Personal Development, Health and Physical Education K-6

Modules
Contents

Meeting the Needs of All PDHPE Learners 5
  Girls and Boys 6
  Aboriginal and Torres Strait Islander Students 7
  Otitis Media and Its Impact on Learning 9
  Students Learning English as a Second Language 10
  Students from Low Socioeconomic Backgrounds 12
  Students with Gifts and Talents 14
  Students with Special Education Needs 15
  Students Isolated from Schools 17

The Nature of the Learning Environment 19
School Planning 23
  Planning 24
  Development 28
  Developing Teaching Programs 30
  Writing Units of Work 34
  Other Important Considerations 41

Modules 45
  Active Lifestyle 48
  Dance 77
  Games and Sports 100
  Growth and Development 137
  Gymnastics 157
  Interpersonal Relationships 187
  Personal Health Choices 211
  Safe Living 236

Student Work Samples 263
  Introduction 265
  Student Work Samples 266
Students have some characteristics in common and some that make them unique. It is important for teachers to think about the similarities and differences of the students in their classes. Attention to the diverse needs of students enriches all teaching and learning experiences.

This section provides suggestions for adapting and modifying teaching and learning experiences to cater for the needs of all learners. It offers advice for teachers to improve the educational outcomes of all students.

Students bring to the key learning area of PDHPE a number of common characteristics, which include:

- a desire to communicate and express themselves;
- a capacity to develop knowledge and understanding about, through and in movement;
- an accumulation of movement and health experiences;
- a perception of themselves as individuals;
- a variety of experiences in relating to others;
- experiences in decision making;
- a changing state of physical, social and mental growth;
- values and attitudes about themselves and others;
- a tendency to imitate;
- a need to be active learners.

Students are also individuals with personal histories and differences that derive from:

- membership of a number of social groups, based on ethnicity, gender, socioeconomic background, geographic location and culture;
- their physical, sensory, emotional, social, aesthetic and cognitive development;
- their maturation and previous experiences at the commencement of school.

From the first years of school, strong links should be developed between home and school in order to:

- allow teachers and parents to express their expectations of what students will learn;
- share knowledge of students’ movement and health experiences both in and out of school;
- foster a working relationship to further the students’ progress in PDHPE.

The following sections outline some of the issues that teachers should consider when planning for particular groups of students — for example, for girls or boys, for Aboriginal students or students from language backgrounds other than English.
Girls and Boys

Students actively develop a sense of who they are as boys or girls through the social and cultural messages they receive. Their everyday interactions with the attitudes and practices of their friends, their family, their school, the media and the wider society help to shape girls’ and boys’ understandings and expectations about how they should behave.

Experiences in PDHPE lessons as well as the informal curriculum of the playground and classroom all play a part in the development of views that boys and girls have of themselves and others as gendered beings.

Young learners need to learn through active involvement and concrete experiences. Play is an important means of learning in the early years. Movement experiences and games that are purposeful, enjoyable and open ended will allow boys and girls to explore their movement capacities and develop an appreciation of themselves and others.

Research has shown that:

- some boys have higher levels of some aspects of fitness and self-esteem than some girls;
- some girls who are physically active have higher self-esteem than some girls who are not and these benefits may carry over into the academic domain;
- some boys tend to be risk takers and appear to hold less interest than some girls in matters of health and interpersonal relationships;
- some girls express greater preference for cooperative learning than for competitive or individual learning;
- classroom interaction has a greater impact on the self-esteem of some girls than it does on boys.

PDHPE programs should provide positive messages about gender at school so that students learn effectively and feel good about themselves irrespective of their physical appearance or skills. This can be achieved through the equitable gender policies and practices of each school and teacher, the learning environment created and the resources used.

Implications for Teaching

Teachers should:

- monitor girls’ and boys’ access to and use of resources, equipment and play areas — who has access to them and at what times;
- monitor participation of girls and boys in all games and learning experiences;
- use school assemblies, newsletters or presentation ceremonies to recognise the achievements of all girls and boys;
- understand that many students may hold narrow views of what are appropriate activities, toys, equipment and sports for girls and boys — activities should be included that broaden their experiences;
- understand issues of body image in relation to PDHPE;
- ensure that students’ clothing does not restrict or inhibit their participation in physical activities; be aware of cultural considerations in regard to clothing;
- select materials such as computer software, videos, media clippings and books that are free from gender bias and ensure that lesson materials used contain equal examples of the contributions of boys and girls;
- promote classroom behaviour and attitudes between girls and boys that focus primarily on building up each student’s confidence irrespective of gender;
- understand the importance of the early teaching of physical skills to develop confidence and self-esteem in both girls and boys;
- provide opportunities to meet the different needs, interests and skills of all students;
- address issues related to the cultural values and attitudes regarding participation in particular activities;
- ensure that students are aware of appropriate male and female role models;
- use gender-inclusive language and actively encourage students to use the same;
- delegate classroom responsibility equally to girls and boys.
Aboriginal and Torres Strait Islander Students

The transition between home and school presents many Aboriginal students with the challenge of learning in markedly different contexts. The context of school for Aboriginal students includes a number of significant aspects:

- the various roles of schools in the exclusion and attempted assimilation of Aboriginal students over the past two centuries;
- the failure, until recently, to teach Aboriginal views of history, or to value Aboriginal cultures;
- few Aboriginal families in NSW will have been unaffected by deaths in custody and/or the forced removal and institutionalisation of Aboriginal children;
- differences between students' home language and school language;
- the possible differences between the values of Aboriginal cultures and the values of school in areas such as family and school responsibilities, sharing and competition, independence and authority, spoken and written communication;
- the attitudes of many teachers towards Aboriginal people as a result of the above factors;
- the attitudes of many Aboriginal parents towards school as a result of the above factors.

The teaching of Aboriginal and Torres Strait Islander students involves a high degree of cross-cultural understanding. It is important that teachers do not stereotype Aboriginal students based on outmoded or inappropriate research but value each student as an individual learner.

