

HEALTH & PHYSICAL EDUCATION

Learning Area Statement



Health and Physical Education provides students with an understanding of health issues and the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and to promote their own and others' health and well-being.

HEALTH
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Definition & Rationale

The Health and Physical Education learning area focuses on a holistic concept of health. It recognises the physical, mental, emotional, social and spiritual dimensions of the health of the individual. It examines the impact of interactions between the individual, the family, the wider community and the environment on the health of populations. Students plan, act and reflect in order to develop the essential knowledge and understandings, attitudes, values and skills which promote health practices, encourage participation in regular, physical activity and support the maintenance of a healthy lifestyle.

These are conceptualised and taught through an integrated approach to ensure that students achieve a healthy, active lifestyle, including a sense of well-being.

There are numerous factors that affect the achievement and maintenance of a healthy and active lifestyle.

Young people are growing up in an increasingly complex and diverse society which is characterised by rapid change, sedentary work and leisure practices, changing family structures and roles, and the promotion of unhealthy behaviours by various sources. The Health and Physical Education learning area empowers students to critically evaluate the opportunities and challenges associated with living in modern society and teaches them how to take action to avoid injury or reduce threats to their health and well-being. Without the benefits provided by this learning area, individuals face a reduced quality of life and society increasing health care and social costs.

The Health and Physical Education learning area recognises that improving students' knowledge about health issues and practices does not guarantee they will lead healthy lifestyles. However, students who are able to identify and develop their own attitudes and values associated with leading a healthy lifestyle are better equipped to make personally-and socially-responsible decisions. This has the potential to enhance the quality of their own and other people's lives. Students who are able to respect the attitudes and values of others are well placed to contribute effectively to home, school, work and community life. Study in this learning area encourages them to exhibit attitudes and values that are consistent with lifelong participation in sport and physical activity, the prevention of ill-health and the acceptance of personal responsibility for their actions.

Students require movement skills in order to perform competently in physical activities. Experience in fundamental movement skills in the early years of schooling supports the development of more specific skills in later childhood and participation in sport and recreation as lifelong pursuits. Students who enjoy, participate in, appreciate and are skilful in play, games, sport, dance and outdoor recreation develop confidence and self-esteem.



The contribution of sport to Australia's national identity, as well as to an individual's personal development, is well recognised. Through participation in sport, recreation and other physical activities, students improve their physical skills and fitness, and become aware of the important role that motivation, enthusiasm, initiative, self-discipline, self-respect, cooperation and the assumption of responsibility play in the maintenance of a healthy society.

It is critical that all students develop proficient self-management skills for their own benefit, and for the benefit of the communities in which they live and work. Being able to set and achieve personal goals; plan, implement and evaluate decisions; develop self-esteem; and manage stress and cope with change and conflict are essential self-management skills that underpin a healthy and active lifestyle. Through participation in classroom interactions, work placements, sporting, recreational and other physical activities, students develop and practise these skills. Students who possess sound self-management skills are better able to identify and avoid potential health risks, enhance their mental health and well-being, as well as planning for their future.

Effective interpersonal skills are essential for participation in meaningful and fulfilling relationships in family, school, recreation, work and community contexts.

Interpersonal skills such as assertive communication, negotiation, conflict resolution, cooperation and leadership enable students to act responsibly and contribute effectively to groups and teams.

Studies in the Health and Physical Education learning area provide the potential for a better quality of life for all students, now and in the future.



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Health & Physical Education Learning Outcomes

KNOWLEDGE AND UNDERSTANDINGS

1. Students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle.

ATTITUDES AND VALUES

2. Students exhibit attitudes and values that promote personal, family and community health, and participation in physical activity.

SKILLS FOR PHYSICAL ACTIVITY

3. Students demonstrate the movement skills and strategies for confident participation in physical activity.

SELF-MANAGEMENT SKILLS

4. Students demonstrate self-management skills which enable them to make informed decisions for healthy, active lifestyles.

INTER-PERSONAL SKILLS

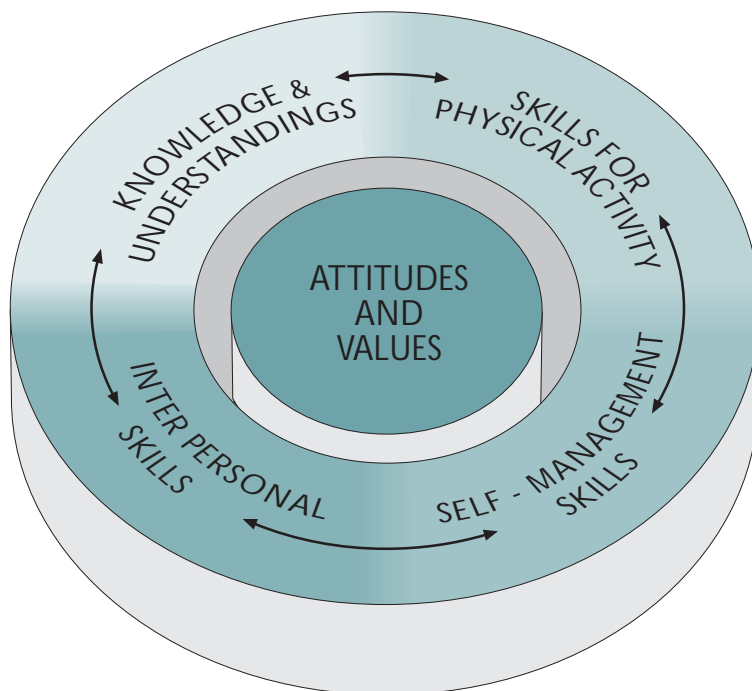
5. Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.



INTRODUCTION

The outcomes in the Health and Physical Education learning area are interrelated and all contribute to the development of healthy, active lifestyles for students. Learning and teaching programs developed by teachers should allow students to learn and achieve the essential knowledge, attitudes and values and skills in an integrated manner: for example, a physical activity program may include knowledge of a game, the development of attitudes such as fair play and respect for the rights of others, and movement skills. It will also include interpersonal skills such as communication and conflict resolution for refereeing and team communication, and decision-making skills for choice of tactics and strategies. In a classroom context, a smoking education program might include essential knowledge about the effects of smoking, the development of values and the attitude that support the decision not to smoke and communication skills (including assertiveness skills) to cope with peer pressure to smoke.

There are five outcomes which provide a framework for the kindergarten to year 12 curriculum in Health and Physical Education. The paragraphs beneath each outcome provide, with examples, further detail of the knowledge, understandings, skills, values and attitudes that students should exhibit to achieve the outcomes.



KNOWLEDGE AND UNDERSTANDINGS

1 Students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyles.



Through knowledge and understandings of key concepts, students are informed and take a critical perspective on health and physical activity issues within family, school, community and work settings.

Students know the essential health concepts and understand the importance of a balanced lifestyle that takes into account work, leisure and recreation. They know and understand, for example, vital concepts related to growth and development, physical activity and sport, food preparation and nutrition, mental health, sexuality, hygiene, communicable disease, relationships, drugs, personal safety and protective behaviours, sun protection, first aid and injury prevention. Students learn and understand the roles of relevant health agencies and how and when to access them.

Students comprehend the various social, cultural, environmental and political factors that influence an individual's well-being and participation in physical activity. They understand, for example, how factors such as gender, culture and socioeconomic background might affect food choices or nutrition; how government initiatives might enhance sun protection; and how gender expectations or peers might influence participation in physical activity and sport. They recognise that not all groups in society have similar health status or access to health care, sport and recreational opportunities.

