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Achieving personal fitness

Strands

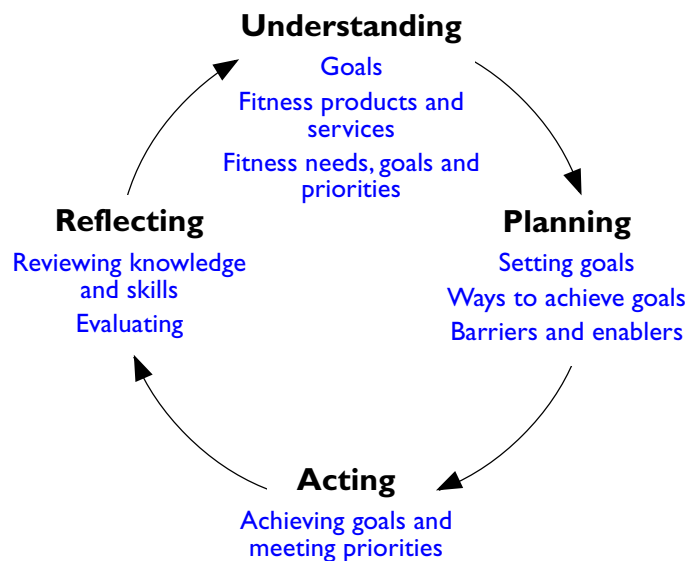
Promoting the Health of Individuals and Communities
Developing Concepts and Skills for Physical Activity

Purpose

Students evaluate their own and others' performances in the health-related and skill-related fitness domains. They use this knowledge and knowledge of their fitness goals and priorities to design a personal fitness program. Students also investigate available fitness products and services and identify those that will best meet their current health-related and skill-related fitness needs and those that may be of relevance in the future.

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.



Core learning outcomes

This module focuses on the following core learning outcomes from the Years 1 to 10 Health and Physical Education Syllabus:

Promoting the Health of Individuals and Communities

6.4 Students propose a combination of products and services required to accommodate their health needs, now and in the future.

Developing Concepts and Skills for Physical Activity

6.3 Students design and implement a fitness program that reflects personal priorities and goals.

Core content

This module incorporates the following core content from the syllabus:

Promoting the Health of Individuals and Communities

- issues related to the selection of health products, services and information, including health needs of self, access and availability, effective use and reliability of information;

Developing Concepts and Skills for Physical Activity

- relationship between health, physical activity and fitness, in particular, the benefits of health-related fitness, components of fitness, principles of fitness and skills for participation in fitness activities;
- factors that influence attitudes towards, and participation in, physical activities, including access to and availability of facilities, community attitudes, personal characteristics (growth and development, perceived ability, skill levels, disabilities and physical fitness), cultural beliefs and values, media and popular culture, notions of ideal body shapes and gender differences, codes of behaviour, role models and family.

Assessment strategy

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module. Other activities in this module provide opportunities for teachers to gather evidence about students' demonstrations of outcomes for assessment purposes.

Developing Concepts and Skills for Physical Activity
6.3

- **Students devise a personal fitness program designed to enable them to achieve their fitness goals and to meet their personal health priorities. The program should define personal fitness and include warm-up and cool-down routines and a series of workout schedules devised to develop the components of health-related fitness. The workout schedules should show application of the principles of training. Any fitness products and services to be used as part of the program should be identified.**
 - Does the student state his or her personal fitness priorities and goals?
 - Can the student design a personal fitness program?
 - Does the design of the program reflect the student's personal priorities and goals, abilities or disabilities?
 - Will the design of the program enable the student to make progress towards achieving his or her personal priorities and goals?

Promoting the Health of Individuals and Communities 6.4

- Students implement their personal fitness program in their own time and in scheduled class time. They monitor their exertion, maintain diaries of their participation and exertion, and make comments about their progress — for example, how they felt during each session and why, why sessions were missed or why the workload set was not achieved.
 - Has the student implemented his or her fitness program?
 - Has the student reported on how the program is assisting to achieve his or her goals and priorities?

Background information

Personal fitness goals and priorities

Fitness goals and priorities vary among individuals and are subject to change throughout their lives. Opportunities for students to identify the fitness goals and priorities of various individuals and to evaluate the ways in which individuals go about achieving these should assist students to accept diversity and clarify their own fitness goals and priorities. They will also be able to identify useful products and services and design and implement programs specific to their own fitness goals and priorities and health needs.