Implications for Teaching

Teachers should:

- include games and learning experiences that reflect Aboriginal culture;
- where appropriate, actively involve Aboriginal sporting identities, dance groups, storytellers and community members in school programs and make sure all students are given the opportunity to meet and talk with them. This is important as it helps Aboriginal students identify with people of their culture and reinforces Indigenous role models;
- create situations where there is a balance between Aboriginal and non-Aboriginal students in groups, while at the same time ensuring that Aboriginal students are not isolated;
- use group work and peer support strategies to assist Aboriginal students to learn;
- give Aboriginal students opportunities to assume positions of leadership and responsibility;
- emphasise the skills of listening, observing, imitating and hearing, which are important to Aboriginal people;
- encourage students to use some of the skills of Aboriginal lifestyle, eg family networks;
- use cross-age grouping, group learning, cooperative and collaborative work situations;
- consider the use of visuals and demonstrations in learning experiences as some Aboriginal students may find the language of inquiry confusing (home experiences of Aboriginal students are often based on observation and imitation);
- vary questioning techniques to allow students time for reflection prior to giving responses;
- be sensitive when dealing with issues such as alcohol, nutrition and fitness — these may have particular socioeconomic and cultural implications for Aboriginal students;
- plan first-hand experiences such as camps and excursions and use outside and natural learning environments wherever possible;
- treat Aboriginal culture as a whole, eg wherever possible integrate visual arts, music, dance, storytelling and mime;
- use Dreaming stories to show the linking of law, social order, values, beliefs and the environment — involve Aboriginal people or use resources written by them;
- include strategies that emphasise sharing, caring, cooperation and participation as these are values that are important to Aboriginal people;
- avoid placing an Aboriginal student in a situation where they will feel ‘shame’, eg isolating Aboriginal students from the rest of the group for any reason — shame is one of the most powerful personal emotions felt by Aboriginal students and is tied to strong feelings of embarrassment, disgrace and humiliation;
- develop an understanding of nonverbal cues and body language;
- incorporate Aboriginal perspectives into planned learning experiences. Aboriginal perspectives are best provided by Aboriginal people or voices. A perspective is not only concerned with content, it values the process involved in understanding and respecting and incorporating other viewpoints;
- ensure that assessment techniques are appropriate;
- build informal relationships with parents and Aboriginal community members who may advise teachers and may introduce them to key people in the community;
- seek advice about the needs of Aboriginal students from their parents, the local, regional or State levels of the Aboriginal Education Consultative Group (AECG), and the school’s Aboriginal Student Support and Parent Awareness Group (ASSPA);
- encourage Aboriginal community members to participate in the planning, delivery and assessment of learning experiences;
- consult with other specialist service providers and community liaison personnel in facilitating communication between the school and its Aboriginal communities;
- consult with the local Aboriginal community and/or Aboriginal education officers about the appropriateness of resources.
Otitis Media and its Impact on Learning

‘Otitis media’ (commonly known as ‘glue ear’) is a term that covers a range of middle ear problems. It is quite widespread in young students, yet can be difficult to detect. The prevalence of otitis media in the Aboriginal population is much higher than in the non-Aboriginal population, affecting up to 80% of Aboriginal students.

Students with otitis media will have difficulty hearing, understanding and following instructions. Teachers should be aware of this possibility and should seek advice and assistance.

Specific problems encountered by students are:

- reduced audition (the power of hearing);
- impaired auditory acuity (sharpness of hearing);
- selective attention;
- reduced recall;
- limited and inappropriate use of information;
- inability to hear low-intensity sounds, such as ed, s, v, th;
- limited understanding of conversational rules; and
- limited range of communicative functions.

Teaching Strategies for Students with Otitis Media

- Organise instruction so that students have maximum visual cues by standing in a well-lit area facing students while teaching, and seat students in a large circle during group work so that all faces can be seen.
- Maintain routines in classroom learning experiences so that students know what is expected of them, even if they cannot hear instructions well. This leaves less room for confusion and reduces the negative reactions that go with failure (ie withdrawal and disruptive behaviour).
- Ask more able students to do a task first so that the rest of the class gain an understanding of what to do.
- Encourage peer support.
- Utilise Aboriginal teaching styles — observe your Aboriginal Education Assistant, Aboriginal Education Resource Teacher or consult with your local AECG on preferred learning styles of your Aboriginal students.
- Increase nonverbal content of communication (ie facial expressions and gestures).
- Encourage group work situations where the teacher can move from group to group, ensuring that students have a full understanding of the tasks set.
Students Learning English as a Second Language

English as a Second Language (ESL) learners may be:

- students beginning school at the usual commencement age who have had minimal or no exposure to English;
- students starting school in Australia after the usual commencement age who have had severely disrupted schooling or no previous formal schooling in any country;
- students who arrive from overseas with about the same amount of schooling in their first language as their peers have had in English;
- students who have had less schooling in their first language than their peers have had in English;
- Aboriginal and Torres Strait Islander students who are learning English as a second or additional language in the school context;
- students who use a different form of English from that of the classroom, and whose cultural background is not Anglo–Australian.

ESL learners may also be students from language backgrounds other than English who have:

- special gifts and talents;
- a disability or impairment;
- learning difficulties.

Teachers should be aware that ESL learners will require much more time and focused teaching if they are to ultimately achieve the outcomes of the PDHPE K–6 Syllabus.

The different learner groups described will show a variety of learning patterns derived from their particular experiences and skills. Schooling in another country or in a community setting in Australia may result in students and their families having different expectations about teaching and learning. Teachers need to make the purpose of classroom learning experiences explicit, and provide opportunities for students to share anxieties or reservations about particular teaching or learning experiences. These students need to be reassured and supported in all learning situations and provided with opportunity for continual achievement and autonomy in using the new language. Teachers’ knowledge of appropriate and inappropriate forms of behaviour in the student’s cultural group, and an understanding of their culture and history, will be critical to the student’s success at school.

