

Health and Physical Education (1999)

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

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

Appendix I: Core learning outcomes in levels with elaborations

Core learning outcomes in levels with elaborations

Promoting the Health of Individuals and Communities — Level I				
<p>1.1 Students describe and demonstrate everyday actions which they can take in a range of situations to promote their health.</p> <p>Everyday actions to promote their health:</p> <ul style="list-style-type: none"> wash hands after toileting, before eating shower or bathe daily care for the skin, hair, eyes, ears choose a variety of healthy foods clean teeth after meals drink water regularly wear protective clothing and use sunscreens in the outdoors avoid polluted or dangerous physical environments participate in physical activity wear a seatbelt wear a helmet when cycling use pedestrian crossings talk about concerns and worries say 'no' to unwanted touch and other unwelcome actions celebrate achievements and special occasions do not talk to strangers 	<p>1.2 Students recommend healthy eating practices and demonstrate making healthy choices from a range of foods.</p> <p>Healthy eating practices:</p> <ul style="list-style-type: none"> eat regularly eat a variety of healthy foods select food from the basic food groups eat to meet specific health needs eat with family and friends celebrate with food eat foods from other cultures <p>Making healthy choices from a range of foods:</p> <ul style="list-style-type: none"> choosing breakfast, lunch, snack and picnic foods based on a food selection model choosing appropriate quantities for energy and growth requirements using knowledge of special dietary needs to select appropriate foods 	<p>1.3 Students decide which people and things make environments and activities safe.</p> <p>People who make activities and environments safe:</p> <ul style="list-style-type: none"> lifeguards at the beach supervise swimming crossing supervisors make road crossings safe umpires maintain control in games teachers stop unsafe behaviour in the playground police presence on the roads encourages adherence to rules parents/carers make the home safe <p>Things that make activities and environments safe:</p> <ul style="list-style-type: none"> safety signs, flags at the beach warn of conditions or rules traffic lights on the roads control traffic flow protective equipment reduces risk of injury, e.g. helmets when cycling, elbow and knee pads for roller blading or skateboarding, hats and sunglasses when in the sun, shin pads in sport fences around pools prevent accidents soft landing areas in playgrounds reduce risk of injury and accidents 	<p>1.4 Students explain how health products and people in the community help them meet their health needs.</p> <p>Products that assist in meeting health needs:</p> <ul style="list-style-type: none"> personal hygiene products such as soap and toothpaste reduce the risk of infection and disease pharmaceutical products and first-aid supplies treat ailments and injuries sunscreens, hats and sunglasses protect the skin nutritious foods meet growth and development needs <p>People in the community who assist in meeting health needs:</p> <ul style="list-style-type: none"> doctors diagnose and treat health problems and provide access to medicine and vaccinations dentists care for teeth optometrists care for eyes teachers provide opportunities to engage in, and understand the importance of, physical activity for health Aboriginal/Islander health workers provide culturally appropriate health information council workers ensure clean water, disposal of waste chemists provide advice and medicines school nurses conduct medical checks 	<p>1.5 Students explain how elements of different environments in which people live, work and play affect health.</p> <p>Elements of home environments that affect health:</p> <ul style="list-style-type: none"> good hygiene practices are related to reduced risk of illness quality of communication and support among individuals is related to levels of stress and emotional wellbeing use and maintenance of appliances is related to risk of injury chemical storage procedures are related to accidents and injury <p>Elements of work environments that affect health:</p> <ul style="list-style-type: none"> quality of lighting affects vision and influences safety high noise levels can damage hearing and cause stress protective gear (eye goggles, ear muffs) reduces risk of injury quality of support among workers affects levels of stress and emotional wellbeing workplace health and safety rules protect health and safety <p>Elements of play environments that affect health:</p> <ul style="list-style-type: none"> cooperative play and respect for others reduce risk of injury and emotional upset safe landing areas and safely maintained facilities reduce risk of injury shade protects from sun damage litter increases risk of illness/injury

Core learning outcomes in levels with elaborations

Promoting the Health of Individuals and Communities — Level 2				
<p>2.1 Students describe and demonstrate actions they can take to promote the different dimensions of the health of themselves and others.</p>	<p>Actions to promote personal health:</p> <ul style="list-style-type: none"> celebrate achievements and occasions (social) participate in activities that are enjoyed and done well (emotional, spiritual) practise good personal hygiene (physical) form friendships (social, emotional) wear protective clothing (physical) use protective equipment (physical) have regular dental and medical check-ups (physical) be vaccinated (physical) participate in regular exercise (physical) avoid physical risks and reject dares (physical, emotional) <p>Actions to promote the health of others:</p> <ul style="list-style-type: none"> clean up the environment (physical, social) dispose of waste thoughtfully (physical) listen to and support others (social, emotional) report bullying, racism and harassment (social, emotional) avoid others when ill (physical) 	<p>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.</p>	<p>Benefits of eating a variety of nutritious foods:</p> <ul style="list-style-type: none"> assists physical growth and development meets energy needs improves concentration span makes you feel good <p>Ways to increase the range of nutritious food in their diet:</p> <ul style="list-style-type: none"> request a change of food offered at the canteen each month try foods from different cultures experiment with different sandwich fillings ask parents/carers to buy more fruit and vegetables 	
<p>2.3 Students propose and demonstrate ways to promote personal safety and the safety of others.</p>	<p>Ways to promote personal safety:</p> <ul style="list-style-type: none"> wear safety clothing and use safety equipment play by the rules in physical activities abide by messages on signs and from people in authority avoid taking risks and accepting dares avoid unsafe physical environments avoid unsafe social situations seek assistance by signalling, calling or dialling for help <p>Ways to promote the safety of others:</p> <ul style="list-style-type: none"> put toys away alert others to hazards alert others at risk of safe actions to adopt use a 'buddy' system in the water and on hikes report strangers and suspicious activities 	<p>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.</p>	<p>Where health services and products may be obtained:</p> <ul style="list-style-type: none"> doctor's surgery for medical care hospitals for medical care first-aid centre for emergency treatment health clinic for nutritional information church for counselling services specialist medical centres for optometry, psychology and podiatry pharmacy or supermarket for medicines, eye care and sun protection products natural health centre for natural remedies gymnasium, fitness centres and shops for fitness products supermarket, fruit and vegetable shops and home garden for foodstuffs <p>Why people choose to use different health services and products:</p> <ul style="list-style-type: none"> recommendation by a friend cost religious or cultural beliefs level of health knowledge access by public transport proximity to home side effects type of treatment offered needs 	
<p>2.5 Students recommend ways they can care for their environments to promote and protect their health.</p>	<p>Ways they can care for their environment to promote and protect their health:</p> <ul style="list-style-type: none"> cooperate with, respect and support others whilst at home, at play and in the community to build happy relationships report bullying to protect themselves and others from injury and build self-esteem report damaged equipment, appliances and facilities to parents, carers, teachers or relevant authorities to protect from injury avoid using pressurised sprays, and plant trees to improve air quality use bins and assist with disposal of waste to avoid spread of disease and injury 	<p>2.5 Students recommend ways they can care for their environments to promote and protect their health.</p>	<p>2.5 Students recommend ways they can care for their environments to promote and protect their health.</p>	

