approach is only one of many which teachers could apply to develop activities, units and programs for students. When different approaches, with which teachers may be unfamiliar, are used in modules they are explained in the Resource Sheets for those modules.

Several strategies support learner-centred approaches to learning and teaching. The initial in-service materials explain the following strategies:

- active construction of meaning;
- metacognition;
- making the curriculum relevant to students;
- cooperative learning.

Learning through the medium of physical activity

Physical activity serves as a source of content and data, and as a medium for acquiring knowledge, skills, understandings and attitudes.

Students can experience the challenge and fun of physical activity while developing the skills necessary for lifelong participation. Activities based on physical activity allow students the opportunity to develop their interpersonal skills, enabling them to understand and use their capacities for learning and functioning in varied situations. These activities should encourage them to appreciate and value their involvement and to continue their active participation in personal and community activities in their adult life.

Engagement in physical activity is possible in each of the three strands of the key learning area. Many of the modules drawing on the Promoting the Health of Individuals and Communities and Enhancing Personal Development strands use physical activity as a medium for conceptual development associated with those strands. Although physical activity cannot always be used as a medium for learning, efforts should be made to include significant physical activity whenever possible.

Scope and sequence of learning outcomes

Outcomes approach

An outcomes approach to education defines the end product of education in terms of what it is that students know and are able to do. It is based on a belief that there are certain things that all students should learn and that these things, expressed as outcomes, should be made explicit to all concerned. This approach accepts that learning is progressive, and that stages along a continuum leading to the desired outcome can be identified. It emphasises the provision of developmentally appropriate experiences which give students opportunities to learn, and to demonstrate this learning. This approach places a high importance on real-life, learner-centred contexts, as well as on how and what students learn. These contexts are used to develop the knowledge, processes, skills and attitudes they need for now and, as lifelong learners, for the future.

In an outcomes approach to education, the emphasis is on what students actually learn, rather than on what they have been taught. Progressive monitoring of students' demonstrated outcomes is fundamental to ensure that curriculum programs can be personalised to meet the particular needs of students, based on their current demonstrations of specific outcomes.

Principles of an outcomes approach

The principles of an outcomes approach include:

- a clear focus on learning outcomes;
- high expectations for all students;
- a focus on development;
- planning curriculum with learners and outcomes in mind;
- expanded opportunities to learn.

Clear focus on learning outcomes

This involves:

- focusing on demonstrations of learning outcomes, rather than on the content being used in the activity;
- students, teachers, parents, carers and appropriate members of the community knowing the outcomes that students are working towards;
- students understanding the reasons for learning what they are learning.

A clear focus on learning outcomes is evident in the sourcebook modules by the identification of specific core learning outcomes to be covered in the module.

High expectations for all students

This involves:

- recognising that all students can succeed;
- challenging students to achieve high standards by providing experiences that promote learning;
- giving students time to produce work of a high standard;
- establishing clear expectations of student performance, including criteria, and referring to these when monitoring the progress of student learning.

Each sourcebook module encourages high expectations for all students through the use of a learner-centred approach whereby students may reflect on their learning so as to further improve their learning processes.

Focus on development

This involves:

- a knowledge of students' progression along the outcomes continuum;
- providing opportunities for self-assessment so that students can monitor their own progress;
- a knowledge of the different preferred learning styles of students;
- the use of a wide range of strategies to cater for developmental differences and prior knowledge and skills of students;
- building comprehensive and cumulative developmental assessment using the techniques of observation, consultation, focused analysis and peer- or self-assessment to monitor student progress and to facilitate further learning.

Each sourcebook module focuses on development by providing activities that are aimed at specific levels of student development, while not limiting students' capacities to demonstrate outcomes before and beyond those identified in each module. A variety of learner-centred approaches and teaching strategies are used throughout the modules to reflect the varying learning styles and developmental characteristics of students.

Planning curriculum with learners and outcomes in mind

This involves:

- planning assessment at the same time as planning experiences that promote learning;
- using assessment to inform future planning and to provide opportunities to learn;
- planning activities for students that provide them with opportunities to progress and be assessed in their demonstration of outcomes;
- valuing students' backgrounds, interests, prior understandings, experiences and learning styles and considering these when planning activities;
- recognising the different ways and settings in which learning and assessment take place;
- identifying and overcoming barriers that might limit students or groups of students in their demonstration of outcomes;
- maintaining a learner-centred approach to learning and teaching.

All activities in a sourcebook module have a direct relationship with one or more of the learning outcomes focused on in the module. They also include references to the social justice principles, helping to overcome any barriers that may limit student demonstration of the outcomes.

Expanded opportunities to learn

This involves:

- giving students opportunities to progress and demonstrate core learning outcomes in more than one context;
- developing activities, units and programs that are sufficiently flexible to cater for the different characteristics and learning needs of students;
- involving students in planning, assessment and evaluation processes.

Teachers are encouraged to adapt and modify activities in the sourcebook modules, thereby encouraging expanded opportunities to learn for students.

A clear link between learning outcomes, planning and assessment is shown in the 'Assessment strategy' section of each sourcebook module. Each assessment task is clearly linked with one or more of the core learning outcomes, and each task is based on activities that have been planned as part of the module. Accompanying each task are questions that provide guidance for teachers in determining whether students are demonstrating the outcomes.

Learning outcomes

Key learning area outcomes

The key learning area outcomes identified in the syllabus highlight the uniqueness of the Health and Physical Education key learning area and its particular contribution to lifelong learning. During the compulsory years of schooling in the key learning area, students develop the knowledge, processes, skills and attitudes necessary to:

- select and use information and apply problem-solving and decision-making strategies to:
  - make informed decisions about health, physical activity and personal development;
  - evaluate their own actions and the actions of others;
- develop a strong commitment to promoting equity, acknowledging diversity and establishing supportive environments with respect to health, physical activity and personal development;
- reflect on and evaluate the influence of biological, social, cultural and environmental factors on:
  - their own and others' health and personal development;
  - their own and others' attitudes towards, and participation in, physical activity;
- promote the health of themselves, others and their communities;
- accept responsibility as an individual member of a group or community to create and maintain environments supportive of optimum health;
- develop and refine motor skills necessary for participation in physical activity and acquire and apply movement concepts to enhance performance;
- develop positive attitudes towards participation in regular physical activity and an appreciation of the benefits of physical activity and of the aesthetic and technical qualities of movement;
- enhance their own and others' self-concept and self-esteem, and develop the skills for creating and maintaining positive interactions and relationships.

Strands

The three strands used to organise the learning outcomes for the key learning area are:

• Promoting the Health of Individuals and Communities;

• Developing Concepts and Skills for Physical Activity;

• Enhancing Personal Development.

Each strand makes an equivalent contribution to the key learning area. Embedded within each strand are certain fundamental concepts. Students develop their understanding of these concepts throughout the compulsory years of schooling. The concepts listed below relate to the core content outlined on pp. 24–26 of the syllabus.

Promoting the Health of Individuals and Communities

This strand acknowledges that health has a number of dimensions — physical, social, emotional, mental and spiritual — and that health is maintained and enhanced by both individual action and the combined actions of community members. The strand focuses on:

• acquiring information, developing skills and implementing strategies to promote personal, group and community health and safety;

• examining issues related to the selection and use of health products, services and information;

• investigating how health is linked to individual behaviours and to the interaction between people and their social, cultural and physical environments.

The concepts reflected in the learning outcomes at each level within this strand are:

• Health is influenced by personal behaviours, social and cultural factors, and the actions that individuals and groups take to promote health.

• Nutrition choices are influenced by health needs and individual and community beliefs and practices.

• Safety is linked to individual behaviours and actions.

• Health outcomes are influenced by the availability and effective use of health products, services and information.

• The interactions between people and their social, cultural and physical environments influence health.

Developing Concepts and Skills for Physical Activity

This strand highlights the acquisition of understandings about physical activities, and the motor skills required for participation in them. It focuses on:

• enhancing physical performance in games, sports and other physical activities through:
  – monitoring and evaluating movement sequences;
  – applying basic movement concepts;

• improving strategic awareness in games, sports and other physical activities.

The strand examines the factors that influence attitudes towards, and participation in, physical activity. It also provides opportunities for participation in activities that develop understandings and skills in relation to health-related fitness.

The concepts reflected in the learning outcomes at each level within this strand are:

- Acquisition of motor skills and an understanding of movement concepts enhances participation and strategic awareness in games, sports and other physical activities.
- Individual and group performance is improved by the application of tactics and strategies.
- Regular physical activity contributes to fitness, health and physical performance.
- Attitudes towards and participation in physical activity are influenced by physical, social and cultural factors.

Enhancing Personal Development

This strand acknowledges that personal identity, relationships, and growth and development are key aspects of an individual's development and that these influence health. It focuses on developing:

- personal and interpersonal skills needed to function in a range of groups and settings;
- strategies to promote positive relationships;
- knowledge and understandings necessary to enhance growth and development.

This strand also examines how personal development is influenced by physical, social and cultural factors.

The concepts reflected in the learning outcomes at each level within this strand are:

- Identity is developed through interactions and relationships with others.
- Relationships change, take many forms and are influenced by a range of factors.
- Growth and development are influenced by biological factors and by physical and social environments.
- Effective personal and interpersonal skills are essential for enhancing identity and relationships.

Levels

The sequence of learning outcomes in the syllabus is defined by six progressive levels. The level statements summarise the core and discretionary learning outcomes within that level. Outcomes for successive levels are conceptually linked to each other, forming a continuum rather than a number of discrete entities. This continuum is represented in the following illustration.
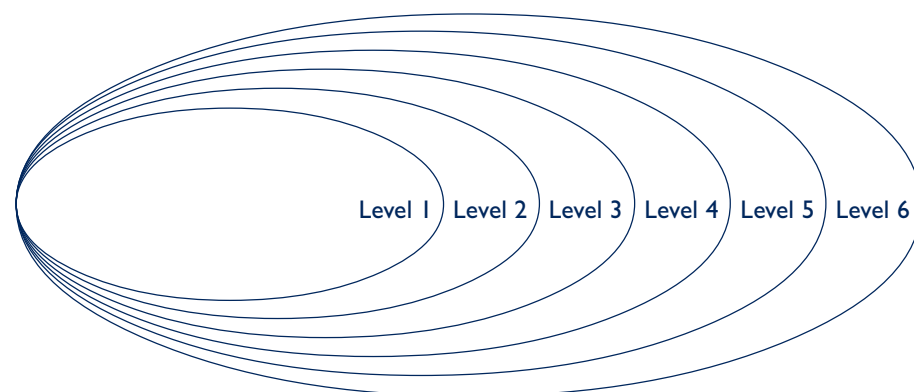
Progression of conceptual development of outcomes

Within the scope of the outcomes, there is a sense of progression from:

- novice to expert;
- familiar context to unfamiliar context;
- self to community;
- concrete to abstract;
- consideration of a single aspect to consideration of multiple aspects;
- simple to complex concepts;
- far past to immediate time and from immediate time to far future time;
- immediate location or circumstance to a distant location or circumstance.

Although there are continuity and progression in outcomes across levels, each outcome is qualitatively different from the outcomes at the levels before and after. This sequencing across levels assists teachers in planning activities to cater for students' abilities. The core learning outcomes within these levels represent the essential learnings for students during the compulsory years of schooling.

Core and discretionary learning outcomes

Core and discretionary outcomes describe what students know and can do with what they know. They provide a framework for developing a rich and diverse range of activities that meet the needs, interests and developmental levels of students. The core learning outcomes in each strand incorporate the concepts listed previously.

On the following pages, which outline the sequence of core learning outcomes and their elaborations, the terms 'describe', 'discuss' and 'explain' include all forms of verbal and nonverbal communication, including signed communication and the use of communication aids. It is also important that interpretation of the outcomes allows for all students to demonstrate their understanding. For example, students with disabilities who are unable to read or write may be able to 'identify' or 'recognise' by matching pictures, labelling diagrams, pointing to various objects or even using facial or body movements to indicate a response that demonstrates their understanding of a concept.

The syllabus indicates that students can be expected to demonstrate core learning outcomes at particular year levels — for example, by the end of Year 5, students are typically demonstrating Level 3 core learning outcomes. As students will typically take one to two years to progress from an outcome at one level to the corresponding outcome at the next level, there is considerable time and opportunity for students to demonstrate the learning outcomes.

Elaborations of core learning outcomes

Levels 1–6

The elaborations are designed to help teachers understand the intent of core learning outcomes. They indicate possible content and contexts through which students might demonstrate core learning outcomes. They draw upon the core content of the syllabus. The sourcebook modules are based on the core learning outcomes and core content.

Foundation Level

The level statements at Foundation Level (see Appendix 2) have been developed for students demonstrating a level of understanding before that of Level 1. These statements can be used to further develop specific learning outcomes that are tailored to the individual needs of students with disabilities and learning difficulties and related to their individualised curriculum programs.

Appendix 2 provides examples of learning outcomes for Foundation Level. They have been developed from the level statements of the syllabus and are included to exemplify for teachers the types of specific learning outcomes that could be developed for students with disabilities who are unable to demonstrate outcomes at Level 1. The examples of Foundation Level outcomes can be modified to meet the specific needs of an individual student in a number of ways, including the addition of qualifying phrases such as:

- with or without aids;
- independently or with assistance;
- on land or in the water.

The examples of Foundation Level outcomes link with the sequence of outcomes in Levels 1–6. For example, the first example outcome at Foundation Level (F.1) aligns with the first outcome at Level 1 (1.1) in each of the respective strands. The second learning outcome at Foundation Level (F.2) aligns with the second outcome at Level 1 (1.2) and so on. The table below illustrates this sequence.

Foundation Level		Level 1		Level 2		Level 3
F.1	→	1.1	→	2.1	→	3.1
F.2	→	1.2	→	2.2	→	3.2

Sourcebook modules are not provided for Foundation Level as there are no core learning outcomes for this level. Activities contained in the modules can be adapted to meet the needs of students with disabilities once teachers have determined the specific learning outcomes for these students.

Sequence of core learning outcomes with elaborations for Levels 1–6

The tables on pp. 18–43 present elaborations of each core learning outcome in sequence from Level 1 through to Level 6. This presentation shows how the conceptual understandings of each outcome become broader, deeper and more sophisticated at each successive level.

In Appendix 1 the elaborations are presented in levels so that teachers may see the scope of the key learning area across each particular level.

*S*equence of core learning outcomes with elaborations

Promoting the Health of Individuals and Communities

1.1 Students describe and demonstrate everyday actions which they can take in a range of situations to promote their health.	*2.1* Students describe and demonstrate actions they can take to promote the different dimensions of the health of themselves and others.	*3.1* Students describe the impact of their own and others' behaviours on health and propose personal and group actions which promote the dimensions of health.
Everyday actions to promote their health: • wash hands after toileting, before eating • shower or bathe daily • care for the skin, hair, eyes, ears • choose a variety of healthy foods • clean teeth after meals • drink water regularly • wear protective clothing and use sunscreens in the outdoors • avoid polluted or dangerous physical environments • participate in physical activity • wear a seatbelt • wear a helmet when cycling • use pedestrian crossings • talk about concerns and worries • say 'no' to unwanted touch and other unwelcome actions • celebrate achievements and special occasions • do not talk to strangers	**Actions to promote personal health:** • celebrate achievements and occasions (social) • participate in activities that are enjoyed and done well (emotional, spiritual) • practise good personal hygiene (physical) • form friendships (social, emotional) • wear protective clothing (physical) • use protective equipment (physical) • have regular dental and medical check-ups (physical) • be vaccinated (physical) • participate in regular exercise (physical) • avoid physical risks and reject dares (physical, emotional) **Actions to promote the health of others:** • clean up the environment (physical, social) • dispose of waste thoughtfully (physical) • listen to and support others (social, emotional) • report bullying, racism and harassment (social, emotional) • avoid others when ill (physical)	**Personal actions that promote health:** • regular physical activity improves physical functioning, mental and emotional wellbeing (physical) • hygienic behaviours protect against illness, disease and infection (physical) • eating a balanced diet assists body functioning, growth and development, and mental and emotional wellbeing • accepting dares and playing unsafely increases the risk of injury • completing challenging activities improves self-esteem (mental, emotional) • using safety equipment decreases the risk of injury **Group actions that promote health:** • advocate for healthy foods at the tuckshop • campaign for bike safety • maintain clean public environment • implement strategies to reduce teasing and harassment

*S*equence of core learning outcomes with elaborations

Promoting the Health of Individuals and Communities

4.1 Students recommend actions they can take to promote their health in response to social, biological or environmental factors.	**5.1** Students predict the short- and long-term consequences of health behaviours on the health of themselves and others, and propose actions to promote health, now and in the future.	**6.1** Students investigate the social, cultural and environmental factors associated with a health concern of young adults in order to propose strategies that promote the health of themselves and others.

Actions they can take to promote their health:
• say 'no' to peer pressure (social)
• reject physical dares and risks (social)
• manage relationships (social)
• challenge media messages and images (social)
• manage changes associated with puberty (biological)
• monitor air and water quality, and noise levels (environmental)
• report bullying, racism and harassment (social)
	Short-term consequences of health behaviours on the health of themselves and others:
	• accepting physical dares and risks threatens personal safety
	• regular physical activity assists weight control, growth and development
	
	Long-term consequences of health behaviours on the health of themselves and others:
	• prolonged use of tobacco influences vascular and respiratory functioning and can cause cancer
	• regular physical activity and good nutrition decrease the risk of cardiovascular disease
	• bullying, harassment and racism can cause poor self-esteem and stress
	
	Actions to promote health, now and in the future:
	• adopt a physical activity program to ensure fitness
	• moderate use of alcohol, tobacco and other drugs
	• adhere to product warnings and advice
		Factors associated with health concerns of young adults:
		• concerns about sexual health, sexuality and body image
		  – peer pressure and media messages (social, environmental)
		  – family, religious beliefs (cultural)
		• concerns associated with tobacco, alcohol and other drug use
		  – peer pressure, media messages, laws (social, environmental)
		  – family, community practices, religious beliefs (cultural)
		• stress-related concerns
		  – physical changes (social, cultural)
		  – changes in relationships (social, cultural)
		  – the need to achieve (social, cultural)
		
		Strategies that promote the health of themselves and others:
		• reduce air pollution by cycling or using public transport
		• talk through problems and concerns with others
		• accept diversity
		• modify behaviours to minimise risk
		• lobby or campaign for rules, laws and policies

*S*equence of core learning outcomes with elaborations

Promoting the Health of Individuals and Communities

1.2 Students recommend healthy eating practices and demonstrate making healthy choices from a range of foods.	**2.2** Students explain the benefits of eating a variety of nutritious foods and plan ways to increase the range of nutritious food in their diets.	**3.2** Students explain how eating behaviours affect health and take action on a food-related goal which promotes health.
Healthy eating practices: • eat regularly • eat a variety of healthy foods • select food from the basic food groups • eat to meet specific health needs • eat with family and friends • celebrate with food • eat foods from other cultures **Making healthy choices from a range of foods:** • choosing breakfast, lunch, snack and picnic foods based on a food selection model • choosing appropriate quantities for energy and growth requirements • using knowledge of special dietary needs to select appropriate foods	**Benefits of eating a variety of nutritious foods:** • assists physical growth and development • meets energy needs • improves concentration span • makes you feel good **Ways to increase the range of nutritious food in their diet:** • request a change of food offered at the canteen each month • try foods from different cultures • experiment with different sandwich fillings • ask parents/carers to buy more fruit and vegetables	**How eating behaviours affect health:** • skipping meals or eating an inadequate quantity of food reduces energy levels for physical activity and decreases mental concentration • eating a range of foods regularly and in sufficient quantities enhances body functioning, growth and development, and mental concentration • sharing meal times and celebrating special occasions enhances emotional and spiritual wellbeing • eating foods high in sugar, salt and fat increases risk of illness and disease **Actions to promote a food-related health goal:** • eat a healthy breakfast and lunch daily • replace unhealthy snack foods with healthy ones

*S*equence of core learning outcomes with elaborations

Promoting the Health of Individuals and Communities

4.2 Students develop and implement strategies for optimising personal diet based on identified nutritional needs for growth, energy and health.	**5.2** Students devise and implement for themselves and others health-promoting strategies which recognise the influence of a range of factors on personal dietary behaviours, now and in the future.	**6.2** Students propose and implement strategies that support healthy eating behaviours in response to the impact of current trends in eating behaviours and planned diets.
Strategies for optimising personal diet: • determine personal nutritional needs based on growth and energy required for physical activity and health condition and alter accordingly • identify factors that support and those that impede an individual in optimising his or her personal diet and act on these • maintain fluid intake to regulate body functioning • eat carbohydrate-rich foods such as potatoes and pasta for energy • eat foods containing iron and calcium for growth and repair of body • reduce salt, sugar and fat intake to maintain healthy body functioning	**Factors that influence personal dietary behaviours now and in the future:** • changing growth and development needs associated with puberty and pregnancy • taste preferences • lifestyle • physical activity levels • specific health conditions • cultural background • family structure • media • availability of, and access to, a range of foods • employment **Health-promoting strategies:** • monitor and balance food intake and energy expenditure • advocate for changes to foods made available at canteens • challenge media messages advertising foods high in fat and sugar	**Current trends in eating behaviours and planned diets:** • skipping meals • eating on the run • eating fast foods • overeating • avoiding eating • eating to gain weight or muscle bulk • eating to lose weight • fad dieting • crash dieting **Strategies that support healthy eating behaviours:** • monitor the range of foods eaten • plan for and monitor food intake against energy expenditure • critically evaluate media messages and challenge them when appropriate • seek support from health services personnel, family and peers • consider personal lifestyle and circumstances when planning meals

*S*equence of core learning outcomes with elaborations

Promoting the Health of Individuals and Communities

1.3 Students decide which people and things make environments and activities safe.	**2.3** Students propose and demonstrate ways to promote personal safety and the safety of others.	**3.3** Students identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.
People who make activities and environments safe: • lifeguards at the beach supervise swimming • crossing supervisors make road crossings safe • umpires maintain control in games • teachers stop unsafe behaviour in the playground • police presence on the roads encourages adherence to rules • parents/carers make the home safe **Things that make activities and environments safe:** • safety signs, flags at the beach warn of conditions or rules • traffic lights on the roads control traffic flow • protective equipment reduces risk of injury, e.g. helmets when cycling, elbow and knee pads for roller blading or skateboarding, hats and sunglasses when in the sun, shin pads in sport • fences around pools prevent accidents • soft landing areas in playgrounds reduce risk of injury and accident	**Ways to promote personal safety:** • wear safety clothing and use safety equipment • play by the rules in physical activities • abide by messages on signs and from people in authority • avoid taking risks and accepting dares • avoid unsafe physical environments • avoid unsafe social situations • seek assistance by signalling, calling or dialling for help **Ways to promote the safety of others:** • put toys away • alert others to hazards • alert others at risk of safe actions to adopt • use a 'buddy' system in the water and on hikes • report strangers and suspicious activities	**Potentially hazardous situations:** • swimming in flooded creeks • cycling without a helmet • train surfing • petrol sniffing • being around fire • attempting tasks beyond skill level **Actions to respond to unsafe situations:** • remove yourself from the situation • alert others to the unsafe situation • act to make a situation safe or to minimise the danger **Actions to respond to emergency situations:** • remain calm and assess danger to self and others • remove self and others from the danger as appropriate • follow first-aid procedures/ administer first aid • seek assistance • follow set procedures and rules