Implications for Teaching

Teachers should consider:

- student expectations of school, based on perceptions of previous educational experiences or parental expectations of education;
- their expectations of students to conform to unfamiliar routines or language;
- the relevance of cultural background as it influences the PDHPE program — this may mean that some areas of the program may be inappropriate according to the beliefs or value systems of particular students;
- the general health of the students, particularly those who may have come from refugee camps and may be in need of immunisation and general health care;
- that, for students experiencing difficulty with language, the movement experiences in PDHPE may provide the student with opportunities for enjoyment and success.
Teachers should:

- be sensitive to and develop flexible attitudes towards religious and cultural beliefs that may preclude students from certain physical activities — such preclusion may occur periodically or as a matter of course;
- be aware of the problems and issues that may arise when students are required to change clothing for physical activity;
- consider the background and cultural experiences of some students with regard to personal practices — there may be a need for the teacher and school to embark on a health program for some students;
- encourage community members to participate in learning experiences;
- use the Community Language Teacher, eg in team teaching, translation of the students’ work;
- provide students with additional information through sensory experiences, real objects, models, photographs, illustrations and diagrams where possible to assist and guide the learner;
- ensure students have access to appropriate models for both spoken and written tasks;
- encourage ESL learners to verbalise their actions when participating in physical activity;
- provide learning experiences that employ demonstrations and samples of work to convey meaning, rather than using complex verbal and written instructions;
- check resources for appropriateness of content and for bias or complexity in language. Check that excursion venues and learning experiences do not disadvantage ESL learners;
- group ESL learners with fluent speakers of English when undertaking excursions in case students are given directions or safety instructions that they may not understand;
- consult with community members and parents where religious or cultural beliefs may preclude students from participation in certain activities, eg camps, excursions;
- provide opportunities for students to lead, demonstrate and/or teach games not played in an Anglo–Australian context;
- be aware that background experiences may have affected students’ health or attitudes to certain customs and practices and should be considered when teachers are observing and monitoring student practices;
- keep parents informed, in their native language, as to the progress of students.

Schools should utilise the services of qualified interpreters, ethnic aides, community language teachers and other family members to inform parents of the content of the program, especially in regard to sensitive issues, and of the right of parents to withdraw their students from such lessons. Where some learning experiences may be contentious, it is advisable that teachers communicate the value of such experiences, and the scope and depth of treatment intended, to the parents and local community. Notes written in community languages will facilitate this process of informing non-English-speaking parents.

It is also important to note that, while the involvement of some students in PDHPE may be affected in the ways mentioned above, each student is different and what may be inappropriate for one is not necessarily so for another.
Students from Low Socioeconomic Backgrounds

Low socioeconomic background has a high correlation with low levels of achievement at school. The reasons for this are complex and pose particular challenges to teachers as they plan PDHPE programs for students from these backgrounds.

It is important to remember that students from low socioeconomic backgrounds are a diverse group with a full range of learning abilities. These students include those whose family members are employed in semi-skilled or unskilled positions in both urban and rural areas, as well as students who come from homes affected by unemployment, poverty, social disadvantage or limited social opportunity. Teachers must plan carefully to ensure students from these backgrounds are successful at school.

Low socioeconomic background is not fixed. It can change over a lifetime and from generation to generation. Low socioeconomic background is not necessarily perceived as negative by people from this background. For example, many people are justifiably proud of their ‘working class’ heritage and traditions. What needs to be recognised is that education plays a significant role in breaking the cycles of social disadvantage that can affect those from low socioeconomic backgrounds.

Many Aboriginal students and some students from language backgrounds other than English also have a low socioeconomic background. Aboriginality or non-English-speaking language background cannot be used to predict whether students will be successful at school or not. When one of these backgrounds is combined with a low socioeconomic background, however, teachers must plan programs that accommodate all the needs of these students if they are to be assured of success at school.

The organisation, roles, relationships and curriculum of schools have emerged from the culture of the more affluent and socioeconomically influential sections of society. For this reason, school may seem an alien, even irrelevant, experience to students from low socioeconomic backgrounds.

One commonly held misconception is that low socioeconomic background students and their families do not value education. On the contrary, such students are often far more aware of the value of education than those who take educational success for granted.

Socioeconomic status is a particularly important consideration in the teaching of PDHPE programs as socioeconomic status is a significant indicator of difference in a variety of measures of health. In general, people with low socioeconomic status:

- tend to have a lower life expectancy than those with high socioeconomic status;
- have more children but suffer from a higher rate of infant mortality;
- have a higher incidence of heart disease, cancer, injuries and other sicknesses;
- are less able to access effective health care.

Subject matter may need to be modified according to the experiences of students. Sensitivity must be used when discussing or referring to subjects such as family members and friendship groups. It is becoming more common for students to have no siblings, no access to extended family and/or to live with a single parent. Many factors may prohibit students from forming ongoing friendships. Assumptions about ‘good ways of doing things’ may alienate the students who most need to engage in learning in such areas as interpersonal relationships and personal health choices.

There are a number of reasons why groups with low socioeconomic status also tend to have poor health status. Lack of education and knowledge about health, however, may be a more important factor than simply a lack of money in the relationship between low socioeconomic status and poor health. Research indicates that people with lower socioeconomic status are less informed about health. In addition, lack of money may mean lower quality food, poorer living conditions and less access to health services.

Effective PDHPE programs can have a significant impact on the health status of all students now and in their future lives, particularly in redressing health inequities associated with low socioeconomic status.
Implications for Teaching

Teachers should:

- be aware of the effect of the low socioeconomic status on self-esteem, level of participation, lack of assertiveness and under-achievement and plan strategies to counter these;
- provide a variety of structured and unstructured learning experiences that allow students to develop and refine interpersonal skills so that students who lack opportunities for social interaction can learn to interact positively in a variety of situations;
- provide time for students to experiment, individually or in small groups, with a wide variety of resources that they may not have access to at home;
- establish a class borrowing system to ensure that all students can have access to resources by enabling students to take them home or use them outside of class time;
- encourage and, at all times, reinforce a love of learning for learning’s sake so that socioeconomically disadvantaged students come to value the importance of education not only for the extrinsic rewards it can lead to but also for the intrinsic benefits;
- provide encouragement and class time to practise good personal hygiene;
- ensure that students are not disadvantaged by uniform requirements for physical activity;
- keep in mind the possible financial constraints on parents/carers when organising excursions;
- be aware of the effect of health and nutrition on participation in physical activity and concentration levels;
- ensure that low-cost, nutritious food is available from the school canteen;
- provide examples of applications and settings that are relevant and familiar to students from low socioeconomic backgrounds;
- design tasks that draw upon and extend students’ life experiences;
- encourage parents to participate in their child’s PDHPE learning in a variety of ways;
- use students’ own interests and experiences as starting points for development in PDHPE;
- provide PDHPE experiences that allow students to explore and discuss existing social structures and processes;
- acquire as much information as possible (in a non-intrusive way) to gain an accurate picture of the level of socioeconomic disadvantage;
- be aware of social stereotypes in relation to health and perceived success;
- be sensitive to those factors in society, including media images, which devalue people from socioeconomically disadvantaged environments;
- be accepting of the reluctance of some students to share home experiences or describe experiences that vary from their peers.
Students with Gifts and Talents

Students with special gifts and talents in PDHPE are a diverse group. These students may excel in leadership, social skills, creativity, movement skills, aesthetic appreciation and/or intellectual understanding.

