# Health and Physical Education (1999)

## Years 1 to 10 **Sourcebook Guidelines** (Part 8 of 9)

Note: The PDF version of this document has been split into sections for easier download. This file is Part 8 of 9.





### Using the sourcebook modules

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

The modules demonstrate:

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

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

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

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#### Modules and planning

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

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

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

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

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

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

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

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

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

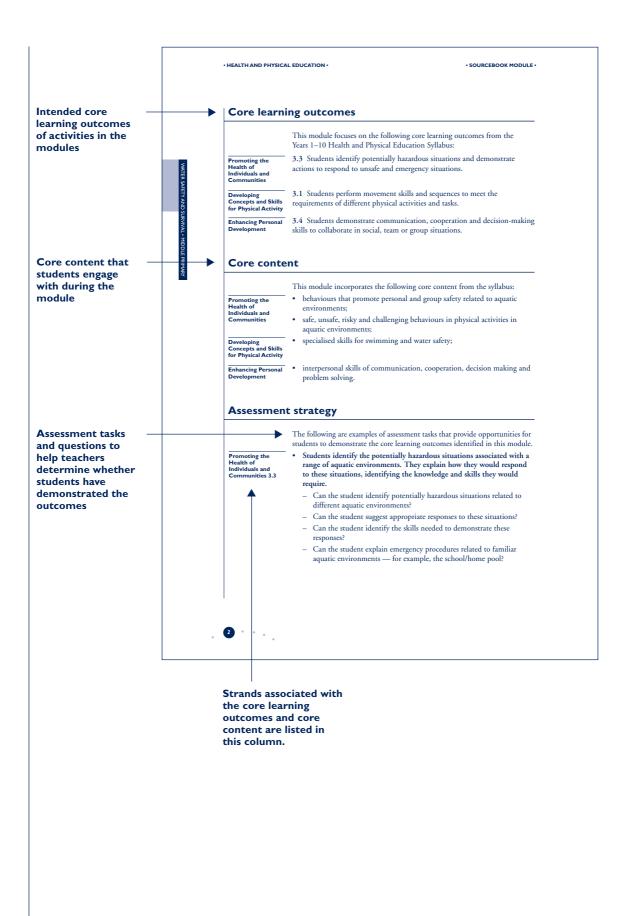
- the core content;
- assessment;
- social justice principles;
- cross-curricular priorities;
- the learner-centred approach.

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

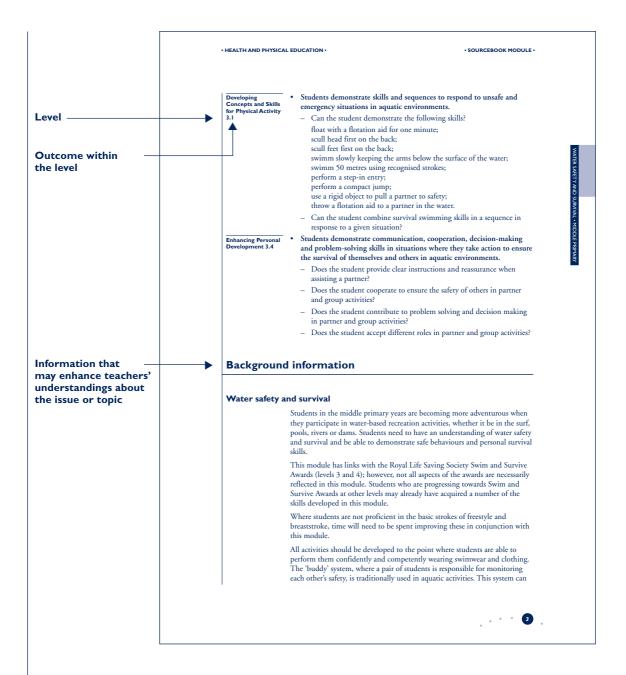
- cover all the core learning outcomes at least once;
- use a variety of core content from across strands.

