

# Health and Physical Education (1999)

## Years 1 to 10 Sourcebook Guidelines (Part 4 of 9)

*Note:* The PDF version of this document has been split into sections for easier download. This file is Part 4 of 9.

# 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.

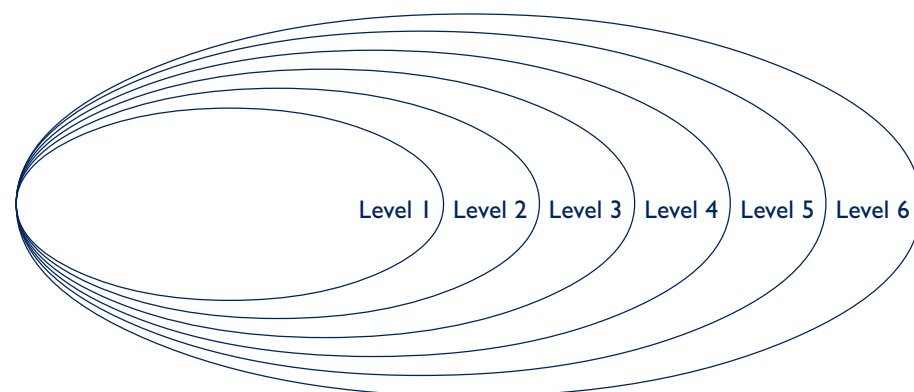
This strand also examines how personal development is influenced by physical, social and cultural factors.

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.

<b>Foundation Level</b>	→	<b>Level 1</b>	→	<b>Level 2</b>	→	<b>Level 3</b>
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.



Sequence of core learning outcomes with elaborations

<p style="text-align: center;"><b>Promoting the Health of Individuals and Communities</b></p>		
<p><i>1.1 Students describe and demonstrate everyday actions which they can take in a range of situations to promote their health.</i></p>	<p><i>2.1 Students describe and demonstrate actions they can take to promote the different dimensions of the health of themselves and others.</i></p>	<p><i>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.</i></p>
<p><b>Everyday actions to promote their health:</b></p> <ul style="list-style-type: none"> <li>• wash hands after toileting, before eating</li> <li>• shower or bathe daily</li> <li>• care for the skin, hair, eyes, ears</li> <li>• choose a variety of healthy foods</li> <li>• clean teeth after meals</li> <li>• drink water regularly</li> <li>• wear protective clothing and use sunscreens in the outdoors</li> <li>• avoid polluted or dangerous physical environments</li> <li>• participate in physical activity</li> <li>• wear a seatbelt</li> <li>• wear a helmet when cycling</li> <li>• use pedestrian crossings</li> <li>• talk about concerns and worries</li> <li>• say 'no' to unwanted touch and other unwelcome actions</li> <li>• celebrate achievements and special occasions</li> <li>• do not talk to strangers</li> </ul>	<p><b>Actions to promote personal health:</b></p> <ul style="list-style-type: none"> <li>• celebrate achievements and occasions (social)</li> <li>• participate in activities that are enjoyed and done well (emotional, spiritual)</li> <li>• practise good personal hygiene (physical)</li> <li>• form friendships (social, emotional)</li> <li>• wear protective clothing (physical)</li> <li>• use protective equipment (physical)</li> <li>• have regular dental and medical check-ups (physical)</li> <li>• be vaccinated (physical)</li> <li>• participate in regular exercise (physical)</li> <li>• avoid physical risks and reject dares (physical, emotional)</li> </ul> <p><b>Actions to promote the health of others:</b></p> <ul style="list-style-type: none"> <li>• clean up the environment (physical, social)</li> <li>• dispose of waste thoughtfully (physical)</li> <li>• listen to and support others (social, emotional)</li> <li>• report bullying, racism and harassment (social, emotional)</li> <li>• avoid others when ill (physical)</li> </ul>	<p><b>Personal actions that promote health:</b></p> <ul style="list-style-type: none"> <li>• regular physical activity improves physical functioning, mental and emotional wellbeing (physical)</li> <li>• hygienic behaviours protect against illness, disease and infection (physical)</li> <li>• eating a balanced diet assists body functioning, growth and development, and mental and emotional wellbeing</li> <li>• accepting dares and playing unsafely increases the risk of injury</li> <li>• completing challenging activities improves self-esteem (mental, emotional)</li> <li>• using safety equipment decreases the risk of injury</li> </ul> <p><b>Group actions that promote health:</b></p> <ul style="list-style-type: none"> <li>• advocate for healthy foods at the tuckshop</li> <li>• campaign for bike safety</li> <li>• maintain clean public environment</li> <li>• implement strategies to reduce teasing and harassment</li> </ul>

Sequence of core learning outcomes with elaborations

Promoting the Health of Individuals and Communities		
<p><b>4.1</b> Students recommend actions they can take to promote their health in response to social, biological or environmental factors.</p>	<p><b>5.1</b> 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.</p>	<p><b>6.1</b> 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.</p>
<p><b>Actions they can take to promote their health:</b></p> <ul style="list-style-type: none"> <li>• say ‘no’ to peer pressure (social)</li> <li>• reject physical dares and risks (social)</li> <li>• manage relationships (social)</li> <li>• challenge media messages and images (social)</li> <li>• manage changes associated with puberty (biological)</li> <li>• monitor air and water quality, and noise levels (environmental)</li> <li>• report bullying, racism and harassment (social)</li> </ul>	<p><b>Short-term consequences of health behaviours on the health of themselves and others:</b></p> <ul style="list-style-type: none"> <li>• accepting physical dares and risks threatens personal safety</li> <li>• regular physical activity assists weight control, growth and development</li> </ul> <p><b>Long-term consequences of health behaviours on the health of themselves and others:</b></p> <ul style="list-style-type: none"> <li>• prolonged use of tobacco influences vascular and respiratory functioning and can cause cancer</li> <li>• regular physical activity and good nutrition decrease the risk of cardiovascular disease</li> <li>• bullying, harassment and racism can cause poor self-esteem and stress</li> </ul> <p><b>Actions to promote health, now and in the future:</b></p> <ul style="list-style-type: none"> <li>• adopt a physical activity program to ensure fitness</li> <li>• moderate use of alcohol, tobacco and other drugs</li> <li>• adhere to product warnings and advice</li> </ul>	<p><b>Factors associated with health concerns of young adults:</b></p> <ul style="list-style-type: none"> <li>• concerns about sexual health, sexuality and body image                             <ul style="list-style-type: none"> <li>– peer pressure and media messages (social, environmental)</li> <li>– family, religious beliefs (cultural)</li> </ul> </li> <li>• concerns associated with tobacco, alcohol and other drug use                             <ul style="list-style-type: none"> <li>– peer pressure, media messages, laws (social, environmental)</li> <li>– family, community practices, religious beliefs (cultural)</li> </ul> </li> <li>• stress-related concerns                             <ul style="list-style-type: none"> <li>– physical changes (social, cultural)</li> <li>– changes in relationships (social, cultural)</li> <li>– the need to achieve (social, cultural)</li> </ul> </li> </ul> <p><b>Strategies that promote the health of themselves and others:</b></p> <ul style="list-style-type: none"> <li>• reduce air pollution by cycling or using public transport</li> <li>• talk through problems and concerns with others</li> <li>• accept diversity</li> <li>• modify behaviours to minimise risk</li> <li>• lobby or campaign for rules, laws and policies</li> </ul>

Sequence of core learning outcomes with elaborations

Promoting the Health of Individuals and Communities		
<p><i>1.2 Students recommend healthy eating practices and demonstrate making healthy choices from a range of foods.</i></p>	<p><i>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.</i></p>	<p><i>3.2 Students explain how eating behaviours affect health and take action on a food-related goal which promotes health.</i></p>
<p><b>Healthy eating practices:</b></p> <ul style="list-style-type: none"> <li>• eat regularly</li> <li>• eat a variety of healthy foods</li> <li>• select food from the basic food groups</li> <li>• eat to meet specific health needs</li> <li>• eat with family and friends</li> <li>• celebrate with food</li> <li>• eat foods from other cultures</li> </ul> <p><b>Making healthy choices from a range of foods:</b></p> <ul style="list-style-type: none"> <li>• choosing breakfast, lunch, snack and picnic foods based on a food selection model</li> <li>• choosing appropriate quantities for energy and growth requirements</li> <li>• using knowledge of special dietary needs to select appropriate foods</li> </ul>	<p><b>Benefits of eating a variety of nutritious foods:</b></p> <ul style="list-style-type: none"> <li>• assists physical growth and development</li> <li>• meets energy needs</li> <li>• improves concentration span</li> <li>• makes you feel good</li> </ul> <p><b>Ways to increase the range of nutritious food in their diet:</b></p> <ul style="list-style-type: none"> <li>• request a change of food offered at the canteen each month</li> <li>• try foods from different cultures</li> <li>• experiment with different sandwich fillings</li> <li>• ask parents/carers to buy more fruit and vegetables</li> </ul>	<p><b>How eating behaviours affect health:</b></p> <ul style="list-style-type: none"> <li>• skipping meals or eating an inadequate quantity of food reduces energy levels for physical activity and decreases mental concentration</li> <li>• eating a range of foods regularly and in sufficient quantities enhances body functioning, growth and development, and mental concentration</li> <li>• sharing meal times and celebrating special occasions enhances emotional and spiritual wellbeing</li> <li>• eating foods high in sugar, salt and fat increases risk of illness and disease</li> </ul> <p><b>Actions to promote a food-related health goal:</b></p> <ul style="list-style-type: none"> <li>• eat a healthy breakfast and lunch daily</li> <li>• replace unhealthy snack foods with healthy ones</li> </ul>