Students understand the importance of regular physical activity and its contribution to the quality of life of individuals and groups. They understand the principles of movement – how, when and why the body moves in certain ways – and use this knowledge to improve their movement skills. They know the rules, strategies, traditions and etiquettes of play, games, sport and recreation, and exhibit these understandings in physical activity.

They appreciate the physical activity options that are available and that suit their needs in family, school, community and work contexts and critically analyse their physical activity preferences.

ATTITUDES AND VALUES

2 Students exhibit attitudes and values that promote personal, family and community health, and participation in physical activity.

Students identify attitudes and values for a healthy active, lifestyle and demonstrate values consistent with the prevention of ill-health, the acceptance of personal responsibility for their health and physical activity levels, respect for social justice principles and a commitment to personal achievement. For some students, religious insights will feature significantly in values acquisition and implementation.

Students acknowledge the value of regular physical activity and its contribution to health, by choosing to participate regularly in a variety of movement forms. They are willing participants in play, games, sport, adventure pursuits and recreational activities; for example, walking, cycling or doing tai chi or yoga in their daily routines.

Students value and demonstrate a commitment to the benefits of collaboration. They exhibit this in the classroom and in social and sporting settings: for example, they cooperate with others in planning rules for the classroom and contribute to the teamwork required for achievement of goals. They demonstrate a willingness to seek a compromise in situations in which conflicting views are evident, while protecting their own rights. They play fairly, abide by the rules and assist with equipment distribution and care.

Students recognise and value, safe and supportive environments. They demonstrate support for structures such as family, friendship groups, religious groups, support agencies and sporting teams. They support school policies such as a smoke-free environment, the prevention of bullying and a healthy canteen. They exhibit safe practice in the classroom, in play and in games, and observe occupational health and safety guidelines where appropriate.

Students recognise and respect the principles of social justice. They demonstrate this by being inclusive and just in their interpersonal relationships in classroom, peer, friendship and team situations. They know and protect their own rights and respect the rights of others. In physical activity and sport, they recognise inequities and do not discriminate on the grounds of gender, race, culture, physical or mental disability or experiential background. Their actions reflect ethical considerations and a desire to rectify inequities that exist in school, social and sporting settings.

Students value the concept of personal excellence. They demonstrate this by striving for their personal best and acknowledging the achievements of others in class, social and physical activity settings.

SKILLS FOR PHYSICAL ACTIVITY

3 Students demonstrate the movement skills and strategies for confident participation in physical activity.

Students participate competently and confidently in physical activities such as play, games, sports, gymnastics, aquatics, dance, adventure pursuits and other active recreation.

They demonstrate fundamental movement skills of locomotion (e.g. walking, running and hopping), body management (e.g. balancing, tumbling and dodging) and object control (e.g. throwing, catching, striking and trapping) in free and structured play settings.



They apply, extend and refine their fundamental movement skills and demonstrate this refinement in games, modified sports, sports and other recreational activities. They can combine fundamental movement patterns to create the more intricate movements required in play, games and recreation. They display coordinated movement, can move rhythmically to music and have optimum mobility and agility for their day-to-day living. They can also demonstrate skill in aquatic environments through swimming and water survival techniques.

Students apply these movement skills strategically in games, outdoor pursuits, dance and other recreational pursuits to enhance personal and group or team performance: for example, in games and sports, they demonstrate offensive and defensive tactics to reduce or prevent opposition scoring opportunities and enhance their own scoring potential. In outdoor pursuits, students plan strategically to determine factors such as the best route, mode of transport and necessary safety equipment when on an expedition. In gymnastics, they work strategically to improve their performance.

SELF-MANAGEMENT SKILLS

4 Students demonstrate self-management skills which enable them to make informed decisions for healthy, active lifestyles.

Students demonstrate self-management skills such as decision making, goal setting, time management and stress management. They demonstrate these skills in all aspects of their lives, including family, school, careers, leisure and relationships. They set goals in the context of maintaining a healthy, active lifestyle. Students demonstrate the use of self-management skills to cope with the changing and often conflicting demands of a contemporary lifestyle. They are able to make decisions that guide practical actions for a healthy, active lifestyle, considering the influence of other people, media and advertising. They can demonstrate the use of these skills to plan and implement physical activity, manage stress and maintain their self-esteem.

Students apply a decision-making model to maintaining their personal health and the health of others. They make responsible decisions relating to issues such as personal hygiene, physical activity, drug use, nutrition and food preparation, relationships, healthy environments, injury prevention and personal safety and protective behaviours. They contribute to decision making for a healthy school environment and make informed choices about current and future education and employment options.

They plan and set short-and long-term goals to maintain and enhance their personal health and physical activity in areas of their lives such as family, school, careers, leisure and relationships. When participating in physical activity, they make strategic decisions that enhance personal and team performance. They can plan and monitor daily physical activity and fitness programs to meet the specific physical demands of a sport or daily living.

The students exert control over their lives through the application of time and stress management strategies: for example, they can keep a diary, prioritise changing and

often conflicting demands and reflect on the effectiveness of their planning and modify their plans as required.

When influenced by their peers, the media (especially advertising) or others to act in a manner contrary to their well-being, self-managed students assess the consequences of their behaviour, make informed decisions and choose courses of action that avoid risks and reduce harm.

INTERPERSONAL SKILLS

5 Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.

Students possess the interpersonal skills of negotiation, assertiveness, conflict resolution, collaboration, cooperation and leadership in family, school, sport, work, cultural pursuits and social situations. They use these skills to interact effectively with others and to develop, maintain and end friendships and relationships.

Students demonstrate interpersonal skills in group-work and health promotion contexts: for example, assertive communication skills when making decisions about changing relationships, collaborative skills when planning and preparing a menu for a school camp, negotiation skills as part of a health committee promoting Heart Week throughout the school, and assertiveness skills when pressured by their peers.

Students demonstrate interpersonal skills in groups and teams in roles such as participant, captain, leader, player, coach, manager or referee in sport, gymnastics and indoor or outdoor pursuits: for example, within a dance group students might exhibit leadership, communication, cooperation and negotiating skills when collaboratively choreographing a dance routine using the skills and strengths of the whole group. A team captain uses leadership, communication and negotiation skills to ensure that the team tactics reflect fair play and utilise the individual skills of the players. In conflict situations, such as refereeing close games, the students use skills of conflict resolution and assertiveness to maintain effective control. Students in outdoor pursuits might cooperatively plan and implement an overnight bush walk that caters for all students in the group.



The Scope of the Curriculum

PHASES OF DEVELOPMENT

This section explains the scope of the curriculum which students might typically expect at four overlapping phases of development as a result of the implementation of the Health and Physical Education learning area outcomes. Examples are offered of the content and pedagogy that might be developed. The description is not meant to be prescriptive and it needs to be remembered that individual students progress at different rates. There will be many students whose curriculum experiences will be atypical because of their special needs or circumstances.

Teachers will need to make judgments about the particular content, emphasis and examples chosen at each phase of development. Their judgment will be influenced by factors such as:

- *the values, attitudes and experiences of their students;*
- *the capabilities and ways of learning of their students; and*
- *the different cultural and geographical settings in which learning takes place.*

EARLY CHILDHOOD (typically kindergarten to year 3)

In the early childhood years, learning occurs in familiar contexts and settings which focus upon immediate events. In these situations, young children are provided with opportunities to optimise their health and safety knowledge, and to recognise that some people have different health needs. Through their involvement in play, games and physical activity (as well as through interactions with family, school and others), young children gain a clearer understanding of what it means to be healthy. They need to have learning experiences which are enjoyable and relevant. It is important at this phase of development that children learn about the stages and differences in human development, the factors which influence their choices of foods, activities and friends, and about the responsibilities of family members.