*S*equence of core learning outcomes with elaborations

Promoting the Health of Individuals and Communities

4.3 Students propose ways of responding to situations and behaviours that are unsafe, harmful or risky, after assessing options and consequences.	**5.3** Students demonstrate behaviours and actions to provide care or manage risk in responding to unsafe or risky situations and behaviours.	**6.3** Students devise personal and community strategies to respond to potentially unsafe situations and behaviours.
Ways of responding to situations and behaviours that are unsafe, harmful or risky: • assist a swimmer in difficulty • leave and report violent or abusive situations • learn self-defence • say 'no' assertively to physical dares • alert others and/or emergency services to environmental hazards • avoid polluted environments • take appropriate precautions in temperature extremes • report bullying, racism and sexism • critically evaluate recommendations on health products **Assessing options and consequences** • identify all possible options • assess consequences of each option • identify and justify best option(s)	**Behaviours and actions to provide care:** • learn first aid • assist a swimmer in difficulty • manage an unconscious casualty • provide care to an intoxicated person • provide emotional support **Behaviours and actions to manage risk:** • seek assistance or advice • identify and assess risks or hazards to self and others • devise action plans and implement ways to minimise risks • recognise personal limitations	**Personal strategies to respond to potentially unsafe situations and behaviours:** • learn to assess risks • be assertive • learn first aid • use guardian trains • warm up before activities • learn self-defence • plan strategies to prevent or minimise risk • ensure appropriate equipment and skills for activities **Community strategies to respond to potentially unsafe situations and behaviours:** • media campaigns to reduce binge drinking • education campaigns about safety house programs, neighbourhood watch, safe sex • promotion of swimming at patrolled beaches • lobbying local council for better street lighting

*S*equence of core learning outcomes with elaborations

Promoting the Health of Individuals and Communities

1.4 *Students explain how health products and people in the community help them meet their health needs.*	**2.4** *Students identify places where health products and services may be obtained and suggest reasons why people choose to use different health products and services.*	**3.4** *Students assess the reliability of sources of information relating to health products and services.*
Products that assist in meeting health needs: • personal hygiene products such as soap and toothpaste reduce the risk of infection and disease • pharmaceutical products and first-aid supplies treat ailments and injuries • sunscreens, hats and sunglasses protect the skin • nutritious foods meet growth and development needs **People in the community who assist in meeting health needs:** • doctors diagnose and treat health problems and provide access to medicine and vaccinations • dentists care for teeth • optometrists care for eyes • teachers provide opportunities to engage in, and understand the importance of, physical activity for health • Aboriginal/Islander health workers provide culturally appropriate health information • council workers ensure clean water, disposal of waste • chemists provide advice and medicines • school nurses conduct medical checks	**Where health services and products may be obtained:** • doctor's surgery for medical care • hospitals for medical care • first-aid centre for emergency treatment • health clinic for nutritional information • church for counselling services • specialist medical centres for optometry, psychology and podiatry • pharmacy or supermarket for medicines, eye care and sun protection products • natural health centre for natural remedies • gymnasium, fitness centres and department stores for fitness products • supermarket, fruit and vegetable shops and home garden for foodstuffs **Why people choose to use different health services and products:** • recommendation by a friend • cost • religious or cultural beliefs • level of health knowledge • access by public transport • proximity to home • side effects • type of treatment offered	**Sources of information relating to health products and services:** • media • product labels • point of sale • manufacturers • teachers • parents/carers or friends • government health agencies • Internet • pharmacist • health-care providers **Ways to assess reliability of sources:** • use criteria to rank the reliability of the sources • seek opinions of others • conduct research • check the validity of the claims • reflect on personal experience • consider the qualifications of the health-care provider or the person promoting the product or service • determine who benefits from the sale of the product or service

*S*equence of core learning outcomes with elaborations

Promoting the Health of Individuals and Communities

4.4 Students justify the selection of health products and services that best meet their health needs	**5.4** Students analyse the impact of factors on their own and others' ability to access and effectively use health information, products and services.	**6.4** Students propose a combination of products and services required to accommodate their health needs now and in the future.
Health products and services that meet personal health needs: • deodorants and sanitary items in response to lifestyle factors and for the protection they offer • sun protection products to complement skin type and reduce risk of sun damage • protective equipment selected for safety and comfort in chosen physical activity • doctor who relates well to young people • school guidance officer or nurse • ambulance for emergency health service • dietitian for nutritional advice • religious worker or psychologist for spiritual and emotional health concerns **Justifying the selection of products and services:** • meets health needs • culturally appropriate • cost-effective • affordable • easily accessed • readily available • complements lifestyle • provides better protection	**Influences on their own and others' ability to access health information, products and services:** • personality, motivation, confidence and preference • knowledge • disability • cultural background • religious beliefs • access to transport and buildings • costs and affordability • convenience of hours of opening • eligibility • availability and access to telephone, TV and Internet **Influences on their own and others' ability to effectively use health information, products and services:** • understandings about effective use • motivation and commitment • relationship with provider • access to specialist hospital care • literacy level • English language proficiency • cost of information, products and services • disclosure of information about potential dangers	**Services and products to meet their health needs now:** • personal hygiene products to meet needs associated with puberty • counselling services to provide emotional support with concerns associated with moods, identity, sexual relationships and puberty • protective equipment to participate safely in physical activity • youth detoxification or rehabilitation centres to deal with alcohol, drug or behaviour problems • medical and dietary services for advice on nutrition-related concerns **Services and products to meet their health needs in the future:** • community counselling agencies provide information about pregnancy and marriage • stress management services and products • breast screening • agencies for managing work-related injury • natural therapies for stress management

*S*equence of core learning outcomes with elaborations

Promoting the Health of Individuals and Communities

1.5 Students explain how elements of different environments in which people live, work and play affect health.	**2.5** Students recommend ways they can care for their environments to promote and protect their health.	**3.5** Students describe features of places where they live, work and play that influence the health of themselves and others, and propose ways they can help the people who are responsible for keeping these places healthy.
Elements of home environments that affect health: • good hygiene practices are related to reduced risk of illness • quality of communication and support among individuals is related to levels of stress and emotional wellbeing • use and maintenance of appliances is related to risk of injury • chemical storage procedures are related to accidents and injury **Elements of work environments that affect health:** • quality of lighting affects vision and influences safety • high noise levels can damage hearing and cause stress • protective gear (eye goggles, ear muffs) reduces risk of injury • quality of support among workers affects levels of stress and emotional wellbeing • workplace health and safety rules protect health and safety **Elements of play environments that affect health:** • cooperative play and respect for others reduce risk of injury and emotional upset • safe landing areas and safely maintained facilities reduce risk of injury • shade protects from sun damage • litter increases risk of illness/injury	**Ways they can care for their environment to promote and protect their health:** • cooperate with, respect and support others whilst at home, at play and in the community to build happy relationships • report bullying to protect themselves and others from injury and build self-esteem • report damaged equipment, appliances and facilities to parents, carers, teachers or relevant authorities to protect from injury • avoid using pressurised sprays, and plant trees to improve air quality • use bins and assist with disposal of waste to avoid spread of disease and injury	**Features of places that influence the health of themselves and others:** • cleanliness of toilet, shower and food preparation areas • storage of poisons and medicines • fences around swimming pools • level of cooperation, love and conflict • quality of communication among individuals • standard of lighting, noise control and air quality • standard of equipment and appliances • fire evacuation and emergency incident procedures • rules for play • standard of play equipment • availability and standard of protective equipment **Ways they can help people who are responsible for keeping places healthy:** • assist parents with cleaning • report harassment to teachers/carers • cooperate with and support others • report unsafe appliances and facilities • help groundspeople to maintain cleanliness • abide by recommended procedures

*S*equence of core learning outcomes with elaborations

Promoting the Health of Individuals and Communities

4.5 Students identify aspects of their social and physical environments that enhance or pose threats to their health, and plan strategies for achieving healthy environments for themselves and others.	**5.5** Students examine the health-related impact of behaviours on our social and physical environments, and propose ways to promote health-enhancing social and physical environments.	**6.5** Students assess the impact of rules, laws and policies in promoting healthy social and physical environments.
Aspects of physical and social environments that enhance personal health: • clean air and water • road signs • waste disposal facilities • safety policies and procedures • parks and natural bushland • cooperation, support, tolerance and respect among individuals • celebrations **Aspects of environments that pose threats to their health:** • air pollution by industry, motor vehicles and smoking • water pollution by waste disposal and chemical run-off • land pollution by litter and improper dumping of waste • harassment, bullying and racism • uncooperative behaviours **Strategies for achieving healthy physical and social environments for themselves and others:** • follow rules and procedures • use public transport or cycle • deal with conflict in socially acceptable ways • advocate for changes to laws, rules and policies • campaign to improve air quality • conduct a sun safety campaign	**Health-related impact of behaviours on social environments:** • harassment, bullying and racist behaviours cause social discord • cooperative, supportive and respectful behaviours are conducive to social harmony **Health-related impact of behaviours on physical environments:** • emissions from industry and vehicles lead to air pollution • improper disposal of litter and waste affects the quality of drinking water • removal of vegetation destroys the land and detracts from aesthetic beauty • vandalism of property and facilities creates safety issues **Ways to promote health-enhancing social and physical environments:** • comply with rules, policies and procedures for waste disposal • actively support clean air and water campaigns • participate in neighbourhood watch programs • use and promote public transport	**Rules, laws and policies that promote healthy environments:** • *Anti-discrimination Act 1991* (Qld) • school policies on harassment and bullying • school social justice policy • *Workplace Health and Safety Act 1995* (Qld) • infectious disease policies in schools • Criminal Code • drug-free policy in schools • age of consent • laws regarding drink driving • *Environmental Protection Act 1994* covering water pollution, air pollution and disposal of rubbish • *Aboriginal and Torres Strait Island Heritage Protection Act 1984–1986* (Commonwealth) • consumer standards and quality control that cover safety standard of products

Sequence of core learning outcomes with elaborations

Developing Concepts and Skills for Physical Activity

1.1 Students demonstrate a variety of basic locomotor skills and non-locomotor skills, varying body actions and use of space.	**2.1** Students demonstrate simple combinations of locomotor and non-locomotor skills.	**3.1** Students perform movement skills and sequences to meet the requirements of different physical activities and tasks.
Basic locomotor skills varying body actions and use of space: • run, jump and hop while changing directions • stop and start • travel varying position of arms and legs • make different shapes with the body while travelling • change levels and pathways while travelling • make different shapes while floating • move through the water using running and swimming actions • travel in response to stimuli — beat, rhythm, music, words • roll along the ground and down slopes **Basic non-locomotor skills varying body actions and use of space:** • balance using different body parts as bases • bend, twist, stretch and curl on the ground or on equipment • rock using different body shapes and bases of support • move in place in response to stimuli	**Simple combinations of locomotor skills:** • combine running, jumping, hopping and skipping • take off and land using one foot or two feet • travel taking weight on different body parts, e.g. hands and feet or hands and knees • travel through the water combining different arm and leg actions **Simple combinations of non-locomotor skills:** • rhythmic actions with hands and feet in personal space, e.g. clap hands, click fingers, stamp feet • spin, jump, turn and twist in personal space • float on front, then change to float on back • hang and change shape **Simple combinations of locomotor and non-locomotor skills:** • balance, rock then roll • run, jump then balance • jump, turn, roll then stand • walk with straight leg lift then balance on one foot • travel on a bar using hands and hang in various shapes • in water, glide, float and recover to stand	**Movement skills to meet the requirements of different physical activities and tasks:** • throw for speed, distance, accuracy and height • move to catch different-shaped objects • balance on different body parts on/off apparatus to show stability • float and use sculling actions to conserve energy for survival in water • perform set body actions in time to rhythmic or musical accompaniment **Movement sequences to meet the requirements of different physical activities and tasks:** • dribble and throw for distance or for accuracy using a shoulder pass • show flow by smoothly linking locomotor, rotational and balance skills • run and jump for distance • strike or serve a ball and run to a designated marker or base • mount a beam, perform a balance to show flexibility, and dismount • enter water, tread water, swim and exit

*S*equence of core learning outcomes with elaborations

Developing Concepts and Skills for Physical Activity

4.1 Students create and perform movement sequences in games, sports or other physical activities, implementing ways to enhance their own and others' performances.	*5.1* Students perform games, sports or other physical activities in ways which reflect their ability to modify movement skills and sequences using basic movement concepts.	*6.1* Students evaluate their own and others' performance in order to plan and implement ways of improving performance in games, sports or other physical activities.

Ways to enhance their own and others' performances:
• practise movement skills and sequences
  – the importance of practice
  – physical and mental practice
  – length and frequency of practice
• provide and respond to feedback
  – the importance of feedback
  – general versus specific feedback
  – positive versus negative feedback
  – monitor, analyse and evaluate feedback
• implement suitable tactics and strategies
• apply knowledge of stability, force and projectiles
  – force and speed to run and jump for distance and height
  – bases of support, transfer of weight and changes in body position
• biomechanical principles to throw and strike (transfer of weight, angle of trajectory)
	Using basic movement concepts to modify movement skills and sequences:
	• principles of movement
	  – law of action–reaction to improve sprint starts (force)
	  – angle of release to achieve optimal distance in throwing events (projectiles)
	  – shift the centre of gravity outside the base of support to move out of a balance and link movements (stability)
	• components of movement
	  – vary effort, use of space, relationships with people and objects
	  – adapt speed, force, flow, direction and height of movement in activities requiring flight
	• skill acquisition
	  – provide feedback on the performance of others based on observations of body position and form
	• practise different movement patterns to modify actions of the body to improve performance
		Ways of evaluating performance:
		• establish criteria for evaluating performance, e.g. skill level, adherence to rules, anticipation, application of principles of movement
		• personal judgments based on comparisons to performances of others, kinaesthetics of performance, observations of performance via video
		• feedback from significant others — verbal and nonverbal feedback
		
		Ways of improving performance:
		• practise to consolidate technique
		• seek and apply feedback to improve technique
		• train to improve specific components of fitness
		• use visual imagery to improve technique
		• think positively
		• apply biomechanical principles
		• provide feedback to others

*S*equence of core learning outcomes with elaborations

Developing Concepts and Skills for Physical Activity

1.2 Students demonstrate a variety of manipulative skills using a range of implements and different parts of the body.	*2.2* Students demonstrate basic movement skills using equipment in play and simple games.	*3.2* Students observe rules and demonstrate an awareness of others in play and simple games.

Manipulative skills using a range of implements and body parts:
• roll small and medium-sized balls and hoops
• use hands, feet, sticks and bats to stop small and medium-sized balls
• throw bean bags and small, medium-sized and large balls using:
  – an underarm throw with one or two hands
  – an overarm throw with one or two hands
  – a two-handed chest throw
• catch bean bags and different-sized balls using one hand, two hands or a scoop
• strike a stationary ball with a foot, hand or short-handled bat
• dribble a ball with a foot, hand or bat
• swing and jump using a rope or hoop
• manipulate flotation aids, dive rings, dive sticks or balls in the water
	Basic movement skills using equipment in play and simple games:
	• play chasing games in the water using a kickboard for support
	• roll a ball for accuracy or for distance
	• push a ball to a target using a bat
	• strike a ball with a bat using an overarm action
	• hit a ball off a low tee using a two-handed action
	• throw a ball and catch it after one bounce or on the full
	• run and dodge markers
	• dribble a ball with the foot or hand while weaving around markers
	• score a point by throwing a bean bag or ball to hit a marker
	• defend a marker to prevent it being hit by a bean bag or ball
	• move to intercept a ball and to gain possession
		Awareness of others and observing rules in play and simple games:
		• move into spaces to receive the object of play from team members
		• dodge to avoid contact with others in non-contact games
		• communicate with others to coordinate play
		• project the object of play into spaces away from opponents
		• cooperate with team members to score runs
		• respond to officials' decisions
		• position themselves in anticipation of the movements of others

Sequence of core learning outcomes with elaborations

Developing Concepts and Skills for Physical Activity

4.2 Students demonstrate basic tactics and strategies to achieve identified goals in games, sports or other physical activities.	**5.2** Students demonstrate a range of tactics and strategies to achieve an identified goal in games, sports or other physical activities.	**6.2** Students select and implement individual or group tactics and strategies in games, sports or other physical activities to respond to environmental conditions or opposing players.

Basic tactics and strategies to achieve identified goals:
• deny space and time
  – minimise runs scored against team by fielding a ball quickly
  – increase number of players 'home' by stealing between the bases
  – move to centre of court in racquet sports
• create space and time
  – move to a space to receive a pass
  – use the body to protect the ball
  – reduce course time in orienteering by using the strategy of 'aiming off'
• utilise environmental conditions
  – paddle against the wind when fresh and with the wind when tired
• shorten stride when running into the wind or uphill, lengthen stride when running with the wind or downhill
• use short passes in ball games in windy conditions
• use low passing shots rather than lobs in windy conditions in net games
	Range of tactics and strategies to achieve an identified goal:
	• deny space and time to stop other team from scoring a goal
	  – in netball, e.g. use zone defence and one-on-one defence, or position players to cover spaces
	  – in softball, e.g. look for opportunities for double play and field the ball quickly
	• create space and time in attack
	  – in touch football, e.g. use dummy passes and cut-out passes, or a wrap
	  – in baseball, e.g. hit ground balls through the infield, lead off on the pitch, or steal a base on the pitch
	• utilise environmental conditions
	  – in orienteering, e.g. use hand rails or aiming off
	  – in badminton, e.g. use a lob, drop shot or drive
		Individual and group tactics and strategies to respond to environmental conditions:
		• shorten passes in ball games in windy and rainy conditions
		• lob a tennis ball into the sun to make it difficult for an opponent to play an attacking return
		• use wind resistance to put spin on the ball
		
		Individual and group tactics and strategies to respond to opposing players:
		• play one-on-one defence or zone defence in netball, basketball or water polo
		• use switches, wraps and cut-out passes in touch football
		• use drop shots and drives to tire a fitter player in racquet sports
		• hit cross court to move the player out of court and create space for an attack in racquet sports

*S*equence of core learning outcomes with elaborations

Developing Concepts and Skills for Physical Activity

1.3 Students describe the physical and emotional effects that result from their participation in a variety of vigorous, whole-body activities.	**2.3** Students compare the effects on the body of participating in physical activities of varying intensities.	**3.3** Students describe what it means to be fit and demonstrate activities that promote health-related fitness.
Physical effects of participation: • increased rate and depth of breathing and increased heart rate after running or after kicking through water at speed • tired arms from swimming, hanging or supporting body weight • tired legs from running, cycling or skipping with a rope • increased body temperature • increased perspiration • sore calf muscles after skipping with a rope for an extended time **Emotional effects of participation:** • enjoyment • excitement • pride in performance • fear when climbing • frustration • happiness • satisfaction	**Effects on the body of participating in physical activity:** • low intensity — little noticeable change in the body; shallow breathing, regular heartbeat • medium intensity — faster, deeper breathing and faster heart rate • high intensity — faster, stronger heartbeat; deeper, fuller breathing; heavy, tired arm or leg muscles; higher body temperature; perspiration **Physical activities of varying intensities:** • low intensity, e.g. walking, floating, balancing, climbing slowly • medium intensity, e.g. jogging, dancing, moving at a comfortable, rhythmic pace through the water • high intensity, e.g. running quickly, aerobic dance, moving powerfully through the water, continuously skipping with a rope	**What it means to be fit:** • being able to participate in everyday activities without getting tired • being able to recover breath quickly after exertion • being able to relax the mind and the muscles • feeling happy and energetic • getting along with others **Activities that promote health-related fitness:** • walking, jogging, swimming, dancing, cycling and walking up stairs promote heart and lung fitness and muscular strength • stretching promotes joint mobility • climbing and swimming promote fitness

*S*equence of core learning outcomes with elaborations

Developing Concepts and Skills for Physical Activity

4.3 Students identify and take part in a variety of physical activities that contribute to the development of particular components of health-related fitness.	**5.3** Students devise and implement a health-related fitness program applying principles of training.	**6.3** Students design and implement a fitness program that reflects personal priorities and goals.