Sequence of core learning outcomes with elaborations

Promoting the Health of Individuals and Communities		
<p><b>4.2</b> Students develop and implement strategies for optimising personal diet based on identified nutritional needs for growth, energy and health.</p>	<p><b>5.2</b> 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.</p>	<p><b>6.2</b> Students propose and implement strategies that support healthy eating behaviours in response to the impact of current trends in eating behaviours and planned diets.</p>
<p><b>Strategies for optimising personal diet:</b></p> <ul style="list-style-type: none"> <li>determine personal nutritional needs based on growth and energy required for physical activity and health condition and alter accordingly</li> <li>identify factors that support and those that impede an individual in optimising his or her personal diet and act on these</li> <li>maintain fluid intake to regulate body functioning</li> <li>eat carbohydrate-rich foods such as potatoes and pasta for energy</li> <li>eat foods containing iron and calcium for growth and repair of body</li> <li>reduce salt, sugar and fat intake to maintain healthy body functioning</li> </ul>	<p><b>Factors that influence personal dietary behaviours now and in the future:</b></p> <ul style="list-style-type: none"> <li>changing growth and development needs associated with puberty and pregnancy</li> <li>taste preferences</li> <li>lifestyle</li> <li>physical activity levels</li> <li>specific health conditions</li> <li>cultural background</li> <li>family structure</li> <li>media</li> <li>availability of, and access to, a range of foods</li> <li>employment</li> </ul> <p><b>Health-promoting strategies:</b></p> <ul style="list-style-type: none"> <li>monitor and balance food intake and energy expenditure</li> <li>advocate for changes to foods made available at canteens</li> <li>challenge media messages advertising foods high in fat and sugar</li> </ul>	<p><b>Current trends in eating behaviours and planned diets:</b></p> <ul style="list-style-type: none"> <li>skipping meals</li> <li>eating on the run</li> <li>eating fast foods</li> <li>overeating</li> <li>avoiding eating</li> <li>eating to gain weight or muscle bulk</li> <li>eating to lose weight</li> <li>fad dieting</li> <li>crash dieting</li> </ul> <p><b>Strategies that support healthy eating behaviours:</b></p> <ul style="list-style-type: none"> <li>monitor the range of foods eaten</li> <li>plan for and monitor food intake against energy expenditure</li> <li>critically evaluate media messages and challenge them when appropriate</li> <li>seek support from health services personnel, family and peers</li> <li>consider personal lifestyle and circumstances when planning meals</li> </ul>

Sequence of core learning outcomes with elaborations

Promoting the Health of Individuals and Communities		
<p><b>1.3</b> Students decide which people and things make environments and activities safe.</p>	<p><b>2.3</b> Students propose and demonstrate ways to promote personal safety and the safety of others.</p>	<p><b>3.3</b> Students identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.</p>
<p><b>People who make activities and environments safe:</b></p> <ul style="list-style-type: none"> <li>lifeguards at the beach supervise swimming</li> <li>crossing supervisors make road crossings safe</li> <li>umpires maintain control in games</li> <li>teachers stop unsafe behaviour in the playground</li> <li>police presence on the roads encourages adherence to rules</li> <li>parents/carers make the home safe</li> </ul> <p><b>Things that make activities and environments safe:</b></p> <ul style="list-style-type: none"> <li>safety signs, flags at the beach warn of conditions or rules</li> <li>traffic lights on the roads control traffic flow</li> <li>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</li> <li>fences around pools prevent accidents</li> <li>soft landing areas in playgrounds reduce risk of injury and accident</li> </ul>	<p><b>Ways to promote personal safety:</b></p> <ul style="list-style-type: none"> <li>wear safety clothing and use safety equipment</li> <li>play by the rules in physical activities</li> <li>abide by messages on signs and from people in authority</li> <li>avoid taking risks and accepting dares</li> <li>avoid unsafe physical environments</li> <li>avoid unsafe social situations</li> <li>seek assistance by signalling, calling or dialling for help</li> </ul> <p><b>Ways to promote the safety of others:</b></p> <ul style="list-style-type: none"> <li>put toys away</li> <li>alert others to hazards</li> <li>alert others at risk of safe actions to adopt</li> <li>use a 'buddy' system in the water and on hikes</li> <li>report strangers and suspicious activities</li> </ul>	<p><b>Potentially hazardous situations:</b></p> <ul style="list-style-type: none"> <li>swimming in flooded creeks</li> <li>cycling without a helmet</li> <li>train surfing</li> <li>petrol sniffing</li> <li>being around fire</li> <li>attempting tasks beyond skill level</li> </ul> <p><b>Actions to respond to unsafe situations:</b></p> <ul style="list-style-type: none"> <li>remove yourself from the situation</li> <li>alert others to the unsafe situation</li> <li>act to make a situation safe or to minimise the danger</li> </ul> <p><b>Actions to respond to emergency situations:</b></p> <ul style="list-style-type: none"> <li>remain calm and assess danger to self and others</li> <li>remove self and others from the danger as appropriate</li> <li>follow first-aid procedures/ administer first aid</li> <li>seek assistance</li> <li>follow set procedures and rules</li> </ul>

Sequence of core learning outcomes with elaborations

Promoting the Health of Individuals and Communities		
<p><b>4.3</b> <i>Students propose ways of responding to situations and behaviours that are unsafe, harmful or risky, after assessing options and consequences.</i></p>	<p><b>5.3</b> <i>Students demonstrate behaviours and actions to provide care or manage risk in responding to unsafe or risky situations and behaviours.</i></p>	<p><b>6.3</b> <i>Students devise personal and community strategies to respond to potentially unsafe situations and behaviours.</i></p>
<p><b>Ways of responding to situations and behaviours that are unsafe, harmful or risky:</b></p> <ul style="list-style-type: none"> <li>• assist a swimmer in difficulty</li> <li>• leave and report violent or abusive situations</li> <li>• learn self-defence</li> <li>• say 'no' assertively to physical dares</li> <li>• alert others and/or emergency services to environmental hazards</li> <li>• avoid polluted environments</li> <li>• take appropriate precautions in temperature extremes</li> <li>• report bullying, racism and sexism</li> <li>• critically evaluate recommendations on health products</li> </ul> <p><b>Assessing options and consequences</b></p> <ul style="list-style-type: none"> <li>• identify all possible options</li> <li>• assess consequences of each option</li> <li>• identify and justify best option(s)</li> </ul>	<p><b>Behaviours and actions to provide care:</b></p> <ul style="list-style-type: none"> <li>• learn first aid</li> <li>• assist a swimmer in difficulty</li> <li>• manage an unconscious casualty</li> <li>• provide care to an intoxicated person</li> <li>• provide emotional support</li> </ul> <p><b>Behaviours and actions to manage risk:</b></p> <ul style="list-style-type: none"> <li>• seek assistance or advice</li> <li>• identify and assess risks or hazards to self and others</li> <li>• devise action plans and implement ways to minimise risks</li> <li>• recognise personal limitations</li> </ul>	<p><b>Personal strategies to respond to potentially unsafe situations and behaviours:</b></p> <ul style="list-style-type: none"> <li>• learn to assess risks</li> <li>• be assertive</li> <li>• learn first aid</li> <li>• use guardian trains</li> <li>• warm up before activities</li> <li>• learn self-defence</li> <li>• plan strategies to prevent or minimise risk</li> <li>• ensure appropriate equipment and skills for activities</li> </ul> <p><b>Community strategies to respond to potentially unsafe situations and behaviours:</b></p> <ul style="list-style-type: none"> <li>• media campaigns to reduce binge drinking</li> <li>• education campaigns about safety house programs, neighbourhood watch, safe sex</li> <li>• promotion of swimming at patrolled beaches</li> <li>• lobbying local council for better street lighting</li> </ul>