The activities in this module have been designed to build on the knowledge and skills students have acquired at earlier levels — for example, the components of health-related fitness, fitness activities, developing and implementing fitness programs that apply the principles of training, and choosing fitness products and services.

Opportunities should be provided for students to consider the most appropriate dress and footwear for their selected activities, safety issues — including fluid replacement — and the times each day they could schedule their fitness sessions. Identifying the potential barriers and enablers to implementing their program further empowers students to design programs that suit their circumstances and meet their individual health needs and the guidelines advocated by health and exercise professionals.

Terminology

Activities in this module involve use of the following language in the context of Health and Physical Education:

- | | |
|------------------------------------|------------------------|
| community fitness programs | health-related fitness |
| fitness goals | motivation |
| fitness products | personal fitness |
| fitness program | principles of training |
| fitness services | skill-related fitness |
| health-promoting physical activity | |

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

Safety policies are of particular relevance in 'Achieving personal fitness'. Some safety issues that teachers should consider are:

- including appropriate warm-up and cool-down activities;
- using an area suitable for the activity — for example, an area that is large enough for the number of participants, level and free of loose objects;
- selecting activities appropriate to the skill and ability levels of students;
- providing opportunities for students to replace fluids after vigorous physical activity;
- selecting an appropriate time of day for activities;
- monitoring the medical condition of individual students that may limit their participation.

Social justice principles

The activities in this module provide opportunities for students to increase their understanding and appreciation of supportive environments and diversity. It includes activities that encourage students to:

- recognise and accept that individual fitness-related health and performance needs, goals and priorities vary;
- understand that because fitness performances are influenced by a range of individual and social factors, social comparison in fitness levels is inappropriate;
- understand that fitness programs and progress made will differ among individuals;
- motivate others to commit to and make progress towards achieving their fitness goals;
- critically evaluate available fitness products and services and recognise that individuals make choices from these to meet their fitness-related needs, goals and priorities.

Students with disabilities or learning difficulties may require some activities to be modified to optimise both their participation and their ability to demonstrate the outcomes. Teachers should consult with parents or carers and specialist support staff to determine whether modification is necessary.

Support materials and references

- Australian Council for Health, Physical Education and Recreation Inc. (ACHPER) 1994, *Fitness: Upper Primary*, Hindmarsh, SA.
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- New South Wales Board of Studies, Personal Development, Health and Physical Education 1994, *Active Lifestyle: Years 7–10 Teaching Kit*, North Sydney, NSW.
- PE Central, *Fitness Web Sites*. Available URL:
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- South Australia Education Department 1982, *Daily Physical Education Levels 6 and 7*, Australian Council for Health, Physical Education and Recreation (ACHPER), Hindmarsh, SA.
- Tribune Media Services, *The Fitness Files*. Available URL:
<http://chitrib.webpoint.com/fitness/> (accessed December 2000).

Activities

Because many of the activities in this module require students to record information, it is recommended they keep a diary in which to compile their notes.

Understanding

GOALS

Developing an understanding of the importance of having fitness goals and striving to achieve them

- ▶ Students reflect upon goals they have in different aspects of their life — for example, related to academic, sporting, cultural and fitness achievements. They draw on their prior knowledge of fitness to define the terms ‘goal’ and ‘fitness goals’.
- ▶ Students generate a list of fitness-related goals that may be set by different individuals in the community, such as professional sports people, business people, teenagers. They review their lists to identify those goals related to health needs and those related to improving skill level and performance.

Focus questions could include:

- Do you have any personal fitness goals? If so, what are they?
- What fitness goals might others in the community have: professional sports people, office workers, older people?
- How might factors such as body image, age, ability, disability, current fitness level, health condition, injury, cultural background, economic circumstances, geographical location and gender affect whether a person has fitness goals and what those goals might be?
- Which fitness-related goals are strongly related to meeting health needs?
- Which fitness-related goals are strongly related to enhancing physical skills and performance?

Teaching considerations

Clarify to students that fitness goals may be health-related or skill-related.

Health-related fitness goals could relate to:

- weight control (to burn off fat and increase lean body mass);
- posture (to maintain or improve muscle strength and joint flexibility);
- heart–lung functioning (to perform daily activities without becoming breathless, for asthma management, to prevent heart disease);
- muscle strength and joint flexibility (to recover from injury, to overcome muscle weakness, to prevent back pain);
- bone health (to reduce pain from arthritis, to prevent osteoporosis);
- mental health (to reduce stress, to promote feelings of wellbeing).

