

Health and Physical Education (1999)

Years 1 to 10 Sourcebook Guidelines (Part 5 of 9)

Note: The PDF version of this document has been split into sections for easier download. This file is Part 5 of 9.

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

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

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

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

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

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

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

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

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

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

Teachers, therapists and principals from special schools, teachers from special education units, key learning area specialists, and representatives from the following associations and organisations were involved in the development of these elaborations:

- the Association of Special Education Administrators of Queensland (ASEAQ)
- the Australian Association of Special Education (AASE)
- the Queensland Teachers' Union (QTU)
- Education Queensland
- The Association of Independent Schools of Queensland (AISQ)
- the Queensland Catholic Education Commission (QCEC).

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

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

Communication statement

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

Gestural: pointing, touching, manipulating, hand squeezing, giving eye contact, eye blinking, moving towards/away from, miming, signing, using body language or facial expressions

Vocal: vocalising, communicative vocalisations, speaking

Visual / Written: cutting and pasting, using books, drawing pictures or diagrams, matching, sorting, Braille, software programs, multi-level communication book, using spell and phrase board

Aided: using a manufactured aid which is either: low-tech, for example: object symbol, daily schedule, multi-level communication book, topic pages, spell and phrase board; or high-tech, for example: voice output communication devices (VOCA), computers

Context statement

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

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

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

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

Places:

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

The following are examples of personnel who might be involved in the learning experiences and assessment opportunities:

- parents, immediate family, extended family, carer
- friends
- teachers, therapists
- familiar people in the school and the community
- unfamiliar people in the community.

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

Strand:
The conceptual organiser of learning outcomes.

Health and Physical Education
Strand: Enhancing Personal Development

Foundation Level

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

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

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

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

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

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

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

<p>Level statement: <i>Students are developing an understanding of their physical health and safety and can demonstrate actions to promote their health and safety. They recognise familiar health-care workers and request assistance from appropriate personnel when required. Students are also developing an understanding of the variety of environments in which people live, work and play and can identify places that are special to them.</i></p>				
<p>Students may communicate their understandings in a variety of ways and modes (both unaided and aided), for example: Gestural: pointing, touching, manipulating, hand squeezing, giving eye contact, eye blinking, moving towards/away from, miming, signing, using body language or facial expressions Vocal: vocalising, communicative vocalisations, speaking Visual / Written: displaying, cutting and pasting, using books, drawing pictures or diagrams, matching, sorting, Braille, pre-writing, software programs, multi-level communication book, using spell and phrase board Aided: using a manufactured aid which is either: low-tech, for example: object symbol, daily schedule, multi-level communication book, topic pages, spell and phrase board; or high-tech, for example: voice output communication devices (VOCAs), computers</p>				
Concepts				
<p><i>Health is influenced by personal behaviours, social and cultural factors, and the actions that individuals and groups take to promote health.</i></p>	<p><i>Nutrition choices are influenced by health needs and individual and community beliefs and practices.</i></p>	<p><i>Safety is linked to individual behaviours and actions.</i></p>	<p><i>Health outcomes are influenced by the availability and effective use of health products, services and information.</i></p>	<p><i>The interactions between people and their social, cultural and physical environments influence health.</i></p>
<p>Accepts assistance / cooperates / responds to directions, regarding:</p> <ul style="list-style-type: none"> • personal hygiene: <ul style="list-style-type: none"> – washing hands – toileting – showering, bathing • mealtimes: <ul style="list-style-type: none"> – drinking – eating • personal protection: <ul style="list-style-type: none"> – sunscreen, hat, clothing – splints – insect repellent – wearing a seat belt, helmet <p>Accepts assistance with / cooperates in / responds to hygiene practices associated with food, for example:</p> <ul style="list-style-type: none"> • washing hands before eating, cooking or after toileting • eating food from appropriate surfaces or equipment • cleaning up / washing up / wiping table • allowing face to be wiped <p>Identifies / recognises / responds to medical procedures or therapy or treatments or setting, for example:</p> <ul style="list-style-type: none"> • interacting with personnel during procedure or therapy or treatment • participating in roleplays 	<p>Indicates the need for food and drink</p> <p>Accepts assistance with / cooperates in / responds to programs to promote safe and healthy eating and drinking practices, for example:</p> <ul style="list-style-type: none"> • positioning (including cues) of body and head • oromotor activities • regulating the amount of food in the mouth <p>Makes choices from familiar foods, based on individual preferences of:</p> <ul style="list-style-type: none"> • colour • textures • smell • taste <p>Distinguishes between food and non-foods</p>	<p>Accepts assistance / cooperates / responds to directions, to stay with appropriate adult / group in a variety of contexts and environments.</p> <p>Indicates the need for help in familiar and unfamiliar contexts and environments.</p> <p>Indicates awareness of / identifies / recognises / responds to people in the community who make the environment safe, for example:</p> <ul style="list-style-type: none"> • parents • teachers • emergency services personnel • medical and paramedical personnel • traffic crossing supervisor • lifesavers 	<p>Indicates awareness of / identifies / recognises / responds to familiar health products to meet health needs, for example:</p> <ul style="list-style-type: none"> • bandaid for a cut finger • soap to wash hands • toilet paper for wiping bottom • toothpaste to go on toothbrush • sanitary products for menstruation • shaving products for shaving <p>Indicates awareness of / identifies / recognises / responds to familiar health care workers.</p> <p>Indicates awareness of / identifies / recognises / responds to familiar health services that meet personal health needs, for example:</p>	<p>Indicates awareness of / identifies / recognises / responds to aspects of the home environment that influence health, for example:</p> <ul style="list-style-type: none"> • relaxing, recreating, playing • resting, sleeping at home • eating, playing, celebrating • family events <p>Indicates awareness of / identifies / recognises / responds to aspects of a variety of school or work environments that influence health, for example:</p> <ul style="list-style-type: none"> • transportation • working, learning • physical activities, games, excursions • play, relationships, friendships • gardening