A physically talented student may be consistently outstanding in one or many kinds of competitive games, be able to adapt quickly to all types of sports and recreational activities, or be one of the most coordinated in the class. A student who is socially talented may be able to readily accept the leadership role of captain, organiser or group leader, be confident and persuasive when speaking to groups and willing to accept responsibility for group activities. Such students may be assertive in organising and expressing their personal viewpoint, yet willing to defend the rights of themselves and others.

Some may be highly motivated to excel, others may lack motivation. Some gifted and talented students learn quickly, dislike routine lessons and concentrate for long periods of time on areas of individual interest. Others are not characterised by speed of learning but by depth and breadth of understanding. Their talents may develop at different rates.

Talented students in PDHPE do not necessarily excel in all aspects of their talent. They may display gaps in knowledge, skills and application, and/or exhibit weaknesses that require assistance. Many gifted students underachieve. They may not always display their talents in the classroom and teachers may be unaware of the range and depth of their abilities. They may behave disruptively in various ways, ranging from provoking peers to challenging the teachers. This is generally as a result of boredom in the classroom.

Students gifted in PDHPE are found among students of all cultures, among those for whom English is a second language and among those with disabilities. Teachers should recognise that the value placed upon expressions of talent varies among cultures and social groups. Self-expression and creativity may be prized in some cultures, and group-expression or rote reproduction in others. These differences should be considered when identifying students and developing programs.

Gifted students, like all students, benefit from a variety of learning situations. They will benefit from interaction with intellectual peers who may provide stimulation and encouragement. Students may also find working individually, or in small or large groups, accords with their learning styles and personalities.

Implications for Teaching

Teachers should:

- devise specific programs to meet the individual needs and interests of particular students;
- devise differing strategies, such as withdrawal from class or individual contracts, to enable students to carry out individual programs;
- provide training in skills and processes that will equip students to work independently;
- provide open-ended learning experiences and assignments;
- provide opportunities for students to interact, whenever possible, with their intellectual peers, irrespective of age;
- provide mentors or other experts to stimulate and extend students over a period of time to carry out personal programs;
- allow for a variety of forms of expression to assist students with particular difficulties to realise their individual talents;
- allow for a variety of ongoing identification.
Students with Special Education Needs

The term ‘students with special education needs’ includes students with physical, emotional, behavioural, sensory and intellectual disabilities, and/or learning difficulties. Students may vary greatly in their competence, motivation and behaviour. The majority can, with appropriate levels of support, follow the regular curriculum. Some students may require specific or adaptive technology to access the curriculum. Teachers may need to analyse skills and develop sequences to accommodate diverse learning needs and some students may require individualised programs.

Implications for Teaching

Teachers should:

- be aware that some students will require assistance in positioning for attention and/or participation;
- adapt demonstrations when teaching students with a visual disability. It may be necessary to physically guide the student through the movement or use verbal instructions. When demonstrating, all students must be able to hear, lip-read or see;
- modify or adapt physical activities to meet students’ needs by reducing the size of the playing area, using modified equipment, reducing the number of rules, introducing teacher-modified rules and controls or allowing students to make their own rule modifications, reducing playing time and regularly rotating students through various playing positions;
- ideally limit any distractions within the classroom to ensure students are able to best focus on the learning experiences;
- ensure that students can clearly view demonstrations and relevant resources;
- ensure access to rooms and equipment for students with mobility or vision problems;
- establish a few very clear and simple rules for behaviour in the classroom and play areas;
- use teacher demonstrations and group work where individual work is inappropriate;
- consider the placement of students with special education needs in small group work, paired or shared work;
- negotiate the expectations of work tasks;
- minimise the size of the class wherever possible;
- individualise the tasks or learning experiences where possible;
- provide a range of worksheets that reflect differing abilities and expectation levels, including literacy levels;
- modify the usual worksheets by adding more cues, highlighting specific sections or keywords and/or using only parts of the worksheet;
- review and rehearse knowledge and skills in different contexts to encourage generalisation to new topics and tasks;
- where possible, sequence the knowledge and skills from easy to more difficult;
- develop preliminary units of work in areas where students seem to lack prior knowledge;
- provide students with explicit and systematic instruction in the teaching–learning process;
- provide clear explanation of the goals of the activity and what the student is to do;
- demonstrate the required task and provide guided practice prior to independent practice;
- allow sufficient guided practice to allow for successful performance, followed by independent practice;
- provide daily opportunities to practise skills.
Some students may require specific assistance, resources or accommodation within the classroom. Where relevant, teachers should:

- use technology, including computer programs, resources such as tapes and other audio materials, to support written materials;
- organise furniture to cater for students with physical disabilities;
- become proficient in the methods of communication used by students, such as Signed English, Auslan or Cued Speech and introduce these communication forms to all members of the class;
- use programs with subtitles, and media texts that rely on moving as well as static visual images rather than sound effects, for hearing-impaired students;
- organise an appropriate setting for students with hearing impairments to ensure optimal use of residual hearing and speech ability, reading ability, and/or to compensate for any visual difficulty by, for example, arranging proximity to visual material such as the chalkboard;
- control lighting conditions in the classroom by minimising the effects of glare and shadows for students with visual impairments;
- consider the use of various colour combinations for paper and print rather than black and white, to maximise access for students with visual impairments;
- provide a range of tactile experiences to assist in the development of concepts for students with visual impairments;
- provide aids such as large print materials, braille or audiotape for students with vision impairment — specialist teachers or the Royal Blind Society may be able to assist with this;
- provide appropriate written material, captioned videos, pictorial and diagrammatic information for students with hearing impairment — specialist teachers can assist with this;
- provide modifications and additions to equipment, such as adjustable-height benches to accommodate wheelchairs, non-slip mats, equipment with large grips, computer simulations on CD-ROM etc;
- use a range of texts and text types to accommodate students' varying literacy levels;
- plan fieldwork and assessment tasks well in advance to ensure students with mobility or behaviour problems are included;
- use special education teachers, teachers’ aides and other support personnel to assist in program adaptation, implementation and administration of assessment tasks. Provisions such as a reader, writer, extra time, modified language, different tests, oral presentations and tape recordings may be required for assessment purposes. Refer to the Board of Studies guidelines, Assessing Students with Special Education Needs.
Students Isolated from Schools

Isolated students do not attend school for a variety of reasons, including geographic isolation (rural isolation in NSW or travelling overseas), mobility and medical condition.