Skill-related fitness goals could include improving:

- strength, power and coordination in the upper body (to enhance performance in swimming, throwing events);
- aerobic endurance, speed, agility and coordination (to enhance performance in a sport or physical activity such as touch);
- flexibility, power and strength (to enhance performance in gymnastics).

► Students reflect on and discuss the advantages of setting achievable goals — general or fitness-related — as opposed to having no goals or those that are unrealistic. They consider the influence of these options on performance and health.

Focus questions could include:

- What impact could commitment to achieving any goal (for example, study-related, culture-related) have on an individual’s mental–emotional health, or self-esteem?
- What impact could achieving fitness goals have on:
 - an unemployed person’s physical health or mental–emotional health;
 - a wheelchair athlete’s physical health or mental–emotional health;
 - an individual’s physical health or mental–emotional health;
 - an individual’s performance in games, sports and other physical activities?

FITNESS PRODUCTS AND SERVICES

Identifying a range of fitness products and services

► Students brainstorm a list of fitness products. They identify the purpose of each product, particularly in relation to the components of fitness the product is designed to develop.

Teaching consideration

Arrange a visit to a local fitness centre or invite students to bring in to the classroom portable fitness apparatus they have at home to assist students to become familiar with a variety of fitness products.

► Students refer to advertising brochures, catalogues, local newspapers, telephone directories and the Internet to list other fitness products and services that could assist in achieving fitness goals. They indicate the purpose of the products and services and identify the components of fitness developed by each.

Focus questions could include:

- Which products do individuals use to develop fitness? Why?
- Which products do individuals use to test their fitness? Why?
- Which component(s) of fitness does each product develop?
- Which fitness products, if any, do individuals use to monitor their exertion? Why?
- What services are provided in the community for individuals to develop their health-related fitness?
- What services are provided in the community for individuals to develop their skill-related fitness?
- Who can or cannot access these products or services?
- How can you find out if claims made in relation to the product or service are accurate?

Teaching considerations

Fitness products include exercise videotapes and the range of gym apparatus available, such as bicycle ergometers, treadmills, dumbbells, jump ropes and heart rate monitors.

Fitness services include those provided by local fitness centres, health-fund organisations, workplaces, sporting clubs, personal trainers and facilities in local parks and clubs.

Highlight to students that because individuals have specific interests, there will be 'diversity' in community use of fitness products and services.

Make students aware of the need to be critical consumers of products and services available to them.

► Students review the list of products and services they developed earlier from available source material and use their critical literacy skills to identify which individuals or groups would be the targets for these products and services.

Focus questions could include:

- Which are the target groups for gym memberships? How did you come to this conclusion?
- Which are the target groups for exercise videotapes? How do you know this?
- What type of images are portrayed in advertising for some of these products and services? Who stands to gain from this? Who may be disadvantaged?
- Who can or cannot access these products and services?

FITNESS NEEDS, GOALS AND PRIORITIES

Evaluating performances in games, sports and physical activities to determine fitness needs, goals and priorities



► Students list the physical activities in which they engage regularly. They review their lists to identify the activities that contribute to their health-related fitness and those that contribute to both their health-related and skill-related fitness. They complete a physical activity profile (Resource Sheet 1).

► Students identify health conditions they may suffer, or to which they may be susceptible, that may have an impact on their health- or skill-related fitness. They record these health conditions in their diaries for consideration when setting their fitness goals.

Teaching considerations

Health conditions that may affect health- and skill-related fitness include cardiorespiratory conditions, such as asthma, high blood pressure; musculoskeletal conditions, such as muscle and joint injuries; mental–emotional conditions, such as stress and poor self-esteem.

Students may need to consult a parent or carer for family history health information — for example, related to heart conditions or strokes.

Remind students that this is personal information to be recorded in their diaries and need not be shared with others.

► Students investigate ways in which they or others can assess their fitness with and without the technological aids. They discuss the level of effort that should be put into activities if assessments are to have any meaning.

Focus questions could include:

- In which ways can you assess your level of fitness?
- Which technological aids do people use to assess their fitness?
- How can the information from fitness assessments be used?
- Why is it important for individuals to give their best efforts during a fitness assessment?

Teaching considerations

Aspects of fitness can be assessed by monitoring heart rate during phases of activity and recovery and by undertaking tests of flexibility, muscle strength and endurance, agility, speed and reaction time.