Activities that contribute to particular components of health-related fitness:
• continuous running, swimming, cycling and aerobic dance contribute to cardio-respiratory endurance
• regular stretching of body joints contributes to flexibility
• lifting weights, pushing medicine balls and participating in weight-bearing activities that use the arms and legs contribute to muscular strength and endurance
	Applying principles of training to a health-related fitness program:
	• frequency
	  – undertake aerobic/muscle endurance training three times per week
	• intensity
	  – manipulate aerobic work-outs to sustain heart rate at 50–70% maximum heart rate
	  – vary number of sets (3–5), repetitions (8–12), amount of weight and the speed of muscular contraction in exercises for muscular endurance
	• time/duration
	  – monitor and progressively overload by increasing exercise duration
	  – manipulate rest and recovery time
	• type
	  – vary activities
	  – include:
	  aerobic activities (jog or swim using over-distance training, continuous training, speed play or interval training)
	  flexibility activities (stretch muscles over body joints)
	  muscle endurance activities (progressive resistance, isometric training or isokinetic training)
	  – a combination of activities (circuit training)
		Personal fitness priorities and goals:
		• alter body composition
		• control weight
		• improve muscle tone
		• improve aerobic capacity
		• increase flexibility
		• improve aerobic endurance
		• increase power
		• increase muscular strength
		• meet health needs

*S*equence of core learning outcomes with elaborations

Developing Concepts and Skills for Physical Activity

1.4 Students categorise the physical activities that they and others watch or play.	*2.4* Students identify physical activities in which they, their friends and their family participate and suggest reasons for different choices.	*3.4* Students suggest how people and the availability of facilities influence choices relating to physical activity.
Ways of categorising physical activities: • playing area, e.g. indoor or outdoor; court, field, track or pool • equipment used, e.g. large or small ball, bat or racquet • individual/team • competitive • recreational • child • adult	**Reasons for choices of physical activity:** • excitement • improvement of balance and skill • fitness • competition • to socialise • relaxation and enjoyment • being part of a team and with friends • being like a 'hero' • playing area close to home • fun • participation of other family members	**How people influence choices relating to physical activity:** • through encouragement • by recommendations or advice • by provision of equipment or apparel • by provision of opportunities to be spectators • through role modelling • by rewards offered by others • through personal involvement **How availability of facilities influences choices relating to physical activity:** • ease of access encourages increased use • availability of facilities increases choices • non-availability limits choices • cost of equipment limits choices

*S*equence of core learning outcomes with elaborations

Developing Concepts and Skills for Physical Activity

4.4 Students explain how images of physical activity influence their own and others' participation in, and attitudes towards, physical activity.	**5.4** Students explain how individual and social factors influence their own and others' attitudes towards, and participation in, physical activity.	**6.4** Students plan strategies to overcome inequities relating to participation in physical activities.
Images that influence participation in, and attitudes towards, physical activity: • images of gymnasts as elite, slim prepubescent girls • images of footballers as strong, solid body types • portrayal of male and female participants as athletic, tanned, toned • images of lawn bowlers as elderly, passive and having low fitness levels • limited images of, or lack of role models for, the disabled • images of golfers portraying the game as elitist and for the wealthy • images of elite athletes only, suggesting that participants must be highly skilled • lack of images of people from a range of cultural backgrounds	**Individual factors that influence attitudes towards and participation in physical activity:** • previous enjoyment • experience of success or failure • gender • body image • body composition, age, height • interests in physical activity offered • skill level • socioeconomic factors • ability/disability • perceptions of risk of injury **Social factors that influence attitudes towards and participation in physical activity:** • location of and access to facilities • cost of facilities, equipment, apparel • perceptions of violence in physical activities • media images of physical activity • cultural views of body image • school and community values • recognition of success • cultural attitudes, values and beliefs about participation in specific forms of physical activity	**Inequities relating to participation in physical activity:** • exclusion of particular social groups by gender, ability or disability, ethnicity, age, socioeconomic status, location • access to facilities and equipment • recognition of achievements • respect for different skills and abilities • reward for achievements • opportunities for participation • clothing requirements for males and females **Strategies to overcome inequities:** • redistribute funds • advocate for greater access and provision of facilities for the disabled • enforce codes of behaviour • educate to change community values • advocate for policy change to ensure equal opportunity for participation • plan campaigns aimed at encouraging girls' participation in physical activity

*S*equence of core learning outcomes with elaborations

Enhancing Personal Development		
1.1 Students describe themselves in personal, family and community terms including the activities and achievements that give them positive feelings.	*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.*	*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.*
Descriptions of themselves in personal terms: • given name, age, physical characteristics, special features, e.g. hearing impairment • place of birth • favourite things, e.g. possessions, colours, friends, toys • likes, dislikes, abilities and achievements **Descriptions of themselves in family terms:** • family name • position in family, e.g. child, daughter, brother, cousin, niece, stepchild **Descriptions of themselves in community terms:** • home address • student at a particular school • resident of a suburb, town, community • parishioner of a particular church • member of sporting club, association, community group	**What they like about themselves, the ways they are special and how individuals are unique:** • abilities, e.g. musical talents, sporting skills • physical characteristics • actions and behaviours, e.g. honesty, kindness • membership of family or group • aspects of personality **Characteristics similar to other people:** • religion • language • physical characteristics • cultural beliefs and values • gender	**Different ways of describing people:** • nationality • physical characteristics • age group • occupation • interests or abilities • personality • language • disability • gender • according to gender expectations **How descriptions influence the way people value and treat themselves and others:** • increase self-concept and self-esteem • decrease self-concept and self-esteem • establish power over others • create feelings of respect or disrespect • cause insult • create happiness • cause embarrassment • value or devalue achievements • put others down

*S*equence of core learning outcomes with elaborations

Enhancing Personal Development		
4.1 Students evaluate the influence on self-concept and self-esteem of their own and others' behaviours, including the recognition of achievement and changes in responsibilities.	*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.*	*6.1 Students evaluate the influence of sociocultural factors on their own and others' self-concept and self-esteem.*
Behaviours that influence self-concept and self-esteem: • recognising achievement • accepting or rejecting changes in responsibilities • losing responsibilities or assuming increased responsibilities • celebrating achievements • providing love and support • engaging in antisocial activities, e.g. stealing, lying, bullying, being disobedient, being destructive • being honest and trustworthy • acknowledging effort	**Beliefs and values that influence self-concept and self-esteem:** • how paid and unpaid work are valued • community attitudes towards gay and lesbian youth • expectations of adolescent behaviour • stereotypes about abilities and disabilities • stereotypical expectations of gender roles • community attitudes towards body image • belief in racial superiority leading to discrimination based on race and culture • notions of success and failure	**Sociocultural factors that influence their own and others' self-concept and self-esteem:** • economic status, e.g. poverty, wealth • stereotypes associated with gender, culture, sexuality, disability or ability • media images and messages about the ideal body • discrimination • expectations of power in relationships • group affiliations • expectations of relationships • rewards for, or acknowledgment of, achievements or effort

*S*equence of core learning outcomes with elaborations

Enhancing Personal Development		
1.2 Students identify relationships they experience in their daily lives and can demonstrate the behaviours appropriate for these.	*2.2 Students suggest and demonstrate actions, behaviours and attitudes that support positive interactions with family, special people and friends.*	*3.2 Students develop and implement strategies, including codes of behaviour, to promote relationships in various groups and situations.*
Behaviours appropriate to everyday relationships: • hugging parents/carers • not getting into cars with strangers • sharing with friends • cooperating with siblings • helping parents/carers around the home • being kind to others • being courteous • being patient while waiting for a turn • caring for own or others' property • avoiding communicating with strangers • accepting and giving help • being supportive by discouraging bullying and teasing of others	**Actions, behaviours and attitudes that support positive interactions:** • helping with chores • showing respect for family rules, customs and traditions • obeying parents/carers • thanking others • telling people why they are special • asking for help • cooperating in games and play • sharing equipment • helping to make rules • encouraging others in their performances • sharing jokes • listening to concerns • confiding in trusted friends • sharing personal problems with family members • celebrating birthdays	**Strategies to promote relationships in various groups and situations:** • develop codes of behaviour for group work, team games, class activities, group outings • establish ground rules before commencing activities • plan things together to build cohesion • participate in the decision-making process • negotiate roles to provide individuals with an identity and responsibilities • devise ways to celebrate, reward or acknowledge achievements of individuals or groups • provide opportunities for individuals to express opinions and feelings • establish a procedure to deal with conflict or disagreements • accept and carry out responsibilities • be tolerant of differences

*S*equence of core learning outcomes with elaborations

Enhancing Personal Development

4.2 Students explore different types of relationships and evaluate standards of behaviour considered appropriate for these relationships.	**5.2** Students develop strategies to manage the influence of individuals and groups on attitudes towards, behaviours in, and expectations of, relationships.	**6.2** Students evaluate the influence of sociocultural factors, including community expectations of behaviours, on relationships between individuals and the family at different stages of life.
Different types of relationships: • child–parent • peer group • extended family • siblings • student–teacher • player–coach • doctor–patient • friends of same sex • friends of the opposite sex • acquaintances • strangers **Aspects of behaviours in relationships:** • level of intimacy or physical contact • adherence to rules • degree of respect • degree of openness and honesty **Evaluating appropriateness:** • why standards are set • who sets standards • why standards are important • whether standards are the same for all people	**Strategies to manage the influence of individuals and groups on relationships:** • set own goals and make own decisions • continually reflecting and critically evaluating own and others' attitudes, behaviours and expectations • learn self-defence strategies • establish and express own opinions and feelings • exercise rights — to ask questions, to disagree, to say 'no' • learn decision-making, problem-solving and conflict-resolution strategies • analyse how decisions made by others affect own decisions	**Sociocultural factors that influence relationships:** • community expectations of behaviours between children, and between children and adults • cultural and religious beliefs and values • geographic location, e.g. separation from families • access to technology, e.g. email, telephone • images of relationships in the media and popular culture • stereotyped beliefs about people and relationships • rules, laws and policies about violence, age of consent, intimacy and sexuality • types of, and access to, role models • availability of, and access to, services and agencies that deal with relationships • the family • roles and power structures in families, kinship groups, friendships and sexual relationships

Sequence of core learning outcomes with elaborations

Enhancing Personal Development		
1.3 *Students describe how they have changed as they have grown and developed.*	**2.3** *Students compare similarities and differences between people at different stages of life.*	**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.*

Changes in students as they have grown and developed:
• physical
  – height
  – weight
  – appearance
  – physical abilities
  – muscular strength
• social
  – relationships
  – responsibilities
• intellectual
  – range of interests
  – thinking skills
  – ways of expressing needs and ideas
• emotional
  – ways of expressing feelings
  – ways of controlling emotions
	Similarities and differences between people at different stages of life:
	• physical characteristics
	• physical abilities
	• physical, social and emotional needs, e.g. air, food, water, activity, rest, affection
	• care required
	• roles and responsibilities
	• likes and dislikes
	• how emotions are managed
	• intellectual ability
	• type and variety of relationships
	• success and achievements
	• interests
		Changes associated with growth and development:
		• height
		• weight
		• strength
		• secondary sex characteristics
		• values clarification
		• group affiliation
		• roles and responsibilities
		• intellectual ability
		
		Ways to promote their own growth and development:
		• develop and maintain relationships with family and others
		• join teams, clubs or social groups
		• choose positive role models and mentors
		• learn new skills
		• eat nutritious food throughout life
		• participate in regular physical activity throughout life
		• work with others on group projects
		• express emotions and concerns
		• develop a range of physical skills
		• develop a range of interests
		• be accepting of personal abilities and limitations

*S*equence of core learning outcomes with elaborations

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

Factors that influence physical, social and emotional growth and development:
• challenges
  – in the outdoors
  – in making and maintaining friendships
  – in resolving conflict
  – associated with anger, grief, loss and success
• inherited characteristics
  – genetic
  – cultural characteristics and beliefs
• environmental
  – nutrition
  – sunlight
  – exercise
  – smog
  – living standards
• social and emotional
  – love
  – affection
  – abuse and violence
  – emotional turmoil
  – racism
	Significant transitions in their lives:
	• childhood to adolescence
	• adolescence to adulthood
	• puberty
	• beginning school
	• changing schools
	• family changes, e.g. new sibling, family break-up, relocation
	• loss of a 'significant other', e.g. loved one, friend, pet
	• employment
	• pregnancy
	• parenthood
	
	Changes associated with significant transitions in their lives that influence physical, social and emotional growth and development:
	• group affiliations
	• physical maturation
	• roles and responsibilities
	• lifestyle
	• relationships — forming, changing and ending
		Personal behaviours that influence growth and development:
		• antisocial behaviours, e.g. vandalism, bullying
		• participation in community service
		• risk-taking behaviours, e.g. use and abuse of tobacco, alcohol and drugs
		• competitive behaviours
		• relationships
		• leadership behaviours and setting positive examples
		
		Social and physical environments that influence growth and development:
		• work
		• school
		• home
		• recreation
		• living space
		• personal space
		• living conditions
		
		Actions to enhance their own and others' growth and development:
		• set and commit to the achievement of goals in a range of endeavours — academic, sporting, cultural
		• clarify personal values and opinions
		• support and respect others' values, beliefs and opinions
		• campaign against bullying, harassment and racism
		• develop skills needed to live in society
		• engage in regular physical activity

*S*equence of core learning outcomes with elaborations

Enhancing Personal Development

1.4 Students demonstrate basic speaking, listening, sharing and cooperation skills to interact effectively with others.	*2.4* Students demonstrate verbal and nonverbal skills to express ideas, needs and feelings and to show consideration of others.	*3.4* Students demonstrate communication, cooperation and decision-making skills to collaborate in social, team or group situations.
Basic skills for interacting effectively with others: • using people's names • answering questions • enunciating words clearly • accurately choosing words and expressions • establishing eye contact (where culturally appropriate) • asking questions to clarify messages and check understanding • taking turns • giving or receiving a compliment • celebrating • inviting others to join in • helping • sharing • listening to others without interrupting • following rules and procedures • not using put-downs • standing or sitting at an appropriate distance • accurately conveying messages	**Verbal and nonverbal skills to express ideas, needs and feelings:** • using gestures, facial expressions and body language to convey meaning • complimenting others • requesting help in various situations using signals or voice • expressing feelings openly and honestly • communicating assertively in unsafe situations • describing situations without exaggeration **Showing consideration for others:** • showing appreciation • apologising • offering comfort and support • sharing equipment • listening to other people's opinions • offering encouragement • acting against bullying and harassment	**Skills to collaborate in social, team or group situations:** • acknowledging and supporting the ideas of others • clarifying the problems to be solved or goals to be achieved • providing ideas for consideration • listening to the ideas of others without being derogatory or interrupting • clarifying understanding of ideas proposed by others • accepting and supporting decisions made • accepting advice and help from others • identifying and using the strengths of others • observing rules • using speaking and listening skills to promote group interactions

*S*equence of core learning outcomes with elaborations

Enhancing Personal 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.	**5.4** Students demonstrate skills to deal effectively with challenge and conflict in social, team or group situations.	**6.4** Students demonstrate communication and cooperation skills required to implement decisions of personal choice and to resolve conflict in relationships.
Skills and actions that support the rights and feelings of others in social, team or group activities: • showing trust and tolerance • recognising the rights of others • encouraging, praising, pointing out strengths, acknowledging the contribution of others • showing courtesy, cooperation, respect and loyalty as a group member • assuming responsibility to ensure the rights of others are met or facilitated • anticipating the needs of others • offering assistance by adapting rules or codes of behaviour to be inclusive • acknowledging the feelings of others • reporting bullying, harassment and racist remarks or behaviours • adhering to rules and codes as a team member • playing a non-preferred position for the good of the team	**Skills to deal effectively with challenge in social, team or group situations:** • identifying the skills necessary to meet a challenge • solving problems to meet challenges • realistically assessing personal abilities • showing self-discipline and cooperating to achieve goals • being assertive in protecting yourself • distinguishing between heroic and foolhardy behaviour • accepting and carrying out responsibilities **Skills to deal effectively with conflict in social, team or group situations:** • mediation • compromise • negotiation • decision making • problem solving • communicating assertively • accepting apologies without holding grudges • discussing the conflict • considering a conflict situation from the point of view of others	**Communication and cooperation skills to implement decisions of personal choice:** • using 'I' statements to assert and disclose decisions • displaying confident body posture • using hand gestures that complement what is said • maintaining eye contact where culturally appropriate • communicating assertively • seeking support of others **Communication and cooperation skills to resolve conflict in relationships:** • confronting a problem by acknowledging its existence • considering and empathising with the perspectives of others • asking questions to clarify understanding of others' points of view • working towards reaching a successful outcome based on negotiations and willingness to compromise • disagreeing with others without getting angry • expressing negative feelings assertively

Elaborations for Foundation Level
Years 1 to 10 Health and Physical Education key learning area

When the Years 1 to 10 Health and Physical Education curriculum materials were initially developed, they did not include elaborations at the Foundation Level. They did, however, include level statements and example learning outcomes (see p. 94 Health and Physical Education Sourcebook Guidelines) for this level.

Elaborations are lists of possible contexts, contents, and activities through which students working at Foundation Level might demonstrate learning outcomes. They assist teachers in their planning for learning, teaching and assessing students at this level. Elaborations are not learning outcomes. They are neither core nor mandated.

The lists of elaborations that follow are not intended to be exhaustive and are not intended as checklists. They provide examples only and it is not expected that all aspects of the elaborations will be addressed.

It is not intended that all elaborations will 'suit' all students. It is intended that teachers select specific contexts and contents to meet the needs, abilities and interests of their students. Teachers can use these elaborations to assist in the development of individualised learning outcomes. At the class program level, teachers are encouraged to develop purposeful and authentic learning activities that incorporate a number of learning outcomes from various key learning areas.

These elaborations were developed from the level statements and key concepts for each of the strands in Health and Physical Education.

These elaborations are not meant to be goals for students' Individual Education Plan (IEP). However, there should be links between the school / class curriculum program and students' IEP goals.

The examples of Foundation Level learning outcomes link with the sequence of core learning outcomes in Levels 1 to 6. For example, first set of example outcomes at the Foundation Level (F.1) aligns with the first core learning outcome at Level 1 (1.1) in each of the respective strands. The second set of example outcomes at the Foundation Level (F.2) aligns with the second core learning outcome at Level 1 (1.2), and so on.

Foundation Level		Level 1		Level 2		Level 3	
F.1	→	1.1	→	2.1	→	3.1	→
F.2	→	1.2	→	2.2	→	3.2	→
F.3	→	1.3	→	2.3	→	3.3	→

The Years 1 to 10 Studies of Society and Environment (SOSE) Sourcebook Guidelines include elaborations at Foundation Level on pages 28–31. The soon to be published Years 1 to 10 The Arts and Years 1 to 10 Technology curriculum materials will also have elaborations, level statements and example learning outcomes for Foundation Level in Sourcebook Guidelines.

Teachers, therapists and principals from special schools, teachers from special education units, key learning area specialists, and representatives from the following associations and organisations were involved in the development of these elaborations:
- the Association of Special Education Administrators of Queensland (ASEAQ)
- the Australian Association of Special Education (AASE)
- the Queensland Teachers' Union (QTU)
- Education Queensland
- The Association of Independent Schools of Queensland (AISQ)
- the Queensland Catholic Education Commission (QCEC).

The elaborations were further developed through consultation with a range of organisations, associations and individuals throughout the state via print and electronic media.

For each of the sets of elaborations a communication statement is included. This is to draw attention to the breadth and variety of modes and ways in which students may demonstrate the learning outcomes.

Communication statement
Students with disabilities may communicate their understandings in a variety of ways and modes (both unaided and aided), for example:

Gestural: pointing, touching, manipulating, hand squeezing, giving eye contact, eye blinking, moving towards/away from, miming, signing, using body language or facial expressions
Vocal: vocalising, communicative vocalisations, speaking
Visual / Written: cutting and pasting, using books, drawing pictures or diagrams, matching, sorting, Braille, software programs, multi-level communication book, using spell and phrase board
Aided: using a manufactured aid which is either: low-tech, for example: object symbol, daily schedule, multi-level communication book, topic pages, spell and phrase board; or high-tech, for example: voice output communication devices (VOCAs), computers

Context statement
Learning opportunities should be provided through a variety of contexts, routines and activities to assist students develop their knowledge, practices and dispositions. Opportunities for demonstrations of the learning outcomes should be in these same contexts, routines and activities.

Some of these contexts replicate real-life situations and so provide practical opportunities for students to engage with learning outcomes from a number of key learning areas. For example: cooking activities might include learning outcomes from Health and Physical Education, Science, Mathematics and English; going shopping might include learning outcomes from Studies of Society and Environment, Mathematics, Health and Physical Education, The Arts and English.

When monitoring and reporting on students' demonstrations of learning outcomes, the contexts, routines, activities and personnel involved in the learning opportunities and demonstrations should be indicated. Students may demonstrate their learning in one context, routine or activity but not another; with one person, but not with another. Therefore, it is important to engage students in purposeful activities in a range of contexts and with a variety of personnel.

The following are examples of contexts in which learning experiences and assessment opportunities might take place:

Places:
- School
    - multi-sensory environments
    - classroom
    - playground
- Residential
    - home
    - respite
    - camp
- Community
    - recreation, leisure and cultural centres or facilities
    - services: health, social, transport, financial, retail
    - workplaces

The following are examples of personnel who might be involved in the learning experiences and assessment opportunities:
- parents, immediate family, extended family, carer
- friends
- teachers, therapists
- familiar people in the school and the community
- unfamiliar people in the community.

For further information on assessment and reporting, refer to the Council's *Position Paper and Guidelines: An Outcomes Approach to Assessment and Reporting*.

Strand:
The conceptual organiser of learning outcomes.

Level statement:
Provides a conceptual framework for developing learning outcomes.

Health and Physical Education

Strand: Enhancing Personal Development

Foundation Level

Communication statement:
Students with disabilities may communicate their understandings in a variety of ways and modes.

Concepts:
Defines and organises the conceptual scope of the sequence of learning outcomes across levels.

Elaborations:
Examples of possible contexts, contents and activities through which students might demonstrate learning outcomes. These have been developed from the level statements and the concepts.

Example learning outcomes:
Exemplify the types of specific learning outcomes that could be developed for students with disabilities who are not yet demonstrating outcomes at Level 1. These have been developed from the level statements.

Level statement:			
Communication statement:			
Concept:	Concept:	Concept:	Concept:
Elaborations:	Elaborations:	Elaborations:	Elaborations:
Example learning outcomes:	Example learning outcomes:	Example learning outcomes:	Example learning outcomes:

HEALTH AND PHYSICAL EDUCATION
Strand: Promoting the Health of Individuals and Communities
FOUNDATION LEVEL

Level statement:	*Students are developing an understanding of their physical health and safety and can demonstrate actions to promote their health and safety. They recognise familiar health-care workers and request assistance from appropriate personnel when required. Students are also developing an understanding of the variety of environments in which people live, work and play and can identify places that are special to them.*			

Students may communicate their understandings in a variety of ways and modes (both unaided and aided), for example:
Gestural: pointing, touching, manipulating, hand squeezing, giving eye contact, eye blinking, moving towards/away from, miming, signing, using body language or facial expressions
Vocal: vocalising, communicative vocalisations, speaking
Visual / Written: displaying, cutting and pasting, using books, drawing pictures or diagrams, matching, sorting, Braille, pre-writing, software programs, multi-level communication book, using spell and phrase board
Aided: using a manufactured aid which is either: low-tech, for example: object symbol, daily schedule, multi-level communication book, topic pages, spell and phrase board; or high-tech, for example: voice output communication devices (VOCAs), computers

Concepts

Health is influenced by personal behaviours, social and cultural factors, and the actions that individuals and groups take to promote health.	*Nutrition choices are influenced by health needs and individual and community beliefs and practices.*	*Safety is linked to individual behaviours and actions.*	*Health outcomes are influenced by the availability and effective use of health products, services and information.*	*The interactions between people and their social, cultural and physical environments influence health.*

Accepts assistance / cooperates / responds to directions, regarding:
• personal hygiene:
  – washing hands
  – toileting
  – showering, bathing
• mealtimes:
  – drinking
  – eating
• personal protection:
  – sunscreen, hat, clothing
  – splints
  – insect repellent
  – wearing a seat belt, helmet
 	
Accepts assistance with / cooperates in / responds to hygiene practices associated with food, for example:
• washing hands before eating, cooking or after toileting
• eating food from appropriate surfaces or equipment
• cleaning up / washing up / wiping table
• allowing face to be wiped
 	
Identifies / recognises / responds to medical procedures or therapy or treatments or setting, for example:
• interacting with personnel during procedure or therapy or treatment
• participating in roleplays
	Indicates the need for food and drink
	
	Accepts assistance with / cooperates in / responds to programs to promote safe and healthy eating and drinking practices, for example:
	• positioning (including cues) of body and head
	• oromotor activities
	• regulating the amount of food in the mouth
	
	Makes choices from familiar foods, based on individual preferences of:
	• colour
	• textures
	• smell
	• taste
	
	Distinguishes between food and non-foods
		Accepts assistance / cooperates / responds to directions, to stay with appropriate adult / group in a variety of contexts and environments.
		
		Indicates the need for help in familiar and unfamiliar contexts and environments.
		
		Indicates awareness of / identifies / recognises / responds to people in the community who make the environment safe, for example:
		• parents
		• teachers
		• emergency services personnel
		• medical and paramedical personnel
		• traffic crossing supervisor
		• lifesavers
			Indicates awareness of / identifies / recognises / responds to familiar health products to meet health needs, for example:
			• bandaid for a cut finger
			• soap to wash hands
			• toilet paper for wiping bottom
			• toothpaste to go on toothbrush
			• sanitary products for menstruation
			• shaving products for shaving
			
			Indicates awareness of / identifies / recognises / responds to familiar health care workers.
			