Isolated students are a diverse group representing the full range of learning abilities, including all special groups. Their isolation may be a matter of choice, based on family attitudes and values, such as maintaining family tradition or a particular lifestyle. In some instances their isolation may be imposed through a medical condition or the career situation of their parents. The duration of this isolation may be for any period of time, from short term to the full duration of their schooling.

Isolated students often have to take greater individual responsibility for their learning compared with other students. Consequently, they need assistance in learning to work independently, they need to have input into the organisation of their own timetables and learning environments, and they need to have some choice in the selection of their learning experiences.

Parents/supervisors make a major contribution to the lessons. Often, delivery of lessons depends on the parent/supervisor being fully aware of the purpose of the lessons and being able to interact with the materials. They also need to interact with teachers so that they can work together to provide a comprehensive individualised program that caters specifically for each student in his or her particular circumstances.

Students isolated from schools need to develop speaking and listening skills more quickly than their peers in order to function effectively in the distance mode, which may make considerable use of audio cassettes, radios, telephones, televisions and computers. Students and their parents need to be aware of available and appropriate technology so that, where possible, a student’s sense of isolation may be reduced.

The range of physical activities presented in PDHPE, such as games and dance, provide special opportunities for socialisation. Planned contact with other young people is an important consideration to maximise student outcomes in this area.

Implications for Teaching

Teachers should:

- create a supportive relationship with parents/supervisors and students and be aware that the relationships they develop will often be of heightened significance for families who are isolated;
- create individualised programs for students’ specific learning needs and circumstances of isolation — these programs should contain stimulating, attractive materials that cater for a variety of learning styles and extend students’ experiences of the world;
- make use of the support of specialised learning materials;
- make use of specifically designed materials, including students’ and supervisors’ booklets, cassette tapes and videos;
- explore the full range of technological support to find the most appropriate mode for each learning situation;
- work closely with the parent or caregiver, explaining the materials and offering support, advice and encouragement;
- provide examples of the ways that skills can be practised individually when group work is not feasible;
- give regular reinforcement and feedback to students;
- provide opportunities for the development of independent learning skills;
- foster creative thinking;
- keep students and supervisors informed about special days or events, eg sports days, special visits, activities held at the Distance Education Centres;
encourage supervisors to give adequate emphasis to all skills, particularly movement skills, which are often avoided or given less emphasis;

create opportunities for students to participate in activities at other schools, eg sport/regional carnivals, cultural events, particularly at large schools;

provide opportunities for social interaction with students from other small schools, eg small school carnivals, gala days;

develop strategies to extend and challenge students as there are fewer peers;

utilise different teaching strategies, eg peer tutoring, contracts, research;

provide opportunities for the development of movement skills by ensuring that equipment is available during breaks;

take advantage of opportunities for one-on-one instruction.
The Nature of the Learning Environment

A Whole-school Approach

The learning environment contains all those aspects of the school that can have a significant influence on student learning. Learning in Personal Development, Health and Physical Education extends beyond the planned classroom lesson. What is taught in the classroom can be undermined or reinforced by the school atmosphere, including the quality of interpersonal relationships present, the school’s organisational structures and the nature of community involvement in school.

The effectiveness of a teaching program in PDHPE depends largely on how well the program has been planned and implemented. It will also rely on whether the programmed outcomes are supported and reinforced by everything else that occurs in the school.

The environment in which students learn in PDHPE should be one that supports the total wellbeing of all members of the school community. This requires a comprehensive outlook in which health promotion operates consistently across the curriculum, the school environment and school partnerships and services, and is integrated with appropriate structures, policies and programs within the school. Government schools are expected to take this approach through their implementation of the Student Welfare Policy.

The Health-promoting Schools Concept

In schools, this type of environment includes the:

- **physical environment**, eg playground layout and structures, special facilities such as healthy canteens, provision of shade for sun protection, equipment, wall posters, photographs and artwork;

- **psychosocial environment**, eg student welfare/personal care structures; the relationship between staff, students and parents; and the traditions and values that are adopted;

- **organisational structure**, eg health policies and regulations, school and staff organisation, administration, health budget, planning and methodologies.

The implementation of specific programs that focus on modifying the physical school environment can be effective in promoting healthier behaviour among students and the school community. Examples of this include healthy canteen projects, sun protection initiatives and programs aimed at increasing physical activity.

Partnerships between schools, parents and outside bodies are important elements in supporting and reinforcing school PDHPE programs. Involvement of parents, for example, in setting school PDHPE policies and strategies, as well as in the implementation, support and reinforcement of school PDHPE programs, enables students to relate health messages learned at school to a broader living context. Partnerships with agencies and persons in the local community, government and non-government organisations and particularly health organisations can provide a variety of resource materials and information and make valuable contributions to teaching programs.

The existence of school policies, such as ‘no hat, play in the shade’ or the structuring of outdoor activities to reduce sun exposure, play a major role in supporting and reinforcing the messages taught in PDHPE programs. This can be achieved by promoting a positive learning environment and supporting health-related behaviours.

Figure 1 outlines a framework for a health-promoting school.
Figure 1: The Health-Promoting School

- experiential learning
- student-centred teaching
- planned sequential curriculum
- preservice and inservice training
- health topics integrated into other subject

- health-promoting school policy
- cleanliness
- physical activity areas
- passive recreation areas
- resource allocation for health
- caring ethos
- underpinning social interaction
- occupational health and safety
- social justice principles
- respectful of diversity
- friendly
- waste disposal
- staff health and welfare
- shade

- partnerships and services
  - alliances formed with health, welfare and local community agencies
  - local health services contribute to school health through screening, immunisation, education of teachers and parents
  - expert advice on referral and policy development
  - school community members involved in initiation, development and implementation of school health policies and program
  - community use of school facilities
  - school welfare services

- curriculum teaching and learning
  - curriculum
  - organisation
  - ethos
  - environment
The important features of a health-promoting school and some suggested strategies for its establishment are outlined within the following three overlapping and interacting areas.