Core learning outcomes in levels with elaborations

Promoting the Health of Individuals and Communities — Level 3

<p>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.</p> <p>Personal actions that promote health:</p> <ul style="list-style-type: none"> regular physical activity improves physical functioning, mental and emotional wellbeing (physical) hygienic behaviours protect against illness, disease and infection (physical) eating a balanced diet assists body functioning, growth and development, and mental and emotional wellbeing accepting dares and playing unsafely increases the risk of injury completing challenging activities improves self-esteem (mental, emotional) using safety equipment decreases the risk of injury <p>Group actions that promote health:</p> <ul style="list-style-type: none"> advocate for healthy foods at the tuckshop campaign for bike safety maintain clean public environment implement strategies to reduce teasing and harassment 	<p>3.2 Students explain how eating behaviours affect health and take action on a food-related goal which promotes health.</p> <p>How eating behaviours affect health:</p> <ul style="list-style-type: none"> skipping meals or eating an inadequate quantity of food reduces energy levels for physical activity and decreases mental concentration eating a range of foods regularly and in sufficient quantities enhances body functioning, growth and development, and mental concentration sharing meal times and celebrating special occasions enhances emotional and spiritual wellbeing eating foods high in sugar, salt and fat increases risk of illness and disease <p>Actions to promote a food-related health goal:</p> <ul style="list-style-type: none"> eat a healthy breakfast and lunch daily replace unhealthy snack foods with healthy ones 	<p>3.3 Students identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.</p> <p>Potentially hazardous situations:</p> <ul style="list-style-type: none"> swimming in flooded creeks cycling without a helmet train surfing petrol sniffing being around fire attempting tasks beyond skill level <p>Actions to respond to unsafe situations:</p> <ul style="list-style-type: none"> remove yourself from the situation alert others to the unsafe situation act to make a situation safe or to minimise the danger <p>Actions to respond to emergency situations:</p> <ul style="list-style-type: none"> remain calm and assess danger to self and others remove self and others from the danger as appropriate follow first-aid procedures/administer first aid seek assistance follow set procedures and rules 	<p>3.4 Students assess the reliability of sources of information relating to health products and services.</p> <p>Sources of information relating to health products and services:</p> <ul style="list-style-type: none"> media product labels point of sale manufacturers teachers parents/carers or friends government health agencies Internet pharmacist health-care providers <p>Ways to assess reliability of sources:</p> <ul style="list-style-type: none"> use criteria to rank the reliability of the sources seek opinions of others conduct research check the validity of the claims reflect on personal experience consider the qualifications of the health-care provider or the person promoting the product or service determine who benefits from the sale of the product or service 	<p>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.</p> <p>Features of places that influence the health of themselves and others:</p> <ul style="list-style-type: none"> cleanliness of toilet, shower and food preparation areas storage of poisons and medicines fences around swimming pools levels of cooperation, love and conflict quality of communication among individuals standard of lighting, noise control and air quality standard of equipment and appliances fire evacuation and emergency incident procedures rules for play standard of play equipment availability and standard of protective equipment <p>Ways they can help people who are responsible for keeping places healthy:</p> <ul style="list-style-type: none"> assist parents with cleaning report harassment to teachers/carers cooperate with and support others report unsafe appliances and facilities help groundspeople to maintain cleanliness abide by recommended procedures
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Core learning outcomes in levels with elaborations

Promoting the Health of Individuals and Communities — Level 4				
<p>4.1 Students recommend actions they can take to promote their health in response to social, biological or environmental factors.</p> <p>Actions they can take to promote their health:</p> <ul style="list-style-type: none"> • say 'no' to peer pressure (social) • reject physical dares and risks (social) • manage relationships (social) • challenge media messages and images (social) • manage changes associated with puberty (biological) • monitor air and water quality, and noise levels (environmental) • report bullying, racism and harassment (social) 	<p>Strategies for optimising personal diet:</p> <ul style="list-style-type: none"> • determine personal nutritional needs based on growth and energy required for physical activity and health condition and alter accordingly • identify factors that support and those that impede an individual in optimising his or her personal diet and act on these • maintain fluid intake to regulate body functioning • eat carbohydrate-rich foods such as potatoes and pasta for energy • eat foods containing iron and calcium for growth and repair of body • reduce salt, sugar and fat intake to maintain healthy body functioning 	<p>Ways of responding to situations and behaviours that are unsafe, harmful or risky:</p> <ul style="list-style-type: none"> • assist a swimmer in difficulty • leave and report violent or abusive situations • learn self-defence • say 'no' assertively to physical dares • alert others and/or emergency services to environmental hazards • avoid polluted environments • take appropriate precautions in temperature extremes • report bullying, racism and sexism • critically evaluate recommendations on health products <p>Assessing options and consequences:</p> <ul style="list-style-type: none"> • identify all possible options • assess consequences of each option • identify and justify best option(s) 	<p>4.3 Students propose ways of responding to situations and behaviours that are unsafe, harmful or risky, after assessing options and consequences.</p>	<p>Health products and services that meet personal health needs:</p> <ul style="list-style-type: none"> • deodorants and sanitary items in response to lifestyle factors and for the protection they offer • sun protection products to complement skin type and reduce risk of sun damage • protective equipment selected for safety and comfort in chosen physical activity • doctor who relates well to young people • school guidance officer or nurse • ambulance for emergency health service • dietitian for nutritional advice • religious worker or psychologist for spiritual and emotional health concerns <p>Justifying the selection of products and services:</p> <ul style="list-style-type: none"> • meets health needs • culturally appropriate • cost-effective • affordable • easily accessed • readily available • complements lifestyle • provides better protection
<p>4.2 Students develop and implement strategies for optimising personal diet based on identified nutritional needs for growth, energy and health.</p>	<p>4.4 Students justify the selection of health products and services that best meet their health needs.</p>	<p>4.5 Students identify aspects of their social and physical environments that enhance or pose threats to their health, and plan strategies for achieving healthy environments for themselves and others.</p> <p>Aspects of physical and social environments that enhance personal health:</p> <ul style="list-style-type: none"> • clean air and water • road signs • waste disposal facilities • safety policies and procedures • parks and natural bushland • cooperation, support, tolerance and respect among individuals • celebrations <p>Aspects of environments that pose threats to their health:</p> <ul style="list-style-type: none"> • air pollution by industry, motor vehicles and smoking • water pollution by waste disposal and chemical run-off • land pollution by litter and improper dumping of waste • harassment, bullying and racism • uncooperative behaviours <p>Strategies for achieving healthy physical and social environments for themselves and others:</p> <ul style="list-style-type: none"> • follow rules and procedures • use public transport or cycle • deal with conflict in socially acceptable ways • advocate for changes to laws, rules and policies • campaign to improve air quality • conduct a sun safety campaign 		