			Indicates awareness of / identifies / recognises / responds to familiar health services that meet personal health needs, for example:
				Indicates awareness of / identifies / recognises / responds to aspects of the home environment that influence health, for example:
				• relaxing, recreating, playing
				• resting, sleeping at home
				• eating, playing, celebrating
				• family events
				
				Indicates awareness of / identifies / recognises / responds to aspects of a variety of school or work environments that influence health, for example:
				• transportation
				• working, learning
				• physical activities, games, excursions
				• play, relationships, friendships
				• gardening

• using / sorting / matching photographs, symbols or objects when planning / anticipating an action or reflecting on an action **Indicates / recognises / responds to needs, pain or discomfort, for example:** • to go to toilet / be toileted / be changed • to be cool or warm • to eat, to drink • to be comforted, to be left alone • to be repositioned **Reacts to a range of sensory experiences / actions to determine individual preferences, for example:** • loud sounds, music • darkness, bright lights • firm or gentle touch • aromatherapy, range of odours • tastes (sweet, sour, salty) **Indicates / recognises / responds to / use a range of emotions, for example:** • concern, worry • boredom • anger • enjoyment, happiness • frustration • excitement **Indicates / recognises / responds positively to achievements and special occasions, for example:** • displaying work • presentation of certificates / awards / rewards • school concerts • festivals, birthdays, feast days • personal goals	**Tries a range of foods from the various food groups** **Tries a range of drinks**	**Indicates awareness of / identifies / recognises / responds to things that make environments safe, for example:** • pedestrian crossings • safety signs, symbols, labels • traffic lights • protective equipment (hats, helmets, pads) • sunscreen	• physiotherapy • occupational therapy • speech-language therapy • nursing • first aid • respite care	• procedures, assembly work **Indicates awareness of / identifies / recognises / responds to aspects of a variety of play environments that influence health, for example:** • organised • free • leisure activities • park, sports centre, culture centre, leisure centre **Indicates awareness of / identifies / recognises / responds to a variety of environments that are special for them**
F.1 • Students follow instructions when medical therapy or treatment is being administered. • Students demonstrate independence in eating and drinking • Students demonstrate personal hygiene practices.	**F.2** • Students communicate the need for food and drink. • Students demonstrate hygiene practices associated with the handling of food. • Students identify a range of foods that support their health needs.	**F.3** • Students stay with a carer or group when on outings. • Students demonstrate actions that promote their personal safety. • Students demonstrate actions to ensure personal safety and the safety of others when using equipment.	**F.4** • Students recognise familiar health-care workers. • Students seek assistance when hurt or sick. • Students identify familiar people and products that contribute to their health needs.	**F.5** • Students identify environments they like or dislike. • Students identify different environments as areas for play, work or living. • Students demonstrate an awareness of different environments that affect their health.

HEALTH AND PHYSICAL EDUCATION
Strand: Developing Concepts and Skills for Physical Activity
FOUNDATION LEVEL

Level statement:	Students participate in physical activities to develop manipulative, locomotor and non-locomotor movements. Through experiences in a range of activity environments, they explore movement and recognise its role in their daily lives. Students recognise a variety of equipment and areas available for their use for physical activity and can identify activities they like and dislike.

Students may communicate their understandings in a variety of ways and modes (both unaided and aided), for example:
Gestural: pointing, touching, manipulating, hand squeezing, giving eye contact, eye blinking, moving towards/away from, miming, signing, using body language or facial expressions
Vocal: vocalising, communicative vocalisations, speaking
Visual / Written: *displaying, cutting and pasting, using books, drawing pictures or diagrams, matching, sorting, Braille, pre-writing, software programs, multi-level communication book, using spell and phrase board*
Aided: using a manufactured aid which is either: low-tech, for example: object symbol, daily schedule, multi-level communication book, topic pages, spell and phrase board; or high-tech, for example: voice output communication devices (VOCAs), computers

Concepts

Acquisition of motor skills and an understanding of movement concepts enhances participation and strategic awareness in games, sports and other physical activities. *Individual and group performance is improved by the application of tactics and strategies.*	*Regular physical activity contributes to fitness, health and physical performance.*	*Attitudes towards, and participation in, physical activity are influenced by physical, social and cultural factors.*

Locomotor, for example:
• shows comfort when positioned and or transferred
• demonstrated postural control when moving, changing or transferring position
• demonstrated movement control (lie, roll, crawl, sit, stand, walk, dance, movement to music, stop, start) [Some students may require the use of equipment, for example: seats, stools, Swiss balls, splints, flotation equipment, to enable optimal functional ability.]
• uses movement for specific purposes (move over, under, through, between)
• moves body parts in specific ways (nod, lift arm)
• responds to stimuli (auditory, visual, tactile)
• identifies body parts
• actively moves using supportive equipment (wheelchair, walker, sticks, standing frame)
• demonstrates their ability to cross the midline (reaching for objects in various positions)
• demonstrates their ability to motor plan (negotiate obstacles, using whole body to perform tasks, stairs, ladders, stepping stones, standing, walking, dynamic balance)
• demonstrate ability to integrate sensory stimuli
 	
Non-Locomotor, for example:
• demonstrate postural control in a variety of positions (sitting, kneeling) when using equipment (stool, toilet, balance board), standing, floating
 	
Manipulative skills, for example:
• demonstrates purposeful fine motor skills (touching, moving, pushing, manipulating, grasping, holding and releasing objects, transferring objects
• demonstrates purposeful gross motor skills (transferring and carrying a range of objects using whole body or body parts or supportive equipment, wheelchair, walking sticks, to make contact with, stop or propel objects
   − using one or both hands to handle objects in cooking or craftwork.
   − move stationary objects by pushing or pulling
	Indicates acceptance of movement, positioning, changes in body temperature etc through positive behaviour
	
	Communicates an awareness of changes to the body that result from physical activity
	
	Recognises the need for participation in physical activity
	
	Engages in physical activities designed to improve health and fitness, for example:
	• swimming, walking
	• pushing a student's wheelchair
	• cycling
	• games
		Indicates likes or dislikes of games, sports or other physical activities
		
		Indicates comfort with adults changing / positioning / handling.
		
		Copes with a variety of sensory inputs related to being a spectator of games, sports and other physical activities
		
		Engages in physical activities that involve a range of tactile experiences, for example:
		• handling
		• being handled

Visually tracking moving objects, for example: • focusing on and following the path of a ball or an object in flight NB: All of these manipulative skills can be demonstrated by using lightweight, belled brightly coloured or large balls or other objects		
F.1 • Students move freely and safely around people and obstacles • Students demonstrate rhythmic movements in response to music and other stimuli. • Students demonstrate basic body control skills while participating in physical activities. **F.2** • Students demonstrate fine motor skills by holding and releasing objects. • Students demonstrate bilateral skills by carrying objects with two hands. • Students demonstrate fine and gross motor skills to manipulate objects.	**F.3** • Students participate appropriately in a range of physical activities for pleasure. • Students demonstrate physical activities that are essential for their health and fitness. • Students describe physical activities that promote their health.	**F.4** • Students identify games or sports they like or dislike. • Students recognise play equipment used in familiar activities. • Students identify their favourite game or sport and communicate their feelings about physical activity.

HEALTH AND PHYSICAL EDUCATION
Strand: Enhancing Personal Development
FOUNDATION LEVEL

Level statement:	Students understand who they are and can recognise themselves in response to different stimuli and descriptions. They understand that they are part of a family or group and can identify significant people in their lives with whom they interact. Students demonstrate appropriate communication skills and cooperative behaviours when interacting with significant others.

Students may communicate their understandings in a variety of ways and modes (both unaided and aided), for example:
Gestural: pointing, touching, manipulating, hand squeezing, giving eye contact, eye blinking, moving towards/away from, miming, signing, using body language or facial expressions
Vocal: vocalising, communicative vocalisations, speaking
Visual / Written*: displaying, cutting and pasting, using books, drawing pictures or diagrams, matching, sorting, Braille, pre-writing, software programs, multi-level communication book, using spell and phrase board*
Aided: using a manufactured aid which is either: low-tech, for example: object symbol, daily schedule, multi-level communication book, topic pages, spell and phrase board; or high-tech, for example: voice output communication devices (VOCAs), computers

Concepts

Identity is developed through interactions and relationships with others.	*Relationships change, take many forms and are influenced by a range of factors.*	*Growth and development are influenced by biological factors and by physical and social environments*	*Effective personal and interpersonal skills are essential for enhancing identity and relationships.*
Indicates awareness of / identifies / recognises / responds to: • own name e.g., given name, nickname, family name • personal possessions e.g., lunch box, toys, clothing, jewellery • personal information e.g., photograph, description, address • personal likes and dislikes e.g., favourite massage oil, music, textural choices, food choices • characteristics of self and others using a range of senses e.g., images, shapes, sounds, smells, textures • personal physical characteristics e.g., hair/eye colour, shoe/clothing size, age • own body parts **Celebrates personal successes and achievements, for example:** • shows awards • makes 'high fives' • claps hands • smiles **Communicates needs and wants, for example:** • physical • social • emotional • sexual	**Indicates awareness of / identifies / recognises / responds to being part of a family.** **Indicates awareness of / identifies / recognises / responds to being part of a group, for example:** • class member • team member • community or church member **Indicates awareness of / identifies / recognises / responds to significant people in their lives, for example:** • teacher, bus driver, school nurse, carer **Indicates awareness of / identifies / recognises / responds to changes in relationships, for example:** • birth in the family • divorce • death of a family member	**Indicates awareness of / identifies / recognises, for example:** • body parts • physical features • changes to different parts of body • stages of development e.g. baby, child, adult	**Attends to significant others to:** • follow basic instructions • copy behaviours • meet social / safety standards **Shows some basic friendship making skills such as sharing, showing kindness, tolerance of others in close proximity** **Initiates / engages in / responds to communication, conversation, interactions with others** **Cooperates in activities that involve aspects of social awareness** **Demonstrates an array of simple social skills appropriate to a range of setting, for example: eye contact, listening, responding to others** **Accesses a range of activities that provide relationship opportunities** **Accepts touching, handling, positioning by familiar/unfamiliar people for toileting, transitioning,**

Indicates awareness of / identifies / recognises / responds to a variety of interactions and relationships, for example: • family, parents, significant others, friends, community groups, teachers, therapists, strangers • family celebrations, festivals			**in-seat behaviour management** **Behaves appropriately in different social settings** **Describes / responds to others' achievements** **Seeks assistance when required from appropriate personnel** **Makes choices related to personal interactions**
F.1 • Students demonstrate an awareness of self by responding to different stimuli. • Students communicate their own name and physical features. • Students identify personal possessions.	**F.2** • Students identify other members of their family, class or group. • Students identify their relationships to family members. • Students identify and interact with significant people in their lives.	**F.3** • Students demonstrate an awareness of different body parts. • Students demonstrate an awareness of the different stages of the life span. • Students describe changes associated with growing up.	**F.4** • Students respond to communication and guidance from others. • Students follow instruction independently. • Students demonstrate appropriate communication skills and cooperative behaviours when interacting with significant others.

Planning curriculum and assessment

The syllabus provides a framework for planning activities through which students have opportunities to demonstrate what they know and can do in the key learning area. Activities, units and programs are the main organisational structures used in schools. Experiences that promote learning and strategies for gathering information about that learning are developed within these structures. Despite the common use of terms, the nature, extent, purpose and organisation of activities, units and programs differ widely, depending on student needs, teacher expertise, the local context and school authority requirements. This section provides advice to support appropriate, effective and efficient planning and assessment practices.

Characteristics of worthwhile activities, units and programs

Activities, units and programs which are consistent with the principles of the outcomes approach promoted in the syllabus are characterised by:

- comprehensiveness;
- promotion of self-reflection;
- appropriateness;
- sequencing;
- inclusiveness;
- relevance and authenticity;
- promotion of active learner involvement;
- efficient and innovative use of resources;
- adherence to pertinent school and school authority requirements.

Comprehensiveness

A comprehensive range of experiences will involve students in using a variety of learning processes so that they can achieve the understandings identified in the syllabus. Assessment will be comprehensive if it enables all students to demonstrate core learning outcomes and other aspects of the planned curriculum.

Promotion of self-reflection

Activities that promote reflective and self-directed learners provide opportunities that enable students to control their own learning. These opportunities will be provided at relevant intervals to enable students to reflect on what they have learned, on their strengths and weaknesses as learners, on their progress in demonstrating learning outcomes, and on ways to improve their learning.

Appropriateness

Activities will be appropriate when they are suited to the developmental levels and learning styles of students. Teachers should provide students with experiences that represent a realistic challenge and enable them to grow beyond their present level of understanding. Appropriateness for all students therefore requires that experiences be varied and to some extent individualised by providing extra scaffolding for the development of learning outcomes by some students.

Sequencing

The sequencing of activities should provide time for students to assimilate new ideas and offer opportunities for students to demonstrate learning outcomes. Students should be aware of the criteria for demonstrating outcomes at different levels, and know how they are progressing in relation to them. Where there is a focus on outcomes from more than one level, it is necessary to keep in mind the conceptual sequencing of the outcomes and the embedded differences that characterise outcomes at each of the levels.

Relevance and authenticity

Activities will be relevant and authentic when their content and contexts link with students' sociocultural or geographic background and prior understandings to allow them to construct new understandings. Students' interests and understandings prior to beginning an activity should be determined, and students should be involved in the planning process. Relevant and authentic activities should also involve students in content or contexts that are engaging and enjoyable. The more relevant and authentic activities are, the more likely it is that many students will demonstrate the learning outcomes.

Inclusiveness

Activities are inclusive when they recognise the backgrounds and value the experiences of all students or groups of students, taking into account their socioeconomic status, gender, race, ability, disability, ethnic or linguistic background or geographic location. Recognition of such backgrounds and experiences will prompt consideration of how all students can have equitable access to resources and participation in the classroom, and have multiple opportunities to demonstrate learning outcomes in equitable and supportive ways. Opportunities should be provided for students to value the differences between them and to challenge disadvantage and injustice through participation in activities.

Promotion of active learner involvement

Activities should actively involve each student and provide opportunities to challenge existing understanding. Sharing of ideas and intellectual risk taking are encouraged. Active involvement encourages student ownership, which allows for more purposeful and realistic opportunities to demonstrate learning outcomes.

Efficient and innovative use of resources

Activities should make efficient, cost-effective and timely use of resources. It may be necessary to support demonstrations of outcomes with particular resources to cater for differences in learning styles. Where appropriate, students should be encouraged to use resources in innovative ways as they strive to demonstrate learning outcomes. Teachers are encouraged to use resources efficiently and in innovative ways to support student demonstration of outcomes.

Adherence to pertinent school authority policies

Activities should adhere to and observe pertinent policies of schools and school authorities. These policies may relate to safety, social justice, pedagogy or other curriculum requirements. Observing such policies will improve opportunities for students' demonstrations of learning outcomes.

Planning curriculum for demonstrations of learning outcomes

Considerations for planning activities

When planning activities, either by using the sourcebook modules or developing units directly from the syllabus, teachers should consider a number of aspects. These aspects will all influence the capacity of activities to provide opportunities for students to demonstrate specific learning outcomes.

Learners

When planning activities to meet the needs of learners, teachers:

- respect and value the individuality, identity and cultural background of each student;
- acknowledge and build upon the prior learning and experiences of students;
- actively engage students, where possible, in all aspects of planning and assessment;
- acknowledge and cater for the varying interests, abilities, preferred learning styles and rates of skill development of students.
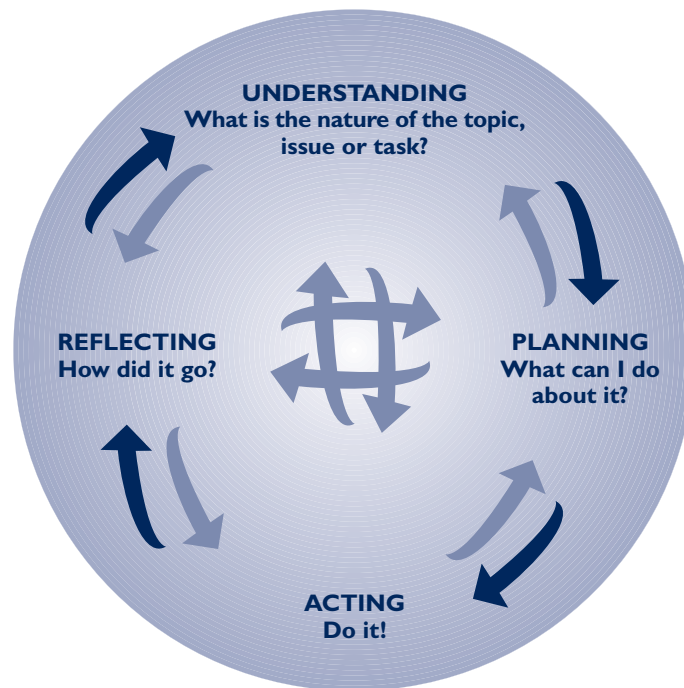
Learning

When planning for effective learning, teachers:

- ensure content, teaching strategies, resources and assessment methods:
  - provide for a range of language competencies;
  - are equitable;
  - take into account students' ranges of abilities and needs;
  - are challenging, rewarding and purposeful;
  - allow students opportunities to demonstrate the outcomes;
- consider the class and school environment;
- consider the reporting requirements of the student, school, school authority, parents/carers and community;
- develop, where possible, partnerships with the wider community, including parents/carers, cultural and religious groups, government agencies, support services and community organisations;

- introduce new perspectives on health and physical education content;
- encourage thinking processes;
- link to other areas within and across key learning areas;
- develop the literacy and numeracy skills relevant to health and physical education;
- promote lifeskills and a futures perspective.

Developing problem-solving and decision-making skills

The inquiry-based approach to learning and teaching, illustrated in the diagram below, can be used to design activities that help students to develop problem-solving and decision-making skills. This approach will also help in the design of activities through which students can develop the skills necessary to demonstrate the learning outcomes through performance in oral, written or physical tasks. The approach is comprised of four phases — understanding, planning, acting and reflecting. Within each activity, students' thinking can be developed as they attempt to *understand* the nature of the activity/issue, *plan* ways to complete the activity or deal with the issue, perform (*act*) the activity or implement the plan, and then *reflect* on and assess the activity/issue. Assessment could occur at any of the phases of the cycle; however, it is more likely to occur in the later phases.

UNDERSTANDING
What is the nature of the topic, issue or task?

PLANNING
What can I do about it?

ACTING
Do it!

REFLECTING
How did it go?

An inquiry-based approach to learning and teaching

Within each phase the skills of recall, application, analysis, synthesis, prediction and evaluation play a role. These skills are used to inform the development of activities within each phase and may result in adjustments or modifications to actions throughout the process to deal with an issue or complete a task satisfactorily.

Each phase of the approach is integral to the successful completion of the learning–teaching process, but the apparent linear progression through the approach, as suggested by the arrows on the outer edge of the diagram, can be interrupted at any point. For example, students may find themselves *reflecting*

first on their prior learning and achievements and then trying (*acting*) the activity to develop a new *understanding* of what the activity is about. The uses of the phases in the inquiry-based approach do not always reflect a linear process but, in fact, support a cyclical or recursive, phased approach to learning.

Although metacognition is encouraged in each of the phases, it is most often promoted in the reflecting phase. This phase requires students to consider how they applied decision-making and problem-solving strategies and thinking skills when exploring and acting upon a topic, issue or task.

Teachers are encouraged to promote this process of inquiry by:

- modelling the phases;
- using the terminology of the approach to assist students to reflect on the value of this approach to their learning;
- providing assessment techniques to inform students and teachers on performance.

Resources

Activities should include resources:

- that are readily accessible;
- that are inclusive of all students;
- that are safe to use;
- whose appropriate use can be modelled;
- that match the student's abilities, learning characteristics and cultural needs;
- that can assist students to demonstrate their learnings.

School authorities and schools may have policies and personnel that advise on the selection and use of resources in a range of environments and for a range of different student populations.

School authority and individual school policies

School authorities and individual schools have policies, procedures and protocols that influence the learning–teaching process in health and physical education. Some examples may include policies on workplace health and safety, food handling, athletics, sun safety, suspected child abuse, or purchasing of new equipment. Teachers are encouraged to become familiar with these policies prior to planning activities and assessment tasks.

Safety

The physical and mental/emotional safety of students is central to the key learning area. Teachers should also encourage students to be proactive in improving their safety and others' safety and in making the environment safe when appropriate.

When planning activities teachers should consider safety aspects relating to:

- the physical environment, such as:
  - the facilities available (for example, Are they safe for students?);
  - the use of protective equipment (for example, Should goalposts have protective padding?);
  - the surface on which the activity is to be conducted (for example, Should this physical activity be done on grass or bitumen?);

- the temperature in which the students are learning (for example, Is it too hot at this time of the day for this activity?);
- clothing (for example, Are the students wearing appropriate clothing for this activity?);
- sun safety (for example, What other location could be used if some students do not have hats?);
- access to first-aid resources (for example, If an injury occurs, is first-aid support close by?);

• a student's medical condition in relation to the intended activities;

• warm-up, stretching and cool-down exercises. These are important components of any activity involving physical activity. Warm-up exercises are necessary to increase heart rate and to reduce the risk of tearing or straining muscles by increasing their suppleness. Stretching reduces muscle tension and the risk of muscle and tendon injuries. It also increases flexibility and allows freedom of movement during physical activity. Cool-down exercises help remove muscle waste products and reduce muscle soreness. (Sports Medicine Australia 1997)

Sensitive issues

Activities which deal with topics of a sensitive nature, such as protective behaviours or harassment, must be dealt with thoughtfully and carefully by the teacher. School authorities and schools may have policies to advise teachers on how to deal with such issues when they arise within the school setting.

Teachers need to be aware that no learning activity is value free. Before dealing with sensitive issues, teachers are encouraged to identify and critically examine their own attitudes and opinions.

Teachers should consider that:

• sensitive issues should be part of the school program;

• students and parents/carers should participate in the development of aspects of programs on sensitive issues;

• students and parents/carers should be informed when sensitive issues are to be taught as part of a unit;

• the classroom environment should be emotionally and socially safe to allow for individual opinions and attitudes to be respected;

• there is a need for impartiality when dealing with sensitive issues and a need to present different perspectives when appropriate, to understand and respect the individual, cultural and religious diversity of school environments.

Many strategies are available to support the teaching of sensitive issues. Some of these will be modelled in the sourcebook modules. For example, the protective behaviour strategies of 'one step removed' and 'protective interrupting' are used in the 'Feeling safe' module, which can be found on the Queensland School Curriculum Council web site (http://www.qscc.qld.edu.au). Teachers can contact school authorities, Queensland offices of the Protective Behaviour Consultancy Group, and community organisations, such as Kids Help Line, Salvo Care Line, Family Planning Queensland and Crime Stoppers, to gather information that can make the planning of activities appropriate, effective and efficient.