**Curriculum, teaching and learning**

- curriculum is based on a holistic, social view of health
- curriculum is comprehensive, sequential and developmental throughout the years of schooling
- curriculum is supported by approaches to teaching that promote skill development in critical thinking and decision making about health issues
- external agencies contribute to school-developed health curriculum and syllabus outcomes
- teaching strategies provide students with opportunities to practise health-enhancing behaviours linked to curriculum-based learning, e.g. being involved in carrying out a safety audit and designing a safe playground; planning what food should be purchased for school excursions
- support for professional development is provided for teachers
- good quality, up-to-date teaching resources are available
- curriculum addresses the values, attitudes and behaviours related to health issues
- students are provided with adequate opportunities to acquire the knowledge and develop the skills to make appropriate decisions about drug use.

**School organisation, ethos and environment**

**School organisation**

- principals take leadership in ensuring that health and welfare are concerns of all by:
  - developing a vision for promoting health in the school, which is shared by all staff, students and the school community
  - planning and resourcing health in the curriculum and ensuring that health promotion programs are included in school planning, review and resource allocation
  - facilitating contact with other agencies and community resources to support school health promotion
- structures, for example Parents and Citizens or other parent bodies, School Council, working groups and/or committees, provide opportunities for parents/caregivers to contribute to school management and priorities
- school policies and practices support health in the curriculum, for example:
  - risk management and child protection — risks are identified and action is taken to minimise harm
  - Occupational Health and Safety policy is in place
  - policy and practice ensure that all students participate in enjoyable physical activity on a regular basis
  - sun protection — students and staff use hats when outdoors; sunscreen is supplied free and its use encouraged; outdoor sport and physical education are timed to avoid the middle of the day
  - food and nutrition — school canteens discourage provision of high fat and high sugar foods and actively promote healthy food choices.
Psychosocial environment

- The school actively promotes self-esteem and a sense of belonging — for example, through decision-making policies and practices that involve all school community members.
- Students are taught skills in communication and interpersonal relationships, including negotiation and conflict resolution; grievance procedures are publicised and accessible to all school community members.
- Student welfare policies are integrated with student behaviour management practices.

Physical environment

- Availability of shade for all staff and students during breaks.
- Safe facilities and equipment are available for sport, physical education and other recreation.
- Facilities for social interaction and quiet work are available.
- Adequacy of lighting, heating and ventilation; buildings and grounds are clean, physically attractive, well-maintained and free of dangerous materials, e.g. asbestos.
- Drinking water is easily available.

Partnerships and services

School–home–community interaction

- Teachers, parents/caregivers and students work collaboratively to identify health issues and concerns and address them through curriculum and school health and welfare policies and practices.
- Information is sent home to parents/caregivers about the PDHPE curriculum and about health topics.
- Parents/caregivers are involved in meetings to discuss health-related issues.
- Community agencies support PDHPE curriculum, for example:
  - Through opportunities for students to apply learning through involvement in projects by providing resources for school-based health learning experiences, such as ingredients from food retailers for food preparation activities.
  - Involvement of retailers in school community action to prevent cigarette sales to minors.
School Planning

To achieve the outcomes of this syllabus, teachers and schools need to develop PDHPE policies and teaching programs. Effective implementation will require each school to undertake a process whereby they plan, develop, implement, monitor and evaluate relevant policies and programs. Throughout this process, school communities must make decisions based on student needs, available resources, system expectations and syllabus requirements.

In some schools it may be necessary to set up a team of people to support the implementation of the syllabus, while in others it may be more appropriate to nominate a coordinator who has relevant experience or interests. Whatever approach is adopted, it is desirable that school planning promote the sharing of information and ideas. In particular, the expertise that parents and the community are able to supply is important and schools should seek to further develop such links.

The steps in planning will vary from one school to another. One suggested action plan is described in the diagram below:
Planning

**Step 1 Appoint a PDHPE coordinator/coordinating team and establish a management plan**

Most schools will manage the introduction of this new syllabus by appointing a PDHPE coordinator or by establishing a PDHPE coordinating team. The coordinating team may include interested teachers, parent representatives and a member of the school executive. The coordinator or coordinating team’s role is to guide the school through the steps outlined in the action plan.

Initially, this will involve the coordinator/coordinating team establishing a management plan that:
- identifies and allocates tasks that need to be undertaken;
- determines strategies and timeframes for their completion.

While it is important for each teacher to be aware of the steps involved in syllabus implementation, the specific ideas detailed in the rest of this section are designed primarily for use by the coordinator/coordinating team in guiding all teachers through the tasks ahead.

**Step 2 Raise awareness of Personal Development, Health and Physical Education**

An essential step in effective syllabus implementation is to familiarise those involved in the implementation with the scope and intent of the key learning area and related documents. School staff need to gain an understanding of the syllabus in terms of its approach, contents and requirements, and parents need to be alerted to the school’s plans for program development.

Strategies that the coordinator/coordinating team can use to raise awareness of PDHPE among the school staff include:
- staff surveys;
- use of staff bulletin boards and newsletters;
- staff meetings introducing the *PDHPE K–6 Principal’s Package*;
- school development days;
- consultant visits and professional development courses.

It is also important that parents and community members are made aware of the new syllabus and participate in determining the school’s approach to PDHPE. Gaining parent and community support for the school program can be achieved by using a number of strategies, including:
- providing information in school parent/community newsletters;
- hosting parent information meetings to introduce the *PDHPE K–6 Support Document for Parents and School Community Members*;
- conducting parent surveys;
- involving parents in school development days;
- including PDHPE as an agenda item at parent meetings;
- inviting responses to the parent document developed specifically for the purpose of raising awareness of PDHPE.
**Step 3 Collect information about the school profile**

The content and organisation of PDHPE programs will vary from school to school, depending on local factors such as student needs, school resources and teacher expertise. This last step in the planning phase will involve the coordinator/coordinating team in collecting information about these factors to compile a school profile. A school profile will provide schools with a sound base for making decisions in the next phase — development.

Collecting information about the school profile may involve any or all of the following:

- **evaluating current school programs and practices in relation to PDHPE**

This will identify those areas that should be retained and those that need addressing. It will also help to identify those school activities currently operating that support learning in PDHPE. Sample Idea 1 could be used for mapping and evaluating current programs and practices.