Sequence of core learning outcomes with elaborations

<p align="center"><b>Promoting the Health of Individuals and Communities</b></p>		
<p><i>1.4 Students explain how health products and people in the community help them meet their health needs.</i></p>	<p><i>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.</i></p>	<p><i>3.4 Students assess the reliability of sources of information relating to health products and services.</i></p>
<p><b>Products that assist in meeting health needs:</b></p> <ul style="list-style-type: none"> <li>personal hygiene products such as soap and toothpaste reduce the risk of infection and disease</li> <li>pharmaceutical products and first-aid supplies treat ailments and injuries</li> <li>sunscreens, hats and sunglasses protect the skin</li> <li>nutritious foods meet growth and development needs</li> </ul> <p><b>People in the community who assist in meeting health needs:</b></p> <ul style="list-style-type: none"> <li>doctors diagnose and treat health problems and provide access to medicine and vaccinations</li> <li>dentists care for teeth</li> <li>optometrists care for eyes</li> <li>teachers provide opportunities to engage in, and understand the importance of, physical activity for health</li> <li>Aboriginal/Islander health workers provide culturally appropriate health information</li> <li>council workers ensure clean water, disposal of waste</li> <li>chemists provide advice and medicines</li> <li>school nurses conduct medical checks</li> </ul>	<p><b>Where health services and products may be obtained:</b></p> <ul style="list-style-type: none"> <li>doctor's surgery for medical care</li> <li>hospitals for medical care</li> <li>first-aid centre for emergency treatment</li> <li>health clinic for nutritional information</li> <li>church for counselling services</li> <li>specialist medical centres for optometry, psychology and podiatry</li> <li>pharmacy or supermarket for medicines, eye care and sun protection products</li> <li>natural health centre for natural remedies</li> <li>gymnasium, fitness centres and department stores for fitness products</li> <li>supermarket, fruit and vegetable shops and home garden for foodstuffs</li> </ul> <p><b>Why people choose to use different health services and products:</b></p> <ul style="list-style-type: none"> <li>recommendation by a friend</li> <li>cost</li> <li>religious or cultural beliefs</li> <li>level of health knowledge</li> <li>access by public transport</li> <li>proximity to home</li> <li>side effects</li> <li>type of treatment offered</li> </ul>	<p><b>Sources of information relating to health products and services:</b></p> <ul style="list-style-type: none"> <li>media</li> <li>product labels</li> <li>point of sale</li> <li>manufacturers</li> <li>teachers</li> <li>parents/carers or friends</li> <li>government health agencies</li> <li>Internet</li> <li>pharmacist</li> <li>health-care providers</li> </ul> <p><b>Ways to assess reliability of sources:</b></p> <ul style="list-style-type: none"> <li>use criteria to rank the reliability of the sources</li> <li>seek opinions of others</li> <li>conduct research</li> <li>check the validity of the claims</li> <li>reflect on personal experience</li> <li>consider the qualifications of the health-care provider or the person promoting the product or service</li> <li>determine who benefits from the sale of the product or service</li> </ul>

Sequence of core learning outcomes with elaborations

Promoting the Health of Individuals and Communities		
<p><b>4.4</b> Students justify the selection of health products and services that best meet their health needs</p>	<p><b>5.4</b> Students analyse the impact of factors on their own and others' ability to access and effectively use health information, products and services.</p>	<p><b>6.4</b> Students propose a combination of products and services required to accommodate their health needs now and in the future.</p>
<p><b>Health products and services that meet personal health needs:</b></p> <ul style="list-style-type: none"> <li>• deodorants and sanitary items in response to lifestyle factors and for the protection they offer</li> <li>• sun protection products to complement skin type and reduce risk of sun damage</li> <li>• protective equipment selected for safety and comfort in chosen physical activity</li> <li>• doctor who relates well to young people</li> <li>• school guidance officer or nurse</li> <li>• ambulance for emergency health service</li> <li>• dietitian for nutritional advice</li> <li>• religious worker or psychologist for spiritual and emotional health concerns</li> </ul> <p><b>Justifying the selection of products and services:</b></p> <ul style="list-style-type: none"> <li>• meets health needs</li> <li>• culturally appropriate</li> <li>• cost-effective</li> <li>• affordable</li> <li>• easily accessed</li> <li>• readily available</li> <li>• complements lifestyle</li> <li>• provides better protection</li> </ul>	<p><b>Influences on their own and others' ability to access health information, products and services:</b></p> <ul style="list-style-type: none"> <li>• personality, motivation, confidence and preference</li> <li>• knowledge</li> <li>• disability</li> <li>• cultural background</li> <li>• religious beliefs</li> <li>• access to transport and buildings</li> <li>• costs and affordability</li> <li>• convenience of hours of opening</li> <li>• eligibility</li> <li>• availability and access to telephone, TV and Internet</li> </ul> <p><b>Influences on their own and others' ability to effectively use health information, products and services:</b></p> <ul style="list-style-type: none"> <li>• understandings about effective use</li> <li>• motivation and commitment</li> <li>• relationship with provider</li> <li>• access to specialist hospital care</li> <li>• literacy level</li> <li>• English language proficiency</li> <li>• cost of information, products and services</li> <li>• disclosure of information about potential dangers</li> </ul>	<p><b>Services and products to meet their health needs now:</b></p> <ul style="list-style-type: none"> <li>• personal hygiene products to meet needs associated with puberty</li> <li>• counselling services to provide emotional support with concerns associated with moods, identity, sexual relationships and puberty</li> <li>• protective equipment to participate safely in physical activity</li> <li>• youth detoxification or rehabilitation centres to deal with alcohol, drug or behaviour problems</li> <li>• medical and dietary services for advice on nutrition-related concerns</li> </ul> <p><b>Services and products to meet their health needs in the future:</b></p> <ul style="list-style-type: none"> <li>• community counselling agencies provide information about pregnancy and marriage</li> <li>• stress management services and products</li> <li>• breast screening</li> <li>• agencies for managing work-related injury</li> <li>• natural therapies for stress management</li> </ul>



Sequence of core learning outcomes with elaborations

<p align="center"><b>Promoting the Health of Individuals and Communities</b></p>		
<p><i>1.5 Students explain how elements of different environments in which people live, work and play affect health.</i></p>	<p><i>2.5 Students recommend ways they can care for their environments to promote and protect their health.</i></p>	<p><i>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.</i></p>
<p><b>Elements of home environments that affect health:</b></p> <ul style="list-style-type: none"> <li>• good hygiene practices are related to reduced risk of illness</li> <li>• quality of communication and support among individuals is related to levels of stress and emotional wellbeing</li> <li>• use and maintenance of appliances is related to risk of injury</li> <li>• chemical storage procedures are related to accidents and injury</li> </ul> <p><b>Elements of work environments that affect health:</b></p> <ul style="list-style-type: none"> <li>• quality of lighting affects vision and influences safety</li> <li>• high noise levels can damage hearing and cause stress</li> <li>• protective gear (eye goggles, ear muffs) reduces risk of injury</li> <li>• quality of support among workers affects levels of stress and emotional wellbeing</li> <li>• workplace health and safety rules protect health and safety</li> </ul> <p><b>Elements of play environments that affect health:</b></p> <ul style="list-style-type: none"> <li>• cooperative play and respect for others reduce risk of injury and emotional upset</li> <li>• safe landing areas and safely maintained facilities reduce risk of injury</li> <li>• shade protects from sun damage</li> <li>• litter increases risk of illness/injury</li> </ul>	<p><b>Ways they can care for their environment to promote and protect their health:</b></p> <ul style="list-style-type: none"> <li>• cooperate with, respect and support others whilst at home, at play and in the community to build happy relationships</li> <li>• report bullying to protect themselves and others from injury and build self-esteem</li> <li>• report damaged equipment, appliances and facilities to parents, carers, teachers or relevant authorities to protect from injury</li> <li>• avoid using pressurised sprays, and plant trees to improve air quality</li> <li>• use bins and assist with disposal of waste to avoid spread of disease and injury</li> </ul>	<p><b>Features of places that influence the health of themselves and others:</b></p> <ul style="list-style-type: none"> <li>• cleanliness of toilet, shower and food preparation areas</li> <li>• storage of poisons and medicines</li> <li>• fences around swimming pools</li> <li>• level of cooperation, love and conflict</li> <li>• quality of communication among individuals</li> <li>• standard of lighting, noise control and air quality</li> <li>• standard of equipment and appliances</li> <li>• fire evacuation and emergency incident procedures</li> <li>• rules for play</li> <li>• standard of play equipment</li> <li>• availability and standard of protective equipment</li> </ul> <p><b>Ways they can help people who are responsible for keeping places healthy:</b></p> <ul style="list-style-type: none"> <li>• assist parents with cleaning</li> <li>• report harassment to teachers/ carers</li> <li>• cooperate with and support others</li> <li>• report unsafe appliances and facilities</li> <li>• help groundspeople to maintain cleanliness</li> <li>• abide by recommended procedures</li> </ul>