Modification of activities

Many activities within modules or in other resources may need to be modified to match the specific needs and abilities of the students in a particular class at a particular time, and to provide greater opportunity for students to demonstrate learning outcomes. Activities may also need modification to suit the local context. Examples of this include instances where:

- schools and tutors in remote settings do not have the necessary access to support personnel, facilities and/or resources that are suggested in modules or other sources of activities;
- students have not had the relevant experience with contexts and activities suggested in the modules;
- students are unable to attend school for medical reasons;
- students are unable to engage with the curriculum without specific support.

Consultation with parents/carers and support staff should help ensure that local needs are met.

Modification of physical activities: Learning activities that focus on physical activity based on adult sport characteristics may need modification. Variations may include altering the size of the field, changing the number of participants, or modifying the equipment or the skills required.

This is necessary because:

- young students are less physically and emotionally mature than adults;
- students typically have a shorter attention span than adults;
- there may be excessive physical demands and complex rules that do not support skill acquisition and enjoyment.

Planning for physical activities should also consider:

- the availability of resources;
- students' socioeconomic backgrounds;
- students' cultural backgrounds;
- gender issues;
- the range of students' abilities and prior achievements;
- students' linguistic background;
- the variety of ways in which students can demonstrate outcomes.

Modification for students with special educational needs: Students with special educational needs are those who, in order to access and participate in the curriculum, may require an adaptation to and/or modification of the school program, units or activities. The target group of students includes those:

- with disabilities;
- with learning difficulties/disabilities;
- who demonstrate significant behavioural and adjustment difficulties.

To demonstrate the learning outcomes, these students may require support programs or services, and/or other resources which are complementary and/or additional to those which are provided to other students.

Students with a disability may require activities to be modified to optimise both their participation and their ability to demonstrate learning outcomes. To determine whether modification is necessary the teacher should:

- ascertain students' previous experiences with similar activities;
- communicate with students to gauge their level of interest or concern;
- consult with parents/carers and specialist support staff.

Modification to physical activities may take the form of:

- altering the size and/or colour of equipment — for example, lighter, shorter, brighter;
- using equipment with bells;
- allowing for more bounces;
- lowering nets, hoops or baskets;
- allowing for more frequent substitution;
- reducing court size;
- minimising competition;
- allowing others to run or hit;
- varying the time restrictions;
- modifying rules.

Teachers are encouraged to contact local specialist support groups and advisers for further ideas on adapting activities for students with disabilities. (Appendix 3 has further information on students with disabilities.)

Modification for students in distance education settings: Students who are geographically isolated, overseas, travelling, unable to attend school for medical reasons or being home-schooled all provide specific challenges to the crafting of activities.

Schools of Distance Education provide support and advice on the modification of activities for students in distance education settings.

Modification for cultural influences: Students' diverse social and cultural backgrounds should be acknowledged when planning activities. Consultation with parents may be necessary as part of the acknowledgment and valuing of various perspectives. Communication between the school and its constituent groups will ensure cultural beliefs and needs are respected to promote a sense of whole-school community.

Considerations for planning a unit

A unit provides information on the knowledge, processes, skills and attitudes to be developed in a specific and relatively short period. Planning an appropriate, effective and efficient unit with an outcomes focus involves first identifying the learning outcomes to be covered. This serves as the starting point for planning activities. Planning will also include deciding upon a suitable structure, identifying the requirements of the syllabus and choosing an appropriate learner-centred approach. Units will include activities based on outcomes selected from:

- within or across strands of a key learning area;
- one or more levels within a key learning area;
- across key learning areas.

Structuring a unit

Units may be structured in different ways according to the requirements of individual schools or school authorities but may typically include:

- unit title;
- unit length;
- unit purpose;
- the learning outcomes to which the unit will contribute;
- the specific content to be taught;
- activities;
- strategies for assessment;
- tools for recording student performances;
- links to other key learning areas and cross-curricular priorities;
- special considerations for individuals or groups of students;
- social justice principles;
- resources and equipment required;
- unit evaluation.

Units will typically be developed and implemented after consideration of the school program in health and physical education. Modules may be used as a guide for planning a unit.

Syllabus requirements

To plan a unit the following syllabus requirements should be considered:

- *Core learning outcomes*
  Once the levels that students are working towards have been identified, learning outcomes are selected. The activities that make up the unit will be based on these outcomes. Teachers are encouraged to develop units which *integrate* learning outcomes from across strands. This will make more effective use of time, and allow students opportunities to demonstrate learning outcomes in different contexts.

  Teachers may wish to plan activities that focus on outcomes from one level and adapt them for students who are working at a level either before or beyond the identified level. In situations where students from a class are working towards several levels, activities may need to be provided and directed towards groups of students within the class, rather than to the class as a whole.

  Teachers may also wish to plan units that are inclusive of discretionary learning outcomes if there are students who have demonstrated the core learning outcomes consistently and well.

- *Core content*
  The contexts which will allow for demonstrations of learning outcomes will be framed by the core content chosen for the unit. Where appropriate, teachers are encouraged to choose core content from across strands. The elaborations for each learning outcome suggest a variety of content and contexts that teachers may find useful in their planning of units. The core content to be included in each unit should be decided upon when considering program requirements and the needs of students.

- *Physical activity*
  Physical activity will be used in the planning of most units based on the strand Developing Concepts and Skills for Physical Activity. Due to its unique role as a medium for learning, however, teachers are encouraged to have students use physical activity to demonstrate learning outcomes from the other strands.

- *Assessment*
  The planning of activities based on learning outcomes should parallel the planning of assessment tasks and development of criteria. Many activities will provide opportunities for gathering information about students' demonstrations of outcomes. Students should participate in this planning and be well aware of the criteria and the variety of assessment techniques to be used to inform and support teacher judgment.

- *Social justice principles*
  All units should highlight one or more of the social justice principles — diversity, equity and supportive environments. These principles should be explicit for both the teacher and the student, with students exploring the principles within the activities.

- *Cross-curricular priorities*
  Where appropriate, the development and selection of activities should consider the cross-curricular priorities — literacy, numeracy, lifeskills and a futures perspective. This will contribute towards integration with other key learning areas.

- *Learner-centred approach*
  Various learner-centred approaches may be used to provide a framework for the activities that make up a unit. The approach chosen should support the purpose of the unit and engage students in the learning process. While there are many learner-centred approaches available for teachers, the inquiry-based approach to learning and teaching, illustrated in the following diagram, has been used to sequence activities in most sourcebook modules.
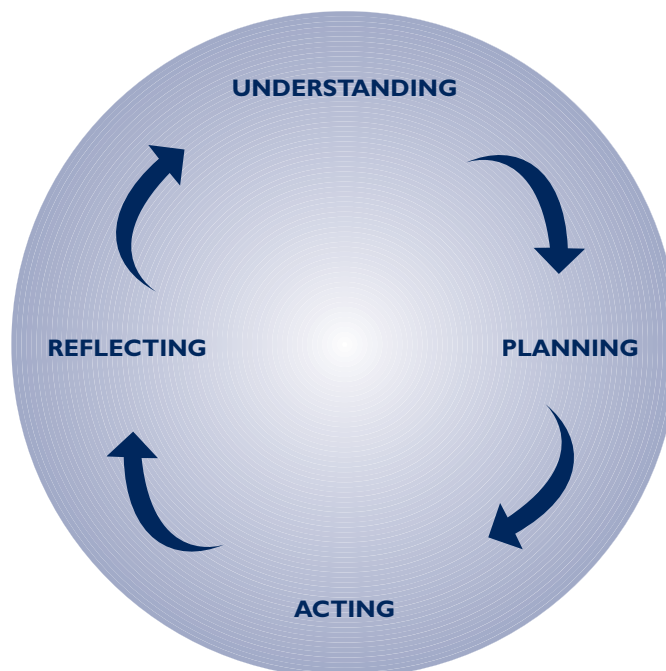
Each phase of this approach — understanding, planning, acting and reflecting — is integral to the successful completion of the learning–teaching process.

When planning units:

- the *understanding* phase involves exploring the nature of the topic, issue or task through:
  - identifying the topic, issue or task to make it manageable or meaningful;
  - re-presenting the topic, issue or task;
  (This phase may also include the initial gathering of information depending on the specific intentions of the module.)
- the *planning* phase involves gathering, analysing and reviewing information to determine the action needed to explore the topic or issue, or complete the task. At this phase learners:
  - assemble the information;
  - analyse and evaluate the information;
  - decide on an action plan.
- the *acting* phase involves implementing plans that may result in a performance or the presentation of findings. Learners explore the topic and then act to deal with the issue or complete the task.
- the *reflecting* phase encourages teachers and students to take time to assess their learning.

Considerations for planning a program

Programs are the means by which teachers plan for demonstrations of learning outcomes over extended periods of time. The planning may involve one strand or more from the key learning area.

A program may cater for:

- all students in a class, year or school level(s) for one key learning area;
- all students in the school, for all key learning areas;
- an individual student or groups of students with specific needs for one or more key learning areas.

Syllabus requirements

When planning a program in the key learning area, teachers should consider the following syllabus requirements:

- *Core learning outcomes*
  The learning outcomes selected for inclusion in the program should reflect the levels at which the students within the school or year level are working. The learning outcomes included in units will be dependent upon a number of factors, including school requirements, teacher expertise and student needs.
- *Core content*
  During Years 1–10 students should be provided with activities that promote learning and incorporate all of the core content. To ensure a balanced coverage of the core content, programs within a school and between primary and secondary school settings may need to be coordinated. The core content should be contextualised to suit the local school setting.
- *Physical activity*
  Including a significant amount of time for participating in physical activity in health and physical education programs may require coordination between teachers.

- *Assessment*
  The program should highlight appropriate, effective and efficient assessment processes that are in keeping with the principles of assessment. This will include identifying suitable assessment techniques, forms and instruments for use by teachers when developing units to cater for the different student learning styles and backgrounds.

- *Social justice principles*
  A program should ensure that diversity, equity and supportive environments are embedded in units wherever possible. Students should have regular contact with each of these principles in all stages of their schooling.

- *Cross-curricular priorities*
  A program should ensure that literacy, numeracy, lifeskills and a futures perspective are embedded in units wherever possible, and that students get regular contact with each of these priorities in all stages of their schooling.

- *Learner-centred approach*
  A program should encourage the use of learner-centred approaches in all units. Many of these approaches are modelled in the sourcebook modules.

- *Multiple opportunities*
  The program should ensure that students have multiple opportunities to demonstrate the learning outcomes consistently. This may involve developing programs, units or activities based on the same or different combinations of learning outcomes. Where possible, programs should allow students opportunities to demonstrate learning outcomes in different contexts.

Educational setting

Planning a program in the key learning area will initially require consideration of the educational setting, including:

- the location — for example, geographically isolated, urban, coastal, rural;
- staffing allocations, responsibilities and expertise — for example, the number of teachers having responsibility for providing a group of students with opportunities to demonstrate outcomes;
- school organisation — for example, middle-schooling approach, family groupings, vertical timetable, primary, secondary, multi-age;
- school authority policies and requirements — for example, specific content;
- school population;
- availability of resources — for example, physical, human;
- time allocation;
- reporting requirements;
- community expectations and influences.

Student needs

All programs should take into account the school population and the individual and group differences that exist within that population.

For students with disabilities, programs should provide alternative ways for demonstrating outcomes. Some students with disabilities will make similar progress to that of their peers, while others may be working at a different level. Frequently, students with disabilities can participate in the same activities as their peer group. Planning and assessment should be appropriate for the

student's age and draw on content in the learning area that is accessible to the student.

Some students with special educational needs may not be able to demonstrate all outcomes within a level, and may find some strands more difficult than others.

For students with disabilities, Foundation Level outcomes written using the level statement should:

- be descriptions of what students know and can do;
- be written so that they can be assessed;
- be achievable;
- reflect the intent of the level statement;
- be tailored to the students' individual needs;
- be linked to a priority goal of an individualised education plan.

Examples of outcomes at the Foundation Level are included in Appendix 2.

Planning assessment for demonstrations of learning outcomes

Assessment requires that students are able to show what they have learned — that is, they can demonstrate what they know and can do. There is an integral relationship between the experiences which promote learning and the assessment techniques that facilitate students' demonstrations of learning outcomes.

Each learning outcome contains a statement of what students should know and be able to do. Learning outcomes inform the assessment process and may indicate which assessment techniques and instruments are more appropriate in their demonstration. The experiences provided for students will determine the specific assessment tasks used. To clarify the expectations of the assessment process, characteristics of ideal responses may be identified by developing criteria. Assessment items may assess more than one learning outcome.

The diagram below illustrates the relationship between learning outcomes and activities. The learning outcomes are used as a starting point for planning experiences and identifying assessment opportunities. This planning process may suggest additional learning outcomes which could also be demonstrated by students as a result of particular experiences.
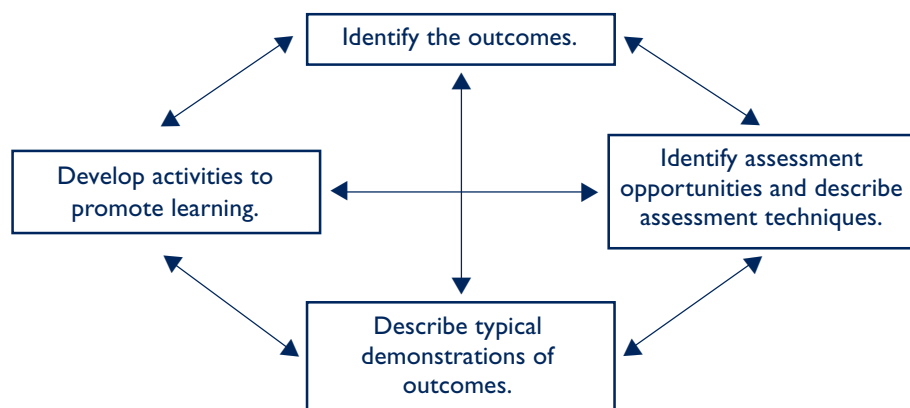
Relationship between learning outcomes and planning for assessment

Techniques for gathering information

Students' demonstrations of outcomes should be monitored through the use of a range of assessment techniques. The following techniques provide types of information which can be useful in different situations.

Observation is an effective technique for gaining a broad impression of students' demonstration of learning outcomes. It includes communicating with students and monitoring progress as they work. Most observation is incidental and takes place as students participate in planned activities. Some observations are structured to gather particular kinds of information.

Consultation involves teachers interacting with students, colleagues, parents, carers or other paraprofessionals. The varying perspectives of these consultations help enrich teachers' understanding of students' demonstrations of learning outcomes. Information gained through consultation may confirm or conflict with teachers' impressions formed as they observe students. Some consultations will reveal a need for more detailed assessment.

Focused analysis involves teachers in examining specific details of students' demonstrations of learning outcomes. It allows teachers to identify and examine the strengths and specific needs evident in students' work through a wide variety of oral or written tasks, including tests.

Self-assessment allows teachers to take students' perceptions of their own achievements into account when developing teaching, learning and assessment activities. Teachers communicate with students about the students' progress and perceptions. They use student goal setting to plan individual activities and identify where students need additional support or explanation.

Peer assessment involves students in applying criteria to assess the work of others in a non-threatening but informed way. They reflect on their own work through focusing on the work of others. Students take on other classroom roles, such as that of tutor. A classroom atmosphere of negotiation, collaboration and fairness supports peer assessment.

Classroom opportunities for gathering information

How written, oral and practical assessment forms suggested in the syllabus can be used in the classroom requires careful consideration by teachers. A variety of forms should be used to assess an individual student's or group of students' abilities to demonstrate learning outcomes.

To be inclusive of all students, it may be necessary to use different forms of assessment to collect information about students' demonstrations of a learning outcome.

Assessment instruments

Teachers can record evidence of students' demonstrations of learning outcomes using assessment instruments that are manageable and easily incorporated into classroom activities. These include:

*   annotated work samples;
*   observation notes and anecdotal records;
*   student folios;
*   assignments, projects and research reports;

- checklists;
- criteria sheets;
- recordings of performances — audiotapes, videotapes, photographs;
- self- and peer-reflective writings and journals;
- test results over time;
- homework, worksheets and assignments.

Making judgments

Evidence of demonstrations of learning outcomes can be drawn from ongoing observations of performance or from assessment tasks specifically designed to allow students to demonstrate learning outcomes. Teachers can make judgments about students' demonstrations of learning outcomes when they are satisfied that they have sufficient evidence of demonstration.

Preferably, decisions about a student's demonstration of learning outcomes should be made without reference to the performance of other students. It is important that each outcome be demonstrated consistently, to a high standard and in a range of contexts.

Teachers' professional judgment is fundamental to assessment and reporting processes. Decisions should be based on explicit criteria, using evidence to determine demonstration of learning outcomes. The criteria should be made known to students so that the basis for judgment is clear.

Materials and processes to support the consistency of teachers' judgments within and among schools can be developed through:

- shared understandings;
- descriptions of ideal responses;
- criteria sheets;
- common planning and assessment tasks;
- examination of student folios;
- progress maps;
- moderation processes (formal and informal).

Shared understandings

Where possible, teachers should collaborate with others to develop a shared understanding of tasks and consistency in making judgments about demonstrations of learning outcomes. This can be either a formal or an informal process in which teachers discuss and compare their evidence and decisions in relation to students' demonstrations of outcomes. Comparison of evidence and justification of teachers' judgments are central to accountability.

Descriptions of ideal responses

Descriptions of ideal responses provide concrete references for teachers to use in determining whether an outcome has been demonstrated. They are not standards in themselves, but are indicative of them.

Criteria sheets

Criteria sheets contain the essential components, attributes or specifications, rules or principles used to judge student performance, responses or products.

Common planning and assessment tasks

Where two or more teachers plan activities together, they can reach a common understanding of expected outcomes. Where different groups of students undertake the same activities, consistent decisions regarding their demonstration of outcomes can then be made.

Examination of students' folios

A student folio is a collection of a student's work assembled over a period of time. It may include day-to-day tasks, work produced for assessment items or selections of a student's best work showing effort, progress and achievement. A folio containing a complete collection of a student's work is often used to demonstrate progress. A folio containing selected items only is more commonly used for summative assessment and reporting.

Progress maps

Progress maps provide frameworks for monitoring student progress against described developmental continua. The concept of a progress map underlies the sequencing of the core learning outcomes in each of the strands of the syllabus. A student's progress in relation to the development of knowledge, processes, skills and attitudes of the key learning area is plotted against the six levels used to describe the core learning outcomes.

Moderation processes (formal and informal)

Formal moderation processes occur when schools or school authorities require teachers from within or across schools to compare student work and to discuss the consistency of judgments about demonstrations of learning outcomes. Informal moderation occurs any time teachers share their understandings of judgments of student demonstrations of learning outcomes.

Reporting

In an outcomes approach, reporting occurs in terms of outcomes; however, a range of approaches for reporting is possible. While the final decision rests with schooling authorities or individual schools, teachers could report to parents or carers on students' demonstrations of all or some of the core learning outcomes or could use the level statements to guide reporting to parents or carers on student performance in strands. Students could be achieving at different levels in different strands. Teachers may also opt to report in different ways for different key learning areas.

Results of assessment need to be clearly communicated through reporting to others — students, parents, carers, other teachers and paraprofessionals who support students' learning progress.

Assessment tasks in modules

The assessment tasks provided in modules do not always specify **how** a student is to demonstrate the outcome (for example, 'Students write a report . . .') as this would restrict the opportunities for each student to demonstrate the outcome in a manner most appropriate to his or her needs and the local context. For example, if the task stated 'Students present a report . . .', the report could be presented as an oral or written report, dramatisation, or through a video or overhead transparency presentation. How the outcome is demonstrated through the task is therefore up to the teacher and the students, and may vary considerably depending on the students' ages, interests and skills; the teacher's views; the local context; and available resources. As with all aspects of modules, teachers may wish to use or modify the tasks and questions.

Assessment across key learning areas

Assessment tasks relating to health and physical education learning outcomes may provide information which can be used to inform decisions about students' demonstrations of outcomes in other key learning areas. For example, a written task using a specific genre may also be used as an assessment piece in English.

Assessment tasks developed for integrated units which combine learning outcomes from more than one key learning area may provide information about student demonstration of outcomes from each of the key learning areas represented. Activities that feature the cross-curricular priorities of literacy, numeracy, lifeskills and a futures perspective will often provide the opportunity for this to occur.

Reference

Sports Medicine Australia, Queensland Branch 1997, *Warm-up and Stretching*, Brochure, St Lucia, Queensland.

*E*valuation

Evaluation is the process of collecting, analysing and interpreting information so that judgments can be made regarding the appropriateness, effectiveness and efficiency of:

- the implementation of the syllabus and sourcebook;
- current programs, units and activities that reflect the syllabus requirements.

Appropriateness refers to the extent to which activities, units and programs:

- are suited to the developmental levels and learning styles of students;
- are inclusive of, and relevant to, all students;
- promote active learner involvement and self-reflection.

Effectiveness refers to the extent to which activities, units and programs are sequenced and comprehensive in their focus on the requirements of the syllabus.

Efficiency refers to the extent to which programs make timely and cost-effective use of resources.

The purpose of evaluation is to provide a basis for decision making about the need for and direction of change. Sometimes it provides reassurance that current programs and practices are continuing to meet specific needs. On the other hand, evaluation may show discrepancies between students' needs and programs and practices, requiring changes to be made in one or more areas.

Evaluation may be ongoing or may take place at the conclusion of a program, unit, or period of time. Ongoing evaluation allows continuous refinement of a program; end-point evaluation enables a holistic picture of a program or unit to be formed. The timing of evaluation depends on its purpose.

Evaluation may be conducted by teachers, administrators or other stakeholders working alone or in collaboration with one or more colleagues.

Implementation of the syllabus and sourcebook

Syllabus

Judgments to determine the appropriateness, effectiveness and efficiency with which the syllabus has been implemented in the school will include considering the extent to which:

- the characteristics and needs of students, including those in target groups, have been identified and catered for in school programs;
- programs have encompassed the requirements of the syllabus, including:
  – key learning area outcomes;
  – core content;

– physical activity;

– social justice principles;

– cross-curricular priorities;

– learner-centred approach;

– valued attributes of a lifelong learner;

– assessment.

- the outcomes approach to education promoted in the syllabus has been accepted by all members of the community, including students;

- physical, human and material resources have been managed effectively;

- relevant school authority policies have been identified and acted upon.

Sourcebook

Judgments to determine the appropriateness, effectiveness and efficiency with which the sourcebook has been used in the school will include considering the extent to which:

- teachers have used modules as a model for planning and assessing units which focus on learning outcomes, core content and the cross-curricular priorities;

- elaborations of core learning outcomes and other features of the sourcebook have been used to inform the planning and assessment of programs, units and activities which are inclusive and relevant to student needs;

- modules have informed the use of resources in accordance with school authority policies;

- modules have influenced the updating, modification or acquisition of resources as a result of information offered in the sourcebook.