Knowledge and Understandings

Young children learn how to keep themselves safe and to reduce risks to their health. The curricula should include knowledge, for example, about simple first aid procedures, warm-up and cool-down exercise procedures, sun protection and road safety. It should also include information about the rules and procedures of play and basic games. Children should be instructed in: the correct use of medicines; how to avoid harmful substances; personal hygiene; food preparation and nutrition; and the prevention of disease and illness. Teachers can help children to understand the roles of people working in the health field, such as child care workers, school nurses and dental therapists.

Skills for Physical Activity

Young children should be introduced to the value of physical activity and the benefits of regular and moderate exercise. Through play and games, they are physically active and realise that games and activities contribute to personal enjoyment and the formation of positive relationships with others.

Skills for physical activity are acquired developmentally, with fundamental movement skills providing the foundation for complex movement patterns and for more advanced activities. The emphasis during the early years of schooling should be on regular participation in cooperative, rather than competitive, physical activity. Teachers act as facilitators and guides. They should recognise that individuals will be at different rates in their development and provide activities to allow children to enjoy success and participate with increasing confidence. Young children need a wide range of activities which are playful, fun, challenging and creative: for instance, students can be taught to move their bodies in different ways and respond to teacher directions to make different body shapes and explore ways of linking these movements.

In this early phase of development, students are able to practise fundamental movement skills, through parallel, individual and cooperative activities. They should be encouraged to develop efficient movement in locomotion (e.g. walking, running and hopping), body management (e.g. balancing, rolling and dodging) and object control activities (e.g. throwing, catching, kicking and striking).

A safe and supportive environment should be provided in which students can work, act, play and explore. Small and large play equipment is needed to enhance skills, coordination and enjoyment: for example, students can practise climbing under and

over play equipment, throwing a beanbag into a hoop, rolling a ball between some markers, bouncing a ball on the ground, catching a large ball with two hands or hitting a small ball off a batting tee. To maximise participation and skill development, it is important that there be a high ratio of equipment to participants.

As skills and coordination develop, students learn to link movement patterns with greater success. Young children should be provided with opportunities to skip using a hand-held rope, or follow and repeat basic movements in dance in developing a simple routine. These safe, cooperative activities and simple games lead to the development of group and game strategies at later phases of development. Students learn to take turns, follow simple rules and share equipment and space. Spatial awareness can be developed through the use of simple games that involve dodging and chasing individually, in pairs, or in small groups.

Self-management Skills

Young children should be placed in situations in which they can observe, develop and explore self-management skills as individuals in class and friendship groups. They should practise decision-making, goal-setting and planning skills through play and interaction with peers, siblings and school community members.

Young children can learn the basic steps required to make decisions in familiar health and physical activity situations. With the assistance of adults, they are able to make decisions and develop an understanding that more than one option often needs to be considered and that there are positive and negative consequences of their decision making. They develop awareness that they are constantly justifying their decisions and actions through situations such as play, food choices, personal hygiene, personal safety and friendships.

They should be provided with opportunities to explain to friends, a teacher or family member the basic strategies used to cope with unsafe situations or unhappy feelings. They should be given opportunities for maintaining their own personal safety in situations in which they may be harassed or bullied. It is in this phase of development that they should be introduced to the concept of time and time pressures through class routines, school programs and family responsibilities.

The provision of free and structured play, dance and structured skill development lessons will enable students, with the assistance of a adults, to begin to learn to monitor physical activity in their daily lives and relate this to their own play and activity levels.

Interpersonal Skills

Young children need opportunities and support to learn and value the interpersonal skills required to communicate and cooperate with peers and others in play, games, school and social situations.

Teaching and learning activities should focus on the fundamental communication skills of speaking clearly, listening to others without interruption, taking turns when speaking and listening and responding to clear instructions provided by the teacher.

Children are encouraged to explore health issues; express their feelings openly and honestly; describe situations without undue exaggeration; recall key information (such as their name, address and phone number), and use the telephone effectively in emergency situations. They need to practise the use of verbal and non-verbal messages to communicate assertively, such as in play situations when a peer takes something from them, and in situations that make them feel uncomfortable.

Students are encouraged to cooperate with their peers in small group and play situations and achieve simple goals by sharing, caring, listening to others and taking turns. During play and games, they share space and equipment with others and ask politely if they may share these items with other children. They learn to follow the rules of an activity and to adjust these rules to ensure that everyone participates equally and fairly.

Children learn about their place in their family and social groups and how they can use their communication and cooperation skills to strengthen and maintain their relationships with family members, peers and the school community. At this phase of development, they begin to understand how these relationships change and how to use their interpersonal and self-management skills to cope with them.

MIDDLE CHILDHOOD (typically years 3 to 7)

In the middle childhood years, learning situations should provide opportunities for children to interact with peers in familiar and unfamiliar contexts and to further develop their understandings of concepts relating to a healthy life. Children build upon prior learning and experiences to gain a more detailed understanding of their personal health, growth and development, and the changes that occur from childhood, through puberty to adulthood. They examine the social and cultural factors which influence physical and mental health and further develop their understanding of the value of respect for the rights of others.

Opportunities need to be provided for investigating changing relationships with peers and individuals and children should be encouraged to value the maintenance of positive relationships. Learning situations

should provide practice in using strategies to manage physical, social and emotional changes (such as threatening behaviours and bullying), which lead to enhancement of their self-esteem and the esteem of others. These learning situations range from classroom to sporting contexts.

Knowledge and Understandings

It is important to provide students with accurate information and to support the value of prevention of ill-health and the acceptance of personal responsibility for their health and physical activity. They should be provided with the opportunity to discuss processes of conception and birth, the responsibilities of parenting, the family and their changing role within the family. They need to further develop their understanding of communicable diseases, including information about HIV/AIDS and hepatitis.

Students should learn about risk taking and explore strategies for avoiding or reducing harm associated with using common drugs and other harmful substances. They can practise skills for keeping themselves safe and protective behaviours that avoid or reduce risk, including identifying support networks such as Safety Houses and understanding the concepts of domestic violence and harassment. Their knowledge of injury prevention includes areas such as road use, safe bus and car travel, pedestrian and bicycle safety, water safety and sun protection.

Through class-based activities, students might, for example, examine the influence of the media and the images they present, and practise skills for managing that influence. Students should investigate how perceptions of mental illness, body shape or race influence the mental and emotional health of people or affect their individual rights.

Students should be given practice in appraising their physical activity levels and diet and learn to differentiate between forms of fitness. Concepts that underpin healthy food choices are elaborated and students can assess other factors that may impair their physical development and performance. Through their involvement in modified sports, gymnastics, dance, aquatics and outdoor pursuits, students learn about participation, basic game tactics, rules, safety procedures and how to avoid injury. These learning experiences enable them to feel comfortable in local community activities. They learn about and value the contribution that regular physical activity makes to their health.

Skills for Physical Activity

Mastery of movement skills in the mid-childhood years enables students to develop confidence and competence in specific skills for more complex physical activity. Teachers should provide opportunities for regular physical activity in the form of games, modified sports, dance, gymnastics, fitness, water safety and outdoor pursuits. Students optimise their safe performance through learning and using safe practices and basic strategies and tactics that lead to success in physical activity environments.