Core learning outcomes in levels with elaborations

Promoting the Health of Individuals and Communities — Level 5

<p>5.1 Students predict the short- and long-term consequences of health behaviours on the health of themselves and others, and propose actions to promote health, now and in the future.</p> <p>Short-term consequences of health behaviours on the health of themselves and others:</p> <ul style="list-style-type: none"> • accepting physical dares and risks threatens personal safety • regular physical activity assists weight control, growth and development <p>Long-term consequences of health behaviours on the health of themselves and others:</p> <ul style="list-style-type: none"> • prolonged use of tobacco influences vascular and respiratory functioning and can cause cancer • regular physical activity and good nutrition decrease the risk of cardiovascular disease • bullying, harassment and racism can cause poor self-esteem and stress <p>Actions to promote health, now and in the future:</p> <ul style="list-style-type: none"> • adopt a physical activity program to ensure fitness • moderate use of alcohol, tobacco and other drugs • adhere to product warnings and advice 	<p>5.2 Students devise and implement for themselves and others health-promoting strategies which recognise the influence of a range of factors on personal dietary behaviours, now and in the future.</p> <p>Factors that influence personal dietary behaviours now and in the future:</p> <ul style="list-style-type: none"> • changing growth and development needs associated with puberty and pregnancy • taste preferences • lifestyle • physical activity levels • specific health conditions • cultural background • family structure • media • availability of, and access to, a range of foods • employment <p>Health-promoting strategies:</p> <ul style="list-style-type: none"> • monitor and balance food intake and energy expenditure • advocate for changes to foods made available at canteens • challenge media messages advertising foods high in fat and sugar 	<p>5.3 Students demonstrate behaviours and actions to provide care or manage risk in responding to unsafe or risky situations and behaviours.</p> <p>Behaviours and actions to provide care:</p> <ul style="list-style-type: none"> • learn first aid • assist a swimmer in difficulty • manage an unconscious casualty • provide care to an intoxicated person • provide emotional support <p>Behaviours and actions to manage risk:</p> <ul style="list-style-type: none"> • seek assistance or advice • identify and assess risks or hazards to self and others • devise action plans and implement ways to minimise risks • recognise personal limitations 	<p>5.4 Students analyse the impact of factors on their own and others' ability to access and effectively use health information, products and services.</p> <p>Influences on their own and others' ability to access health information, products and services:</p> <ul style="list-style-type: none"> • personality, motivation, confidence and preference • knowledge • disability • cultural background • religious beliefs • access to transport and buildings • costs and affordability • convenience of hours of opening • eligibility • availability and access to telephone, TV and Internet <p>Influences on their own and others' ability to effectively use health information, products and services:</p> <ul style="list-style-type: none"> • understandings about effective use • motivation and commitment • relationship with provider • access to specialist hospital care • literacy level • English language proficiency • cost of information, products and services • disclosure of information about potential dangers 	<p>5.5 Students examine the health-related impact of behaviours on our social and physical environments, and propose ways to promote health-enhancing social and physical environments.</p> <p>Health-related impact of behaviours on social environments:</p> <ul style="list-style-type: none"> • harassment, bullying and racist behaviours cause social discord • cooperative, supportive and respectful behaviours are conducive to social harmony <p>Health-related impact of behaviours on physical environments:</p> <ul style="list-style-type: none"> • emissions from industry and vehicles lead to air pollution • improper disposal of litter and waste affects the quality of drinking water • removal of vegetation destroys the land and detracts from aesthetic beauty • vandalism of property and facilities creates safety issues <p>Ways to promote health-enhancing social and physical environments:</p> <ul style="list-style-type: none"> • comply with rules, policies and procedures for waste disposal • actively support clean air and water campaigns • participate in neighbourhood watch programs • use and promote public transport
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Core learning outcomes in levels with elaborations

Promoting the Health of Individuals and Communities — Level 6				
<p>6.1 Students investigate the social, cultural and environmental factors associated with a health concern of young adults in order to propose strategies that promote the health of themselves and others.</p> <p>Factors associated with health concerns of young adults:</p> <ul style="list-style-type: none"> • concerns about sexual health, sexuality and body image <ul style="list-style-type: none"> – peer pressure and media messages (social, environmental) – family, religious beliefs (cultural) • concerns associated with tobacco, alcohol and other drug use <ul style="list-style-type: none"> – peer pressure, media messages, laws (social, environmental) – family, community practices, religious beliefs (cultural) • stress-related concerns <ul style="list-style-type: none"> – physical changes (social, cultural) – changes in relationships (social, cultural) – the need to achieve (social, cultural) <p>Strategies that promote the health of themselves and others:</p> <ul style="list-style-type: none"> • reduce air pollution by cycling or using public transport • talking through problems and concerns with others • accept diversity • modify behaviours to minimise risk • lobby or campaign for rules, laws and policies 	<p>6.2 Students propose and implement strategies that support healthy eating behaviours in response to the impact of current trends in eating behaviours and planned diets.</p> <p>Current trends in eating behaviours and planned diets:</p> <ul style="list-style-type: none"> • skipping meals • eating on the run • eating fast foods • overeating • avoiding eating • eating to gain weight or muscle bulk • eating to lose weight • fad dieting • crash dieting <p>Strategies that support healthy eating behaviours:</p> <ul style="list-style-type: none"> • monitor the range of foods eaten • plan for and monitor food intake against energy expenditure • critically evaluate media messages and challenge them when appropriate • seek support from health services personnel, family and peers • consider personal lifestyle and circumstances when planning meals 	<p>6.3 Students devise personal and community strategies to respond to potentially unsafe situations and behaviours.</p> <p>Personal strategies to respond to potentially unsafe situations and behaviours:</p> <ul style="list-style-type: none"> • learn to assess risks • be assertive • learn first aid • use guardian trains • warm up before activities • plan self-defence • learn strategies to prevent or minimise risk • ensure appropriate equipment and skills for activities <p>Community strategies to respond to potentially unsafe situations and behaviours:</p> <ul style="list-style-type: none"> • media campaigns to reduce binge drinking • education campaigns about safety house programs, neighbourhood watch, safe sex • promotion of swimming at patrolled beaches • lobbying local council for better street lighting 	<p>6.4 Students propose a combination of products and services required to accommodate their health needs now and in the future.</p> <p>Services and products to meet their health needs now:</p> <ul style="list-style-type: none"> • personal hygiene products to meet needs associated with puberty • counselling services to provide emotional support with concerns associated with moods, identity, sexual relationships and puberty • protective equipment to participate safely in physical activity • youth detoxification or rehabilitation centres to deal with alcohol, drug or behaviour problems • medical and dietary services for advice on nutrition-related concerns <p>Services and products to meet their health needs in the future:</p> <ul style="list-style-type: none"> • community counselling agencies • pregnancy and marriage products • stress management services and products • breast screening • agencies for managing work-related injury • natural therapies for stress management 	<p>6.5 Students assess the impact of rules, laws and policies in promoting healthy social and physical environments.</p> <p>Rules, laws and policies that promote healthy environments:</p> <ul style="list-style-type: none"> • <i>Anti-discrimination Act 1991</i> (Qld) • school policies on harassment and bullying • school social justice policy • <i>Workplace Health and Safety Act 1995</i> (Qld) • infectious disease policies in schools • Criminal Code • drug-free policy in schools • age of consent • laws regarding drink driving • <i>Environmental Protection Act 1994</i> covering water pollution, air pollution and disposal of rubbish • <i>Aboriginal and Torres Strait Island Heritage Protection Act 1984–1986</i> (Commonwealth) • consumer standards and quality control that cover safety standard of products