Technological aids include heart rate monitors, dynamometers (to test hand, back or leg strength), spirometers (to test lung capacity) and sphygmometers (to test blood pressure).

Explain that information from fitness assessments might be used as a benchmark against which to set goals to improve or to compare results with others of the same age and gender (that is, percentile norms) or with criterion-referenced standards (scores that indicate minimum levels for good health). Clarify that results can be best used as a baseline measurement against which to measure improvement from taking part in a fitness program.

Encourage students to strive to do their best during testing to ensure results are an accurate gauge of fitness.

Ensure students are aware that, because stages of growth and development can produce varying results among individuals, social comparisons should be avoided.



► Students determine their fitness levels. They monitor the ease and comfort with which they can complete and recover from set tasks in either the health-related or skill-related domain and complete a fitness assessment record (Resource Sheet 2). They compare their performances with established norms.

Teaching considerations

Provide students with individual fitness assessment cards (Resource Sheet 2).

Refer to 'Support materials and references' for sources of established norms.



► Students complete the profiles on Resource Sheet 3 to assist them to determine how satisfied they are with their current health- and skill-related fitness status. They take into consideration the influence their stage of growth and development might have on their performance in selected tasks, together with their personal knowledge of how regularly they engage in health-related or skill-related physical activities.

Focus questions could include:

- Do you consider yourself to be fit? Why?
- Do you have a good, satisfactory or poor level of health-related fitness?

- Do you have a good, satisfactory or poor level of skill-related fitness for your chosen sport(s)?
- How satisfied are you with your current level of health-related and skill-related fitness?
- What aspects of your health-related and skill-related fitness do you need to improve?
- What types of physical activities do you participate in that have contributed to your current level of health-related and skill-related fitness?

Teaching consideration

Where appropriate, students may also consider the influence of cultural and societal expectations on their performance in selected activities.

Planning

SETTING GOALS

Setting personal fitness goals for the present and the future

► Students write goal statements identifying the fitness components they wish to improve. They review their goals to ensure they are realistic and achievable and revise their list accordingly.

Focus questions could include:

- Which components of fitness do you wish to develop? Why?
- Which components of fitness are a priority for you? Why?



Teaching considerations

A worksheet for recording fitness goals is provided on Resource Sheet 4.

Students could share their goals with a trusted friend. Some might volunteer to share their goals with the class.

Students could identify similarities and differences in goals.

Challenge students to consider and record long-term fitness goals for their secondary-school years, young adult years and mature adult years.

Encourage students to predict potential barriers to achieving their fitness goals at various phases of their life span.

Be sensitive to diversity among students' goals.

WAYS TO ACHIEVE GOALS

Planning ways to achieve goals and meet priorities

► Students identify actions that are already contributing to achieving their short-term goals and/or long-term goals. They identify specific steps required to achieve each of their personal fitness goals and record these in their diaries.

Focus questions could include:

- To which goal are your current actions making the greatest contribution? Why?

- To which goal are your current actions making the least contribution? Why?
- What actions do you need to adopt to move you towards achieving your short-term goals and your long-term goals?

Teaching consideration

Steps to achieve goals might include designing a program with specific physical activities, scheduling times to implement the program and preparing timelines by which to achieve goals.

► Students investigate the combination of fitness-related services and products available to them. They critically evaluate these products and services to determine how useful they are in helping students and others meet their current health needs and fitness goals and priorities.

Focus questions could include:

- What fitness services and products are available to you and others at school? In the community? At home?
- What health need or fitness goal do you believe the product or service can be used to meet?
- Can the product or service meet more than one health need or fitness goal?
- How does the product or service enable a health need or fitness goal to be met?
- What information is provided with the product or about the service?
- What claims are made about the product or service's ability to meet a particular fitness-related health need?
- Who has made these claims? Why? Whose interests are being served?
- Is there a claim that the product has been scientifically developed and tested?
- What is the product made of? Is it going to be durable? Is it safe to use? Is its quality assured?
- How reliable is the source of information about the product or service?
- Is the product validated by another organisation or person? If so, by whom? Are they a reliable source? How do you know?
- Is use of the product or service essential to your program? Why? Are there other alternatives?

Teaching consideration

Highlight to students that:

- fitness-related health needs, goals and priorities can usually be achieved without having to purchase or access fitness products and services. They are, however, a means of introducing variety into a program.
 - scientific data can be manipulated to present a desired image and may not be accurate;
 - there are many quality fitness products available that have not been scientifically tested;
 - just because a product has been determined to be a quality fitness product, it does not mean, necessarily, that it is the best way to meet the health needs or fitness goals and priorities of an individual. Different fitness products will suit different individuals.
-

► Students identify fitness services and products available at school and in the community. They propose actions that could be taken at the school or community level to help people improve their health- and skill-related fitness.