Sequence of core learning outcomes with elaborations

Promoting the Health of Individuals and Communities		
<p><b>4.5</b> 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.</p>	<p><b>5.5</b> 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.</p>	<p><b>6.5</b> Students assess the impact of rules, laws and policies in promoting healthy social and physical environments.</p>
<p><b>Aspects of physical and social environments that enhance personal health:</b></p> <ul style="list-style-type: none"> <li>• clean air and water</li> <li>• road signs</li> <li>• waste disposal facilities</li> <li>• safety policies and procedures</li> <li>• parks and natural bushland</li> <li>• cooperation, support, tolerance and respect among individuals</li> <li>• celebrations</li> </ul> <p><b>Aspects of environments that pose threats to their health:</b></p> <ul style="list-style-type: none"> <li>• air pollution by industry, motor vehicles and smoking</li> <li>• water pollution by waste disposal and chemical run-off</li> <li>• land pollution by litter and improper dumping of waste</li> <li>• harassment, bullying and racism</li> <li>• uncooperative behaviours</li> </ul> <p><b>Strategies for achieving healthy physical and social environments for themselves and others:</b></p> <ul style="list-style-type: none"> <li>• follow rules and procedures</li> <li>• use public transport or cycle</li> <li>• deal with conflict in socially acceptable ways</li> <li>• advocate for changes to laws, rules and policies</li> <li>• campaign to improve air quality</li> <li>• conduct a sun safety campaign</li> </ul>	<p><b>Health-related impact of behaviours on social environments:</b></p> <ul style="list-style-type: none"> <li>• harassment, bullying and racist behaviours cause social discord</li> <li>• cooperative, supportive and respectful behaviours are conducive to social harmony</li> </ul> <p><b>Health-related impact of behaviours on physical environments:</b></p> <ul style="list-style-type: none"> <li>• emissions from industry and vehicles lead to air pollution</li> <li>• improper disposal of litter and waste affects the quality of drinking water</li> <li>• removal of vegetation destroys the land and detracts from aesthetic beauty</li> <li>• vandalism of property and facilities creates safety issues</li> </ul> <p><b>Ways to promote health-enhancing social and physical environments:</b></p> <ul style="list-style-type: none"> <li>• comply with rules, policies and procedures for waste disposal</li> <li>• actively support clean air and water campaigns</li> <li>• participate in neighbourhood watch programs</li> <li>• use and promote public transport</li> </ul>	<p><b>Rules, laws and policies that promote healthy environments:</b></p> <ul style="list-style-type: none"> <li>• <i>Anti-discrimination Act 1991</i> (Qld)</li> <li>• school policies on harassment and bullying</li> <li>• school social justice policy</li> <li>• <i>Workplace Health and Safety Act 1995</i> (Qld)</li> <li>• infectious disease policies in schools</li> <li>• Criminal Code</li> <li>• drug-free policy in schools</li> <li>• age of consent</li> <li>• laws regarding drink driving</li> <li>• <i>Environmental Protection Act 1994</i> covering water pollution, air pollution and disposal of rubbish</li> <li>• <i>Aboriginal and Torres Strait Island Heritage Protection Act 1984–1986</i> (Commonwealth)</li> <li>• consumer standards and quality control that cover safety standard of products</li> </ul>

Sequence of core learning outcomes with elaborations

<p style="text-align: center;"><b>Developing Concepts and Skills for Physical Activity</b></p>		
<p><i>1.1 Students demonstrate a variety of basic locomotor skills and non-locomotor skills, varying body actions and use of space.</i></p>	<p><i>2.1 Students demonstrate simple combinations of locomotor and non-locomotor skills.</i></p>	<p><i>3.1 Students perform movement skills and sequences to meet the requirements of different physical activities and tasks.</i></p>
<p><b>Basic locomotor skills varying body actions and use of space:</b></p> <ul style="list-style-type: none"> <li>• run, jump and hop while changing directions</li> <li>• stop and start</li> <li>• travel varying position of arms and legs</li> <li>• make different shapes with the body while travelling</li> <li>• change levels and pathways while travelling</li> <li>• make different shapes while floating</li> <li>• move through the water using running and swimming actions</li> <li>• travel in response to stimuli — beat, rhythm, music, words</li> <li>• roll along the ground and down slopes</li> </ul> <p><b>Basic non-locomotor skills varying body actions and use of space:</b></p> <ul style="list-style-type: none"> <li>• balance using different body parts as bases</li> <li>• bend, twist, stretch and curl on the ground or on equipment</li> <li>• rock using different body shapes and bases of support</li> <li>• move in place in response to stimuli</li> </ul>	<p><b>Simple combinations of locomotor skills:</b></p> <ul style="list-style-type: none"> <li>• combine running, jumping, hopping and skipping</li> <li>• take off and land using one foot or two feet</li> <li>• travel taking weight on different body parts, e.g. hands and feet or hands and knees</li> <li>• travel through the water combining different arm and leg actions</li> </ul> <p><b>Simple combinations of non-locomotor skills:</b></p> <ul style="list-style-type: none"> <li>• rhythmic actions with hands and feet in personal space, e.g. clap hands, click fingers, stamp feet</li> <li>• spin, jump, turn and twist in personal space</li> <li>• float on front, then change to float on back</li> <li>• hang and change shape</li> </ul> <p><b>Simple combinations of locomotor and non-locomotor skills:</b></p> <ul style="list-style-type: none"> <li>• balance, rock then roll</li> <li>• run, jump then balance</li> <li>• jump, turn, roll then stand</li> <li>• walk with straight leg lift then balance on one foot</li> <li>• travel on a bar using hands and hang in various shapes</li> <li>• in water, glide, float and recover to stand</li> </ul>	<p><b>Movement skills to meet the requirements of different physical activities and tasks:</b></p> <ul style="list-style-type: none"> <li>• throw for speed, distance, accuracy and height</li> <li>• move to catch different-shaped objects</li> <li>• balance on different body parts on/off apparatus to show stability</li> <li>• float and use sculling actions to conserve energy for survival in water</li> <li>• perform set body actions in time to rhythmic or musical accompaniment</li> </ul> <p><b>Movement sequences to meet the requirements of different physical activities and tasks:</b></p> <ul style="list-style-type: none"> <li>• dribble and throw for distance or for accuracy using a shoulder pass</li> <li>• show flow by smoothly linking locomotor, rotational and balance skills</li> <li>• run and jump for distance</li> <li>• strike or serve a ball and run to a designated marker or base</li> <li>• mount a beam, perform a balance to show flexibility, and dismount</li> <li>• enter water, tread water, swim and exit</li> </ul>

Sequence of core learning outcomes with elaborations

<b>Developing Concepts and Skills for Physical Activity</b>		
<p><b>4.1</b> <i>Students create and perform movement sequences in games, sports or other physical activities, implementing ways to enhance their own and others’ performances.</i></p>	<p><b>5.1</b> <i>Students perform games, sports or other physical activities in ways which reflect their ability to modify movement skills and sequences using basic movement concepts.</i></p>	<p><b>6.1</b> <i>Students evaluate their own and others’ performance in order to plan and implement ways of improving performance in games, sports or other physical activities.</i></p>
<p><b>Ways to enhance their own and others’ performances:</b></p> <ul style="list-style-type: none"> <li>• practise movement skills and sequences                             <ul style="list-style-type: none"> <li>– the importance of practice</li> <li>– physical and mental practice</li> <li>– length and frequency of practice</li> </ul> </li> <li>• provide and respond to feedback                             <ul style="list-style-type: none"> <li>– the importance of feedback</li> <li>– general versus specific feedback</li> <li>– positive versus negative feedback</li> <li>– monitor, analyse and evaluate feedback</li> </ul> </li> <li>• implement suitable tactics and strategies</li> <li>• apply knowledge of stability, force and projectiles                             <ul style="list-style-type: none"> <li>– force and speed to run and jump for distance and height</li> <li>– bases of support, transfer of weight and changes in body position</li> </ul> </li> <li>• biomechanical principles to throw and strike (transfer of weight, angle of trajectory)</li> </ul>	<p><b>Using basic movement concepts to modify movement skills and sequences:</b></p> <ul style="list-style-type: none"> <li>• principles of movement                             <ul style="list-style-type: none"> <li>– law of action–reaction to improve sprint starts (force)</li> <li>– angle of release to achieve optimal distance in throwing events (projectiles)</li> <li>– shift the centre of gravity outside the base of support to move out of a balance and link movements (stability)</li> </ul> </li> <li>• components of movement                             <ul style="list-style-type: none"> <li>– vary effort, use of space, relationships with people and objects</li> <li>– adapt speed, force, flow, direction and height of movement in activities requiring flight</li> </ul> </li> <li>• skill acquisition                             <ul style="list-style-type: none"> <li>– provide feedback on the performance of others based on observations of body position and form</li> </ul> </li> <li>• practise different movement patterns to modify actions of the body to improve performance</li> </ul>	<p><b>Ways of evaluating performance:</b></p> <ul style="list-style-type: none"> <li>• establish criteria for evaluating performance, e.g. skill level, adherence to rules, anticipation, application of principles of movement</li> <li>• personal judgments based on comparisons to performances of others, kinaesthetics of performance, observations of performance via video</li> <li>• feedback from significant others — verbal and nonverbal feedback</li> </ul> <p><b>Ways of improving performance:</b></p> <ul style="list-style-type: none"> <li>• practise to consolidate technique</li> <li>• seek and apply feedback to improve technique</li> <li>• train to improve specific components of fitness</li> <li>• use visual imagery to improve technique</li> <li>• think positively</li> <li>• apply biomechanical principles</li> <li>• provide feedback to others</li> </ul>