Evaluation of programs, units and activities

Learners

Judgments to determine the appropriateness, effectiveness and efficiency with which the needs of learners have been met will include considering the extent to which students have:

- had their life experiences and interests acknowledged and incorporated into the curriculum;

- perceived that their learning is relevant to their current and future needs;

- had opportunities to inform teachers of their prior learnings, understandings, learning styles and abilities;

- been actively involved and can negotiate the sequence and pace of their own learning;

- had opportunities to use physical activity as a medium for learning and in the demonstration of learning outcomes;

- had opportunities to demonstrate the outcomes;

- had equitable access to resources of suitable quality and quantity to support them in their learning.

Experiences that promote learning

Judgments to determine the appropriateness, effectiveness and efficiency of experiences that promote learning will include considering the extent to which they:

- are appropriate to the interests, life experiences, and learning styles of students;
- are contextualised to suit the needs of students;
- cater for the possible range of student development;
- lead to the demonstration of learning outcomes;
- allow students multiple opportunities for demonstrating learning outcomes;
- overcome barriers to equitable demonstration of outcomes;
- actively engage students in the learning process;
- challenge the students;
- include opportunities for reflection and self-assessment;
- display continuity in the planned development of conceptual understandings;
- focus on the learning outcomes, core content and cross-curricular priorities;
- use physical, human and material resources in ways that enhance students' opportunities to learn;
- are further enhanced by the purchase and distribution of resources in a timely and cost-efficient manner;
- adhere to school authority policies.

Assessment

Judgments to determine the appropriateness, effectiveness and efficiency with which assessment is embedded in programs, units and activities will include considering the extent to which assessment:

- is inclusive of all students;
- actively engages students;
- is based on current knowledge of child and adolescent development and caters for the possible range of student developmental levels;
- uses a variety of forms to suit the individual learning styles and abilities of students;
- focuses on learning outcomes;
- is effective in allowing students to demonstrate outcomes;
- is related to the sequenced development of conceptual understanding;
- is an integral part of the learning process;
- incorporates physical activity where purposeful;
- provides opportunities for reflection and self-monitoring;
- incorporates, where appropriate, the cross-curricular priorities;
- uses a learner-centred approach;
- incorporates techniques for gathering information that suit the learning outcome and context;
- is adequately resourced.

Outcomes approach

Judgments to determine the appropriateness, effectiveness and efficiency with which an outcomes approach to education is embedded in programs, units and activities will include considering the extent to which:

- there is a clear focus on learning outcomes;

- students are aware of the reasons for learning what they are learning;

- it is recognised that all students can succeed;

- students are given time to produce work of a high standard;

- there is a focus on current knowledge of child and adolescent development;

- students are provided with opportunities for self-assessment so that students can monitor their own progress;

- a wide range of teaching strategies is used to cater for the developmental differences, prior knowledge and skills of students;

- there is a learner-centred approach to learning and teaching;

- barriers to demonstration of outcomes by students are identified and overcome;

- the different backgrounds, interests, prior understandings, experiences and learning styles of students are valued;

- students are provided with opportunities to progress and demonstrate core learning outcomes in more than one context;

- there is sufficient flexibility in the curriculum to cater for the different characteristics and learning needs of students;

- planning of experiences which promote learning and of assessment occurs at the same time;

- assessment is seen as a learning opportunity and is used to inform future planning;

- clear expectations of student performance have been established.

*U*sing the sourcebook modules

A sourcebook module is a resource for teachers that provides learning and teaching ideas to assist students to develop and demonstrate understandings related to specified core learning outcomes. The modules focus on core learning outcomes within and across the three strands identified in the syllabus. Sourcebook modules contain activities, resource materials and information regarding assessment strategies, background and reference material and support the implementation of the syllabus. The activities contained within the modules are neither exhaustive nor definitive but are intended as a guide for planning class and/or school programs. The modules are based on syllabus requirements, current practice and anticipated students' needs and interests at different stages in their schooling.

The modules demonstrate:

- a series of activities that facilitate student demonstration of core learning outcomes;
- how to combine one or more core learning outcomes from within or across strands in a meaningful context;
- the relationship between core learning outcomes, planning and assessment;
- how some or all of the social justice principles can be incorporated into activities;
- the use of different learner-centred approaches to learning and teaching, particularly inquiry approaches;
- the use of physical activity as a medium for learning and teaching in each of the strands;
- activities that contribute to the development of the cross-curricular priorities;
- how the core content can be used as a medium for demonstrating core learning outcomes.

While the full set of modules reflects all core learning outcomes in each strand and level, the modules do not cover all situations and contexts that students could encounter. Each module demonstrates one way of presenting and assessing core learning outcomes in a given context. Teachers are encouraged to modify modules to meet the specific needs and interests of particular groups of students and individual students, their own needs and the learning environment.

Activities in the modules are organised around the phases of a variety of learner-centred approaches to learning and teaching. For example, the activities in the annotated module on pp. 67–73 are organised around the four phases of understanding, planning, acting and reflecting, while activities in other modules may be based around other phases — for example, orientating, enhancing and synthesising.

Modules and planning

The modules are designed so that teachers can use them to plan, prepare, implement and assess relevant activities. Teachers will need to take schooling authority and/or school policies into account when adapting and using these modules.

Most modules include Resource Sheets to support activities. These sheets are placed at the end of the module and contain a variety of material including:

- information for teachers;
- information and activities for students.

The symbol Ⓔ indicates that the Resource Sheets may be photocopied for classroom use.

The key features of a typical module are highlighted and explained on the following pages.

All core learning outcomes are of equal value so, notionally, the amounts of time allocated to the demonstration of each outcome are equal.

Modules have not been written for a fixed time period. Teachers are encouraged to use the modules in ways that suit their own needs and the needs of their students. Because of this, modules provide a body of information that could be used over time depending on a variety of factors including:

- students' prior knowledge, needs and abilities;
- whether the unit to be developed is to be taught by one teacher or in cooperation with other teachers — for example, classroom generalist and physical education specialist teachers;
- available resources and time;
- school or school authority planning requirements.

Modules may be used as a guide for customising units or they may be the equivalent of a unit in some situations. Where teachers modify the module, there may be an effect on other aspects of it. For example, if activities are excluded or altered, requirements of the core learning outcome(s) may no longer be covered. Other aspects of the module that may be affected include:

- the core content;
- assessment;
- social justice principles;
- cross-curricular priorities;
- the learner-centred approach.

A full set of modules is available on the Queensland School Curriculum Council web site (http://www.qscc.qld.edu.au). These modules:

- cover all the core learning outcomes at least once;
- use a variety of core content from across strands.

Key features of modules

Key learning area

Band of schooling

The level at which activities are directed

Title of the module

The strands of the syllabus on which the module is based

Explains the intention of the module in terms of the core learning outcomes and core content on which it is based

Lists activity focus and shows how the structure of the module is based on a learner-centred approach

SOURCEBOOK MODULE

HEALTH AND PHYSICAL EDUCATION

MIDDLE PRIMARY

Level

| F | I | 2 | **3** | 4 | 5 | 6 | B6 |

Water safety and survival

Strands
Promoting the Health of Individuals and Communities
Developing Concepts and Skills for Physical Activity
Enhancing Personal Development

Purpose

Students identify potentially hazardous situations in aquatic environments and demonstrate actions to respond to unsafe and emergency situations. They practise and develop the movement skills and sequences required to demonstrate personal survival skills and efficient stroke techniques in a range of aquatic situations. Students make decisions about and demonstrate actions to ensure the safety of themselves and others in these environments and demonstrate communication and cooperation skills as they collaborate with others to ensure survival.

Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in **understanding**, **planning**, **acting** and **reflecting** phases.

Understanding
Potential aquatic hazards
Shared responsibility
Assisting others

Reflecting
Reviewing actions
and skills

Planning
Personal safety and
survival

Acting
Developing and
implementing a
survival plan

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Intended core learning outcomes of activities in the modules

WATER SAFETY AND SURVIVAL • MIDDLE PRIMARY

Core learning outcomes

This module focuses on the following core learning outcomes from the Years 1–10 Health and Physical Education Syllabus:

Promoting the Health of Individuals and Communities

3.3 Students identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.

Developing Concepts and Skills for Physical Activity

3.1 Students perform movement skills and sequences to meet the requirements of different physical activities and tasks.

Enhancing Personal Development

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

Core content that students engage with during the module

Core content

This module incorporates the following core content from the syllabus:

Promoting the Health of Individuals and Communities

- behaviours that promote personal and group safety related to aquatic environments;
- safe, unsafe, risky and challenging behaviours in physical activities in aquatic environments;

Developing Concepts and Skills for Physical Activity

- specialised skills for swimming and water safety;

Enhancing Personal Development

- interpersonal skills of communication, cooperation, decision making and problem solving.

Assessment strategy

Assessment tasks and questions to help teachers determine whether students have demonstrated the outcomes

Promoting the Health of Individuals and Communities 3.3

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module.

- **Students identify the potentially hazardous situations associated with a range of aquatic environments. They explain how they would respond to these situations, identifying the knowledge and skills they would require.**
  - Can the student identify potentially hazardous situations related to different aquatic environments?
  - Can the student suggest appropriate responses to these situations?
  - Can the student identify the skills needed to demonstrate these responses?
  - Can the student explain emergency procedures related to familiar aquatic environments — for example, the school/home pool?

2

Strands associated with the core learning outcomes and core content are listed in this column.

Level

Outcome within the level

Developing Concepts and Skills for Physical Activity 3.1

- **Students demonstrate skills and sequences to respond to unsafe and emergency situations in aquatic environments.**
  - Can the student demonstrate the following skills?
    float with a flotation aid for one minute;
    scull head first on the back;
    scull feet first on the back;
    swimm slowly keeping the arms below the surface of the water;
    swimm 50 metres using recognised strokes;
    perform a step-in entry;
    perform a compact jump;
    use a rigid object to pull a partner to safety;
    throw a flotation aid to a partner in the water.
  - Can the student combine survival swimming skills in a sequence in response to a given situation?

Enhancing Personal Development 3.4

- **Students demonstrate communication, cooperation, decision-making and problem-solving skills in situations where they take action to ensure the survival of themselves and others in aquatic environments.**
  - Does the student provide clear instructions and reassurance when assisting a partner?
  - Does the student cooperate to ensure the safety of others in partner and group activities?
  - Does the student contribute to problem solving and decision making in partner and group activities?
  - Does the student accept different roles in partner and group activities?

Information that may enhance teachers' understandings about the issue or topic

Background information

Water safety and survival

Students in the middle primary years are becoming more adventurous when they participate in water-based recreation activities, whether it be in the surf, pools, rivers or dams. Students need to have an understanding of water safety and survival and be able to demonstrate safe behaviours and personal survival skills.

This module has links with the Royal Life Saving Society Swim and Survive Awards (levels 3 and 4); however, not all aspects of the awards are necessarily reflected in this module. Students who are progressing towards Swim and Survive Awards at other levels may already have acquired a number of the skills developed in this module.

Where students are not proficient in the basic strokes of freestyle and breaststroke, time will need to be spent improving these in conjunction with this module.

All activities should be developed to the point where students are able to perform them confidently and competently wearing swimwear and clothing. The 'buddy' system, where a pair of students is responsible for monitoring each other's safety, is traditionally used in aquatic activities. This system can

WATER SAFETY AND SURVIVAL • MIDDLE PRIMARY

3

Terms that teachers could introduce to students during the module

Highlights issues and policies (e.g. safety) that need to be considered during activities

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WATER SAFETY AND SURVIVAL • MIDDLE PRIMARY

also be used to allow students to act as tutors in assisting their partner to improve performance. This will be important in partner and group work if students are to experience situations as close as possible to real life within the bounds of safe behaviour.

Terminology

Activities in this module involve use of the following language in the context of Health and Physical Education:

aquatic	currents	survival skills
buoyant	hazardous	sculling
collaborate	patrolled	tides
communicate	personal flotation device (PFD)	self-preservation
compact jump	procedure	vigilance
cooperate	rips	submerged
emerency		waves

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

Safety policies are of particular relevance in 'Water safety and survival'. Some safety issues that teachers should consider are:

- having a 'spotter' present in addition to the teacher to observe students in the water;
- establishing safety procedures as a priority before arriving at the pool, and repeating and rehearsing them once students enter the pool area;
- ensuring safe behaviour outside and around the pool — for example, no running or pushing;
- defining boundaries for the lesson — for example, from this end of the pool to the steps, or three lanes from the edge;
- using a 'freeze' command or a whistle code to indicate when immediate attention is required;
- establishing emergency procedures that are well understood by all staff and students involved in the swimming program;
- consulting regularly with pool staff about access, first-aid facilities, emergency procedures and evacuation routes.

The school's sunsafety policy should also be considered.

Teachers should seek information from parents/carers and students about any factors that might affect a student's capacity to participate safely in swimming activities.

4

Indicates how the module supports student understanding of the social justice principles

References that may be useful in delivering the module. May include print and electronic materials, web sites and organisations.

Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments and diversity. It includes activities that encourage students to:

- work cooperatively with others in a range of activities;
- identify the contribution of individuals to the group's work;
- develop an understanding about the responsibilities of the community to ensure the wellbeing and safety of individuals and groups, and the reciprocal responsibility of individuals and groups to the community.

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Support materials and references

Meaney, P. H. (ed.) 1994, *Teaching Swimming and Water Safety*, The Australian Council for the Teaching of Swimming and Water Safety (Austswim), Canberra.

Rhodes, L. (ed.) 1993, *Successful Strokes*, Australian Swimming Inc., Canberra.

Royal Life Saving Society 1995, *Swimming and Lifesaving*, 3rd edn, Mosby Lifeline, Artarmon, NSW.

Royal Life Saving Society 1996, *Aquapack*, 2nd edn, Mosby Lifeline, Artarmon, NSW.

Royal Life Saving Society Australia 1998, *The Royal Life Saving Society Australia*. Available URL: http://www.rlssa.org.au/ (accessed 15 April 1999).

Surf Life Saving Queensland 1997, *Surf Life Saving Queensland*. Available URL: http://www.lifesaving.org.au/education/safety/surfsafe.htm (accessed 15 April 1999).

Organisations

Austswim — Queensland Branch
    PO Box 301
    Albion, Q 4010
    Tel: (07) 3260 4140
    Fax: (07) 3260 4130

Queensland Swimming Association Inc.
    PO Box 2140
    Fortitude Valley, Q 4006
    Tel: (07) 3252 4845
    Fax: (07) 3252 8374

Royal Life Saving Society of Queensland
    PO Box 1093
    Capalaba DC, Q 4157
    Tel: (07) 3828 2823
    Fax: (07) 3823 2423

Surf Life Saving Queensland
    PO Box 3747
    South Brisbane, Q 4101
    Tel: (07) 3846 8000
    Fax: (07) 3846 8008

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Where necessary, an introductory note provides information about materials, prior learnings required, or strategies used throughout the module.

Phase of learner-centred approach around which activities are organised

Activity focus

Activities

WATER SAFETY AND SURVIVAL • MIDDLE PRIMARY

Activities

Materials

This module requires students to use flotation aids. Any buoyant material will be suitable. Both rigid and non-rigid reaching aids are also required for performing rescues. Rigid aids include sticks, umbrellas, paddles; non-rigid aids include towels, ropes and clothing.

Students will need shorts and a T-shirt for a clothed swim.

Understanding

POTENTIAL AQUATIC HAZARDS	Developing an understanding of the need to be proficient in water safety and personal survival skills

▶ Students make a list of the water activities they enjoy and the various places where these may occur — for example, surf, creek, pool, dam, water theme park.

R Resource Sheet 1

▶ Students draw or locate a map of the local area indicating which areas or places are available for water activities. They discuss the potential dangers associated with each of these locations. Locations could include a council/ community pool, rivers, beaches, lakes, water slide, home pool (see Resource Sheet 1, 'Hazards in water environments').

Focus questions could include:
• Are there facilities in the local area suitable for the water activities that you suggested previously?
• What are the dangers associated with each of these locations?
• Which people are most at risk in these places? Why?

▶ In groups, students research where the majority of drownings occur in their state or local community and consider the implications of this information in terms of personal and community safety requirements. They also investigate the age-groups involved in aquatic incidents. Students negotiate roles within the group, such as who is going to record and who will present findings. Each group prepares a presentation to report their findings.

Focus questions could include:
• Where do most people drown?
• What dangers exist in natural water environments?
• What dangers exist in built water environments?
• What skills would be needed to survive in these natural water environments — for example, how long would you need to be able to float or swim to survive?

▶ Students experience the effect of a strong current (where possible) by creating a whirlpool in a pool and trying to change direction against the current. The whirlpool is created by a group moving rapidly in a circular path in the shallow end of the pool. As the whirlpool develops, students may find it difficult to maintain their footing. They could hold hands with a partner when doing this activity. Students who lack confidence in the water should hold onto the side of the pool. To move out of the whirlpool, students should move diagonally across the 'current' towards the edge of the pool.

6 • • • •

An example of an activity promoting the cross-curricular priorities of:

• *literacy (through the research task);*
• *lifeskills (through the development of citizenship skills as students 'consider the implications of their research in terms of community safety requirements'.*

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▶ Students experience the effect of loss of sight/disorientation caused by murky water or darkness by swimming with their eyes closed while trying to find a partner or object. They follow instructions given by the teacher or a partner.

Focus questions could include:

• How could you search for something under water when the water is murky?

• How could you locate someone in the water if you were unable to see the person — for example, in darkness or in choppy water?

• Would it be easier to find something or someone in the water by yourself or with a group of people? Why?

The focus questions support an inquiry approach and can be used to guide student learning

Teaching considerations

Encourage students to give precise directions to their partners during this activity.

Student work in the understanding phase provides opportunities for assessment linked to English (writing and speaking) — for example, describing the feeling of having no vision in the water; describing how they would feel if they really lost their eyesight or were in flood waters at night; or describing what they would try to do if they were in such a situation. Reflective written pieces could also be developed about the feeling of being caught in a current and trying to fight it.

Specific information to assist the teacher when conducting the activity

SHARED RESPONSIBILITY

Developing an understanding of safety as a shared responsibility

▶ Students work in small groups to identify and discuss rules related to a range of aquatic environments — for example, at a pool; at a water theme park; in a river, lake or dam; or at the beach. They consider who makes the rules, who enforces them and why such rules are necessary. Students also discuss who has responsibility for safety when there is nobody to enforce rules. Each group presents the results of their discussions.

▶ Students identify which of the rules that exist for managed aquatic environments, such as water theme parks and pools, could be transferred to other aquatic environments.

▶ Students discuss who has ultimate responsibility for their personal safety in the water, their family's safety at an aquatic environment, students' safety at a school pool, and the safety of the community at the beach. Working in groups, they list the advantages and disadvantages of being responsible for their own personal safety and having a parent/carer, teacher or lifesaver take responsibility for their personal safety.

Teaching consideration

Students should understand that they have responsibility not only for their own safety but also for the safety of other members of their group. They should adopt an attitude of 'looking out for each other'.

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This focus statement promotes the principle of supportive environments by encouraging students to think of the needs, interests and points of view of others.

The activities do this by encouraging students to:

• **take care of themselves and others in various environments;**

• **understand the responsibilities of communities to ensure the wellbeing and safety of all members of the community.**

Promoting the Health of Individuals and Communities — Level 1

1.1 Students describe and demonstrate everyday actions which they can take in a range of situations to promote their health.	*1.2* Students recommend healthy eating practices and demonstrate making healthy choices from a range of foods.	*1.3* Students decide which people and things make environments and activities safe.	*1.4* Students explain how health products and people in the community help them meet their health needs.	*1.5* Students explain how elements of different environments in which people live, work and play affect health.
Everyday actions to promote their health: • wash hands after toileting, before eating • shower or bathe daily • care for the skin, hair, eyes, ears • choose a variety of healthy foods • clean teeth after meals • drink water regularly • wear protective clothing and use sunscreens in the outdoors • avoid polluted or dangerous physical environments • participate in physical activity • wear a seatbelt • wear a helmet when cycling • use pedestrian crossings • talk about concerns and worries • say 'no' to unwanted touch and other unwelcome actions • celebrate achievements and special occasions • do not talk to strangers	**Healthy eating practices:** • eat regularly • eat a variety of healthy foods • select food from the basic food groups • eat to meet specific health needs • eat with family and friends • celebrate with food • eat foods from other cultures **Making healthy choices from a range of foods:** • choosing breakfast, lunch, snack and picnic foods based on a food selection model • choosing appropriate quantities for energy and growth requirements • using knowledge of special dietary needs to select appropriate foods	**People who make activities and environments safe:** • lifeguards at the beach supervise swimming • crossing supervisors make road crossings safe • umpires maintain control in games • teachers stop unsafe behaviour in the playground • police presence on the roads encourages adherence to rules • parents/carers make the home safe **Things that make activities and environments safe:** • safety signs, flags at the beach warn of conditions or rules • traffic lights on the roads control traffic flow • protective equipment reduces risk of injury, e.g. helmets when cycling, elbow and knee pads for roller blading or skateboarding, hats and sunglasses when in the sun, shin pads in sport • fences around pools prevent accidents • soft landing areas in playgrounds reduce risk of injury and accidents	**Products that assist in meeting health needs:** • personal hygiene products such as soap and toothpaste reduce the risk of infection and disease • pharmaceutical products and first-aid supplies treat ailments and injuries • sunscreens, hats and sunglasses protect the skin • nutritious foods meet growth and development needs **People in the community who assist in meeting health needs:** • doctors diagnose and treat health problems and provide access to medicine and vaccinations • dentists care for teeth • optometrists care for eyes • teachers provide opportunities to engage in, and understand the importance of, physical activity for health • Aboriginal/Islander health workers provide culturally appropriate health information • council workers ensure clean water, disposal of waste • chemists provide advice and medicines • school nurses conduct medical checks	**Elements of home environments that affect health:** • good hygiene practices are related to reduced risk of illness • quality of communication and support among individuals is related to levels of stress and emotional wellbeing • use and maintenance of appliances is related to risk of injury • chemical storage procedures are related to accidents and injury **Elements of work environments that affect health:** • quality of lighting affects vision and influences safety • high noise levels can damage hearing and cause stress • protective gear (eye goggles, ear muffs) reduces risk of injury • quality of support among workers affects levels of stress and emotional wellbeing • workplace health and safety rules protect health and safety **Elements of play environments that affect health:** • cooperative play and respect for others reduce risk of injury and emotional upset • safe landing areas and safely maintained facilities reduce risk of injury • shade protects from sun damage • litter increases risk of illness/injury