Core learning outcomes in levels with elaborations

Developing Concepts and Skills for Physical Activity — Level I

<p>1.1 Students demonstrate a variety of basic locomotor skills and non-locomotor skills, varying body actions and use of space.</p> <p>Basic locomotor skills varying body actions and use of space:</p> <ul style="list-style-type: none"> run, jump and hop while changing directions stop and start travel varying position of arms and legs make different shapes with the body while travelling change levels and pathways while travelling make different shapes while floating move through the water using running and swimming actions travel in response to stimuli — beat, rhythm, music, words roll along the ground and down slopes <p>Basic non-locomotor skills varying body actions and use of space:</p> <ul style="list-style-type: none"> balance using different body parts as bases bend, twist, stretch and curl on the ground or on equipment rock using different body shapes and bases of support move in place in response to stimuli 	<p>1.2 Students demonstrate a variety of manipulative skills using a range of implements and different parts of the body.</p> <p>Manipulative skills using a range of implements and body parts:</p> <ul style="list-style-type: none"> roll small and medium-sized balls and hoops use hands, feet, sticks and bats to stop small and medium-sized balls throw bean bags and small, medium-sized and large balls using: <ul style="list-style-type: none"> an underarm throw with one or two hands an overarm throw with one or two hands a two-handed chest throw catch bean bags and different-sized balls using one hand, two hands or a scoop strike a stationary ball with a foot, hand or short-handled bat dribble a ball with a foot, hand or bat swing and jump using a rope or hoop manipulate flotation aids, dive rings, dive sticks or balls in the water 	<p>1.3 Students describe the physical and emotional effects that result from their participation in a variety of vigorous, whole-body activities.</p> <p>Physical effects of participation:</p> <ul style="list-style-type: none"> increased rate and depth of breathing and kicking through water at speed tired arms from swimming, hanging or supporting body weight tired legs from running, cycling or skipping with a rope increased body temperature increased perspiration sore calf muscles after skipping with a rope for an extended time <p>Emotional effects of participation:</p> <ul style="list-style-type: none"> enjoyment excitement pride in performance fear when climbing frustration happiness satisfaction 	<p>1.4 Students categorise the physical activities that they and others watch or play.</p> <p>Ways of categorising physical activities:</p> <ul style="list-style-type: none"> playing area, e.g. indoor or outdoor; court, field, track or pool equipment used, e.g. large or small ball, bat or racquet individual/team competitive recreational child adult
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Core learning outcomes in levels with elaborations

Developing Concepts and Skills for Physical Activity — Level 2			
<p>2.1 Students demonstrate simple combinations of locomotor and non-locomotor skills.</p> <ul style="list-style-type: none"> • combine running, jumping, hopping and skipping • take off and land using one foot or two feet • travel taking weight on different body parts, e.g. hands and feet or hands and knees • travel through the water combining different arm and leg actions <p>Simple combinations of non-locomotor skills:</p> <ul style="list-style-type: none"> • rhythmic actions with hands and feet in personal space, e.g. clap hands, click fingers, stamp feet • spin, jump, turn and twist in personal space • float on front, then change to float on back • hang and change shape <p>Simple combinations of locomotor and non-locomotor skills:</p> <ul style="list-style-type: none"> • balance, rock then roll • run, jump then balance • jump, turn, roll then stand • walk with straight leg lift then balance on one foot • travel on a bar using hands and hang in various shapes • in water, glide, float and recover to stand 	<p>2.2 Students demonstrate basic movement skills using equipment in play and simple games.</p> <p>Basic movement skills using equipment in play and simple games:</p> <ul style="list-style-type: none"> • play chasing games in the water using a kickboard for support • roll a ball for accuracy or for distance • push a ball to a target using a bat • strike a ball with a bat using an overarm action • hit a ball off a low tee using a two-handed action • throw a ball and catch it after one bounce or on the full • run and dodge markers • dribble a ball with the foot or hand while weaving around markers • score a point by throwing a bean bag or ball to hit a marker • defend a marker to prevent it being hit by a bean bag or ball • move to intercept a ball and to gain possession 	<p>2.3 Students compare the effects on the body of participating in physical activities of varying intensities.</p> <p>Effects on the body of participating in physical activity:</p> <ul style="list-style-type: none"> • low intensity — little noticeable change in the body; shallow breathing, regular heartbeat • medium intensity — faster, deeper breathing and faster heart rate • high intensity — faster, stronger heartbeat; deeper, fuller breathing; heavy, tired arm or leg muscles; higher body temperature; perspiration <p>Physical activities of varying intensities:</p> <ul style="list-style-type: none"> • low intensity, e.g. walking, floating, balancing, climbing slowly • medium intensity, e.g. jogging, dancing, moving at a comfortable, rhythmic pace through the water • high intensity, e.g. running quickly, aerobic dance, moving powerfully through the water, continuously skipping with a rope 	<p>2.4 Students identify physical activities in which they, their friends and their family participate and suggest reasons for different choices.</p> <p>Reasons for choices of physical activity:</p> <ul style="list-style-type: none"> • excitement • improvement of balance and skill • fitness • competition • to socialise • relaxation and enjoyment • being part of a team and with friends • being like a 'hero' • playing area close to home • fun • participation of other family members