Sequence of core learning outcomes with elaborations

<p style="text-align: center;"><b>Developing Concepts and Skills for Physical Activity</b></p>		
<p><i>1.2 Students demonstrate a variety of manipulative skills using a range of implements and different parts of the body.</i></p>	<p><i>2.2 Students demonstrate basic movement skills using equipment in play and simple games.</i></p>	<p><i>3.2 Students observe rules and demonstrate an awareness of others in play and simple games.</i></p>
<p><b>Manipulative skills using a range of implements and body parts:</b></p> <ul style="list-style-type: none"> <li>• roll small and medium-sized balls and hoops</li> <li>• use hands, feet, sticks and bats to stop small and medium-sized balls</li> <li>• throw bean bags and small, medium-sized and large balls using:                             <ul style="list-style-type: none"> <li>– an underarm throw with one or two hands</li> <li>– an overarm throw with one or two hands</li> <li>– a two-handed chest throw</li> </ul> </li> <li>• catch bean bags and different-sized balls using one hand, two hands or a scoop</li> <li>• strike a stationary ball with a foot, hand or short-handled bat</li> <li>• dribble a ball with a foot, hand or bat</li> <li>• swing and jump using a rope or hoop</li> <li>• manipulate flotation aids, dive rings, dive sticks or balls in the water</li> </ul>	<p><b>Basic movement skills using equipment in play and simple games:</b></p> <ul style="list-style-type: none"> <li>• play chasing games in the water using a kickboard for support</li> <li>• roll a ball for accuracy or for distance</li> <li>• push a ball to a target using a bat</li> <li>• strike a ball with a bat using an overarm action</li> <li>• hit a ball off a low tee using a two-handed action</li> <li>• throw a ball and catch it after one bounce or on the full</li> <li>• run and dodge markers</li> <li>• dribble a ball with the foot or hand while weaving around markers</li> <li>• score a point by throwing a bean bag or ball to hit a marker</li> <li>• defend a marker to prevent it being hit by a bean bag or ball</li> <li>• move to intercept a ball and to gain possession</li> </ul>	<p><b>Awareness of others and observing rules in play and simple games:</b></p> <ul style="list-style-type: none"> <li>• move into spaces to receive the object of play from team members</li> <li>• dodge to avoid contact with others in non-contact games</li> <li>• communicate with others to coordinate play</li> <li>• project the object of play into spaces away from opponents</li> <li>• cooperate with team members to score runs</li> <li>• respond to officials' decisions</li> <li>• position themselves in anticipation of the movements of others</li> </ul>

Sequence of core learning outcomes with elaborations

<b>Developing Concepts and Skills for Physical Activity</b>		
<p><b>4.2</b> <i>Students demonstrate basic tactics and strategies to achieve identified goals in games, sports or other physical activities.</i></p>	<p><b>5.2</b> <i>Students demonstrate a range of tactics and strategies to achieve an identified goal in games, sports or other physical activities.</i></p>	<p><b>6.2</b> <i>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.</i></p>
<p><b>Basic tactics and strategies to achieve identified goals:</b></p> <ul style="list-style-type: none"> <li>• deny space and time                             <ul style="list-style-type: none"> <li>– minimise runs scored against team by fielding a ball quickly</li> <li>– increase number of players 'home' by stealing between the bases</li> <li>– move to centre of court in racquet sports</li> </ul> </li> <li>• create space and time                             <ul style="list-style-type: none"> <li>– move to a space to receive a pass</li> <li>– use the body to protect the ball</li> <li>– reduce course time in orienteering by using the strategy of 'aiming off'</li> </ul> </li> <li>• utilise environmental conditions                             <ul style="list-style-type: none"> <li>– paddle against the wind when fresh and with the wind when tired</li> </ul> </li> <li>• shorten stride when running into the wind or uphill, lengthen stride when running with the wind or downhill</li> <li>• use short passes in ball games in windy conditions</li> <li>• use low passing shots rather than lobs in windy conditions in net games</li> </ul>	<p><b>Range of tactics and strategies to achieve an identified goal:</b></p> <ul style="list-style-type: none"> <li>• deny space and time to stop other team from scoring a goal                             <ul style="list-style-type: none"> <li>– in netball, e.g. use zone defence and one-on-one defence, or position players to cover spaces</li> <li>– in softball, e.g. look for opportunities for double play and field the ball quickly</li> </ul> </li> <li>• create space and time in attack                             <ul style="list-style-type: none"> <li>– in touch football, e.g. use dummy passes and cut-out passes, or a wrap</li> <li>– in baseball, e.g. hit ground balls through the infield, lead off on the pitch, or steal a base on the pitch</li> </ul> </li> <li>• utilise environmental conditions                             <ul style="list-style-type: none"> <li>– in orienteering, e.g. use hand rails or aiming off</li> <li>– in badminton, e.g. use a lob, drop shot or drive</li> </ul> </li> </ul>	<p><b>Individual and group tactics and strategies to respond to environmental conditions:</b></p> <ul style="list-style-type: none"> <li>• shorten passes in ball games in windy and rainy conditions</li> <li>• lob a tennis ball into the sun to make it difficult for an opponent to play an attacking return</li> <li>• use wind resistance to put spin on the ball</li> </ul> <p><b>Individual and group tactics and strategies to respond to opposing players:</b></p> <ul style="list-style-type: none"> <li>• play one-on-one defence or zone defence in netball, basketball or water polo</li> <li>• use switches, wraps and cut-out passes in touch football</li> <li>• use drop shots and drives to tire a fitter player in racquet sports</li> <li>• hit cross court to move the player out of court and create space for an attack in racquet sports</li> </ul>

Sequence of core learning outcomes with elaborations

<b>Developing Concepts and Skills for Physical Activity</b>		
<p><i>1.3 Students describe the physical and emotional effects that result from their participation in a variety of vigorous, whole-body activities.</i></p>	<p><i>2.3 Students compare the effects on the body of participating in physical activities of varying intensities.</i></p>	<p><i>3.3 Students describe what it means to be fit and demonstrate activities that promote health-related fitness.</i></p>
<p><b>Physical effects of participation:</b></p> <ul style="list-style-type: none"> <li>• increased rate and depth of breathing and increased heart rate after running or after kicking through water at speed</li> <li>• tired arms from swimming, hanging or supporting body weight</li> <li>• tired legs from running, cycling or skipping with a rope</li> <li>• increased body temperature</li> <li>• increased perspiration</li> <li>• sore calf muscles after skipping with a rope for an extended time</li> </ul> <p><b>Emotional effects of participation:</b></p> <ul style="list-style-type: none"> <li>• enjoyment</li> <li>• excitement</li> <li>• pride in performance</li> <li>• fear when climbing</li> <li>• frustration</li> <li>• happiness</li> <li>• satisfaction</li> </ul>	<p><b>Effects on the body of participating in physical activity:</b></p> <ul style="list-style-type: none"> <li>• low intensity — little noticeable change in the body; shallow breathing, regular heartbeat</li> <li>• medium intensity — faster, deeper breathing and faster heart rate</li> <li>• high intensity — faster, stronger heartbeat; deeper, fuller breathing; heavy, tired arm or leg muscles; higher body temperature; perspiration</li> </ul> <p><b>Physical activities of varying intensities:</b></p> <ul style="list-style-type: none"> <li>• low intensity, e.g. walking, floating, balancing, climbing slowly</li> <li>• medium intensity, e.g. jogging, dancing, moving at a comfortable, rhythmic pace through the water</li> <li>• high intensity, e.g. running quickly, aerobic dance, moving powerfully through the water; continuously skipping with a rope</li> </ul>	<p><b>What it means to be fit:</b></p> <ul style="list-style-type: none"> <li>• being able to participate in everyday activities without getting tired</li> <li>• being able to recover breath quickly after exertion</li> <li>• being able to relax the mind and the muscles</li> <li>• feeling happy and energetic</li> <li>• getting along with others</li> </ul> <p><b>Activities that promote health-related fitness:</b></p> <ul style="list-style-type: none"> <li>• walking, jogging, swimming, dancing, cycling and walking up stairs promote heart and lung fitness and muscular strength</li> <li>• stretching promotes joint mobility</li> <li>• climbing and swimming promote fitness</li> </ul>