Children recognise individual differences in rates of development and readiness. They should practise, extend and refine skills in a variety of activities that progressively challenge them physically: for example, they might begin to consider the principles of movement (such as body position, transfer of weight and angle of trajectory) when throwing or kicking a ball, to control speed, distance and direction. Likewise, individuals need time to practise the skill of maintaining possession of the ball with stick, hand or foot while changing speed and direction, or creating a dance sequence.



Balance in lesson planning needs to be maintained between individual, pair, cooperative and competitive activities, and group and team practices. Lesson planning should reflect the prior learning experiences of the students.

Children can apply their knowledge of rules by thinking strategically to implement individual strategies to achieve goals and enhance performance in activities such as Netball, Netball, Rooball, orienteering and creative dance. It is recommended that these game strategies be practised in a variety of contexts.

Self-management Skills

Children continue to develop their self-management skills and personal strengths. They gain feedback from others to enhance their health, physical activity and self-esteem. Through practice, they extend their decision-making skills to predict and meet personal needs, while seeking help from others when necessary.

Children learn to consider a broader range of alternatives and see the longer-term consequences of their decision-making, goal setting and stress management. In real and role-play situations, they develop an increasing ability to recognise positive and negative consequences of their decisions: for example, choosing not to smoke because they realise its effect on sporting performance. They should be provided with the opportunity to justify their choices, contribute to group decision making and set realistic and measurable short-term goals.

Such activities assist students to differentiate between types of goals (such as sporting, personal, social and community service) and to practise prioritising their tasks, goals and responsibilities. Through these learning experiences students become more skilled at being able to predict situations in which they are likely to feel stressed or threatened and to develop strategies for coping with these pressures.

They learn to actively manage their time, including scheduling time for homework, rest, after-school sport, recreation and family activities.

Through being given the opportunity to participate in a wide variety of physical activities, students begin to identify the types of physical activity and sport they prefer. They experience high, moderate and low levels of physical activity and monitor their own physical activity levels and those of others and practise relating these to different aspects of personal fitness. Time needs to be allocated for students to plan regular physical activity in their daily lives, such as walking to school, surfing or playing modified sports. By making strategic decisions, such as applying basic offensive and defensive tactics in a modified sport, students are able to optimise their individual and team performance.

At this phase of their development, students are able to extend their understanding of the factors that affect their identity and learn that decisions they make have positive and negative influences on their self-esteem. They can examine the impact that changes, (such as moving house or changing family structures) have on their self-esteem. They can begin to understand how the influence of stereotyping (e.g. gender and choice of physical activity) and comments from significant others affect their self-esteem and identity. Students learn and practise self-management skills to cope with these influences.

Interpersonal Skills

The continued development of students' interpersonal skills is vital. Children should be encouraged to communicate their feelings about change, resolve conflict and contribute actively to the achievement of group goals. Such activities will assist them to communicate effectively with infants, their peers, adults and the aged.

Children should learn to expand their negotiation and facilitation skills to help others and to enhance and maintain relationships in group and social situations.

Through situations such as group discussions and role-play scenarios on relevant health issues (e.g. growth and development, physical activity, drugs, injury prevention and nutrition) children can learn and practise communication and cooperation skills. There should be opportunities to speak assertively, discuss their feelings, use appropriate language to discuss sensitive health issues, disagree with others without getting angry, and resolve conflict.

Children are able to use their interpersonal skills to develop and maintain support networks with trusted adults. Children can develop empathy through learning to praise and support others when they make mistakes. The refinement of such skills assists them to respond positively to advice and constructive criticism while maintaining their self-esteem.

By learning and practising group discussion skills and procedures, children are able to use their communication and decision-making skills to assist a group to collaboratively plan and achieve goals in games, modified sports and recreation. There are various opportunities within the school environment for students to demonstrate their interpersonal skills to enhance the operation or outcome of a game or activity and a group or team's performance. They need to be given time to practise leadership and display initiative in organised games and activities, scoring and refereeing, and setting out equipment. They should be encouraged to consider and value the abilities and feelings of others in games and actualise this through actions such as pitching more slowly to a batter of lesser ability, or learning to give and receive advice to improve their own and others' performance.

When conflict occurs, students should learn to use their assertive communication and conflict-resolution skills to maintain the activity or game. They should learn to appreciate the role of officials and to better use their interpersonal skills to encourage others to accept the rules and codes of behaviour of a class or a game. They should be able to communicate their feelings appropriately in challenging situations, such as winning or losing a close game.

EARLY ADOLESCENCE (typically years 7 to 10)

In the early adolescent years, students are concerned with the contemporary issues facing them and the local community. Therefore learning in this phase of development should be focused on understanding the complex factors affecting their own well-being and that of others in both familiar and unfamiliar contexts. Students should be provided with strategies for maintaining their health and physical activity levels and they should be able to realistically appraise the health and fitness levels of themselves and others. They need to understand that health status is influenced by social, cultural and environmental factors, such as public health policy and socioeconomic status.

Knowledge and Understandings

Students build on prior knowledge about growth and development. They should be provided with opportunities to discuss the physical, mental, emotional and social changes associated with growth and development. They need to acquire knowledge about the processes of conception, pregnancy, childbirth and ageing. They should learn about the benefits of intimate and group relationships and how to cope with factors that may influence the maintenance of self-esteem of others and themselves in these relationships.



To maintain and enhance their own well-being, it is important that adolescents be well informed about the impact of stress on health and about strategies to manage stress. Students should be provided with information and strategies on how to cope with changes in mental and emotional states such as grief, loss and the breakdown of relationships. They should be provided with opportunities to discuss important issues such as suicide prevention and abuse and mental health and mental illness.

In early adolescence, students need to develop strategies for reducing risks associated with certain lifestyle behaviours. Teachers should provide advice about how to avoid lifestyle diseases, including heart disease and communicable diseases (e.g. HIV/AIDS, sexually-transmitted diseases and hepatitis).

Young adolescents should be made aware of the benefits of moderate physical activity, sound diet, engaging in safe behaviours and the dangers associated with taking risks such as driving under the influence of alcohol. They need to be able to view the media critically and to carefully analyse the messages and information which are conveyed in relation to nutrition, drugs, sexual activity and relationships. It is important that students become competent in basic first aid and realise both the variety of contexts in which these skills might be required e.g. home, workplace, sporting field and highway and the range of injuries related to alcohol and other drugs.

Students should continue to learn about and develop individual and team strategies to enhance performance. They should become increasingly familiar with the roles and responsibilities required within team structures. They can learn to design physical activity programs which access community recreation and sporting facilities

and understand that participation in such activities can be influenced by factors such as cost and geographic location. They should learn the rules and etiquettes associated with selected sports. When placed in a variety of contexts, they can develop strategies for the safety of others in physical activities (such as bushwalking or camping) or in the workplace.

Skills for Physical Activity

Teachers should continue to provide opportunities for safe, regular physical activity for all students. In early adolescence, students are encouraged to pursue their specific physical activity interests and participate in fewer physical activity contexts. They develop higher levels of skill by applying the principles of movement. School programs should provide choice from a variety of individual and team sports, dance, outdoor pursuits and recreation, and ensure that all students have the opportunity to learn to be safe in an aquatic environment. Through participation, students are able to develop high-level physical activity skills which, in turn, make them confident participants in community sport, recreation or performance festivals.

Students should have opportunities to react to challenges provided by the environment (e.g. playing into the wind in tennis) or opposing players (e.g. block in volleyball). In individual and group situations, they learn to develop and implement strategies within established etiquette and rules to optimise performance in games, sports and other activities: for example, students learn to modify a dance to complement the music, switch the play in hockey or modify the route in hiking to suit the terrain and ability of the students.