Focus questions could include:

- What fitness services and products are available at school and in the local community?
- Who has access to these fitness services and products? Who will find it difficult to access them? Why?
- Who provides the fitness service? Why? Who is it aimed at? Why?
- What images of fitness does the service portray? Who is included or excluded by these images?
- Is the variety of programs offered by the fitness service sufficient?
- Are services and products easily accessible to carers of young children, full-time workers, unemployed youth, girls and boys and people from all cultural backgrounds?
- Which services and products are most accessible and least accessible?
- Are services and products affordable? Which are most affordable and least affordable?
- Is the fitness service used by all those who have access? Who does not use the service? Why?

Teaching consideration

Be sensitive when discussing 'affordability'. Circumstances among individuals vary and what may be affordable for one may not be affordable for another.

BARRIERS AND ENABLERS

Identifying barriers and enablers to achieving personal fitness goals

► Students identify the potential barriers to achieving their current fitness goals and ways of accommodating or overcoming these. They also project to the future and identify potential barriers that may exist — for example, in 5, 10, 15 years time.

Teaching considerations

Barriers may be health-related, social, educational, cultural, physical, economic, geographic or time-related.

The way fitness is constructed and portrayed is, itself, a barrier. Media portrayals highlight a particular Western upper-middle-class view, which in many ways is exclusive of many groups in society. Explore this idea with students.

Acting

ACHIEVING GOALS AND MEETING PRIORITIES

Devising and implementing a personal fitness program

► Students devise a personal fitness program designed to enable them achieve their fitness goals and meet their personal health priorities. The program should define personal fitness, include warm-up and cool-down routines and a series of workout schedules devised to develop the components of health-related fitness. The workout schedules should show application of the principles of training. Any fitness products and services to be used as part of the program should be identified.

Focus questions could include:

Stating fitness goals and priorities and fitness-related health needs

- What are your fitness-related health needs?
- What are your health-related fitness goals? Your skill-related fitness goals?
- What are your priorities? Why?

Steps to achieving fitness goals

- What will enable you to achieve your health-related fitness goals? Your skill-related fitness goals?
- How will you incorporate each of the health-related fitness components into your program?
- Which specific activities will you schedule to develop your flexibility, aerobic fitness, muscular strength and muscular endurance?
- How will you incorporate the relevant skill-related fitness components into your program?
- Which specific activities will you schedule to develop your agility, speed and coordination?
- Which products and services would you like to use or access? Where will you access these?
- At what time of the day during the week will you schedule fitness sessions?
- How long will you schedule each session for? How could you show this?
- How will you increase your intensity of effort? In what format will you present this?

Monitoring implementation and achievement/progress

- What strategy will you use to monitor the workload you accomplished in each session and to see your progress? How could a diary be useful?
- What warm-up and cool-down activities will you include?



Teaching consideration

See Resource Sheet 5, which provides a sample planner for a personal fitness program.

► Students implement their personal fitness program in their own time and in scheduled class times. They monitor their exertion, maintain diaries recording details about their participation and exertion, and include relevant comments — for example, how they felt during each session and why, why sessions were missed, or why the workload set was not achieved.

Focus questions could include:

- Did you implement the session(s) as scheduled?
- What barriers did you confront in implementing your program?
- How did you overcome these barriers or how could you deal with them in the future?
- How hard did you work out? Did you work at a sufficient intensity? Why?
- Did you miss a session? If so, why?
- Did you reschedule or make up for the missed session? When?
- Did you need to adjust your program? Why? How did you adjust it?



Teaching consideration

Reissue students with Resource Sheet 3, 'My fitness profile', for them to self-evaluate their fitness.

Reflecting

REVIEWING KNOWLEDGE AND SKILLS

Reflecting on ways to meet fitness goals and priorities and to achieve fitness-related health

► Students reflect on what they have learnt about fitness products and services, fitness goals and priorities and fitness-related health needs, and how they can realise these needs by devising and implementing a personal fitness program.