Core learning outcomes in levels with elaborations

Developing Concepts and Skills for Physical Activity — Level 3

<p>3.1 Students perform movement skills and sequences to meet the requirements of different physical activities and tasks.</p> <p>Movement skills to meet the requirements of different physical activities and tasks:</p> <ul style="list-style-type: none"> • throw for speed, distance, accuracy and height • move to catch different-shaped objects • balance on different body parts on/off apparatus to show stability • float and use sculling actions to conserve energy for survival in water • perform set body actions in time to rhythmic or musical accompaniment <p>Movement sequences to meet the requirements of different physical activities and tasks:</p> <ul style="list-style-type: none"> • dribble and throw for distance or for accuracy using a shoulder pass • show flow by smoothly linking locomotor, rotational and balance skills • run and jump for distance • strike or serve a ball and run to a designated marker or base • mount a beam, perform a balance to show flexibility, and dismount • enter water, tread water, swim and exit 	<p>3.2 Students observe rules and demonstrate an awareness of others in play and simple games.</p> <p>Awareness of others and observing rules in play and simple games:</p> <ul style="list-style-type: none"> • move into spaces to receive the object of play from team members • dodge to avoid contact with others in non-contact games • communicate with others to coordinate play • project the object of play into spaces away from opponents • cooperate with team members to score runs • respond to officials' decisions • position themselves in anticipation of the movements of others 	<p>3.3 Students describe what it means to be fit and demonstrate activities that promote health-related fitness.</p> <p>What it means to be fit:</p> <ul style="list-style-type: none"> • being able to participate in everyday activities without getting tired • being able to recover breath quickly after exertion • being able to relax the mind and the muscles • feeling happy and energetic • getting along with others <p>Activities that promote health-related fitness:</p> <ul style="list-style-type: none"> • walking, jogging, swimming, dancing, cycling and walking up stairs promote heart and lung fitness and muscular strength • stretching promotes joint mobility • climbing and swimming promote fitness 	<p>3.4 Students suggest how people and the availability of facilities influence choices relating to physical activity.</p> <p>How people influence choices relating to physical activity:</p> <ul style="list-style-type: none"> • through encouragement • by recommendations or advice • by provision of equipment or apparel • by provision of opportunities to be spectators • through role modelling • by rewards offered by others • through personal involvement <p>How availability of facilities influences choices relating to physical activity:</p> <ul style="list-style-type: none"> • ease of access encourages increased use • availability of facilities increases choices • non-availability limits choices • cost of equipment limits choices
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Core learning outcomes in levels with elaborations

Developing Concepts and Skills for Physical Activity — Level 4			
<p>4.1 Students create and perform movement sequences in games, sports or other physical activities, implementing ways to enhance their own and others' performances.</p> <p>Ways to enhance their own and others' performances:</p> <ul style="list-style-type: none"> • practise movement skills and sequences <ul style="list-style-type: none"> – the importance of practice – physical and mental practice – length and frequency of practice • provide and respond to feedback <ul style="list-style-type: none"> – the importance of feedback – general versus specific feedback – positive versus negative feedback • monitor, analyse and evaluate feedback • implement suitable tactics and strategies • apply knowledge of stability, force and projectiles <ul style="list-style-type: none"> – force and speed to run and jump for distance and height – bases of support, transfer of weight and changes in body position – biomechanical principles to throw and strike (transfer of weight, angle of trajectory) 	<p>4.2 Students demonstrate basic tactics and strategies to achieve identified goals in games, sports or other physical activities.</p> <p>Basic tactics and strategies to achieve identified goals:</p> <ul style="list-style-type: none"> • deny space and time <ul style="list-style-type: none"> – minimise runs scored against team by fielding a ball quickly – increase number of players 'home' by stealing between the bases • move to centre of court in racquet sports <ul style="list-style-type: none"> – create space and time – move to a space to receive a pass – use the body to protect the ball – reduce course time in orienteering by using the strategy of 'aiming off' • utilise environmental conditions <ul style="list-style-type: none"> – paddle against the wind when fresh and with the wind when tired – shorten stride when running into the wind or uphill, lengthen stride when running with the wind or downhill • use short passes in ball games in windy conditions <ul style="list-style-type: none"> – use low passing shots rather than lobs in windy conditions in net games 	<p>4.3 Students identify and take part in a variety of physical activities that contribute to the development of particular components of health-related fitness.</p> <p>Activities that contribute to particular components of health-related fitness:</p> <ul style="list-style-type: none"> • continuous running, swimming, cycling and aerobic dance contribute to cardio-respiratory endurance • regular stretching of body joints contributes to flexibility • lifting weights, pushing medicine balls and participating in weight-bearing activities that use the arms and legs contribute to muscular strength and endurance 	<p>4.4 Students explain how images of physical activity influence their own and others' participation in, and attitudes towards, physical activity.</p> <p>Images that influence participation in, and attitudes towards, physical activity:</p> <ul style="list-style-type: none"> • images of gymnasts as elite, slim prepubescent girls • images of footballers as strong, solid body types • portrayal of male and female participants as athletic, tanned, toned • images of lawn bowlers as elderly, passive and having low fitness levels • limited images of, or lack of role models for, the disabled • images of golfers portraying the game as elitist and for the wealthy • images of elite athletes only, suggesting that participants must be highly skilled • lack of images of people from a range of cultural backgrounds