**Sample Idea 1: Current Programs and Events**

**Personal Development, Health and Physical Education**

Record the following information on the yearly planner:

- key events/programs that relate specifically to PDHPE, eg Special Swimming Scheme
- the appropriate stage that the event/program relates to, eg Stage 3
- the strand that the event/program links to, eg Strand 4

<table>
<thead>
<tr>
<th>Term</th>
<th>Week</th>
<th>Events</th>
<th>Stage</th>
<th>Strand Link</th>
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- **identifying the expertise and needs of staff in relation to PDHPE**

A needs assessment of teachers will help identify their areas of expertise and interest, as well as highlight any professional development needs. Sample Idea 2 could be used both for evaluating current programs and for assessing specific teacher needs.
Sample Idea 2: Staff Survey of Expertise/Needs

1. How often do you teach Personal Development, Health and Physical Education lessons? (Tick)
   - Daily [ ]
   - Twice a week [ ]
   - Once a week [ ]
   - Other (specify) _____________________________

2. List the topics covered in your program.

3. What do you see as the strengths and weaknesses of current programs?
   **Strengths**

   ____________________________________________
   ____________________________________________
   ____________________________________________

   **Weaknesses**

   ____________________________________________
   ____________________________________________
   ____________________________________________

4. List your qualifications, specific interests and previous experiences in this key learning area.

   ____________________________________________
   ____________________________________________
   ____________________________________________

5. Indicate specific aspects of the strand where you have expertise and/or feel you require more support.

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<thead>
<tr>
<th>Strand</th>
<th>Specific Area of Expertise</th>
<th>Specific Area of Need</th>
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</thead>
<tbody>
<tr>
<td>Active Lifestyle</td>
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<td>Interpersonal Relationships</td>
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<td>Personal Health Choices</td>
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<td>Safe Living</td>
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</table>

   Any additional comments?

   ____________________________________________

   Thank you for completing this survey. Please return to __________________ by ___/___/___.
identifying student needs and interests

Sound PDHPE programs will be those that address the specific needs and interests of the students they are designed for. Strategies for assessing student needs and interests include:

- teacher observations and anecdotal records;
- staff discussions;
- student, parent and teacher surveys;
- interviews and discussions with previous class teachers, parents, school counsellor and community health personnel;
- looking at samples of student work maintained in portfolios.

Evaluating previous and current programs and practices will also indicate those areas in which students are both interested and require more learning time.

investigating available facilities and resources

An important aspect of the school profile is undertaking a thorough inventory of available:

- teaching areas, eg indoor and outdoor areas;
- community facilities, eg local ovals, swimming pools and neighbouring school facilities;
- library resources;
- teaching resources, eg kits and audiovisual material;
- games, dance and gymnastics equipment;
- resource personnel in the community, eg parents, coaches.

Such an inventory may indicate the need to purchase specific equipment or may have an impact on the school’s organisational options for teaching the syllabus.

Sample Idea 3: Facilities and Resources Inventory
Personal Development, Health and Physical Education

| Strand/s: ________________________________ |

<table>
<thead>
<tr>
<th>Type</th>
<th>Item</th>
<th>Description</th>
<th>Quality</th>
<th>Condition</th>
<th>Location</th>
<th>Suitability</th>
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<tr>
<td><strong>Resource</strong></td>
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<td>Audiovisual</td>
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<td>Pictures</td>
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<td>Equipment</td>
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<td><strong>Facility</strong></td>
<td>Open Space</td>
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<td>Community</td>
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<td><strong>Others</strong></td>
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</table>
Development

Teaching programs are best developed in the context of a whole-school PDHPE policy and plan. This will establish a sound philosophical and organisational basis for developing, implementing and evaluating learning experiences.

**Step 1 Develop a school PDHPE policy**

A school PDHPE policy establishes the importance of this key learning area in the total school curriculum by providing the philosophical basis on which teaching programs are developed. Essentially, this involves writing a policy statement that addresses the following questions:

- What is PDHPE?
- What are the school’s aims for PDHPE?
- How do the aims of PDHPE complement the school aims?
- Why teach PDHPE in our school?
- What are the expected outcomes for student achievement in the school’s PDHPE program?

**Step 2 Develop a school/year PDHPE plan**

A school plan is the organisational basis for developing teaching programs in PDHPE. It helps teachers to:

- promote a spiral curriculum, i.e., teaching programs that help students progress towards the next level of outcomes by building on experiences in previous years;
- avoid unnecessary repetition of content;
- ensure that sensitive areas are taught within the context of a whole-school program;
- organise limited time, resources and facilities in the most effective way;
- identify ways that PDHPE supports learning in the other five key learning areas.

Developing a school PDHPE plan will involve identifying:

- the outcomes and subject matter to be treated that will best match student needs and interests

Having collected information about student needs as part of the school profile, it is important for these needs to be discussed, prioritised and linked to syllabus outcomes. Some areas of need will be seen as appropriate for every student — for example, ways to be active from the Active Lifestyle strand. Others may only be emphasised for students at particular stages — for example, schools may decide that issues related to HIV/AIDS from the Personal Health Choices strand are only to be dealt with for students in Year 6.

There are a number of ways schools can go about this task. Essentially, it involves mapping the syllabus outcomes and suggested content for each year and is probably best undertaken by teachers working together in stage and year groups. This way they can discuss and resolve issues relating to duplication, revision and progression. For example, what aspects of drug education will be dealt with in each stage? What specific aspects of ‘drug use’ are to be dealt with in Year 5 as opposed to Year 6?

In order to do this, teachers will need to refer to the overview of the:

1. syllabus outcomes relevant to the particular stage;
2. suggested subject matter in all strands for the particular stage.

Using these overviews, teachers can make decisions about appropriate outcomes and content and record their decisions onto a scope and sequence chart, as illustrated on the facing page.

Once this has been completed for each stage, it is important that all teachers come together and discuss the stage charts in K–6 terms, ensuring that the scope and sequence is comprehensive and developmentally appropriate.
Sample Idea 4: Scope and Sequence

<table>
<thead>
<tr>
<th></th>
<th>Early Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
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</thead>
<tbody>
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<td></td>
<td>K</td>
<td>Yr 1</td>
<td>Yr 2</td>
<td>Yr 3</td>
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<td>Active Lifestyle</td>
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<td>Safe Living</td>
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Sometimes, outcomes related to PDHPE may already be met in other planned units within other key learning areas. It is important for the school plan to indicate the PDHPE outcomes and content that are being addressed in other areas.