Focus questions could include:

- What did you learn about your own or others' fitness goals and fitness priorities?
- What did you learn about achieving those goals and priorities?
- How committed are you to achieving your goals?
- Has your attitude to fitness changed? How? Why?
- Have your behaviours changed? How? Why?
- In what ways have you learned to motivate yourself to commit to regular physical activity?
- What skills have you acquired that enable you to monitor your achievement of your goals and priorities?
- How confident are you that you will continue to set and pursue fitness goals throughout the year? Your secondary-school years? Your post-school years?
- How confident are you that you can design fitness programs that will enable you to realise your fitness goals and priorities?
- Which other skills or support might you need?
- Which fitness services and products do you anticipate might meet your future fitness-related health needs, goals and priorities?

- How confident are you that you can choose fitness products and services that will enable you to achieve your fitness goals?

EVALUATING**Reflecting upon the teaching–learning process**

► Students reflect upon the effectiveness of using the inquiry approach in the teaching–learning process.

Focus questions could include:

- Did the inquiry process assist you to identify the information you needed?
- Did the inquiry process broaden your knowledge about fitness goals and priorities and personal fitness programs?
- Did the inquiry process challenge your current attitudes and broaden your perspective about the possibility of designing individualised fitness programs tailored to the needs of other community members?
- Did the activities help you to develop useful skills? If so, how? If not, which activities might better assist you to develop these skills?

My physical activity profile



Resource Sheet I

To review your current health- and skill-related fitness, complete the following table indicating the physical activities you carry out **regularly** and the components of fitness they develop.

ACTIVITIES	COMPONENTS OF FITNESS									
	Health-related fitness					Skill-related fitness				
	Aerobic	Flexibility	Strength	Endurance	Speed	Balance	Coordination	Agility	Reaction time	

Fitness assessment record



Name: _____ Date: _____

1. Decide the components of fitness in which you wish to assess yourself. You might choose to assess yourself on tasks related to either health-related fitness or skill-related fitness, or both. Ensure you know which component of fitness you are testing.
2. Comment on your level of satisfaction for each of your performances and assessments. For example, your comment at pre-test level might be in relation to your expectations, a comparison of your performance with established social norms or difficulties you experienced. Post-test comments might be based on improvements made.

Sample

Fitness test	Pre-test comments	Post-test comments
① 1.6 kilometre run Fitness component: Aerobic fitness	Feet fit — shouldn't have any problems	I felt breathless, had to walk-jog, need to improve pacing

Fitness test	Pre-test comments	Post-test comments
① _____ Fitness component: _____		
② _____ Fitness component: _____		
③ _____ Fitness component: _____		
④ _____ Fitness component: _____		
⑤ _____ Fitness component: _____		

My fitness profile



Complete the following tables and answer the questions to gauge your satisfaction with your current level of fitness.

My current health-related fitness profile

Component of fitness	SELF-RATING		
	Good	Satisfactory	Poor
Aerobic fitness			
Flexibility			
Muscular strength			
Muscular endurance			
Body fat			

In which components do you rate yourself as satisfactory or better?

What has influenced your rating on these components?

In which components do you rate yourself as poor?

What has influenced your rating on those components?

(continued)

My fitness profile (continued)



My current skill-related fitness profile

Component of fitness	SELF-RATING		
	Good	Satisfactory	Poor
Agility			
Coordination			
Power			
Speed			
Balance			
Reaction time			

In which components do you rate yourself as satisfactory or better?

What has influenced your rating on these components?

In which components do you rate yourself as poor?

What has influenced your rating on those components?

My fitness goals

R4

Resource Sheet 4

Record your fitness goals identifying the fitness components you wish to improve.

1. Health-related fitness goals

2. Skill-related fitness goals

3. Review your list

Are your goals realistic or achievable? Why?

4. Identify your priorities

Consider your list and indicate, in order, those of priority for you.

Resource Sheet 5

Sample planner for a personal fitness program



1. Shade in those blocks of time to which you must commit — for example, school, meal breaks, music instruction.
2. Identify blocks of time scheduled for physical activity sessions and record the activity to be undertaken.

Time of day	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6.00 a.m.							
7.00 a.m.							
8.00 a.m.							
9.00 a.m.							
10.00 a.m.							
11.00 a.m.							
12.00 noon							
1.00 p.m.							
2.00 p.m.							
3.00 p.m.							
4.00 p.m.							
5.00 p.m.							
6.00 p.m.							
7.00 p.m.							
8.00 p.m.							
9.00 p.m.							

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 Health and Physical Education Syllabus

Years 1 to 10 Health and Physical Education Sourcebook: Guidelines

Health and Physical Education Initial In-service Materials

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