Sequence of core learning outcomes with elaborations

<b>Developing Concepts and Skills for Physical Activity</b>		
<p><b>4.3</b> <i>Students identify and take part in a variety of physical activities that contribute to the development of particular components of health-related fitness.</i></p>	<p><b>5.3</b> <i>Students devise and implement a health-related fitness program applying principles of training.</i></p>	<p><b>6.3</b> <i>Students design and implement a fitness program that reflects personal priorities and goals.</i></p>
<p><b>Activities that contribute to particular components of health-related fitness:</b></p> <ul style="list-style-type: none"> <li>• continuous running, swimming, cycling and aerobic dance contribute to cardio-respiratory endurance</li> <li>• regular stretching of body joints contributes to flexibility</li> <li>• lifting weights, pushing medicine balls and participating in weight-bearing activities that use the arms and legs contribute to muscular strength and endurance</li> </ul>	<p><b>Applying principles of training to a health-related fitness program:</b></p> <ul style="list-style-type: none"> <li>• frequency                             <ul style="list-style-type: none"> <li>– undertake aerobic/muscle endurance training three times per week</li> </ul> </li> <li>• intensity                             <ul style="list-style-type: none"> <li>– manipulate aerobic work-outs to sustain heart rate at 50–70% maximum heart rate</li> <li>– vary number of sets (3–5), repetitions (8–12), amount of weight and the speed of muscular contraction in exercises for muscular endurance</li> </ul> </li> <li>• time/duration                             <ul style="list-style-type: none"> <li>– monitor and progressively overload by increasing exercise duration</li> <li>– manipulate rest and recovery time</li> </ul> </li> <li>• type                             <ul style="list-style-type: none"> <li>– vary activities</li> <li>– include:                                     <ul style="list-style-type: none"> <li>aerobic activities (jog or swim using over-distance training, continuous training, speed play or interval training)</li> <li>flexibility activities (stretch muscles over body joints)</li> <li>muscle endurance activities (progressive resistance, isometric training or isokinetic training)</li> </ul> </li> <li>– a combination of activities (circuit training)</li> </ul> </li> </ul>	<p><b>Personal fitness priorities and goals:</b></p> <ul style="list-style-type: none"> <li>• alter body composition</li> <li>• control weight</li> <li>• improve muscle tone</li> <li>• improve aerobic capacity</li> <li>• increase flexibility</li> <li>• improve aerobic endurance</li> <li>• increase power</li> <li>• increase muscular strength</li> <li>• meet health needs</li> </ul>



Sequence of core learning outcomes with elaborations

<b>Developing Concepts and Skills for Physical Activity</b>		
<p><i>1.4 Students categorise the physical activities that they and others watch or play.</i></p>	<p><i>2.4 Students identify physical activities in which they, their friends and their family participate and suggest reasons for different choices.</i></p>	<p><i>3.4 Students suggest how people and the availability of facilities influence choices relating to physical activity.</i></p>
<p><b>Ways of categorising physical activities:</b></p> <ul style="list-style-type: none"> <li>• playing area, e.g. indoor or outdoor; court, field, track or pool</li> <li>• equipment used, e.g. large or small ball, bat or racquet</li> <li>• individual/team</li> <li>• competitive</li> <li>• recreational</li> <li>• child</li> <li>• adult</li> </ul>	<p><b>Reasons for choices of physical activity:</b></p> <ul style="list-style-type: none"> <li>• excitement</li> <li>• improvement of balance and skill</li> <li>• fitness</li> <li>• competition</li> <li>• to socialise</li> <li>• relaxation and enjoyment</li> <li>• being part of a team and with friends</li> <li>• being like a ‘hero’</li> <li>• playing area close to home</li> <li>• fun</li> <li>• participation of other family members</li> </ul>	<p><b>How people influence choices relating to physical activity:</b></p> <ul style="list-style-type: none"> <li>• through encouragement</li> <li>• by recommendations or advice</li> <li>• by provision of equipment or apparel</li> <li>• by provision of opportunities to be spectators</li> <li>• through role modelling</li> <li>• by rewards offered by others</li> <li>• through personal involvement</li> </ul> <p><b>How availability of facilities influences choices relating to physical activity:</b></p> <ul style="list-style-type: none"> <li>• ease of access encourages increased use</li> <li>• availability of facilities increases choices</li> <li>• non-availability limits choices</li> <li>• cost of equipment limits choices</li> </ul>

Sequence of core learning outcomes with elaborations

<b>Developing Concepts and Skills for Physical Activity</b>		
<p><b>4.4</b> <i>Students explain how images of physical activity influence their own and others' participation in, and attitudes towards, physical activity.</i></p>	<p><b>5.4</b> <i>Students explain how individual and social factors influence their own and others' attitudes towards, and participation in, physical activity.</i></p>	<p><b>6.4</b> <i>Students plan strategies to overcome inequities relating to participation in physical activities.</i></p>
<p><b>Images that influence participation in, and attitudes towards, physical activity:</b></p> <ul style="list-style-type: none"> <li>• images of gymnasts as elite, slim prepubescent girls</li> <li>• images of footballers as strong, solid body types</li> <li>• portrayal of male and female participants as athletic, tanned, toned</li> <li>• images of lawn bowlers as elderly, passive and having low fitness levels</li> <li>• limited images of, or lack of role models for, the disabled</li> <li>• images of golfers portraying the game as elitist and for the wealthy</li> <li>• images of elite athletes only, suggesting that participants must be highly skilled</li> <li>• lack of images of people from a range of cultural backgrounds</li> </ul>	<p><b>Individual factors that influence attitudes towards and participation in physical activity:</b></p> <ul style="list-style-type: none"> <li>• previous enjoyment</li> <li>• experience of success or failure</li> <li>• gender</li> <li>• body image</li> <li>• body composition, age, height</li> <li>• interests in physical activity offered</li> <li>• skill level</li> <li>• socioeconomic factors</li> <li>• ability/disability</li> <li>• perceptions of risk of injury</li> </ul> <p><b>Social factors that influence attitudes towards and participation in physical activity:</b></p> <ul style="list-style-type: none"> <li>• location of and access to facilities</li> <li>• cost of facilities, equipment, apparel</li> <li>• perceptions of violence in physical activities</li> <li>• media images of physical activity</li> <li>• cultural views of body image</li> <li>• school and community values</li> <li>• recognition of success</li> <li>• cultural attitudes, values and beliefs about participation in specific forms of physical activity</li> </ul>	<p><b>Inequities relating to participation in physical activity:</b></p> <ul style="list-style-type: none"> <li>• exclusion of particular social groups by gender, ability or disability, ethnicity, age, socioeconomic status, location</li> <li>• access to facilities and equipment</li> <li>• recognition of achievements</li> <li>• respect for different skills and abilities</li> <li>• reward for achievements</li> <li>• opportunities for participation</li> <li>• clothing requirements for males and females</li> </ul> <p><b>Strategies to overcome inequities:</b></p> <ul style="list-style-type: none"> <li>• redistribute funds</li> <li>• advocate for greater access and provision of facilities for the disabled</li> <li>• enforce codes of behaviour</li> <li>• educate to change community values</li> <li>• advocate for policy change to ensure equal opportunity for participation</li> <li>• plan campaigns aimed at encouraging girls' participation in physical activity</li> </ul>

Sequence of core learning outcomes with elaborations

<b>Enhancing Personal Development</b>		
<p><i>1.1 Students describe themselves in personal, family and community terms including the activities and achievements that give them positive feelings.</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>
<p><b>Descriptions of themselves in personal terms:</b></p> <ul style="list-style-type: none"> <li>• given name, age, physical characteristics, special features, e.g. hearing impairment</li> <li>• place of birth</li> <li>• favourite things, e.g. possessions, colours, friends, toys</li> <li>• likes, dislikes, abilities and achievements</li> </ul> <p><b>Descriptions of themselves in family terms:</b></p> <ul style="list-style-type: none"> <li>• family name</li> <li>• position in family, e.g. child, daughter, brother, cousin, niece, stepchild</li> </ul> <p><b>Descriptions of themselves in community terms:</b></p> <ul style="list-style-type: none"> <li>• home address</li> <li>• student at a particular school</li> <li>• resident of a suburb, town, community</li> <li>• parishioner of a particular church</li> <li>• member of sporting club, association, community group</li> </ul>	<p><b>What they like about themselves, the ways they are special and how individuals are unique:</b></p> <ul style="list-style-type: none"> <li>• abilities, e.g. musical talents, sporting skills</li> <li>• physical characteristics</li> <li>• actions and behaviours, e.g. honesty, kindness</li> <li>• membership of family or group</li> <li>• aspects of personality</li> </ul> <p><b>Characteristics similar to other people:</b></p> <ul style="list-style-type: none"> <li>• religion</li> <li>• language</li> <li>• physical characteristics</li> <li>• cultural beliefs and values</li> <li>• gender</li> </ul>	<p><b>Different ways of describing people:</b></p> <ul style="list-style-type: none"> <li>• nationality</li> <li>• physical characteristics</li> <li>• age group</li> <li>• occupation</li> <li>• interests or abilities</li> <li>• personality</li> <li>• language</li> <li>• disability</li> <li>• gender</li> <li>• according to gender expectations</li> </ul> <p><b>How descriptions influence the way people value and treat themselves and others:</b></p> <ul style="list-style-type: none"> <li>• increase self-concept and self-esteem</li> <li>• decrease self-concept and self-esteem</li> <li>• establish power over others</li> <li>• create feelings of respect or disrespect</li> <li>• cause insult</li> <li>• create happiness</li> <li>• cause embarrassment</li> <li>• value or devalue achievements</li> <li>• put others down</li> </ul>