<ul style="list-style-type: none"> • using / sorting / matching photographs, symbols or objects when planning / anticipating an action or reflecting on an action <p>Indicates / recognises / responds to needs, pain or discomfort, for example:</p> <ul style="list-style-type: none"> • to go to toilet / be toileted / be changed • to be cool or warm • to eat, to drink • to be comforted, to be left alone • to be repositioned <p>Reacts to a range of sensory experiences / actions to determine individual preferences, for example:</p> <ul style="list-style-type: none"> • loud sounds, music • darkness, bright lights • firm or gentle touch • aromatherapy, range of odours • tastes (sweet, sour, salty) <p>Indicates / recognises / responds to / use a range of emotions, for example:</p> <ul style="list-style-type: none"> • concern, worry • boredom • anger • enjoyment, happiness • frustration • excitement <p>Indicates / recognises / responds positively to achievements and special occasions, for example:</p> <ul style="list-style-type: none"> • displaying work • presentation of certificates / awards / rewards • school concerts • festivals, birthdays, feast days • personal goals 	<p>Tries a range of foods from the various food groups</p> <p>Tries a range of drinks</p>	<p>Indicates awareness of / identifies / recognises / responds to things that make environments safe, for example:</p> <ul style="list-style-type: none"> • pedestrian crossings • safety signs, symbols, labels • traffic lights • protective equipment (hats, helmets, pads) • sunscreen 	<ul style="list-style-type: none"> • physiotherapy • occupational therapy • speech-language therapy • nursing • first aid • respite care 	<ul style="list-style-type: none"> • procedures, assembly work <p>Indicates awareness of / identifies / recognises / responds to aspects of a variety of play environments that influence health, for example:</p> <ul style="list-style-type: none"> • organised • free • leisure activities • park, sports centre, culture centre, leisure centre <p>Indicates awareness of / identifies / recognises / responds to a variety of environments that are special for them</p>
<p>F.1</p> <ul style="list-style-type: none"> • Students follow instructions when medical therapy or treatment is being administered. • Students demonstrate independence in eating and drinking • Students demonstrate personal hygiene practices. 	<p>F.2</p> <ul style="list-style-type: none"> • Students communicate the need for food and drink. • Students demonstrate hygiene practices associated with the handling of food. • Students identify a range of foods that support their health needs. 	<p>F.3</p> <ul style="list-style-type: none"> • Students stay with a carer or group when on outings. • Students demonstrate actions that promote their personal safety. • Students demonstrate actions to ensure personal safety and the safety of others when using equipment. 	<p>F.4</p> <ul style="list-style-type: none"> • Students recognise familiar health-care workers. • Students seek assistance when hurt or sick. • Students identify familiar people and products that contribute to their health needs. 	<p>F.5</p> <ul style="list-style-type: none"> • Students identify environments they like or dislike. • Students identify different environments as areas for play, work or living. • Students demonstrate an awareness of different environments that affect their health.