Core learning outcomes in levels with elaborations

Promoting the Health of Individuals and Communities — Level 2

2.1 Students describe and demonstrate actions they can take to promote the different dimensions of the health of themselves and others.	2.2 Students explain the benefits of eating a variety of nutritious foods and plan ways to increase the range of nutritious food in their diets.	2.3 Students propose and demonstrate ways to promote personal safety and the safety of others.	2.4 Students identify places where health products and services may be obtained and suggest reasons why people choose to use different health products and services.	2.5 Students recommend ways they can care for their environments to promote and protect their health.
Actions to promote personal health: • celebrate achievements and occasions (social) • participate in activities that are enjoyed and done well (emotional, spiritual) • practise good personal hygiene (physical) • form friendships (social, emotional) • wear protective clothing (physical) • use protective equipment (physical) • have regular dental and medical check-ups (physical) • be vaccinated (physical) • participate in regular exercise (physical) • avoid physical risks and reject dares (physical, emotional) **Actions to promote the health of others:** • clean up the environment (physical, social) • dispose of waste thoughtfully (physical) • listen to and support others (social, emotional) • report bullying, racism and harassment (social, emotional) • avoid others when ill (physical)	**Benefits of eating a variety of nutritious foods:** • assists physical growth and development • meets energy needs • improves concentration span • makes you feel good **Ways to increase the range of nutritious food in their diet:** • request a change of food offered at the canteen each month • try foods from different cultures • experiment with different sandwich fillings • ask parents/carers to buy more fruit and vegetables	**Ways to promote personal safety:** • wear safety clothing and use safety equipment • play by the rules in physical activities • abide by messages on signs and from people in authority • avoid taking risks and accepting dares • avoid unsafe physical environments • avoid unsafe social situations • seek assistance by signalling, calling or dialling for help **Ways to promote the safety of others:** • put toys away • alert others to hazards • alert others at risk of safe actions to adopt • use a 'buddy' system in the water and on hikes • report strangers and suspicious activities	**Where health services and products may be obtained:** • doctor's surgery for medical care • hospitals for medical care • first-aid centre for emergency treatment • health clinic for nutritional information • church for counselling services • specialist medical centres for optometry, psychology and podiatry • pharmacy or supermarket for medicines, eye care and sun protection products • natural health centre for natural remedies • gymnasium, fitness centres and shops for fitness products • supermarket, fruit and vegetable shops and home garden for foodstuffs **Why people choose to use different health services and products:** • recommendation by a friend • cost • religious or cultural beliefs • level of health knowledge • access by public transport • proximity to home • side effects • type of treatment offered • needs	**Ways they can care for their environment to promote and protect their health:** • cooperate with, respect and support others whilst at home, at play and in the community to build happy relationships • report bullying to protect themselves and others from injury and build self-esteem • report damaged equipment, appliances and facilities to parents, carers, teachers or relevant authorities to protect from injury • avoid using pressurised sprays, and plant trees to improve air quality • use bins and assist with disposal of waste to avoid spread of disease and injury

Core learning outcomes in levels with elaborations

Promoting the Health of Individuals and Communities — Level 3

3.1 Students describe the impact of their own and others' behaviours on health and propose personal and group actions which promote the dimensions of health.	3.2 Students explain how eating behaviours affect health and take action on a food-related goal which promotes health.	3.3 Students identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.	3.4 Students assess the reliability of sources of information relating to health products and services.	3.5 Students describe features of places where they live, work and play that influence the health of themselves and others, and propose ways they can help the people who are responsible for keeping these places healthy.
Personal actions that promote health: • regular physical activity improves physical functioning, mental and emotional wellbeing (physical) • hygienic behaviours protect against illness, disease and infection (physical) • eating a balanced diet assists body functioning, growth and development, and mental and emotional wellbeing • accepting dares and playing unsafely increases the risk of injury • completing challenging activities improves self-esteem (mental, emotional) • using safety equipment decreases the risk of injury **Group actions that promote health:** • advocate for healthy foods at the tuckshop • campaign for bike safety • maintain clean public environment • implement strategies to reduce teasing and harassment	**How eating behaviours affect health:** • skipping meals or eating an inadequate quantity of food reduces energy levels for physical activity and decreases mental concentration • eating a range of foods regularly and in sufficient quantities enhances body functioning, growth and development, and mental concentration • sharing meal times and celebrating special occasions enhances emotional and spiritual wellbeing • eating foods high in sugar, salt and fat increases risk of illness and disease **Actions to promote a food-related health goal:** • eat a healthy breakfast and lunch daily • replace unhealthy snack foods with healthy ones	**Potentially hazardous situations:** • swimming in flooded creeks • cycling without a helmet • train surfing • petrol sniffing • being around fire • attempting tasks beyond skill level **Actions to respond to unsafe situations:** • remove yourself from the situation • alert others to the unsafe situation • act to make a situation safe or to minimise the danger **Actions to respond to emergency situations:** • remain calm and assess danger to self and others • remove self and others from the danger as appropriate • follow first-aid procedures/administer first aid • seek assistance • follow set procedures and rules	**Sources of information relating to health products and services:** • media • product labels • point of sale • manufacturers • teachers • parents/carers or friends • government health agencies • Internet • pharmacist • health-care providers **Ways to assess reliability of sources:** • use criteria to rank the reliability of the sources • seek opinions of others • conduct research • check the validity of the claims • reflect on personal experience • consider the qualifications of the health-care provider or the person promoting the product or service • determine who benefits from the sale of the product or service	**Features of places that influence the health of themselves and others:** • cleanliness of toilet, shower and food preparation areas • storage of poisons and medicines • fences around swimming pools • level of cooperation, love and conflict • quality of communication among individuals • standard of lighting, noise control and air quality • standard of equipment and appliances • fire evacuation and emergency incident procedures • rules for play • standard of play equipment • availability and standard of protective equipment **Ways they can help people who are responsible for keeping places healthy:** • assist parents with cleaning • report harassment to teachers/carers • cooperate with and support others • report unsafe appliances and facilities • help groundspeople to maintain cleanliness • abide by recommended procedures

Promoting the Health of Individuals and Communities — Level 4

4.1 *Students recommend actions they can take to promote their health in response to social, biological or environmental factors.*	**4.2** *Students develop and implement strategies for optimising personal diet based on identified nutritional needs for growth, energy and health.*	**4.3** *Students propose ways of responding to situations and behaviours that are unsafe, harmful or risky, after assessing options and consequences.*	**4.4** *Students justify the selection of health products and services that best meet their health needs.*	**4.5** *Students identify aspects of their social and physical environments that enhance or pose threats to their health, and plan strategies for achieving healthy environments for themselves and others.*
Actions they can take to promote their health: • say 'no' to peer pressure (social) • reject physical dares and risks (social) • manage relationships (social) • challenge media messages and images (social) • manage changes associated with puberty (biological) • monitor air and water quality, and noise levels (environmental) • report bullying, racism and harassment (social)	**Strategies for optimising personal diet:** • determine personal nutritional needs based on growth and energy required for physical activity and health condition and alter accordingly • identify factors that support and those that impede an individual in optimising his or her personal diet and act on these • maintain fluid intake to regulate body functioning • eat carbohydrate-rich foods such as potatoes and pasta for energy • eat foods containing iron and calcium for growth and repair of body • reduce salt, sugar and fat intake to maintain healthy body functioning	**Ways of responding to situations and behaviours that are unsafe, harmful or risky:** • assist a swimmer in difficulty • leave and report violent or abusive situations • learn self-defence • say 'no' assertively to physical dares • alert others and/or emergency services to environmental hazards • avoid polluted environments • take appropriate precautions in temperature extremes • report bullying, racism and sexism • critically evaluate recommendations on health products **Assessing options and consequences:** • identify all possible options • assess consequences of each option • identify and justify best option(s)	**Health products and services that meet personal health needs:** • deodorants and sanitary items in response to lifestyle factors and for the protection they offer • sun protection products to complement skin type and reduce risk of sun damage • protective equipment selected for safety and comfort in chosen physical activity • doctor who relates well to young people • school guidance officer or nurse • ambulance for emergency health service • dietitian for nutritional advice • religious worker or psychologist for spiritual and emotional health concerns **Justifying the selection of products and services:** • meets health needs • culturally appropriate • cost-effective • affordable • easily accessed • readily available • complements lifestyle • provides better protection	**Aspects of physical and social environments that enhance personal health:** • clean air and water • road signs • waste disposal facilities • safety policies and procedures • parks and natural bushland • cooperation, support, tolerance and respect among individuals • celebrations **Aspects of environments that pose threats to their health:** • air pollution by industry, motor vehicles and smoking • water pollution by waste disposal and chemical run-off • land pollution by litter and improper dumping of waste • harassment, bullying and racism • uncooperative behaviours **Strategies for achieving healthy physical and social environments for themselves and others:** • follow rules and procedures • use public transport or cycle • deal with conflict in socially acceptable ways • advocate for changes to laws, rules and policies • campaign to improve air quality • conduct a sun safety campaign

Core learning outcomes in levels with elaborations

Promoting the Health of Individuals and Communities — Level 5

5.1 Students predict the short- and long-term consequences of health behaviours on the health of themselves and others, and propose actions to promote health, now and in the future.	**5.2** Students devise and implement for themselves and others health-promoting strategies which recognise the influence of a range of factors on personal dietary behaviours, now and in the future.	**5.3** Students demonstrate behaviours and actions to provide care or manage risk in responding to unsafe or risky situations and behaviours.	**5.4** Students analyse the impact of factors on their own and others' ability to access and effectively use health information, products and services.	**5.5** Students examine the health-related impact of behaviours on our social and physical environments, and propose ways to promote health-enhancing social and physical environments.
Short-term consequences of health behaviours on the health of themselves and others: • accepting physical dares and risks threatens personal safety • regular physical activity assists weight control, growth and development **Long-term consequences of health behaviours on the health of themselves and others:** • prolonged use of tobacco influences vascular and respiratory functioning and can cause cancer • regular physical activity and good nutrition decrease the risk of cardiovascular disease • bullying, harassment and racism can cause poor self-esteem and stress **Actions to promote health, now and in the future:** • adopt a physical activity program to ensure fitness • moderate use of alcohol, tobacco and other drugs • adhere to product warnings and advice	**Factors that influence personal dietary behaviours now and in the future:** • changing growth and development needs associated with puberty and pregnancy • taste preferences • lifestyle • physical activity levels • specific health conditions • cultural background • family structure • media • availability of, and access to, a range of foods • employment **Health-promoting strategies:** • monitor and balance food intake and energy expenditure • advocate for changes to foods made available at canteens • challenge media messages advertising foods high in fat and sugar	**Behaviours and actions to provide care:** • learn first aid • assist a swimmer in difficulty • manage an unconscious casualty • provide care to an intoxicated person • provide emotional support **Behaviours and actions to manage risk:** • seek assistance or advice • identify and assess risks or hazards to self and others • devise action plans and implement ways to minimise risks • recognise personal limitations	**Influences on their own and others' ability to access health information, products and services:** • personality, motivation, confidence and preference • knowledge • disability • cultural background • religious beliefs • access to transport and buildings • costs and affordability • convenience of hours of opening • eligibility • availability and access to telephone, TV and Internet **Influences on their own and others' ability to effectively use health information, products and services:** • understandings about effective use • motivation and commitment • relationship with provider • access to specialist hospital care • literacy level • English language proficiency • cost of information, products and services • disclosure of information about potential dangers	**Health-related impact of behaviours on social environments:** • harassment, bullying and racist behaviours cause social discord • cooperative, supportive and respectful behaviours are conducive to social harmony **Health-related impact of behaviours on physical environments:** • emissions from industry and vehicles lead to air pollution • improper disposal of litter and waste affects the quality of drinking water • removal of vegetation destroys the land and detracts from aesthetic beauty • vandalism of property and facilities creates safety issues **Ways to promote health-enhancing social and physical environments:** • comply with rules, policies and procedures for waste disposal • actively support clean air and water campaigns • participate in neighbourhood watch programs • use and promote public transport

Core learning outcomes in levels with elaborations

Promoting the Health of Individuals and Communities — Level 6

6.1 Students investigate the social, cultural and environmental factors associated with a health concern of young adults in order to propose strategies that promote the health of themselves and others.	**6.2** Students propose and implement strategies that support healthy eating behaviours in response to the impact of current trends in eating behaviours and planned diets.	**6.3** Students devise personal and community strategies to respond to potentially unsafe situations and behaviours.	**6.4** Students propose a combination of products and services required to accommodate their health needs now and in the future.	**6.5** Students assess the impact of rules, laws and policies in promoting healthy social and physical environments.

Factors associated with health concerns of young adults:
• concerns about sexual health, sexuality and body image
  – peer pressure and media messages (social, environmental)
  – family, religious beliefs (cultural)
• concerns associated with tobacco, alcohol and other drug use
  – peer pressure, media messages, laws (social, environmental)
  – family, community practices, religious beliefs (cultural)
• stress-related concerns
  – physical changes (social, cultural)
  – changes in relationships (social, cultural)
  – the need to achieve (social, cultural)
 	
Strategies that promote the health of themselves and others:
• reduce air pollution by cycling or using public transport
• talking through problems and concerns with others
• accept diversity
• modify behaviours to minimise risk
• lobby or campaign for rules, laws and policies
	Current trends in eating behaviours and planned diets:
	• skipping meals
	• eating on the run
	• eating fast foods
	• overeating
	• avoiding eating
	• eating to gain weight or muscle bulk
	• eating to lose weight
	• fad dieting
	• crash dieting
	
	Strategies that support healthy eating behaviours:
	• monitor the range of foods eaten
	• plan for and monitor food intake against energy expenditure
	• critically evaluate media messages and challenge them when appropriate
	• seek support from health services personnel, family and peers
	• consider personal lifestyle and circumstances when planning meals
		Personal strategies to respond to potentially unsafe situations and behaviours:
		• learn to assess risks
		• be assertive
		• learn first aid
		• use guardian trains
		• warm up before activities
		• learn self-defence
		• plan strategies to prevent or minimise risk
		• ensure appropriate equipment and skills for activities
		
		Community strategies to respond to potentially unsafe situations and behaviours:
		• media campaigns to reduce binge drinking
		• education campaigns about safety house programs, neighbourhood watch, safe sex
		• promotion of swimming at patrolled beaches
		• lobbying local council for better street lighting
			Services and products to meet their health needs now:
			• personal hygiene products to meet needs associated with puberty
			• counselling services to provide emotional support with concerns associated with moods, identity, sexual relationships and puberty
			• protective equipment to participate safely in physical activity
			• youth detoxification or rehabilitation centres to deal with alcohol, drug or behaviour problems
			• medical and dietary services for advice on nutrition-related concerns
			
			Services and products to meet their health needs in the future:
			• community counselling agencies provide information about pregnancy and marriage
			• stress management services and products
			• breast screening
			• agencies for managing work-related injury
			• natural therapies for stress management
				Rules, laws and policies that promote healthy environments:
				• *Anti-discrimination Act 1991* (Qld)
				• school policies on harassment and bullying
				• school social justice policy
				• *Workplace Health and Safety Act 1995* (Qld)
				• infectious disease policies in schools
				• *Criminal Code*
				• drug-free policy in schools
				• age of consent
				• laws regarding drink driving
				• *Environmental Protection Act 1994* covering water pollution, air pollution and disposal of rubbish
				• *Aboriginal and Torres Strait Island Heritage Protection Act 1984–1986* (Commonwealth)
				• consumer standards and quality control that cover safety standard of products

Core learning outcomes in levels with elaborations

Developing Concepts and Skills for Physical Activity — Level 1

1.1 Students demonstrate a variety of basic locomotor skills and non-locomotor skills, varying body actions and use of space.	**1.2** Students demonstrate a variety of manipulative skills using a range of implements and different parts of the body.	**1.3** Students describe the physical and emotional effects that result from their participation in a variety of vigorous, whole-body activities.	**1.4** Students categorise the physical activities that they and others watch or play.

Basic locomotor skills varying body actions and use of space:
• run, jump and hop while changing directions
• stop and start
• travel varying position of arms and legs
• make different shapes with the body while travelling
• change levels and pathways while travelling
• make different shapes while floating
• move through the water using running and swimming actions
• travel in response to stimuli — beat, rhythm, music, words
• roll along the ground and down slopes
 	
Basic non-locomotor skills varying body actions and use of space:
• balance using different body parts as bases
• bend, twist, stretch and curl on the ground or on equipment
• rock using different body shapes and bases of support
• move in place in response to stimuli
	Manipulative skills using a range of implements and body parts:
	• roll small and medium-sized balls and hoops
	• use hands, feet, sticks and bats to stop small and medium-sized balls
	• throw bean bags and small, medium-sized and large balls using:
	  – an underarm throw with one or two hands
	  – an overarm throw with one or two hands
	  – a two-handed chest throw
	• catch bean bags and different-sized balls using one hand, two hands or a scoop
	• strike a stationary ball with a foot, hand or short-handled bat
	• dribble a ball with a foot, hand or bat
	• swing and jump using a rope or hoop
	• manipulate flotation aids, dive rings, dive sticks or balls in the water
		Physical effects of participation:
		• increased rate and depth of breathing and increased heart rate after running or after kicking through water at speed
		• tired arms from swimming, hanging or supporting body weight
		• tired legs from running, cycling or skipping with a rope
		• increased body temperature
		• increased perspiration
		• sore calf muscles after skipping with a rope for an extended time
		
		Emotional effects of participation:
		• enjoyment
		• excitement
		• pride in performance
		• fear when climbing
		• frustration
		• happiness
		• satisfaction
			Ways of categorising physical activities:
			• playing area, e.g. indoor or outdoor; court, field, track or pool
			• equipment used, e.g. large or small ball, bat or racquet
			• individual/team
			• competitive
			• recreational
			• child
			• adult

Core learning outcomes in levels with elaborations

Developing Concepts and Skills for Physical Activity — Level 2

2.1 *Students demonstrate simple combinations of locomotor and non-locomotor skills.*	**2.2** *Students demonstrate basic movement skills using equipment in play and simple games.*	**2.3** *Students compare the effects on the body of participating in physical activities of varying intensities.*	**2.4** *Students identify physical activities in which they, their friends and their family participate and suggest reasons for different choices.*
Simple combinations of locomotor skills: • combine running, jumping, hopping and skipping • take off and land using one foot or two feet • travel taking weight on different body parts, e.g. hands and feet or hands and knees • travel through the water combining different arm and leg actions **Simple combinations of non-locomotor skills:** • rhythmic actions with hands and feet in personal space, e.g. clap hands, click fingers, stamp feet • spin, jump, turn and twist in personal space • float on front, then change to float on back • hang and change shape **Simple combinations of locomotor and non-locomotor skills:** • balance, rock then roll • run, jump then balance • jump, turn, roll then stand • walk with straight leg lift then balance on one foot • travel on a bar using hands and hang in various shapes • in water, glide, float and recover to stand	**Basic movement skills using equipment in play and simple games:** • play chasing games in the water using a kickboard for support • roll a ball for accuracy or for distance • push a ball to a target using a bat • strike a ball with a bat using an overarm action • hit a ball off a low tee using a two-handed action • throw a ball and catch it after one bounce or on the full • run and dodge markers • dribble a ball with the foot or hand while weaving around markers • score a point by throwing a bean bag or ball to hit a marker • defend a marker to prevent it being hit by a bean bag or ball • move to intercept a ball and to gain possession	**Effects on the body of participating in physical activity:** • low intensity — little noticeable change in the body; shallow breathing, regular heartbeat • medium intensity — faster, deeper breathing and faster heart rate • high intensity — faster, stronger heartbeat; deeper, fuller breathing; heavy, tired arm or leg muscles; higher body temperature; perspiration **Physical activities of varying intensities:** • low intensity, e.g. walking, floating, balancing, climbing slowly • medium intensity, e.g. jogging, dancing, moving at a comfortable, rhythmic pace through the water • high intensity, e.g. running quickly, aerobic dance, moving powerfully through the water, continuously skipping with a rope	**Reasons for choices of physical activity:** • excitement • improvement of balance and skill • fitness • competition • to socialise • relaxation and enjoyment • being part of a team and with friends • being like a 'hero' • playing area close to home • fun • participation of other family members

Core learning outcomes in levels with elaborations

Developing Concepts and Skills for Physical Activity — Level 3

3.1 Students perform movement skills and sequences to meet the requirements of different physical activities and tasks.	**3.2** Students observe rules and demonstrate an awareness of others in play and simple games.	**3.3** Students describe what it means to be fit and demonstrate activities that promote health-related fitness.	**3.4** Students suggest how people and the availability of facilities influence choices relating to physical activity.
Movement skills to meet the requirements of different physical activities and tasks: • throw for speed, distance, accuracy and height • move to catch different-shaped objects • balance on different body parts on/off apparatus to show stability • float and use sculling actions to conserve energy for survival in water • perform set body actions in time to rhythmic or musical accompaniment **Movement sequences to meet the requirements of different physical activities and tasks:** • dribble and throw for distance or for accuracy using a shoulder pass • show flow by smoothly linking locomotor, rotational and balance skills • run and jump for distance • strike or serve a ball and run to a designated marker or base • mount a beam, perform a balance to show flexibility, and dismount • enter water, tread water, swim and exit	**Awareness of others and observing rules in play and simple games:** • move into spaces to receive the object of play from team members • dodge to avoid contact with others in non-contact games • communicate with others to coordinate play • project the object of play into spaces away from opponents • cooperate with team members to score runs • respond to officials' decisions • position themselves in anticipation of the movements of others	**What it means to be fit:** • being able to participate in everyday activities without getting tired • being able to recover breath quickly after exertion • being able to relax the mind and the muscles • feeling happy and energetic • getting along with others **Activities that promote health-related fitness:** • walking, jogging, swimming, dancing, cycling and walking up stairs promote heart and lung fitness and muscular strength • stretching promotes joint mobility • climbing and swimming promote fitness	**How people influence choices relating to physical activity:** • through encouragement • by recommendations or advice • by provision of equipment or apparel • by provision of opportunities to be spectators • through role modelling • by rewards offered by others • through personal involvement **How availability of facilities influences choices relating to physical activity:** • ease of access encourages increased use • availability of facilities increases choices • non-availability limits choices • cost of equipment limits choices

Developing Concepts and Skills for Physical Activity — Level 4

4.1 Students create and perform movement sequences in games, sports or other physical activities, implementing ways to enhance their own and others' performances.	**4.2** Students demonstrate basic tactics and strategies to achieve identified goals in games, sports or other physical activities.	**4.3** Students identify and take part in a variety of physical activities that contribute to the development of particular components of health-related fitness.	**4.4** Students explain how images of physical activity influence their own and others' participation in, and attitudes towards, physical activity.

Ways to enhance their own and others' performances:
• practise movement skills and sequences
  – the importance of practice
  – physical and mental practice
  – length and frequency of practice
• provide and respond to feedback
  – the importance of feedback
  – general versus specific feedback
  – positive versus negative feedback
  – monitor, analyse and evaluate feedback
• implement suitable tactics and strategies
• apply knowledge of stability, force and projectiles
  – force and speed to run and jump for distance and height
  – bases of support, transfer of weight and changes in body position
  – biomechanical principles to throw and strike (transfer of weight, angle of trajectory)
	Basic tactics and strategies to achieve identified goals:
	• deny space and time
	  – minimise runs scored against team by fielding a ball quickly
	  – increase number of players 'home' by stealing between the bases
	  – move to centre of court in racquet sports
	• create space and time
	  – move to a space to receive a pass
	  – use the body to protect the ball
	  – reduce course time in orienteering by using the strategy of 'aiming off'
	• utilise environmental conditions
	  – paddle against the wind when fresh and with the wind when tired
	  – shorten stride when running into the wind or uphill, lengthen stride when running with the wind or downhill
	• use short passes in ball games in windy conditions
	• use low passing shots rather than lobs in windy conditions in net games
		Activities that contribute to particular components of health-related fitness:
		• continuous running, swimming, cycling and aerobic dance contribute to cardio-respiratory endurance
		• regular stretching of body joints contributes to flexibility
		• lifting weights, pushing medicine balls and participating in weight-bearing activities that use the arms and legs contribute to muscular strength and endurance
			Images that influence participation in, and attitudes towards, physical activity:
			• images of gymnasts as elite, slim prepubescent girls
			• images of footballers as strong, solid body types
			• portrayal of male and female participants as athletic, tanned, toned
			• images of lawn bowlers as elderly, passive and having low fitness levels
			• limited images of, or lack of role models for, the disabled
			• images of golfers portraying the game as elitist and for the wealthy
			• images of elite athletes only, suggesting that participants must be highly skilled
			• lack of images of people from a range of cultural backgrounds

Core learning outcomes in levels with elaborations

Developing Concepts and Skills for Physical Activity — Level 5

5.1 Students perform games, sports or other physical activities in ways which reflect their ability to modify movement skills and sequences using basic movement concepts.	**5.2** Students demonstrate a range of tactics and strategies to achieve an identified goal in games, sports or other physical activities.	**5.3** Students devise and implement a health-related fitness program applying principles of training.	**5.4** Students explain how individual and social factors influence their own and others' attitudes towards, and participation in, physical activity.