Sequence of core learning outcomes with elaborations

<b>Enhancing Personal Development</b>		
<p><b>4.1</b> <i>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.</i></p>	<p><b>5.1</b> <i>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.</i></p>	<p><b>6.1</b> <i>Students evaluate the influence of sociocultural factors on their own and others' self-concept and self-esteem.</i></p>
<p><b>Behaviours that influence self-concept and self-esteem:</b></p> <ul style="list-style-type: none"> <li>• recognising achievement</li> <li>• accepting or rejecting changes in responsibilities</li> <li>• losing responsibilities or assuming increased responsibilities</li> <li>• celebrating achievements</li> <li>• providing love and support</li> <li>• engaging in antisocial activities, e.g. stealing, lying, bullying, being disobedient, being destructive</li> <li>• being honest and trustworthy</li> <li>• acknowledging effort</li> </ul>	<p><b>Beliefs and values that influence self-concept and self-esteem:</b></p> <ul style="list-style-type: none"> <li>• how paid and unpaid work are valued</li> <li>• community attitudes towards gay and lesbian youth</li> <li>• expectations of adolescent behaviour</li> <li>• stereotypes about abilities and disabilities</li> <li>• stereotypical expectations of gender roles</li> <li>• community attitudes towards body image</li> <li>• belief in racial superiority leading to discrimination based on race and culture</li> <li>• notions of success and failure</li> </ul>	<p><b>Sociocultural factors that influence their own and others' self-concept and self-esteem:</b></p> <ul style="list-style-type: none"> <li>• economic status, e.g. poverty, wealth</li> <li>• stereotypes associated with gender, culture, sexuality, disability or ability</li> <li>• media images and messages about the ideal body</li> <li>• discrimination</li> <li>• expectations of power in relationships</li> <li>• group affiliations</li> <li>• expectations of relationships</li> <li>• rewards for, or acknowledgment of, achievements or effort</li> </ul>

Sequence of core learning outcomes with elaborations

<b>Enhancing Personal Development</b>		
<p><i>1.2 Students identify relationships they experience in their daily lives and can demonstrate the behaviours appropriate for these.</i></p>	<p><i>2.2 Students suggest and demonstrate actions, behaviours and attitudes that support positive interactions with family, special people and friends.</i></p>	<p><i>3.2 Students develop and implement strategies, including codes of behaviour, to promote relationships in various groups and situations.</i></p>
<p><b>Behaviours appropriate to everyday relationships:</b></p> <ul style="list-style-type: none"> <li>• hugging parents/carers</li> <li>• not getting into cars with strangers</li> <li>• sharing with friends</li> <li>• cooperating with siblings</li> <li>• helping parents/carers around the home</li> <li>• being kind to others</li> <li>• being courteous</li> <li>• being patient while waiting for a turn</li> <li>• caring for own or others' property</li> <li>• avoiding communicating with strangers</li> <li>• accepting and giving help</li> <li>• being supportive by discouraging bullying and teasing of others</li> </ul>	<p><b>Actions, behaviours and attitudes that support positive interactions:</b></p> <ul style="list-style-type: none"> <li>• helping with chores</li> <li>• showing respect for family rules, customs and traditions</li> <li>• obeying parents/carers</li> <li>• thanking others</li> <li>• telling people why they are special</li> <li>• asking for help</li> <li>• cooperating in games and play</li> <li>• sharing equipment</li> <li>• helping to make rules</li> <li>• encouraging others in their performances</li> <li>• sharing jokes</li> <li>• listening to concerns</li> <li>• confiding in trusted friends</li> <li>• sharing personal problems with family members</li> <li>• celebrating birthdays</li> </ul>	<p><b>Strategies to promote relationships in various groups and situations:</b></p> <ul style="list-style-type: none"> <li>• develop codes of behaviour for group work, team games, class activities, group outings</li> <li>• establish ground rules before commencing activities</li> <li>• plan things together to build cohesion</li> <li>• participate in the decision-making process</li> <li>• negotiate roles to provide individuals with an identity and responsibilities</li> <li>• devise ways to celebrate, reward or acknowledge achievements of individuals or groups</li> <li>• provide opportunities for individuals to express opinions and feelings</li> <li>• establish a procedure to deal with conflict or disagreements</li> <li>• accept and carry out responsibilities</li> <li>• be tolerant of differences</li> </ul>

Sequence of core learning outcomes with elaborations

Enhancing Personal Development		
<p><b>4.2</b> Students explore different types of relationships and evaluate standards of behaviour considered appropriate for these relationships.</p>	<p><b>5.2</b> Students develop strategies to manage the influence of individuals and groups on attitudes towards, behaviours in, and expectations of, relationships.</p>	<p><b>6.2</b> Students evaluate the influence of sociocultural factors, including community expectations of behaviours, on relationships between individuals and the family at different stages of life.</p>
<p><b>Different types of relationships:</b></p> <ul style="list-style-type: none"> <li>• child–parent</li> <li>• peer group</li> <li>• extended family</li> <li>• siblings</li> <li>• student–teacher</li> <li>• player–coach</li> <li>• doctor–patient</li> <li>• friends of same sex</li> <li>• friends of the opposite sex</li> <li>• acquaintances</li> <li>• strangers</li> </ul> <p><b>Aspects of behaviours in relationships:</b></p> <ul style="list-style-type: none"> <li>• level of intimacy or physical contact</li> <li>• adherence to rules</li> <li>• degree of respect</li> <li>• degree of openness and honesty</li> </ul> <p><b>Evaluating appropriateness:</b></p> <ul style="list-style-type: none"> <li>• why standards are set</li> <li>• who sets standards</li> <li>• why standards are important</li> <li>• whether standards are the same for all people</li> </ul>	<p><b>Strategies to manage the influence of individuals and groups on relationships:</b></p> <ul style="list-style-type: none"> <li>• set own goals and make own decisions</li> <li>• continually reflecting and critically evaluating own and others’ attitudes, behaviours and expectations</li> <li>• learn self-defence strategies</li> <li>• establish and express own opinions and feelings</li> <li>• exercise rights — to ask questions, to disagree, to say ‘no’</li> <li>• learn decision-making, problem-solving and conflict-resolution strategies</li> <li>• analyse how decisions made by others affect own decisions</li> </ul>	<p><b>Sociocultural factors that influence relationships:</b></p> <ul style="list-style-type: none"> <li>• community expectations of behaviours between children, and between children and adults</li> <li>• cultural and religious beliefs and values</li> <li>• geographic location, e.g. separation from families</li> <li>• access to technology, e.g. email, telephone</li> <li>• images of relationships in the media and popular culture</li> <li>• stereotyped beliefs about people and relationships</li> <li>• rules, laws and policies about violence, age of consent, intimacy and sexuality</li> <li>• types of, and access to, role models</li> <li>• availability of, and access to, services and agencies that deal with relationships</li> <li>• the family</li> <li>• roles and power structures in families, kinship groups, friendships and sexual relationships</li> </ul>

Sequence of core learning outcomes with elaborations

<b>Enhancing Personal Development</b>		
<p><b>1.3</b> Students describe how they have changed as they have grown and developed.</p>	<p><b>2.3</b> Students compare similarities and differences between people at different stages of life.</p>	<p><b>3.3</b> Students identify physical, social, intellectual and emotional changes associated with growth and development and recommend ways to promote their own growth and development.</p>
<p><b>Changes in students as they have grown and developed:</b></p> <ul style="list-style-type: none"> <li>• physical                             <ul style="list-style-type: none"> <li>– height</li> <li>– weight</li> <li>– appearance</li> <li>– physical abilities</li> <li>– muscular strength</li> </ul> </li> <li>• social                             <ul style="list-style-type: none"> <li>– relationships</li> <li>– responsibilities</li> </ul> </li> <li>• intellectual                             <ul style="list-style-type: none"> <li>– range of interests</li> <li>– thinking skills</li> <li>– ways of expressing needs and ideas</li> </ul> </li> <li>• emotional                             <ul style="list-style-type: none"> <li>– ways of expressing feelings</li> <li>– ways of controlling emotions</li> </ul> </li> </ul>	<p><b>Similarities and differences between people at different stages of life:</b></p> <ul style="list-style-type: none"> <li>• physical characteristics</li> <li>• physical abilities</li> <li>• physical, social and emotional needs, e.g. air, food, water, activity, rest, affection</li> <li>• care required</li> <li>• roles and responsibilities</li> <li>• likes and dislikes</li> <li>• how emotions are managed</li> <li>• intellectual ability</li> <li>• type and variety of relationships</li> <li>• success and achievements</li> <li>• interests</li> </ul>	<p><b>Changes associated with growth and development:</b></p> <ul style="list-style-type: none"> <li>• height</li> <li>• weight</li> <li>• strength</li> <li>• secondary sex characteristics</li> <li>• values clarification</li> <li>• group affiliation</li> <li>• roles and responsibilities</li> <li>• intellectual ability</li> </ul> <p><b>Ways to promote their own growth and development:</b></p> <ul style="list-style-type: none"> <li>• develop and maintain relationships with family and others</li> <li>• join teams, clubs or social groups</li> <li>• choose positive role models and mentors</li> <li>• learn new skills</li> <li>• eat nutritious food throughout life</li> <li>• participate in regular physical activity throughout life</li> <li>• work with others on group projects</li> <li>• express emotions and concerns</li> <li>• develop a range of physical skills</li> <li>• develop a range of interests</li> <li>• be accepting of personal abilities and limitations</li> </ul>