Self-management Skills

Students are encouraged to examine and apply their self-management skills to the planning of short-term and longer-term health and physical activity goals. With practice they can effectively utilise these skills to cope with changing and challenging situations and to provide support for others.

Students should apply the decision-making process in a variety of familiar and unfamiliar situations. They should be able to analyse the processes and outcomes of decision-making, taking into account their values and those of others (e.g. the media). Students are assisted in developing decision making skills through role-play situations such as justifying and informing others of their choices (e.g. choosing non-alcoholic drinks at peers' parties), discussing drug issues with parents or refereeing a sport. Through class activities such as these, students can empathise with and consider the views of others in their own decision making.

Students continue to monitor their own physical activity levels, as well as establishing and improving their fitness profiles. Through opportunities to participate in sport, outdoor pursuits, recreation and dance, they learn how to set and evaluate goals for participation and personal excellence and make strategic decisions to optimise team or group performance: for example, they can change their defensive strategy in response to opposition tactics. Through the outdoor expedition experience, students are able to plan effectively for their personal and group mode of travel, sustenance and safety, while ensuring achievement of group goals and maintenance of the natural environment.

Students should be provided with opportunities to develop the ability and confidence to deal with influences (such as

discrimination, media, work, love, grief, stress and membership of certain groups, such as clubs and sporting teams) which impact upon their self-confidence, self-esteem and self-identify. With practice, young adolescents can develop personal monitoring skills to regulate their behaviour. They can translate these influences into positive actions such as accessing people or agencies to overcome stereotypes and discrimination that affect their personal and professional aspirations (e.g. when selecting school courses).

Interpersonal Skills

Students should be encouraged to use their interpersonal skills to assertively communicate their personal health and physical activity decisions, particularly when exposed to unwanted peer influence or other pressure. They should continue to develop their negotiation skills. Students need to acquire the interpersonal skills necessary to develop, maintain and cope with changes in relationships, such as those in family, marriage, parenting and intimate and other social situations. Students should practise developing their own group management skills by being members of a group, team or committee. They should use their interpersonal skills to assertively communicate decisions to others on relevant health issues such as sport and food choices or refusing unwanted sexual activity.

Students become increasingly comfortable with joining new groups and initiating and maintaining conversation. They should be assisted in further developing their assertiveness, negotiation and conflict-resolution skills to enable them to cope with change and conflict situations in which emotions may be involved. These skills are effective in developing, maintaining or possibly challenging relationships in which power, gender, race, or culture are used to empower or disempower others.



Through school situations they may increasingly demonstrate group management skills, using their interpersonal skills to resolve conflict and facilitate effective communication and cooperation in groups.

In team, sporting or group physical activity situations, students can learn to interact and work effectively with less-familiar people and to manage challenging or difficult situations, such as 'ugly' spectators in sport. They have opportunities to display initiative and leadership by organising and managing group or team activities such as selecting teams, scoring, refereeing, deciding on a safe hiking route or leading a new dance routine.

Students should learn to compromise and use negotiation skills to manage disputes, facilitate active involvement of all participants and solve problems. As group leaders, referees or captains, they can display fairness and adherence to rules and codes of conduct and observe minimal-impact practice in sensitive environmental conditions.

LATE ADOLESCENCE/ YOUNG ADULTHOOD (typically years 10 to 12)

Young adults have the ability to act independently and take increasing responsibility for their own learning. Learning situations focus on reviewing and reflecting on decisions made and actions taken. They also critically analyse their own and others' beliefs about health issues.

Young adults are concerned with their post-school destinations and have opportunities to specialise in their studies. They choose courses which reflect their interests and abilities, and their anticipated educational and vocational directions. Post-compulsory subjects and programs in this learning area focus on health and physical activity,

personal development, beliefs and values systems, early childhood parenting skills, skills to assist movement into independent living situations and career pathways.

Students learn to live and assist others in harmony with the natural environment.

Knowledge and Understandings

Adolescents should be provided with opportunities to explore the complex social, cultural, environmental and political influences on the health status of individuals and groups within society. Learning situations should focus on contexts that require students to demonstrate analytical skills and strategies in response to perceived and actual influences affecting the health and safety needs of populations. Students now have their own strategies for making judgments and decisions.

Through their selection of courses they are introduced to more complex research methods (especially those using technology) and are able to collect information about health initiatives and physical activity from a range of sources. They can critically examine the effects of programs on individuals and groups within the community, such as the aged or special groups whose experiences disadvantage them. Through learning and teaching programs they are able to consider laws and policies and develop strategies to effect change where necessary. In the school context they are able to plan site-based health promotion campaigns. Students develop strategies to avoid harm and manage changes that may cause stress in their lives, such as unwanted pregnancies or suicidal feelings, and they actively evaluate the effects of these strategies.

Adolescents face particular pressures related to school performance and parental and peer expectations. They should further

develop their understanding of stress-management techniques and be encouraged to adopt a lifestyle which balances their work commitments with maintaining a healthy and active lifestyle that includes active or passive recreational pursuits.

They can examine the development of infants, identify their needs and interact with young children to practise skills that should assist with parenting.

Adolescents learn to accurately assess the physical activity needs of themselves and others and independently plan strategies to enhance their involvement in community activity and recreation programs. They are taught to design physical-activity programs to enhance the fitness and health of groups within the community (such as seniors, disabled students and adults with poor activity patterns) and to analyse the influence of these plans. They can learn to apply biomechanical principles to the development of the movement skills of themselves and others. They learn how community values or affluence influence the provision of services for health and recreation needs and compare the levels of service between different communities.

Skills for Physical Activity

Adolescents are able to refine physical activity skills and work towards achieving their personal best by participating in sporting teams, outdoor pursuits, dance festivals and other community physical activities. Schools continue to promote participation in regular, moderate, physical activity for all students by providing choice from a variety of individual or team sports, dance and outdoor pursuits.

By the time they have reached this phase of development, most adolescents have the skills to succeed in community physical activity settings. Through the use of movement analysis techniques (including

the application of technology), students are able to analyse and develop high-level movement skills that are specific to the pressures of competitive sport or other performance situations. They learn to compare the movement skills of themselves and their peers with those performing at a high level in the community. They can participate safely in wilderness expeditions and their sporting skills are sufficient for them to successfully perform in community senior sport.

In challenging physical activity settings, adolescents learn strategic skills that can be further refined. They effectively evaluate the outcomes of their strategies to optimise individual and group performance. They learn to devise, implement and evaluate detailed game plans in sport to respond to the strengths and weaknesses of opponents. In outdoor pursuits, students attain the competence to navigate with precision in difficult terrain and evaluate the challenges provided by the prevailing environment.

In dance, students learn to strategically plan, for example, school participation in a rock eisteddfod. Students also learn to analyse and develop risk management strategies in different situations, promoting safety for themselves and others.

Self-management Skills

Adolescents learn sophisticated self-management skills in complex situations and practise analysis of them. They plan actions to manage social and cultural influences on self-esteem. They learn to critically evaluate decisions made in complex situations; for example, assessing the effect of policies and changes in social and cultural identity on the self-esteem of population groups, including those with specific needs. Their considerations include the values, feelings and needs of themselves and others.