Using basic movement concepts to modify movement skills and sequences:
• principles of movement
  – law of action–reaction to improve sprint starts (force)
  – angle of release to achieve optimal distance in throwing events (projectiles)
  – shift the centre of gravity outside the base of support to move out of a balance and link movements (stability)
• components of movement
  – vary effort, use of space, relationships with people and objects
  – adapt speed, force, flow, direction and height of movement in activities requiring flight
• skill acquisition
  – provide feedback on the performance of others based on observations of body position and form
  – practise different movement patterns to modify actions of the body to improve performance
	Range of tactics and strategies to achieve an identified goal:
	• deny space and time to stop other team from scoring a goal
	  – in netball, e.g. use zone defence and one-on-one defence, or position players to cover spaces
	  – in softball, e.g. look for opportunities for double play and field the ball quickly
	• create space and time in attack
	  – in touch football, e.g. use dummy passes and cut-out passes, or a wrap
	  – in baseball, e.g. hit ground balls through the infield, lead off on the pitch or steal a base on the pitch
	• utilise environmental conditions
	  – in orienteering, e.g. use hand rails or aiming off
	  – in badminton, e.g. use a lob, drop shot or drive
		Applying principles of training to a health-related fitness program:
		• frequency
		  – undertake aerobic/muscle endurance training three times per week
		• intensity
		  – manipulate aerobic work-outs to sustain heart rate at 50–70% maximum heart rate
		  – vary number of sets (3–5), repetitions (8–12), amount of weight and the speed of muscular contraction in exercises for muscular endurance
		• time/duration
		  – monitor and progressively overload by increasing exercise duration
		  – manipulate rest and recovery time
		• type
		  – vary activities
		  – include:
		    aerobic activities (jog or swim using over-distance training, continuous training, speed play or interval training)
		    flexibility activities (stretch muscles over body joints)
		    muscle endurance activities (progressive resistance, isometric training or isokinetic training)
		  – a combination of activities (circuit training)
			Individual factors that influence attitudes towards and participation in physical activity:
			• previous enjoyment
			• experience of success or failure
			• gender
			• body image
			• body composition, age, height
			• interests in physical activity offered
			• skill level
			• socioeconomic factors
			• ability/disability
			• perceptions of risk of injury
			
			Social factors that influence attitudes towards and participation in physical activity:
			• location of and access to facilities
			• cost of facilities, equipment, apparel
			• perceptions of violence in physical activities
			• media images of physical activity
			• cultural views of body image
			• school and community values
			• recognition of success
			• cultural attitudes, values and beliefs about participation in specific forms of physical activity

Core learning outcomes in levels with elaborations

Developing Concepts and Skills for Physical Activity — Level 6

6.1 Students evaluate their own and others' performance in order to plan and implement ways of improving performance in games, sports or other physical activities.	**6.2** Students select and implement individual or group tactics and strategies in games, sports or other physical activities to respond to environmental conditions or opposing players.	**6.3** Students design and implement a fitness program that reflects personal priorities and goals.	**6.4** Students plan strategies to overcome inequities relating to participation in physical activities.
Ways of evaluating performance: • establish criteria for evaluating performance, e.g. skill level, adherence to rules, anticipation, application of principles of movement • personal judgments based on comparisons to performances of others, kinaesthetics of performance, observations of performance via video • feedback from significant others — verbal and nonverbal feedback **Ways of improving performance:** • practise to consolidate technique • seek and apply feedback to improve technique • train to improve specific components of fitness • use visual imagery to improve technique • think positively • apply biomechanical principles • provide feedback to others	**Individual and group tactics and strategies to respond to environmental conditions:** • shorten passes in ball games in windy and rainy conditions • lob a tennis ball into the sun to make it difficult for an opponent to play an attacking return • use wind resistance to put spin on the ball **Individual and group tactics and strategies to respond to opposing players:** • play one-on-one defence or zone defence in netball, basketball or water polo • use switches, wraps and cut-out passes in touch football • use drop shots and drives to tire a fitter player in racquet sports • hit cross court to move the player out of court and create space for an attack in racquet sports	**Personal fitness priorities and goals:** • alter body composition • control weight • improve muscle tone • improve aerobic capacity • increase flexibility • improve aerobic endurance • increase power • increase muscular strength • meet health needs	**Inequities relating to participation in physical activity:** • exclusion of particular social groups by gender, ability or disability, ethnicity, age, socioeconomic status, location • access to facilities and equipment • recognition of achievements • respect for different skills and abilities • reward for achievements • opportunities for participation • clothing requirements for males and females **Strategies to overcome inequities:** • redistribute funds • advocate for greater access and provision of facilities for the disabled • enforce codes of behaviour • educate to change community values • advocate for policy change to ensure equal opportunity for participation • plan campaigns aimed at encouraging girls' participation in physical activity

Core learning outcomes in levels with elaborations

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.	**1.2** Students identify relationships they experience in their daily lives and can demonstrate the behaviours appropriate for these.	**1.3** Students 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.

Descriptions of themselves in personal terms:
• given name, age, physical characteristics, special features, e.g. hearing impairment
• place of birth
• favourite things, e.g. possessions, colours, friends, toys
• likes, dislikes, abilities and achievements
 	
Descriptions of themselves in family terms:
• family name
• position in family, e.g. child, daughter, brother, cousin, niece, stepchild
 	
Descriptions of themselves in community terms:
• home address
• student at a particular school
• resident of a suburb, town, community
• parishioner of a particular church
• member of sporting club, association, community group
	Behaviours appropriate to everyday relationships:
	• hugging parents/carers
	• not getting into cars with strangers
	• sharing with friends
	• cooperating with siblings
	• helping parents/carers around the home
	• being kind to others
	• being courteous
	• being patient while waiting for a turn
	• caring for own or others' property
	• avoiding communicating with strangers
	• accepting and giving help
	• being supportive by discouraging bullying and teasing of others
		Changes in students as they have grown and developed:
		• physical
		  – height
		  – weight
		  – appearance
		  – physical abilities
		  – muscular strength
		• social
		  – relationships
		  – responsibilities
		• intellectual
		  – range of interests
		  – thinking skills
		  – ways of expressing needs and ideas
		• emotional
		  – ways of expressing feelings
		  – ways of controlling emotions
			Basic skills for interacting effectively with others:
			• using people's names
			• answering questions
			• enunciating words clearly
			• accurately choosing words and expressions
			• establishing eye contact (where culturally appropriate)
			• asking questions to clarify messages and check understanding
			• taking turns
			• giving or receiving a compliment
			• celebrating
			• inviting others to join in
			• helping
			• sharing
			• listening to others without interrupting
			• following rules and procedures
			• not using put-downs
			• standing or sitting at an appropriate distance
			• accurately conveying messages

Core learning outcomes in levels with elaborations

Enhancing Personal Development — 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.*	**2.2** *Students suggest and demonstrate actions, behaviours and attitudes that support positive interactions with family, special people and friends.*	**2.3** *Students compare similarities and differences between people at different stages of life.*	**2.4** *Students demonstrate verbal and non-verbal skills to express ideas, needs and feelings and to show consideration of others.*
What they like about themselves, the ways they are special and how individuals are unique: • abilities, e.g. musical talents, sporting skills • physical characteristics • actions and behaviours, e.g. honesty, kindness • membership of family or group • aspects of personality **Characteristics similar to other people:** • religion • language • physical characteristics • cultural beliefs and values • gender	**Actions, behaviours and attitudes that support positive interactions:** • helping with chores • showing respect for family rules, customs and traditions • obeying parents/carers • thanking others • telling people why they are special • asking for help • cooperating in games and play • sharing equipment • helping to make rules • encouraging others in their performances • sharing jokes • listening to concerns • confiding in trusted friends • sharing personal problems with family members • celebrating birthdays	**Similarities and differences between people at different stages of life:** • physical characteristics • physical abilities • physical, social and emotional needs, e.g. air, food, water, activity, rest, affection • care required • roles and responsibilities • likes and dislikes • how emotions are managed • intellectual ability • type and variety of relationships • success and achievements • interests	**Verbal and nonverbal skills to express ideas, needs and feelings:** • using gestures, facial expressions and body language to convey meaning • complimenting others • requesting help in various situations using signals or voice • expressing feelings openly and honestly • communicating assertively in unsafe situations • describing situations without exaggeration **Showing consideration for others:** • showing appreciation • apologising • offering comfort and support • sharing equipment • listening to other people's opinions • offering encouragement • acting against bullying and harassment

Core learning outcomes in levels with elaborations

Enhancing Personal Development — 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.	*3.2* Students develop and implement strategies, including 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.	*3.4* Students demonstrate communication, cooperation and decision-making skills to collaborate in social, team or group situations.
Different ways of describing people: • nationality • physical characteristics • age group • occupation • interests or abilities • personality • language • disability • gender • according to gender expectations **How descriptions influence the way people value and treat themselves and others:** • increase self-concept and self-esteem • decrease self-concept and self-esteem • establish power over others • create feelings of respect or disrespect • cause insult • create happiness • cause embarrassment • value or devalue achievements • put others down	**Strategies to promote relationships in various groups and situations:** • develop codes of behaviour for group work, team games, class activities, group outings • establish ground rules before commencing activities • plan things together to build cohesion • participate in the decision-making process • negotiate roles to provide individuals with an identity and responsibilities • devise ways to celebrate, reward or acknowledge achievements of individuals or groups • provide opportunities for individuals to express opinions and feelings • establish a procedure to deal with conflict or disagreements • accept and carry out responsibilities • be tolerant of differences	**Changes associated with growth and development:** • height • weight • strength • secondary sex characteristics • values clarification • group affiliation • roles and responsibilities • intellectual ability **Ways to promote their own growth and development:** • develop and maintain relationships with family and others • join teams, clubs or social groups • choose positive role models and mentors • learn new skills • eat nutritious food throughout life • participate in regular physical activity throughout life • work with others on group projects • express emotions and concerns • develop a range of physical skills • develop a range of interests • be accepting of personal abilities and limitations	**Skills to collaborate in social, team or group situations:** • acknowledging and supporting the ideas of others • clarifying the problems to be solved or goals to be achieved • providing ideas for consideration • listening to the ideas of others without being derogatory or interrupting • clarifying understanding of ideas proposed by others • accepting and supporting decisions made • accepting advice and help from others • identifying and using the strengths of others • observing rules • using speaking and listening skills to promote group interactions

Core learning outcomes in levels with elaborations

Enhancing Personal Development — Level 4

4.1 Students evaluate the influence on self-concept and self-esteem of their own and others' behaviours, including the 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.	*4.3* Students 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.

Behaviours that influence self-concept and self-esteem:
• recognising achievement
• accepting or rejecting changes in responsibilities
• losing responsibilities or assuming increased responsibilities
• celebrating achievements
• providing love and support
• engaging in antisocial activities, e.g. stealing, lying, bullying, being disobedient, being destructive
• being honest and trustworthy
• acknowledging effort
	Different types of relationships:
	• child–parent
	• peer group
	• extended family
	• siblings
	• student–teacher
	• player–coach
	• doctor–patient
	• friends of same sex
	• friends of the opposite sex
	• acquaintances
	• strangers
	
	Aspects of behaviours in relationships:
	• level of intimacy or physical contact
	• adherence to rules
	• degree of respect
	• degree of openness and honesty
	
	Evaluating appropriateness:
	• why standards are set
	• who sets standards
	• why standards are important
	• whether standards are the same for all people
		Factors that influence physical, social and emotional growth and development:
		• challenges
		  – in the outdoors
		  – in making and maintaining friendships
		  – in resolving conflict
		  – associated with anger, grief, loss and success
		• inherited characteristics
		  – genetic
		  – cultural characteristics and beliefs
		• environmental
		  – nutrition
		  – sunlight
		  – exercise
		  – smog
		  – living standards
		• social and emotional
		  – love
		  – affection
		  – abuse and violence
		  – emotional turmoil
		  – racism
			Skills and actions that support the rights and feelings of others in social, team or group activities:
			• showing trust and tolerance
			• recognising the rights of others
			• encouraging, praising, pointing out strengths, acknowledging the contribution of others
			• showing courtesy, cooperation, respect and loyalty as a group member
			• assuming responsibility to ensure the rights of others are met or facilitated
			• anticipating the needs of others
			• offering assistance by adapting rules or codes of behaviour to be inclusive
			• acknowledging the feelings of others
			• reporting bullying, harassment and racist remarks or behaviours
			• adhering to rules and codes as a team member
			• playing a non-preferred position for the good of the team

Core learning outcomes in levels with elaborations

Enhancing Personal Development — 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.	**5.2** Students 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.	**5.4** Students demonstrate skills to deal effectively with challenge and conflict in social, team or group situations.
Beliefs and values that influence self-concept and self-esteem: • how paid and unpaid work is valued • community attitudes towards gay and lesbian youth • expectations of adolescent behaviour • stereotypes about abilities and disabilities • stereotypical expectations of gender roles • community attitudes towards body image • belief in racial superiority leading to discrimination based on race and culture • notions of success and failure	**Strategies to manage the influence of individuals and groups on relationships:** • set own goals and make own decisions • continually reflecting and critically evaluating own and others' attitudes, behaviours and expectations • learn self-defence strategies • establish and express own opinions and feelings • exercise rights — to ask questions, to disagree, to say 'no' • learn decision-making, problem-solving and conflict-resolution strategies • analyse how decisions made by others affect own decisions	**Significant transitions in their lives:** • childhood to adolescence • adolescence to adulthood • puberty • beginning school • changing schools • family changes, e.g. new sibling, family break-up, relocation • loss of a 'significant other', e.g. loved one, friend, pet • employment • pregnancy • parenthood **Changes associated with significant transitions in their lives that influence physical, social and emotional growth and development:** • group affiliations • physical maturation • roles and responsibilities • lifestyle • relationships — forming, changing and ending	**Skills to deal effectively with challenge in social, team or group situations:** • identifying the skills necessary to meet a challenge • solving problems to meet challenges • realistically assessing personal abilities • showing self-discipline and cooperating to achieve goals • being assertive in protecting yourself • distinguishing between heroic and foolhardy behaviour • accepting and carrying out responsibilities **Skills to deal effectively with conflict in social, team or group situations:** • mediation • compromise • negotiation • decision making • problem solving • communicating assertively • accepting apologies without holding grudges • discussing the conflict • considering a conflict situation from the point of view of others

Core learning outcomes in levels with elaborations

Enhancing Personal Development — Level 6

6.1 Students evaluate the influence of sociocultural factors on their own and others' self-concept and self-esteem.	**6.2** Students 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.	**6.4** Students demonstrate communication and cooperation skills required to implement decisions of personal choice and to resolve conflict in relationships.
Sociocultural factors that influence their own and others' self-concept and self-esteem: • economic status, e.g. poverty, wealth • stereotypes associated with gender, culture, sexuality, disability or ability • media images and messages about the ideal body • discrimination • expectations of power in relationships • group affiliations • expectations of relationships • rewards for, or acknowledgment of, achievements or effort	**Sociocultural factors that influence relationships:** • community expectations of behaviours between children, and between children and adults • cultural and religious beliefs and values • geographic location, e.g. separation from families • access to technology, e.g. email, telephone • images of relationships in the media and popular culture • stereotypical beliefs about people and relationships • rules, laws and policies about violence, age of consent, intimacy and sexuality • types of, and access to, role models • availability of, and access to, services and agencies that deal with relationships • the family • roles and power structures in families, kinship groups, friendships and sexual relationships	**Personal behaviours that influence growth and development:** • antisocial behaviours, e.g. vandalism, bullying • participation in community service • risk-taking behaviours, e.g. use and abuse of tobacco, alcohol and drugs • competitive behaviours • relationships • leadership behaviours and setting positive examples **Social and physical environments that influence growth and development:** • work • school • home • recreation • living space • personal space • living conditions **Actions to enhance their own and others' growth and development:** • set and commit to the achievement of goals in a range of endeavours — academic, sporting, cultural • clarify personal values and opinions • support and respect others' values, beliefs and opinions • campaign against bullying, harassment and racism • develop skills needed to live in society • engage in regular physical activity	**Communication and cooperation skills to implement decisions of personal choice:** • using 'I' statements to assert and disclose decisions • displaying confident body posture • using hand gestures that complement what is said • maintaining eye contact where culturally appropriate • communicating assertively • seeking support of others **Communication and cooperation skills to resolve conflict in relationships:** • confronting a problem by acknowledging its existence • considering and empathising with the perspectives of others • asking questions to clarify understanding of others' points of view • working towards reaching a successful outcome based on negotiations and willingness to compromise • disagreeing with others without getting angry • expressing negative feelings assertively

Appendix 2: Examples of learning outcomes at Foundation Level

Promoting the Health of Individuals and Communities	Developing Concepts and Skills for Physical Activity	Enhancing Personal Development
Level statement *Students are developing an understanding of their physical health and safety and can demonstrate actions to promote their health and safety. They recognise familiar health-care workers and request assistance from appropriate personnel when required. Students are also developing an understanding of the variety of environments in which people live, work and play and can identify places that are special to them.*	**Level statement** *Students participate in physical activities to develop manipulative, locomotor and non-locomotor movements. Through experiences in a range of physical activity environments, they explore movement and recognise its role in their daily lives. Students recognise a variety of equipment and areas available for their use for physical activity and can identify activities they like and dislike.*	**Level statement** *Students understand who they are and can recognise themselves in response to different stimuli and descriptions. They understand that they are part of a family or group and can identify significant people in their lives with whom they interact. Students demonstrate appropriate communication skills and cooperative behaviours when interacting with significant others.*

Examples of outcomes

Promoting the Health of Individuals and Communities	Developing Concepts and Skills for Physical Activity	Enhancing Personal Development
F.1 Students follow instructions when medical therapy or treatment is being administered. Students demonstrate independence in eating and drinking. Students demonstrate personal hygiene practices.	F.1 Students move freely and safely around people and obstacles. Students demonstrate rhythmic movements in response to music and other stimuli. Students demonstrate basic body control skills while participating in physical activities.	F.1 Students demonstrate an awareness of self by responding to different stimuli. Students communicate their own name and physical features. Students identify personal possessions.
F.2 Students communicate the need for food and drink. Students demonstrate hygiene practices associated with the handling of food. Students identify a range of foods that support their health needs.	F.2 Students demonstrate fine motor skills by holding and releasing objects. Students demonstrate bilateral skills by carrying objects with two hands. Students demonstrate fine and gross motor skills to manipulate objects.	F.2 Students identify other members of their family, class or group. Students identify their relationships to family members. Students identify and interact with significant people in their lives.
F.3 Students stay with a carer or group when on outings. Students demonstrate actions that promote their personal safety. Students demonstrate actions to ensure personal safety and the safety of others when using equipment.	F.3 Students participate appropriately in a range of physical activities for pleasure. Students demonstrate physical activities that are essential for their health and fitness. Students describe physical activities that promote their health.	F.3 Students demonstrate an awareness of different body parts. Students demonstrate an awareness of the different stages of the life span. Students describe changes associated with growing up.
F.4 Students recognise familiar health-care workers. Students seek assistance when hurt or sick. Students identify familiar people and products that contribute to their health needs.	F.4 Students identify games or sports they like or dislike. Students recognise play equipment used in familiar activities. Students identify their favourite game or sport and communicate their feelings about physical activity.	F.4 Students respond to communication and guidance from others. Students follow instructions independently. Students demonstrate appropriate communication skills and cooperative behaviours when interacting with significant others.
F.5 Students identify environments they like or dislike. Students identify different environments as areas for play, work or living. Students demonstrate an awareness of different environments that affect their health.		

Appendix 3: Students with disabilities and learning difficulties

Nine documents relating to students with disabilities and learning difficulties are included on the Queensland School Curriculum Council web site. These documents provide general, introductory information on students with:

- intellectual impairment;
- hearing impairment;
- vision impairment;
- physical impairment;
- autistic spectrum disorder;
- speech–language impairment;
- social emotional disorder;
- multiple impairment;
- learning difficulties.

The information in these documents is organised around headings such as:

- description;
- terminology;
- population;
- disability-specific needs;
- teaching strategies;
- classroom modifications and strategies;
- safety and independence.

There is also a section that provides information on further references, resources and relevant contacts.

Specific information on individual students may be accessible through support services and structures available at a local level.

Appendix 4: Contributors and trial schools acknowledgments

The valuable contributions of the following individuals, organisations and schools are gratefully acknowledged.

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Trial schools

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Atherton State School

Bajool State School

Bokarina State School

Brisbane School of Distance Education

Burnside State High School

Chancellor State School

Charleville State School

Charters Towers School of Distance Education

Chinchilla State High School

Darling Point Special School

Doomadgee State School

Elanora State School

Enoggera State School
Everton Park State School
Glenmore State School
Hambledon State School
Helensvale State High School
Helensvale State School
Highfields State School
Holy Spirit School, Aitkenvale
Holy Spirit School, New Farm
Humpybong State School
James Nash State High School
Kingsthorpe State School
Kruger State School
Maroon Outdoor Education Centre
Mt Isa Central State School
Mt Larcom State School
Mt St Michael's College, Ashgrove
Northern Beaches State High School
Pimlico State High School
Roma Middle State School
Rosedale State School (P–12)
Sandgate District State High School
Sandy Strait State School
St Aidan's Anglican Girls' School, Corinda
St John Fisher College, Bracken Ridge
St Joseph's Primary School, Biloela
St Joseph's School, Murgon
St Margaret's Anglican Girls' School, Ascot
St Monica's College, Cairns
St Paul's Lutheran Primary School, Caboolture
St Thomas More, Sunshine Beach
St Thomas' School, Camp Hill
Stafford State School
Stella Maris School, Maroochydore
Sunshine Beach State High School
The Cathedral College, Rockhampton
The Southport School
The Willows State School
Thursday Island State School
Toowoomba East State School
Townview State School
Urandangi State School
Weir State School
West Moreton Anglican College
Woree State High School
Yeppoon State High School