Sequence of core learning outcomes with elaborations

<b>Enhancing Personal Development</b>		
<p><b>4.3</b> <i>Students explain how factors, including challenges and inherited characteristics, influence physical, social and emotional growth and development.</i></p>	<p><b>5.3</b> <i>Students predict how changes associated with significant transitions in their lives, including pubertal changes, may influence physical, social and emotional growth and development.</i></p>	<p><b>6.3</b> <i>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.</i></p>
<p><b>Factors that influence physical, social and emotional growth and development:</b></p> <ul style="list-style-type: none"> <li>• challenges                             <ul style="list-style-type: none"> <li>– in the outdoors</li> <li>– in making and maintaining friendships</li> <li>– in resolving conflict</li> <li>– associated with anger, grief, loss and success</li> </ul> </li> <li>• inherited characteristics                             <ul style="list-style-type: none"> <li>– genetic</li> <li>– cultural characteristics and beliefs</li> </ul> </li> <li>• environmental                             <ul style="list-style-type: none"> <li>– nutrition</li> <li>– sunlight</li> <li>– exercise</li> <li>– smog</li> <li>– living standards</li> </ul> </li> <li>• social and emotional                             <ul style="list-style-type: none"> <li>– love</li> <li>– affection</li> <li>– abuse and violence</li> <li>– emotional turmoil</li> <li>– racism</li> </ul> </li> </ul>	<p><b>Significant transitions in their lives:</b></p> <ul style="list-style-type: none"> <li>• childhood to adolescence</li> <li>• adolescence to adulthood</li> <li>• puberty</li> <li>• beginning school</li> <li>• changing schools</li> <li>• family changes, e.g. new sibling, family break-up, relocation</li> <li>• loss of a 'significant other', e.g. loved one, friend, pet</li> <li>• employment</li> <li>• pregnancy</li> <li>• parenthood</li> </ul> <p><b>Changes associated with significant transitions in their lives that influence physical, social and emotional growth and development:</b></p> <ul style="list-style-type: none"> <li>• group affiliations</li> <li>• physical maturation</li> <li>• roles and responsibilities</li> <li>• lifestyle</li> <li>• relationships — forming, changing and ending</li> </ul>	<p><b>Personal behaviours that influence growth and development:</b></p> <ul style="list-style-type: none"> <li>• antisocial behaviours, e.g. vandalism, bullying</li> <li>• participation in community service</li> <li>• risk-taking behaviours, e.g. use and abuse of tobacco, alcohol and drugs</li> <li>• competitive behaviours</li> <li>• relationships</li> <li>• leadership behaviours and setting positive examples</li> </ul> <p><b>Social and physical environments that influence growth and development:</b></p> <ul style="list-style-type: none"> <li>• work</li> <li>• school</li> <li>• home</li> <li>• recreation</li> <li>• living space</li> <li>• personal space</li> <li>• living conditions</li> </ul> <p><b>Actions to enhance their own and others' growth and development:</b></p> <ul style="list-style-type: none"> <li>• set and commit to the achievement of goals in a range of endeavours — academic, sporting, cultural</li> <li>• clarify personal values and opinions</li> <li>• support and respect others' values, beliefs and opinions</li> <li>• campaign against bullying, harassment and racism</li> <li>• develop skills needed to live in society</li> <li>• engage in regular physical activity</li> </ul>



Sequence of core learning outcomes with elaborations

<b>Enhancing Personal Development</b>		
<p><i>1.4 Students demonstrate basic speaking, listening, sharing and cooperation skills to interact effectively with others.</i></p>	<p><i>2.4 Students demonstrate verbal and nonverbal skills to express ideas, needs and feelings and to show consideration of others.</i></p>	<p><i>3.4 Students demonstrate communication, cooperation and decision-making skills to collaborate in social, team or group situations.</i></p>
<p><b>Basic skills for interacting effectively with others:</b></p> <ul style="list-style-type: none"> <li>• using people’s names</li> <li>• answering questions</li> <li>• enunciating words clearly</li> <li>• accurately choosing words and expressions</li> <li>• establishing eye contact (where culturally appropriate)</li> <li>• asking questions to clarify messages and check understanding</li> <li>• taking turns</li> <li>• giving or receiving a compliment</li> <li>• celebrating</li> <li>• inviting others to join in</li> <li>• helping</li> <li>• sharing</li> <li>• listening to others without interrupting</li> <li>• following rules and procedures</li> <li>• not using put-downs</li> <li>• standing or sitting at an appropriate distance</li> <li>• accurately conveying messages</li> </ul>	<p><b>Verbal and nonverbal skills to express ideas, needs and feelings:</b></p> <ul style="list-style-type: none"> <li>• using gestures, facial expressions and body language to convey meaning</li> <li>• complimenting others</li> <li>• requesting help in various situations using signals or voice</li> <li>• expressing feelings openly and honestly</li> <li>• communicating assertively in unsafe situations</li> <li>• describing situations without exaggeration</li> </ul> <p><b>Showing consideration for others:</b></p> <ul style="list-style-type: none"> <li>• showing appreciation</li> <li>• apologising</li> <li>• offering comfort and support</li> <li>• sharing equipment</li> <li>• listening to other people’s opinions</li> <li>• offering encouragement</li> <li>• acting against bullying and harassment</li> </ul>	<p><b>Skills to collaborate in social, team or group situations:</b></p> <ul style="list-style-type: none"> <li>• acknowledging and supporting the ideas of others</li> <li>• clarifying the problems to be solved or goals to be achieved</li> <li>• providing ideas for consideration</li> <li>• listening to the ideas of others without being derogatory or interrupting</li> <li>• clarifying understanding of ideas proposed by others</li> <li>• accepting and supporting decisions made</li> <li>• accepting advice and help from others</li> <li>• identifying and using the strengths of others</li> <li>• observing rules</li> <li>• using speaking and listening skills to promote group interactions</li> </ul>

Sequence of core learning outcomes with elaborations

Enhancing Personal Development		
<p><b>4.4</b> 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.</p>	<p><b>5.4</b> Students demonstrate skills to deal effectively with challenge and conflict in social, team or group situations.</p>	<p><b>6.4</b> Students demonstrate communication and cooperation skills required to implement decisions of personal choice and to resolve conflict in relationships.</p>
<p><b>Skills and actions that support the rights and feelings of others in social, team or group activities:</b></p> <ul style="list-style-type: none"> <li>• showing trust and tolerance</li> <li>• recognising the rights of others</li> <li>• encouraging, praising, pointing out strengths, acknowledging the contribution of others</li> <li>• showing courtesy, cooperation, respect and loyalty as a group member</li> <li>• assuming responsibility to ensure the rights of others are met or facilitated</li> <li>• anticipating the needs of others</li> <li>• offering assistance by adapting rules or codes of behaviour to be inclusive</li> <li>• acknowledging the feelings of others</li> <li>• reporting bullying, harassment and racist remarks or behaviours</li> <li>• adhering to rules and codes as a team member</li> <li>• playing a non-preferred position for the good of the team</li> </ul>	<p><b>Skills to deal effectively with challenge in social, team or group situations:</b></p> <ul style="list-style-type: none"> <li>• identifying the skills necessary to meet a challenge</li> <li>• solving problems to meet challenges</li> <li>• realistically assessing personal abilities</li> <li>• showing self-discipline and cooperating to achieve goals</li> <li>• being assertive in protecting yourself</li> <li>• distinguishing between heroic and foolhardy behaviour</li> <li>• accepting and carrying out responsibilities</li> </ul> <p><b>Skills to deal effectively with conflict in social, team or group situations:</b></p> <ul style="list-style-type: none"> <li>• mediation</li> <li>• compromise</li> <li>• negotiation</li> <li>• decision making</li> <li>• problem solving</li> <li>• communicating assertively</li> <li>• accepting apologies without holding grudges</li> <li>• discussing the conflict</li> <li>• considering a conflict situation from the point of view of others</li> </ul>	<p><b>Communication and cooperation skills to implement decisions of personal choice:</b></p> <ul style="list-style-type: none"> <li>• using 'I' statements to assert and disclose decisions</li> <li>• displaying confident body posture</li> <li>• using hand gestures that complement what is said</li> <li>• maintaining eye contact where culturally appropriate</li> <li>• communicating assertively</li> <li>• seeking support of others</li> </ul> <p><b>Communication and cooperation skills to resolve conflict in relationships:</b></p> <ul style="list-style-type: none"> <li>• confronting a problem by acknowledging its existence</li> <li>• considering and empathising with the perspectives of others</li> <li>• asking questions to clarify understanding of others' points of view</li> <li>• working towards reaching a successful outcome based on negotiations and willingness to compromise</li> <li>• disagreeing with others without getting angry</li> <li>• expressing negative feelings assertively</li> </ul>