#### Key features of modules Key learning area SOURCEBOOK MODULE HEALTH AND PHYSICAL EDUCATION MIDDLE PRIMARY **Band of schooling** .evel 2 5 The level at which E 3 4 6 B6 activities are directed Water safety and survival Title of the module The strands of the Strands syllabus on which the Promoting the Health of Individuals and Communities Developing Concepts and Skills for Physical Activity Enhancing Personal Development module is based Purpose Students identify potentially hazardous situations in aquatic environments **Explains the intention** and demonstrate actions to respond to unsafe and emergency situations. They of the module in terms practise and develop the movement skills and sequences required to demonstrate personal survival skills and efficient stroke techniques in a range of the core learning outcomes and core of aquatic situations. Students make decisions about and demonstrate actions to ensure the safety of themselves and others in these environments and content on which it is demonstrate communication and cooperation skills as they collaborate with based others to ensure survival. **Overview of activities** Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in understanding, planning, acting and reflecting phases. Understanding Potential aquatic hazards Shared responsibility Assisting others Lists activity focus and shows how the Reflecting Planning Personal safety and survival Reviewing act and skills structure of the module is based on a learner-centred approach Acting Developing and , impleme mplementing a survival plan a

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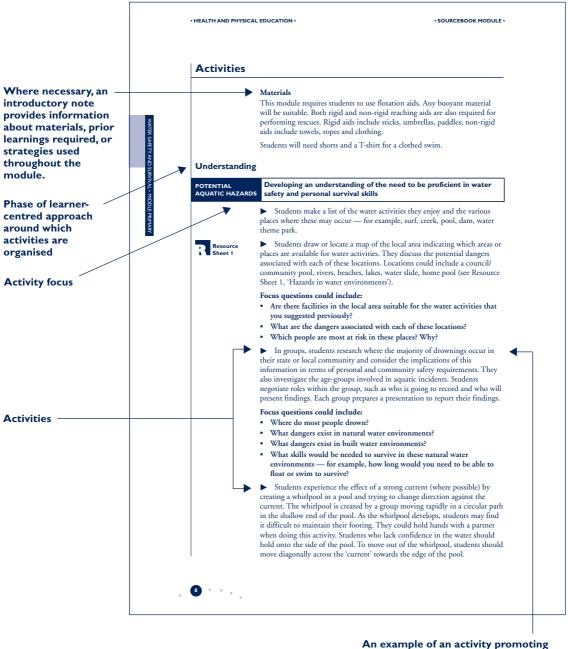
	• HEALTH AI	ND PHYSICAL EDUCATION •		SOURCEBOOK MODULE	
		improve performance	. This will be important ence situations as close a	in assisting their partner to in partner and group work if s possible to real life within the	
Terms that teachers could introduce to students during the module	WATER SAFE TY AND SURVIVAL • MICOLE PRIMARY	Activities in this mod of Health and Physica aquatic buoyant collaborate communicate compact jump cooperate emerency		lowing language in the context survival skills sculling tides self-preservation vigilance submerged waves	
Highlights issues and —	School	l authority policies			
policies (e.g. safety)				ool authority policies that may	
that need to be		be relevant to this mo	dule.		
considered during				Vater safety and survival'. Some	
activities		· · · · · · · · · · · · · · · · · · ·	ners should consider are:		
		the water;		e teacher to observe students in	
			procedures as a priority earsing them once studen	before arriving at the pool, and its enter the pool area;	
		<ul> <li>ensuring safe beha running or pushin</li> </ul>		d the pool — for example, no	
		<ul> <li>defining boundarie</li> </ul>		xample, from this end of the dge;	
		<ul> <li>using a 'freeze' con attention is require</li> </ul>		to indicate when immediate	
			ency procedures that are ved in the swimming pro	well understood by all staff ogram;	
			ly with pool staff about a ures and evacuation rout		
		The school's sunsafety	v policy should also be co	onsidered.	
				s/carers and students about any participate safely in swimming	
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	HEALTH AND PHYSICAL EDUCATION     SOURCEBOOK MODULE	
Indicates how the module supports student understanding of the social justice principles	<ul> <li>Social justice principles</li> <li>This module provides opportunities for students to increase their understanding and appreciation of supportive environments and diversity. It includes activities that encourage students to:         <ul> <li>work cooperatively with others in a range of activities;</li> <li>identify the contribution of individuals to the group's work;</li> <li>develop an understanding about the responsibilities of the community to</li> </ul> </li> </ul>	WATER
References that may ——	<ul> <li>Support materials and references</li> </ul>	SAFETY AND SURVIVAL - MIDDLE PRIMARY
be useful in delivering the module. May include print and electronic materials, web sites and organisations.	<ul> <li>Meaney, P. H. (ed.) 1994, <i>Teaching Swimming and Water Safety</i>, The Australian Council for the Teaching of Swimming and Water Safety (Austswin), Canberra.</li> <li>Rhodes, L. (ed.) 1993, <i>Successful Strokes</i>, Australian Swimming Inc., Canberra.</li> <li>Royal Life Saving Society 1995, <i>Swimming and Lifesaving</i>, 3rd edn, Mosby Lifeline, Artarmon, NSW.</li> <li>Royal Life Saving Society 1996, <i>Aquapack</i>, 2nd edn, Mosby Lifeline, Artarmon, NSW.</li> <li>Royal Life Saving Society Australia 1998, <i>The Royal Life Saving Society Australia</i>. Available URL: http://www.tissa.org.au/ (accessed 15 April 1999).</li> <li>Surf Life Saving Queensland 1997, <i>Surf Life Saving Queensland</i>. Available URL: http://www.lifesaving.org.au/education/safety/surfsafe.htm (accessed 15 April 1999).</li> <li><b>Vorgaistoiss</b></li> <li>Austswim — Queensland Branch PO Box 301 Albion, Q 4010 Tet: (07) 3260 4140 Fax: (07) 3260 4140 Fax: (07) 3252 4835</li> <li>Royal Life Saving Society of Queensland Portitude Valley, Q 4006 Tet: (07) 3252 4845</li> <li>Fax: (07) 3252 8374</li> <li>Royal Life Saving Society of Queensland PO Box 1049 Gueensland bDC, Q 4157 Tet: (07) 3828 2823 Fax: (07) 3828 2423</li> <li>Surf Life Saving Queensland PO Box 374' South Brisbane, Q 4101 Tet: (07) 3846 8008</li> <li>Fax: (07) 3846 8008</li> </ul>	- MIDLE PRIMARY