They refine their negotiation, decision-making, planning and goal-setting skills and evaluate these processes in emotional and complex situations (such as within intimate relationships), where the values and needs of others must be considered. They critically evaluate the impact of social and political decisions on the well-being of individuals and population groups. They analyse time-management and stress-management strategies in terms of their lifestyle to support physical, mental and emotional health. They develop detailed action plans to achieve post-school work-related goals and evaluate the consequences of such plans. They plan health promotion programs in areas such as drug education and road trauma, and consider the values of different groups.

Adolescents can interpret fitness data and plan, implement and evaluate a training program to improve a component of fitness (e.g. strength) for themselves, an elite sport or a special population group. By applying the principles of movement and using technology, they can set goals and implement and evaluate strategies to improve their physical skill performance in a sport or recreational activity.

Young adults learn about the influence of social and cultural factors on the self-esteem of themselves and population groups: for example, through the critical analysis of the impact of gender and cultural stereotyping on career options, they learn how to manage their own self-esteem and support the development of the self-esteem of others. They learn to evaluate personal and health-agency strategies to develop and maintain self-esteem. They assess the impact of factors such as long-term unemployment, serious injury or disability and mental and emotional health and illness on personal identity and understand the relationship between long-term loss of identity and health.

Interpersonal Skills

Adolescents continue to develop sound interpersonal skills which enable them to contribute to group activities, resolve conflict and cope with changes in intimate and other relationships. Through analysis of their own and others' interpersonal skills, they can improve their relationship skills and participate, lead and manage group activities more effectively.

In role-play and group discussions, students analyse and refine the interpersonal skills necessary to start, maintain and end relationships, considering their own feelings while showing empathy and respect for the feelings of others. Students use these skills to provide support for peers in discussing and resolving health issues of concern.

Adolescents build upon their skills of critical analysis of relationships, communication and leadership to optimise health and physical activity choices. They may do this individually or as part of group planning.

They learn to take social action to reduce disadvantage or inequity for others in the school community. Individual students, for instance, may encourage others to be physically active and maintain a healthy diet. A group of students might undertake advocacy for the introduction of a school drug policy, or be involved in a school hiking expedition or a physical activity promotion.

Students use their interpersonal skills to communicate effectively with employers and colleagues in the workplace. They use their communication skills to raise awareness of and resolve occupational health and safety issues in their work environment.

As leaders in the school community, students learn to plan and monitor the progress of their group, facilitate group decision making and evaluate group performance against the group goals: for

example, they might learn to organise school activities to promote awareness of sun protection in National Skin Cancer Week.

Adolescents extend their interpersonal skills to develop relationships that enable them to make a long-term commitment to a team or group activity as a participant, player, captain, leader, coach or referee.

They have increased opportunities to contribute to team harmony and spirit through their leadership or actions. When coaching a junior team, they exhibit leadership and acceptable sporting behaviour in winning and losing situations.

They are able to take social action, either individually or as members of groups, for advocacy of increased physical activity opportunities in the community. They may, for example, approach the school staff and local government authority to improve after-school recreation opportunities for themselves or others.



Learning, Teaching & Assessment

The Overarching Statement provides general advice about learning, teaching and assessment based on understandings about how students learn best in outcomes-focused education. This section builds on this advice in the context of the Health and Physical Education learning area. Additional information is provided on evaluating attitudes and values.

LEARNING AND TEACHING

■ **Opportunity to learn**

Learning experiences should enable students to observe and practise the actual processes, products, skills and values which are expected of them.

Students should be provided with the opportunity to acquire the essential knowledge and understandings about a healthy lifestyle, to acquire and practise physical activity skills and to develop the attitudes and values which are promoted in this learning area.

Students learn most effectively when they have opportunities to observe health practices and values being modelled and promoted. They should be provided with a range of purposeful activities that stimulate thought and inquiry and are enjoyable. Students should be able to apply and practise the processes, skills and values which are expected of them in a variety of contexts, both within and outside the classroom: for example, they can make responsible decisions about the type of physical activity in which they might participate and plan and develop game skills or a healthy diet.

■ **Connection and challenge**

Learning experiences should connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.

Effective learning in the Health and Physical Education Learning Area involves making connections between students' knowledge, skills, attitudes, values and experiences. Students are able to learn effectively when they are able to link and apply elements of the curriculum within and across different learning areas in meaningful ways, for example, students can identify what constitutes independent living or decision-making skills in health contexts or physical activity and apply these in a range of situations. Learning activities will provide students with opportunities to progressively develop and extend their knowledge, understanding and skills to become healthy individuals with the ability and confidence to manage their own lifestyles.

Learning and teaching opportunities should be provided for students to challenge their ways of thinking and acting; for example, they should be asked to question stereotypes, challenge media images and debate the views of their peers and others on a variety of health issues. Challenges should be within the reach of students and will vary for



student to student, particularly in relation to physical activity and sport. Care needs to be taken to ensure that the gap between students' existing knowledge and the new challenge is not too great.

■ ***Action and reflection***

Learning experiences should be meaningful and encourage both action and reflection on the part of the learner.

Students should participate in and practise activities that encourage and assist the development of a healthy active lifestyle. These activities should enable students to apply their knowledge and skills in a holistic and realistic way in individual and group situations.

Teachers in the role of facilitators or coaches should use a student-centred approach. Students are encouraged to act, reflect and monitor their own performance, enabling them to identify their strengths and develop practices to improve their performances; for example, prior to the conclusion of an activity such as a small-group discussion on a health issue or a physical activity, teachers can facilitate debriefings to encourage students to reflect on their own and others' performance. The action and reflection process supports the development of values such as acceptance of personal responsibility, commitment to the benefits of collaboration and striving for personal improvement.

■ ***Motivation and purpose***

Learning experiences should be motivating and their purpose clear to the student.

Students should be motivated to achieve their personal best. Activities should focus on the outcomes and enhance meaning and enjoyment in learning. Teaching and learning situations should provide opportunities for individual cooperation and competitive challenges where appropriate. Activities should be structured so that individuals of varying abilities can develop their knowledge, skills and values.

Students need to be clear about what they are learning and why and how they can take responsibility for their own learning. This can best be achieved when they are involved in the planning of health, physical activity and sport programs and in the design and implementation of assessment strategies. Teachers act as facilitators by working with students on health issues which are of concern to them and balance this with information from the family and the broader community gained through methods such as parent surveys, research, reports and local statistics on health issues. Self-directed learning is complemented by other approaches, including explicit teaching about contemporary health or physical activity issues.



■ ***Inclusivity and difference***

Learning experiences should respect and accommodate differences between learners.

When planning and implementing learning and teaching activities for students, it is important to acknowledge that each individual is different. These differences may be due to a variety of influences, including health, culture, family background, beliefs, values, gender and ability. These differences, while requiring students and teachers to be accepting and sensitive, can stimulate rich and varied discussion on a wide range of health issues.

Students also differ in their rates of learning and learning styles. Therefore the teaching and learning program should take into account the students' physical, mental, spiritual and emotional development. Priority health issues and physical activities should be structured so that all students feel comfortable and confident in participating. Each student needs to be challenged but the nature of the challenge may vary from student to student, particularly in relation to physical activity and sport; for example, the development of movement skills can be facilitated by a range of play, physical education and sporting activities that provide opportunities for students with high and low abilities to improve. Students with disabilities should be provided with appropriate, alternative avenues for achieving the outcomes. In physical activities students with low ability may not achieve when only involved in group activities with high-ability students.

Prior learning of students needs to be valued and students should be encouraged to strive for personal excellence.

■ ***Autonomy and collaboration***

Learning experiences should encourage students to learn both independently and from and with others.

