

# Health and Physical Education (1999)

## Years 1 to 10 Sourcebook Guidelines (Part 2 of 9)

*Note:* The PDF version of this document has been split into sections for easier download. This file is Part 2 of 9.

# 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.