Core learning outcomes in levels with elaborations

Developing Concepts and Skills for Physical Activity — Level 5

<p>5.1 Students perform games, sports or other physical activities in ways which reflect their ability to modify movement skills and sequences using basic movement concepts.</p> <p>Using basic movement concepts to modify movement skills and sequences:</p> <ul style="list-style-type: none"> principles of movement <ul style="list-style-type: none"> law of action—reaction to improve sprint starts (force) angle of release to achieve optimal distance in throwing events (projectiles) shift the centre of gravity outside the base of support to move out of a balance and link movements (stability) components of movement <ul style="list-style-type: none"> vary effort, use of space, relationships with people and objects adapt speed, force, flow, direction and height of movement in activities requiring flight skill acquisition <ul style="list-style-type: none"> provide feedback on the performance of others based on observations of body position and form practise different movement patterns to modify actions of the body to improve performance 	<p>5.2 Students demonstrate a range of tactics and strategies to achieve an identified goal in games, sports or other physical activities.</p> <p>Range of tactics and strategies to achieve an identified goal:</p> <ul style="list-style-type: none"> deny space and time to stop other team from scoring a goal <ul style="list-style-type: none"> in netball, e.g. use zone defence and one-on-one defence, or position players to cover spaces in softball, e.g. look for opportunities for double play and field the ball quickly create space and time in attack <ul style="list-style-type: none"> in touch football, e.g. use dummy passes and cut-out passes, or a wrap in baseball, e.g. hit ground balls through the infield, lead off on the pitch or steal a base on the pitch utilise environmental conditions <ul style="list-style-type: none"> in orienteering, e.g. use hand rails or aiming off in badminton, e.g. use a lob, drop shot or drive 	<p>5.3 Students devise and implement a health-related fitness program applying principles of training.</p> <p>Applying principles of training to a health-related fitness program:</p> <ul style="list-style-type: none"> frequency <ul style="list-style-type: none"> undertake aerobic/muscle endurance training three times per week intensity <ul style="list-style-type: none"> manipulate aerobic work-outs to sustain heart rate at 50–70% maximum heart rate vary number of sets (3–5), repetitions (8–12), amount of weight and the speed of muscular contraction in exercises for muscular endurance time/duration <ul style="list-style-type: none"> monitor and progressively overload by increasing exercise duration manipulate rest and recovery time <ul style="list-style-type: none"> type <ul style="list-style-type: none"> vary activities include: <ul style="list-style-type: none"> aerobic activities (jog or swim using over-distance training, continuous training, speed play or interval training) flexibility activities (stretch muscles over body joints) muscle endurance activities (progressive resistance, isometric training or isokinetic training) a combination of activities (circuit training) 	<p>5.4 Students explain how individual and social factors influence their own and others' attitudes towards, and participation in, physical activity.</p> <p>Individual factors that influence attitudes towards and participation in physical activity:</p> <ul style="list-style-type: none"> previous enjoyment experience of success or failure gender body image body composition, age, height interests in physical activity offered skill level socioeconomic factors ability/disability perceptions of risk of injury <p>Social factors that influence attitudes towards and participation in physical activity:</p> <ul style="list-style-type: none"> location of and access to facilities cost of facilities, equipment, apparel perceptions of violence in physical activities media images of physical activity cultural views of body image school and community values recognition of success cultural attitudes, values and beliefs about participation in specific forms of physical activity
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Core learning outcomes in levels with elaborations

Developing Concepts and Skills for Physical Activity — Level 6			
<p>6.1 Students evaluate their own and others' performance in order to plan and implement ways of improving performance in games, sports or other physical activities.</p> <p>Ways of evaluating performance:</p> <ul style="list-style-type: none"> • establish criteria for evaluating performance, e.g. skill level, adherence to rules, anticipation, application of principles of movement • personal judgments based on comparisons to performances of others, kinaesthetics of performance, observations of performance via video • feedback from significant others — verbal and nonverbal feedback <p>Ways of improving performance:</p> <ul style="list-style-type: none"> • practise to consolidate technique • seek and apply feedback to improve technique • train to improve specific components of fitness • use visual imagery to improve technique • think positively • apply biomechanical principles • provide feedback to others 	<p>6.2 Students select and implement individual or group tactics and strategies in games, sports or other physical activities to respond to environmental conditions or opposing players.</p> <p>Individual and group tactics and strategies to respond to environmental conditions:</p> <ul style="list-style-type: none"> • shorten passes in ball games in windy and rainy conditions • lob a tennis ball into the sun to make it difficult for an opponent to play an attacking return • use wind resistance to put spin on the ball <p>Individual and group tactics and strategies to respond to opposing players:</p> <ul style="list-style-type: none"> • play one-on-one defence or zone defence in netball, basketball or water polo • use switches, wraps and cut-out passes in touch football • use drop shots and drives to tire a fitter player in racquet sports • hit cross court to move the player out of court and create space for an attack in racquet sports 	<p>6.3 Students design and implement a fitness program that reflects personal priorities and goals.</p> <p>Personal fitness priorities and goals:</p> <ul style="list-style-type: none"> • alter body composition • control weight • improve muscle tone • improve aerobic capacity • increase flexibility • improve aerobic endurance • increase power • increase muscular strength • meet health needs 	<p>6.4 Students plan strategies to overcome inequities relating to participation in physical activities.</p> <p>Inequities relating to participation in physical activity:</p> <ul style="list-style-type: none"> • exclusion of particular social groups by gender, ability or disability, ethnicity, age, socioeconomic status, location • access to facilities and equipment • recognition of achievements • respect for different skills and abilities • reward for achievements • opportunities for participation • clothing requirements for males and females <p>Strategies to overcome inequities:</p> <ul style="list-style-type: none"> • redistribute funds • advocate for greater access and provision of facilities for the disabled • enforce codes of behaviour • educate to change community values • advocate for policy change to ensure equal opportunity for participation • plan campaigns aimed at encouraging girls' participation in physical activity

Core learning outcomes in levels with elaborations

Enhancing Personal Development — Level 1

<p>1.1 Students describe themselves in personal, family and community terms including the activities and achievements that give them positive feelings.</p> <p>Descriptions of themselves in personal terms:</p> <ul style="list-style-type: none"> • given name, age, physical characteristics, special features, e.g. hearing impairment • place of birth • favourite things, e.g. possessions, colours, friends, toys • likes, dislikes, abilities and achievements <p>Descriptions of themselves in family terms:</p> <ul style="list-style-type: none"> • family name • position in family, e.g. child, daughter, brother, cousin, niece, stepchild <p>Descriptions of themselves in community terms:</p> <ul style="list-style-type: none"> • home address • student at a particular school • resident of a suburb, town, community • parishioner of a particular church • member of sporting club, association, community group 	<p>1.2 Students identify relationships they experience in their daily lives and can demonstrate the behaviours appropriate for these.</p> <p>Behaviours appropriate to everyday relationships:</p> <ul style="list-style-type: none"> • hugging parents/carers • not getting into cars with strangers • sharing with friends • cooperating with siblings • helping parents/carers around the home • being kind to others • being courteous • being patient while waiting for a turn • caring for own or others' property • avoiding communicating with strangers • accepting and giving help • being supportive by discouraging bullying and teasing of others 	<p>1.3 Students describe how they have changed as they have grown and developed.</p> <p>Changes in students as they have grown and developed:</p> <ul style="list-style-type: none"> • physical <ul style="list-style-type: none"> – height – weight – appearance – physical abilities – muscular strength • social <ul style="list-style-type: none"> – relationships – responsibilities • intellectual <ul style="list-style-type: none"> – range of interests – thinking skills – ways of expressing needs and ideas • emotional <ul style="list-style-type: none"> – ways of expressing feelings – ways of controlling emotions 	<p>1.4 Students demonstrate basic speaking, listening, sharing and cooperation skills to interact effectively with others.</p> <p>Basic skills for interacting effectively with others:</p> <ul style="list-style-type: none"> • using people's names • answering questions • enunciating words clearly • accurately choosing words and expressions • establishing eye contact (where culturally appropriate) • asking questions to clarify messages and check understanding • taking turns • giving or receiving a compliment • celebrating • inviting others to join in • helping • sharing • listening to others without interrupting • following rules and procedures • not using put-downs • standing or sitting at an appropriate distance • accurately conveying messages
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Core learning outcomes in levels with elaborations