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

<p>Level statement: Students participate in physical activities to develop manipulative, locomotor and non-locomotor movements. Through experiences in a range of activity environments, they explore movement and recognise its role in their daily lives. Students recognise a variety of equipment and areas available for their use for physical activity and can identify activities they like and dislike.</p>		
<p>Students may communicate their understandings in a variety of ways and modes (both unaided and aided), for example: Gestural: pointing, touching, manipulating, hand squeezing, giving eye contact, eye blinking, moving towards/away from, miming, signing, using body language or facial expressions Vocal: vocalising, communicative vocalisations, speaking Visual / Written: displaying, cutting and pasting, using books, drawing pictures or diagrams, matching, sorting, Braille, pre-writing, software programs, multi-level communication book, using spell and phrase board Aided: using a manufactured aid which is either: low-tech, for example: object symbol, daily schedule, multi-level communication book, topic pages, spell and phrase board; or high-tech, for example: voice output communication devices (VOCA), computers</p>		
Concepts		
<p><i>Acquisition of motor skills and an understanding of movement concepts enhances participation and strategic awareness in games, sports and other physical activities.</i></p> <p><i>Individual and group performance is improved by the application of tactics and strategies.</i></p>	<p><i>Regular physical activity contributes to fitness, health and physical performance.</i></p>	<p><i>Attitudes towards, and participation in, physical activity are influenced by physical, social and cultural factors.</i></p>
<p>Locomotor, for example:</p> <ul style="list-style-type: none"> • shows comfort when positioned and or transferred • demonstrated postural control when moving, changing or transferring position • demonstrated movement control (lie, roll, crawl, sit, stand, walk, dance, movement to music, stop, start) [Some students may require the use of equipment, for example: seats, stools, Swiss balls, splints, flotation equipment, to enable optimal functional ability.] • uses movement for specific purposes (move over, under, through, between) • moves body parts in specific ways (nod, lift arm) • responds to stimuli (auditory, visual, tactile) • identifies body parts • actively moves using supportive equipment (wheelchair, walker, sticks, standing frame) • demonstrates their ability to cross the midline (reaching for objects in various positions) • demonstrates their ability to motor plan (negotiate obstacles, using whole body to perform tasks, stairs, ladders, stepping stones, standing, walking, dynamic balance) • demonstrate ability to integrate sensory stimuli <p>Non-Locomotor, for example:</p> <ul style="list-style-type: none"> • demonstrate postural control in a variety of positions (sitting, kneeling) when using equipment (stool, toilet, balance board), standing, floating <p>Manipulative skills, for example:</p> <ul style="list-style-type: none"> • demonstrates purposeful fine motor skills (touching, moving, pushing, manipulating, grasping, holding and releasing objects, transferring objects) • demonstrates purposeful gross motor skills (transferring and carrying a range of objects using whole body or body parts or supportive equipment, wheelchair, walking sticks, to make contact with, stop or propel objects) <ul style="list-style-type: none"> – using one or both hands to handle objects in cooking or craftwork. – move stationary objects by pushing or pulling 	<p>Indicates acceptance of movement, positioning, changes in body temperature etc through positive behaviour</p> <p>Communicates an awareness of changes to the body that result from physical activity</p> <p>Recognises the need for participation in physical activity</p> <p>Engages in physical activities designed to improve health and fitness, for example:</p> <ul style="list-style-type: none"> • swimming, walking • pushing a student's wheelchair • cycling • games 	<p>Indicates likes or dislikes of games, sports or other physical activities</p> <p>Indicates comfort with adults changing / positioning / handling.</p> <p>Copes with a variety of sensory inputs related to being a spectator of games, sports and other physical activities</p> <p>Engages in physical activities that involve a range of tactile experiences, for example:</p> <ul style="list-style-type: none"> • handling • being handled

<p>Visually tracking moving objects, for example:</p> <ul style="list-style-type: none"> • focusing on and following the path of a ball or an object in flight <p>NB: All of these manipulative skills can be demonstrated by using lightweight, belled brightly coloured or large balls or other objects</p>		
<p>F.1</p> <ul style="list-style-type: none"> • Students move freely and safely around people and obstacles • Students demonstrate rhythmic movements in response to music and other stimuli. • Students demonstrate basic body control skills while participating in physical activities. <p>F.2</p> <ul style="list-style-type: none"> • Students demonstrate fine motor skills by holding and releasing objects. • Students demonstrate bilateral skills by carrying objects with two hands. • Students demonstrate fine and gross motor skills to manipulate objects. 	<p>F.3</p> <ul style="list-style-type: none"> • Students participate appropriately in a range of physical activities for pleasure. • Students demonstrate physical activities that are essential for their health and fitness. • Students describe physical activities that promote their health. 	<p>F.4</p> <ul style="list-style-type: none"> • Students identify games or sports they like or dislike. • Students recognise play equipment used in familiar activities. • Students identify their favourite game or sport and communicate their feelings about physical activity.