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

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

	HEALTH AND PHYSICA	LEDUCATION • SOURCEBOOK MODULE •	
ne focus questions pport an inquiry proach and can be ed to guide student arning		<ul> <li>Students experience the effect of loss of sight/disorientation caused by murky water or darkness by swimming with their eyes closed while trying to find a partner or object. They follow instructions given by the teacher or a partner.</li> <li>Focus questions could include:         <ul> <li>How could you search for something under water when the water is murky?</li> <li>How could you locate someone in the water if you were unable to see the person — for example, in darkness or in choppy water?</li> <li>Would it be easier to find something or someone in the water by yourself or with a group of people? Why?</li> </ul> </li> </ul>	
ecific information assist the teacher hen conducting the tivity	<b>→</b>	Teaching considerations Encourage students to give precise directions to their partners during this activity. Student work in the understanding phase provides opportunities for assessment linked to English (writing and speaking) — for example, describing the feeling of having no vision in the water; describing how they would feel if they really lost their eyesight or were in flood waters at night; or describing what they would try to do if they were in such a situation. Reflective written pieces could also be developed about the feeling of being caught in a current and trying to fight it.	
	SHARED RESPONSIBILITY	<ul> <li>Developing an understanding of safety as a shared responsibility</li> <li>Students work in small groups to identify and discuss rules related to a range of aquatic environments — for example, at a pool; at a water theme park; in a river, lake or dam; or at the beach. They consider who makes the rules, who enforces them and why such rules are necessary. Students also discuss who has responsibility for safety when there is nobody to enforce rules. Each group presents the results of their discussions.</li> <li>Students identify which of the rules that exist for managed aquatic environments, such as water theme parks and pools, could be transferred to other aquatic environments.</li> <li>Students discuss who has ultimate responsibility for their personal safety at a school pool, and the safety of the community at the beach. Working in groups, they list the advantages and disadvantages of being responsible for their own personal safety and having a parent/carer, teacher or lifesaver take responsibility for their personal safety.</li> <li>Teaching consideration</li> <li>Students should understand that they have responsibility not only for their own safety but also for the safety of other members of their group. They should adort an attitude of 'looking out for each other'.</li> </ul>	•
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This focus statement promotes the principle of supportive environments by encouraging students to think of the needs, interests and points of view of others.

The activities do this by encouraging students to:

- take care of themselves and others in various environments;
- understand the responsibilities of communities to ensure the wellbeing and safety of all members of the community.

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