Learning experiences should be regularly provided which encourage students to learn both individually and collaboratively. Students should be encouraged to take responsibility for their own learning and to become independent learners by choosing ways of exploring health issues and improving their skills and participation in a range of physical activities. They can work individually to ensure personal understandings of concepts and processes and the development of movement skills.

Working in groups enables students to be challenged by the views and skills of others and extends their abilities to handle collaboration and competition, conflict and teamwork.

Learning is most effective when students can make links between the classroom, school, community, work and home environments through their involvement in clubs, recreation, sport, dance, community service or outdoor pursuits. To optimise student learning it is important that parents and carers are aware of the content of programs and the values endorsed by the school community.



■ *Supportive environment*

The school and classroom setting should be safe and conducive to effective learning.

A supportive environment enables students to optimise their performance in health, physical activity and sport. Programs should promote maximum participation by students and a sense of achievement. Teachers should ensure that students are provided with a safe environment and adequately supervised at all times, particularly when participating in physical activities. Competitive situations should be well organised and managed by appropriate umpires and referees.

Classroom learning activities are reinforced by including supportive school procedures, structures and policies: for example, wearing hats for sun protection; promoting sound nutrition through the canteen; and demonstrating respect and concern for others and their rights through school pastoral care programs. Schools may provide opportunities for students to be consulted or actively involved during the development of these policies. Behaviours which contribute to a safe environment free from injury or harassment are modelled by staff and students and supported by parents. Students who are given work placements as part of their learning experience should complete an injury-specific occupational safety, health and welfare certificate.





ASSESSMENT

■ *Valid*

Assessment should provide valid information on the actual ideas, processes, products and values which are expected of students.

Assessment items should accurately test what they are supposed to test and provide students with the opportunity to demonstrate the achievement of one or more of the learning outcomes. For example, observation of student performance in a game of badminton will provide information on the achievement of the outcomes for physical activity and interpersonal skills.

Assessment should allow a summative judgement over time about the student's achievement on an outcome. For example, judgement about student attainment of the knowledge and understandings outcome should be based on student performance in a number of different health contexts in order to provide sufficient data to confirm the achievement of the outcomes.

■ *Educative*

Assessment should make a positive contribution to students learning.

Assessment practices should assist students to reflect on and evaluate their performance and what they have learned in a variety of health and physical education contexts.

In physical activity contexts students may analyse their achievements towards the appropriate outcomes, identify their strengths and weaknesses, plan a program of improvement and monitor the implementation and outcomes of the plan. They would use this information to analyse their performance and adjust learning and improvement goals as necessary.

In health contexts students may review the curriculum outcomes in relation to their understandings and skills, research further information on the health issue to improve their understanding and to identify issues that require clarification with peers or the class teacher.

■ *Explicit*

Assessment criteria should be explicit so that the basis for judgements is clear and public.

Students should be made aware if judgements are being made about their attainment of physical skills, their level of participation or their understanding of a key concept or a combination of these.

PSYCHOMOTOR ASSESSMENT

Subjective Analysis

Performance Area	
BATTING Grips & Stance Footwork Bat swing on target line Array of strokes Stoke selection	
BOWLING Grips Approach Basic Action Ability to spin Ability to swing Variety	
FIELDING Throwing-infield outfield crow-hop Catching-close-in outfield	
WICKET KEEPING Stance Taking the ball Standing up to the wicket Positioning	
CAPTAINCY	

The criteria for all forms of assessment needs to be established as a matter of fairness to the students. For example students engaged in decision making activities are clearly aware of the criteria which will be used to monitor their skills.

■ *Fair*

Assessment should be demonstrably fair to all students and not discriminate on grounds that are irrelevant to the achievement of the outcomes.

Assessment should be sensitive and responsive to differences that exist among students so that students are not favoured or disadvantaged in demonstrating their achievement of an outcome. What are familiar or helpful contexts for some students will be unfamiliar or unhelpful to others.

Fair assessment often means assessing the one outcome in different ways related to the characteristics and circumstances of particular students. For example, developing alternative assessment strategies for students with physical disabilities; or recognising the socio-economic and cultural influences on students' food choices.

■ *Comprehensive*

Judgements on student progress should be based on multiple kinds and sources of evidence.

This will necessitate gathering a variety of information based on a range of tasks to make judgements about a particular outcome(s). For example, anecdotal records (such as level of participation), work folios and personal diaries could be used to monitor skills for physical activity.

Assessment should be conducted in contexts that resemble real life situations (when monitoring health practices and attitudes) through the use of role-play, charades, puppets, debates and panel discussions.

Evaluating Values and Attitudes

Indications of how students value a healthy, active lifestyle may be gathered through observations of student behaviours and their attitudes in school, the classroom, work and recreational settings.

Students' beliefs and attitudes towards particular issues or situations may be obtained through simple open ended questionnaires, observations and attitudinal surveys. Strong responses may provide further opportunities for teaching and learning activities such as discussion of more appropriate behaviours.



Links Across the Curriculum

There are two parts to this section. The first describes how the knowledge, skills, attitudes and values which students achieve in Health and Physical Education link to the outcomes in the Overarching Statement. The second part identifies specific opportunities for linking this learning to other learning areas.

LINKS TO THE OUTCOMES IN THE OVERARCHING STATEMENT

1

Students use language to understand, develop and communicate ideas and information and interact with others.

■ The use of appropriate language is particularly important in communicating and understanding the health and physical activity concepts. Reading, listening, speaking and writing are essential in clarifying and justifying health decisions and values in contexts in which other agencies, the media and peers wield such a strong influence. Conflict situations, such as conveying referee decisions, are resolved through effective use of language and the ability to listen and respond in situations which require good communication skills. (Outcomes: direct 1, 2, 5; indirect 3)

2

Students select, integrate and apply numerical and spatial concepts and techniques.

■ Students select and use statistical information about health issues such as disease and death, road trauma and the growth rates of individuals. They apply spatial concepts in dance, gymnastics, play and games. They also apply numerical techniques in scoring, timing, umpiring and measuring game areas. Nutritious meals are costed, measured and timed for preparation, cooking and presentation. Measurement skills are used to monitor heart rate, pulse and body temperature and in administering some aspects of first aid. (Outcomes: direct 1, 3; indirect 4)

3

Students recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others.

■ Students collect and analyse information about essential health issues and needs and use this information in discussion and decision making.

Accessing current and valid information from a number of sources is critical in analysing and drawing conclusions in aspects of consumer education, such as advertising and labelling. They locate and select appropriate rules when playing or modifying a game and investigate environments, climate, terrain and safety features before embarking on expeditions. (Outcomes: direct 1, 2; indirect 4)

4

Students select, use and adapt technologies.