Enhancing Personal Development — Level 2			
<p>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.</p> <p>What they like about themselves, the ways they are special and how individuals are unique:</p> <ul style="list-style-type: none"> • abilities, e.g. musical talents, sporting skills • physical characteristics • actions and behaviours, e.g. honesty, kindness • membership of family or group • aspects of personality <p>Characteristics similar to other people:</p> <ul style="list-style-type: none"> • religion • language • physical characteristics • cultural beliefs and values • gender 	<p>2.2 Students suggest and demonstrate actions, behaviours and attitudes that support positive interactions with family, special people and friends.</p> <p>Actions, behaviours and attitudes that support positive interactions:</p> <ul style="list-style-type: none"> • helping with chores • showing respect for family rules, customs and traditions • obeying parents/carers • thanking others • telling people why they are special • asking for help • cooperating in games and play • sharing equipment • helping to make rules • encouraging others in their performances • sharing jokes • listening to concerns • confiding in trusted friends • sharing personal problems with family members • celebrating birthdays 	<p>2.3 Students compare similarities and differences between people at different stages of life.</p> <p>Similarities and differences between people at different stages of life:</p> <ul style="list-style-type: none"> • physical characteristics • physical abilities • physical, social and emotional needs, e.g. air, food, water, activity, rest, affection • care required • roles and responsibilities • likes and dislikes • how emotions are managed • intellectual ability • type and variety of relationships • success and achievements • interests 	<p>2.4 Students demonstrate verbal and non-verbal skills to express ideas, needs and feelings and to show consideration of others.</p> <p>Verbal and nonverbal skills to express ideas, needs and feelings:</p> <ul style="list-style-type: none"> • using gestures, facial expressions and body language to convey meaning • complimenting others • requesting help in various situations using signals or voice • expressing feelings openly and honestly • communicating assertively in unsafe situations • describing situations without exaggeration <p>Showing consideration for others:</p> <ul style="list-style-type: none"> • showing appreciation • apologising • offering comfort and support • sharing equipment • listening to other people's opinions • offering encouragement • acting against bullying and harassment

Core learning outcomes in levels with elaborations

Enhancing Personal Development — Level 3

<p>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.</p> <p>Different ways of describing people:</p> <ul style="list-style-type: none"> • nationality • physical characteristics • age group • occupation • interests or abilities • personality • language • disability • gender • according to gender expectations <p>How descriptions influence the way people value and treat themselves and others:</p> <ul style="list-style-type: none"> • increase self-concept and self-esteem • decrease self-concept and self-esteem • establish power over others • create feelings of respect or disrespect • cause insult • create happiness • cause embarrassment • value or devalue achievements • put others down 	<p>3.2 Students develop and implement strategies, including codes of behaviour, to promote relationships in various groups and situations.</p> <p>Strategies to promote relationships in various groups and situations:</p> <ul style="list-style-type: none"> • develop codes of behaviour for group work, team games, class activities, group outings • establish ground rules before commencing activities • plan things together to build cohesion • participate in the decision-making process • negotiate roles to provide individuals with an identity and responsibilities • devise ways to celebrate, reward or acknowledge achievements of individuals or groups • provide opportunities for individuals to express opinions and feelings • establish a procedure to deal with conflict or disagreements • accept and carry out responsibilities • be tolerant of differences 	<p>3.3 Students identify physical, social, intellectual and emotional changes associated with growth and development and recommend ways to promote their own growth and development.</p> <p>Changes associated with growth and development:</p> <ul style="list-style-type: none"> • height • weight • strength • secondary sex characteristics • values clarification • group affiliation • roles and responsibilities • intellectual ability <p>Ways to promote their own growth and development:</p> <ul style="list-style-type: none"> • develop and maintain relationships with family and others • join teams, clubs or social groups • choose positive role models and mentors • learn new skills • eat nutritious food throughout life • participate in regular physical activity throughout life • work with others on group projects • express emotions and concerns • develop a range of physical skills • develop a range of interests • be accepting of personal abilities and limitations 	<p>3.4 Students demonstrate communication, cooperation and decision-making skills to collaborate in social, team or group situations.</p> <p>Skills to collaborate in social, team or group situations:</p> <ul style="list-style-type: none"> • acknowledging and supporting the ideas of others • clarifying the problems to be solved or goals to be achieved • providing ideas for consideration • listening to the ideas of others without being derogatory or interrupting • clarifying understanding of ideas proposed by others • accepting and supporting decisions made • accepting advice and help from others • identifying and using the strengths of others • observing rules • using speaking and listening skills to promote group interactions
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Core learning outcomes in levels with elaborations

Enhancing Personal Development — Level 4			
<p>4.1 Students evaluate the influence on self-concept and self-esteem of their own and others' behaviours, including the recognition of achievement and changes in responsibilities.</p> <p>Behaviours that influence self-concept and self-esteem:</p> <ul style="list-style-type: none"> • recognising achievement • accepting or rejecting changes in responsibilities • losing responsibilities or assuming increased responsibilities • celebrating achievements • providing love and support • engaging in antisocial activities, e.g. stealing, lying, bullying, being disobedient, being destructive • being honest and trustworthy • acknowledging effort 	<p>4.2 Students explore different types of relationships and evaluate standards of behaviour considered appropriate for these relationships.</p> <p>Different types of relationships:</p> <ul style="list-style-type: none"> • child–parent • peer group • extended family • siblings • student–teacher • player–coach • doctor–patient • friends of same sex • friends of the opposite sex • acquaintances • strangers <p>Aspects of behaviours in relationships:</p> <ul style="list-style-type: none"> • level of intimacy or physical contact • adherence to rules • degree of respect • degree of openness and honesty <p>Evaluating appropriateness:</p> <ul style="list-style-type: none"> • why standards are set • who sets standards • why standards are important • whether standards are the same for all people 	<p>4.3 Students explain how factors, including challenges and inherited characteristics, influence physical, social and emotional growth and development.</p> <p>Factors that influence physical, social and emotional growth and development:</p> <ul style="list-style-type: none"> • challenges <ul style="list-style-type: none"> – in the outdoors – in making and maintaining friendships – in resolving conflict – associated with anger, grief, loss and success • inherited characteristics <ul style="list-style-type: none"> – genetic – cultural characteristics and beliefs • environmental <ul style="list-style-type: none"> – nutrition – sunlight – exercise – smog – living standards • social and emotional <ul style="list-style-type: none"> – love – affection – abuse and violence – emotional turmoil – racism 	<p>4.4 Students demonstrate skills and actions that support the rights and feelings of others, while adopting different roles and responsibilities in social, team or group activities.</p> <p>Skills and actions that support the rights and feelings of others in social, team or group activities:</p> <ul style="list-style-type: none"> • showing trust and tolerance • recognising the rights of others • encouraging, praising, pointing out strengths, acknowledging the contribution of others • showing courtesy, cooperation, respect and loyalty as a group member • assuming responsibility to ensure the rights of others are met or facilitated • anticipating the needs of others • offering assistance by adapting rules or codes of behaviour to be inclusive • acknowledging the feelings of others • reporting bullying, harassment and racist remarks or behaviours • adhering to rules and codes as a team member • playing a non-preferred position for the good of the team