HEALTH AND PHYSICAL EDUCATION
Strand: Enhancing Personal Development
FOUNDATION LEVEL

<p>Level statement: Students understand who they are and can recognise themselves in response to different stimuli and descriptions. They understand that they are part of a family or group and can identify significant people in their lives with whom they interact. Students demonstrate appropriate communication skills and cooperative behaviours when interacting with significant others.</p>			
<p>Students may communicate their understandings in a variety of ways and modes (both unaided and aided), for example: Gestural: pointing, touching, manipulating, hand squeezing, giving eye contact, eye blinking, moving towards/away from, miming, signing, using body language or facial expressions Vocal: vocalising, communicative vocalisations, speaking Visual / Written: displaying, cutting and pasting, using books, drawing pictures or diagrams, matching, sorting, Braille, pre-writing, software programs, multi-level communication book, using spell and phrase board Aided: using a manufactured aid which is either: low-tech, for example: object symbol, daily schedule, multi-level communication book, topic pages, spell and phrase board; or high-tech, for example: voice output communication devices (VOCAs), computers</p>			
Concepts			
<i>Identity is developed through interactions and relationships with others.</i>	<i>Relationships change, take many forms and are influenced by a range of factors.</i>	<i>Growth and development are influenced by biological factors and by physical and social environments</i>	<i>Effective personal and interpersonal skills are essential for enhancing identity and relationships.</i>
<p>Indicates awareness of / identifies / recognises / responds to:</p> <ul style="list-style-type: none"> • own name e.g., given name, nickname, family name • personal possessions e.g., lunch box, toys, clothing, jewellery • personal information e.g., photograph, description, address • personal likes and dislikes e.g., favourite massage oil, music, textural choices, food choices • characteristics of self and others using a range of senses e.g., images, shapes, sounds, smells, textures • personal physical characteristics e.g., hair/eye colour, shoe/clothing size, age • own body parts <p>Celebrates personal successes and achievements, for example:</p> <ul style="list-style-type: none"> • shows awards • makes 'high fives' • claps hands • smiles <p>Communicates needs and wants, for example:</p> <ul style="list-style-type: none"> • physical • social • emotional • sexual 	<p>Indicates awareness of / identifies / recognises / responds to being part of a family.</p> <p>Indicates awareness of / identifies / recognises / responds to being part of a group, for example:</p> <ul style="list-style-type: none"> • class member • team member • community or church member <p>Indicates awareness of / identifies / recognises / responds to significant people in their lives, for example:</p> <ul style="list-style-type: none"> • teacher, bus driver, school nurse, carer <p>Indicates awareness of / identifies / recognises / responds to changes in relationships, for example:</p> <ul style="list-style-type: none"> • birth in the family • divorce • death of a family member 	<p>Indicates awareness of / identifies / recognises, for example:</p> <ul style="list-style-type: none"> • body parts • physical features • changes to different parts of body • stages of development e.g. baby, child, adult 	<p>Attends to significant others to:</p> <ul style="list-style-type: none"> • follow basic instructions • copy behaviours • meet social / safety standards <p>Shows some basic friendship making skills such as sharing, showing kindness, tolerance of others in close proximity</p> <p>Initiates / engages in / responds to communication, conversation, interactions with others</p> <p>Cooperates in activities that involve aspects of social awareness</p> <p>Demonstrates an array of simple social skills appropriate to a range of setting, for example: eye contact, listening, responding to others</p> <p>Accesses a range of activities that provide relationship opportunities</p> <p>Accepts touching, handling, positioning by familiar/unfamiliar people for toileting, transitioning,</p>

<p>Indicates awareness of / identifies / recognises / responds to a variety of interactions and relationships, for example:</p> <ul style="list-style-type: none"> • family, parents, significant others, friends, community groups, teachers, therapists, strangers • family celebrations, festivals 			<p>in-seat behaviour management</p> <p>Behaves appropriately in different social settings</p> <p>Describes / responds to others' achievements</p> <p>Seeks assistance when required from appropriate personnel</p> <p>Makes choices related to personal interactions</p>
<p>F.1</p> <ul style="list-style-type: none"> • Students demonstrate an awareness of self by responding to different stimuli. • Students communicate their own name and physical features. • Students identify personal possessions. 	<p>F.2</p> <ul style="list-style-type: none"> • Students identify other members of their family, class or group. • Students identify their relationships to family members. • Students identify and interact with significant people in their lives. 	<p>F.3</p> <ul style="list-style-type: none"> • Students demonstrate an awareness of different body parts. • Students demonstrate an awareness of the different stages of the life span. • Students describe changes associated with growing up. 	<p>F.4</p> <ul style="list-style-type: none"> • Students respond to communication and guidance from others. • Students follow instruction independently. • Students demonstrate appropriate communication skills and cooperative behaviours when interacting with significant others.