■ Students use technology such as CD-ROM, the Internet and computer databases to locate and analyse health and physical activity issues and information about the workplace. Specialised equipment is used to produce nutritious meals and in leisure and recreational pursuits. Computers assist the design of fitness or coaching programs and teachers and students use tape recorders and video cameras to enable the

presentation of or the review of performance in sport, dance or job interview simulations. (Outcomes: direct 3)

■ Students recognise patterns in health-related data and use them to make predictions: for example, they understand the importance of a balanced lifestyle that takes into account work, leisure and rest, and make the connection between exercise and diet and an optimum level of health. Predictions about success in sport are based on a number of factors, including fitness level, skill ability and willingness to contribute and succeed. (Outcomes: indirect 1, 2, 3, 4, 5)

■ Students visualise and predict their future health, based on the decisions they are prepared to make about a range of health options. They test options and think laterally in family, school, work and other social situations to achieve sound health practices. Students take into account group dynamics, think laterally in developing offensive and defensive tactics and recognise opportunities when in competition. (Outcomes: direct 2, 3, 4; indirect 1)

■ Students develop an understanding about human conception, growth and development and take into account how different physical, mental, emotional and social needs are met. They are aware of the impact of interactions between individuals, the wider community and the environment on the health of populations. As a result, they are able to make personally- and socially-responsible decisions that will show an appreciation of the physical, biological and technological world. (Outcomes: direct 1; indirect 2)

■ Students understand how culture influences the food people eat and how people value themselves and participate in physical activity. Students make decisions about a healthy and active lifestyle based on examination of social, cultural, environmental and political issues associated with health. They develop their understanding of other cultures through the music and dances of other countries. (Outcomes: indirect 1, 2, 3)

■ Through interaction with people from other cultural groups, students learn about the values and views of other groups and appreciate the sporting achievements of other countries. When reviewing dietary habits, they appreciate the contribution that other cultures have made in regard to dietary habits. (Outcomes: indirect 1, 2, 5)

5
Students describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions.

6
Students visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options.

7
Students understand and appreciate the physical, biological and technological world and have the knowledge and skills to make decisions in relation to it.

8
Students understand their cultural, geographic and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia.

9
Students interact with people and cultures other than their own and are equipped to contribute to the global community.

10

Students participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others.

■ Students understand the importance of taking into account the artistic, cultural and intellectual work of others when they participate in physical activity and creative solutions in play, games and sports; create and present dance routines; and respond to rhythm through movement. (Outcomes: indirect 1, 3, 4 and 5)

11

Students value and implement practices that promote personal growth and well-being.

■ Students examine the physical, mental, emotional and social development of the individual and the impact of interactions between the individual, the wider community and the environment on the health of populations. They acquire understandings, attitudes and values which are essential for promoting health practices and which encourage participation in regular physical activity and the adoption of a well-balanced lifestyle, taking into account work, leisure and rest.

They set and achieve personal goals; plan, implement and evaluate decisions; maintain and enhance self-esteem; improve relationships; manage stress; and cope with change. They use skills to safeguard and enhance their physical and mental health and to plan for their future. Students acquire movement skills and gain a sense of achievement when performing physical activity. This in turn promotes participation in sport and recreation as lifelong pursuits. (Outcomes: direct 1, 2, 3, 4, 5)

12

Students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.

■ Students become aware of the important roles that motivation, enthusiasm, self-discipline, self-respect, cooperation and the assumption of responsibility play in the learning process. This approach leads to self-confidence and self-direction in setting and achieving goals. Effective interpersonal skills are learned and practised to enable students to act responsibly and contribute effectively to groups and teams. Students who learn physical activity skills in a safely-controlled environment perform confidently in play, games, sport and dance and become highly motivated to strive for excellence, either individually or in a collaborative team setting (Outcomes: direct 1, 2, 3, 4, 5)

13

Students recognise that everyone has the right to feel valued and be safe, and in this regard understand their rights and obligations and behave responsibly.

■ Students recognise and comment on safe practices and are able to recognise safe people and safe houses. They know their rights and understand and value the obligations associated with particular health issues such as sexuality, hygiene, communicable diseases, relationships, drugs, personal safety, sun protection, injury prevention, first aid, road safety, tobacco smoke and car exhaust fumes. Students know the rights and responsibilities of employers and employees in regard to occupational safety, health and welfare. They are encouraged to show respect for social justice principles and the rights and ability levels of others in group discussion, games, play or sport. Students value the talents of the elite performer in competitive situations. Students make decisions that allow them to manage stress, report domestic violence or harassment by peers. (Outcomes: direct 1, 2, 3, 4, 5)

LINKS WITH OTHER LEARNING AREAS

- The Health and Physical Education learning area draws on some of the understandings, elements, processes and skills of arts forms developed in The Arts: for example, rhythmic gymnastics, callisthenics and aerobics use elements of music to create different movement responses. Students use elements of visual arts to promote health-enhancing behaviours or when presenting ideas related to food preparation and nutrition, growth and development or safety.
- The Health and Physical Education learning area contributes to the achievement by students of most of the English learning area outcomes. The use of appropriate language in different contexts is encouraged: for example, language used in a family context would normally be different from that used when umpiring or being interviewed by an employer to obtain work experience. Language has an important effect on self-esteem and confidence, and the use of appropriate language is critical to the development of a healthy mental state. The ways in which parents, teachers, peers, media or literature communicate information, attitudes, values and particular beliefs can have a marked impact on individuals when they are making responsible decisions about a healthy lifestyle.
- Students have the opportunity to appreciate the way in which language and culture associated with games, sport, food or leisure activities contribute to the Australian way of life. Students identify the difficulties people have in understanding promotional messages relating to health and safety in a second language context and explore alternative forms of communication when appropriate.
- Students apply numeracy skills when they score in various games, activities and pursuits. They learn about the dimensions of playing fields and court sizes, the period of time played, the number of members of a team and the space in which they should move for successful play. They calculate averages, medians and the differences between high and low performances to compare their own performance to that of others. They use graphs to make observations, interpretations and inferences in relation to weather patterns and navigation conventions for orienteering and outdoor pursuits. They use statistical procedures when researching health-related concepts. Students use common measuring equipment, such as clocks, tapes and scales, and they cost and measure food quantities and calculate food preparation, cooking and serving times.

The Arts

English

Languages Other Than English

Mathematics

Science

■ One of the strongest links is with the Science learning area. The knowledge and understandings of the physical, biological and natural worlds are complementary to both learning areas. Students investigate the physical, mental, emotional and environmental variables that affect their state of well-being. They examine the preparation of foods and the changes made to them by heating, freezing, boiling, microwaving and sterilising to kill bacteria, avoid diseases and prevent infection.

Students discuss scientific processes and products of science and their effect on people and their environment. They form reasoned judgments about issues such as recycling, advertising of food products, garment labelling, in-vitro fertilisation programs, the use and misuse of the environment or the taking of steroids to enhance performance. They apply science in their daily lives in regard to health and hygiene, in the home, school or community.

Society and Environment

■ The Health and Physical Education learning area outcomes relate to a number of Society and Environment outcomes. Students plan and carry out investigations about the way people interact with each other and their environments in order to draw conclusions about desirable self-management and interpersonal skills. Students examine the consequences of cultural and environmental changes on the physical, mental, emotional and social well-being of the individual. They make informed decisions about food, clothing, shelter, safety and social relationships that suit their needs in family, school, community and work contexts. Students examine the effects of social, political, environmental and cultural factors on community health and consider public health issues and initiatives on immunisation and the control of communicable diseases. Active citizenship is promoted in such matters as respect for the laws and regulations relating to road safety, drug and alcohol use and smoking, as well as the assumption of unpaid responsibilities in sporting and recreational clubs.

Technology and Enterprise

■ The skills and understandings developed in the Technology and Enterprise learning area are utilised and enhanced in the Health and Physical Education learning area. Students access, select and use materials which promote health-enhancing environments in the home, school, community or workplace. They also consider modification of these materials to suit people at different stages of their life cycle or people with physical disabilities. Students understand concepts relating to complexities of systems operating in organised ways: for example, the reaction of body systems to physical activity, dietary habits and drug use; or behaviour patterns out of harmony with a personal belief system that can lead to a destructive mental state. Students apply operational, manipulative and organisational skills when selecting and using technology.