Core learning outcomes in levels with elaborations

Enhancing Personal Development — Level 5

<p>5.1 Students evaluate the influence of different beliefs and values, including those related to sex, sexuality and gender, on their own and others' self-concept and self-esteem.</p> <p>Beliefs and values that influence self-concept and self-esteem:</p> <ul style="list-style-type: none"> • how paid and unpaid work is valued • community attitudes towards gay and lesbian youth • expectations of adolescent behaviour • stereotypes about abilities and disabilities • stereotypical expectations of gender roles • community attitudes towards body image • belief in racial superiority leading to discrimination based on race and culture • notions of success and failure 	<p>5.2 Students develop strategies to manage the influence of individuals and groups on attitudes towards, behaviours in, and expectations of, relationships.</p> <p>Strategies to manage the influence of individuals and groups on relationships:</p> <ul style="list-style-type: none"> • set own goals and make own decisions • continually reflecting and critically evaluating own and others' attitudes, behaviours and expectations • learn self-defence strategies • establish and express own opinions and feelings • exercise rights — to ask questions, to disagree, to say 'no' • learn decision-making, problem-solving and conflict-resolution strategies • analyse how decisions made by others affect own decisions 	<p>5.3 Students predict how changes associated with significant transitions in their lives, including pubertal changes, may influence physical, social and emotional growth and development.</p> <p>Significant transitions in their lives:</p> <ul style="list-style-type: none"> • childhood to adolescence • adolescence to adulthood • puberty • beginning school • changing schools • family changes, e.g. new sibling, family break-up, relocation • loss of a 'significant other', e.g. loved one, friend, pet • employment • pregnancy • parenthood <p>Changes associated with significant transitions in their lives that influence physical, social and emotional growth and development:</p> <ul style="list-style-type: none"> • group affiliations • physical maturation • roles and responsibilities • lifestyle • relationships — forming, changing and ending 	<p>5.4 Students demonstrate skills to deal effectively with challenge and conflict in social, team or group situations.</p> <p>Skills to deal effectively with challenge in social, team or group situations:</p> <ul style="list-style-type: none"> • identifying the skills necessary to meet a challenge • solving problems to meet challenges • realistically assessing personal abilities • showing self-discipline and cooperating to achieve goals • being assertive in protecting yourself • distinguishing between heroic and foolhardy behaviour • accepting and carrying out responsibilities <p>Skills to deal effectively with conflict in social, team or group situations:</p> <ul style="list-style-type: none"> • mediation • compromise • negotiation • decision making • problem solving • communicating assertively • accepting apologies without holding grudges • discussing the conflict • considering a conflict situation from the point of view of others
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Core learning outcomes in levels with elaborations

Enhancing Personal Development — Level 6			
<p>6.1 Students evaluate the influence of sociocultural factors on their own and others' self-concept and self-esteem.</p> <p>Sociocultural factors that influence their own and others' self-concept and self-esteem:</p> <ul style="list-style-type: none"> • economic status, e.g. poverty, wealth • stereotypes associated with gender, culture, sexuality, disability or ability • media images and messages about the ideal body • discrimination • expectations of power in relationships • group affiliations • expectations of relationships • rewards for, or acknowledgment of, achievements or effort 	<p>6.2 Students evaluate the influence of sociocultural factors, including community expectations of behaviours, on relationships between individuals and the family at different stages of life.</p> <p>Sociocultural factors that influence relationships:</p> <ul style="list-style-type: none"> • community expectations of behaviours between children, and between children and adults • cultural and religious beliefs and values • geographic location, e.g. separation from families • access to technology, e.g. email, telephone • images of relationships in the media and popular culture • stereotypical beliefs about people and relationships • rules, laws and policies about violence, age of consent, intimacy and sexuality • types of, and access to, role models • availability of, and access to, services and agencies that deal with relationships • the family • roles and power structures in families, kinship groups, friendships and sexual relationships 	<p>6.3 Students evaluate the influence of personal behaviours and social and physical environments on growth and development and propose actions to enhance their own and others' growth and development.</p> <p>Personal behaviours that influence growth and development:</p> <ul style="list-style-type: none"> • antisocial behaviours, e.g. vandalism, bullying • participation in community service • risk-taking behaviours, e.g. use and abuse of tobacco, alcohol and drugs • competitive behaviours • relationships • leadership behaviours and setting positive examples <p>Social and physical environments that influence growth and development:</p> <ul style="list-style-type: none"> • work • school • home • recreation • living space • personal space • living conditions <p>Actions to enhance their own and others' growth and development:</p> <ul style="list-style-type: none"> • set and commit to the achievement of goals in a range of endeavours — academic, sporting, cultural • clarify personal values and opinions • support and respect others' values, beliefs and opinions • campaign against bullying, harassment and racism • develop skills needed to live in society • engage in regular physical activity 	<p>6.4 Students demonstrate communication and cooperation skills required to implement decisions of personal choice and to resolve conflict in relationships.</p> <p>Communication and cooperation skills to implement decisions of personal choice:</p> <ul style="list-style-type: none"> • using 'I' statements to assert and disclose decisions • displaying confident body posture • using hand gestures that complement what is said • maintaining eye contact where culturally appropriate • communicating assertively • seeking support of others <p>Communication and cooperation skills to resolve conflict in relationships:</p> <ul style="list-style-type: none"> • confronting a problem by acknowledging its existence • considering and empathising with the perspectives of others • asking questions to clarify understanding of others' points of view • working towards reaching a successful outcome based on negotiations and willingness to compromise • disagreeing with others without getting angry • expressing negative feelings assertively

Appendix 2: Examples of learning outcomes at Foundation Level

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

Appendix 3: Students with disabilities and learning difficulties

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

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

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

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

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

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

Appendix 4: Contributors and trial schools acknowledgments

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

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Trial schools

The valuable contributions of staff and students of the following trial schools are gratefully acknowledged:

Aitkenvale Special School
Albany Creek State High School
Alexandra Hills State High School
Atherton State School
Bajool State School
Bokarina State School
Brisbane School of Distance Education
Burnside State High School
Chancellor State School
Charleville State School
Charters Towers School of Distance Education
Chinchilla State High School
Darling Point Special School
Doomadgee State School
Elanora State School

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