- **how PDHPE will be implemented within the organisation of the school**

In this regard, a school PDHPE plan should provide general information about:
- time allocation and program organisation;
- the availability and use of facilities and resources.

These details will be particularly important for the effective implementation of movement learning experiences generally requiring open space away from the classroom.

- **the strategies to be employed for student assessment and program evaluation**

Specific ideas about assessing students and evaluating programs can be found on pages 54–56 of the [PDHPE K–6 Syllabus](#).

In undertaking each of these tasks, it is important that decisions are made in the context of the school’s PDHPE policy and the syllabus outcomes.
Developing Teaching Programs

Once the school plan is developed and whole-school decisions have been made, it is the responsibility of each teacher to develop their own teaching program based on the particular needs of the students in their classroom. It may be useful for teachers to work with each other in developing teaching programs. When planning and programming for a particular class, teachers should consider the following steps:

- **Assess the needs of students in the class**
  
  While the school policy and plan identifies the general PDHPE needs of students in the school, classroom teachers should examine it in the light of the needs of their own students. The school plan, for example, may identify outcomes and subject matter to be covered in a Year 6 program. Each teacher of a Year 6 class, however, should determine the appropriateness of the outcomes, subject matter, learning experiences and strategies in relation to the needs of their students. Needs assessment can be done through observation, reviews of past reports and student profiles, discussions with parents and previous teachers, and assessing student knowledge, skills and attitudes.

- **Consider key issues relevant to PDHPE**

  The PDHPE learning area raises a number of important considerations that need to be addressed in the development of programs. These include student safety in physical activity and how sensitive issues will be dealt with. (Further advice on these matters is provided on page 41–44.)

- **Develop a year plan (or scope and sequence)**

  A year plan is a useful way of overviewing what is to be taught and when it is to be taught. It reflects, at a glance, how the requirements of the school plan are to be covered for that particular class.

  A year plan is essentially used for:

  - outlining the particular outcomes that are to be addressed;
  - indicating the selected content;
  - scheduling time for PDHPE;
  - registering links between PDHPE and other key learning areas.

  A year plan is usually made up of units of work. A proforma and a sample year plan follow.
Sample Proforma

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
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## Sample Year Plan for Stage 1

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<td></td>
<td>Move and Groove  &lt;br&gt; (AL, G, D)</td>
<td>Tumble and Turn  &lt;br&gt; (GS, G)</td>
<td>Growing Up  &lt;br&gt; (GD, IR)</td>
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<td></td>
<td>Dynamite!  &lt;br&gt; (AL)</td>
<td>Family and Friends  &lt;br&gt; (AL, IR)</td>
<td>Play the Game  &lt;br&gt; (GD, IR)</td>
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<td>Out and About  &lt;br&gt; (AL)</td>
<td>Dance Mania  &lt;br&gt; (AL, D)</td>
<td>Healthy Me  &lt;br&gt; (PHC, SL)</td>
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<td><strong>Term 4</strong></td>
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<td></td>
<td>A Sporting Life  &lt;br&gt; (GS)</td>
<td>Look Out!  &lt;br&gt; (PHS, SL, GS)</td>
<td>Game Time  &lt;br&gt; (GD, IR)</td>
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## Sample Year Plan for Stage 3

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Week</th>
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<tbody>
<tr>
<td>Daily Does It</td>
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<tr>
<td>Bats and Balls</td>
<td>(GS, AL)</td>
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<td>Hoops of Fun</td>
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<tr>
<td>You, Me and Us</td>
<td>(IR, SL, GD)</td>
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<tr>
<td>Term 2</td>
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<tr>
<td>Smash and Crash</td>
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<td>Champion’s Choices</td>
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<td>Sports Stuff</td>
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<td>Term 3</td>
<td>Games We Play</td>
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<td>Yesterday, Today and Tomorrow</td>
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<td>Run, Jump, Throw</td>
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<td>Term 4</td>
<td>At It Actively</td>
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<td>What’s in It for Me</td>
<td>(IR, PHC, GD)</td>
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<td>Water Ways</td>
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<tr>
<td>Dance to the beat</td>
<td>(D, G)</td>
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Writing Units of Work

Teaching programs in PDHPE will generally comprise a range of units of work. A unit of work may be of any length, lasting from a few lessons through to a whole term. In order to develop units of work, teachers should address the following two questions.

1. What programming approach should I use?

Selecting a programming approach involves deciding between a single strand model, a combined strand model or a combination of models. The single strand model means that teachers will develop units of work that draw only on subject matter and outcomes from one strand. The combined strand model is sometimes termed the ‘thematic approach’ because it draws two or more strands together to focus on a particular issue. For example, a unit constructed around Child Protection issues will deal with outcomes related to both Interpersonal Relationships and Safe Living.

Teachers will need to ensure that their plan satisfies the syllabus requirement that each strand is included in the program for each stage of primary education.

2. What elements should be included in the unit format?

Having chosen an approach for programming, it is necessary to structure a format for the writing of each unit. The unit outline may include the following specific details:

- title of unit
- length of unit
- outcomes
- indicators
- strand/s
- subject matter
- teaching strategies
- learning experiences
- resources and equipment needed
- strategies for student assessment
- unit evaluation.

When designing a unit format, teachers should consider both school and system policies and sample ideas from other teachers, as well as those presented in this support document. Sample unit pro formas are provided at the end of this section. The proformas are samples only and can be adapted to suit individual needs. A number of unit outlines have been developed using the proformas as a basis. These illustrate how units may be planned that focus on a single strand (samples 1 and 2) and others that integrate a number of strands (samples 3 and 4).
### Unit Proforma Example 1

<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>Class:</th>
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<tbody>
<tr>
<td>Strands</td>
<td>Indicators</td>
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<tr>
<td>Outcomes</td>
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<table>
<thead>
<tr>
<th>Subject Matter</th>
<th>Teaching Strategies/Organisation</th>
<th>Resources</th>
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<table>
<thead>
<tr>
<th>Student Assessment</th>
<th>Unit Evaluation</th>
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<table>
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<tr>
<th>Term</th>
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<th>Week</th>
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Sample Unit 1

Unit Title: Food, Fun and Fitness

Strands
Active Lifestyle, Personal Health Choices

Outcomes

V5 Willingly participates in regular physical activity.
PHS3.12 Explains the consequences of personal lifestyle choices.
ALS3.6 Shows how to maintain and improve the quality of an active lifestyle.
DMS3.2 Makes informed decisions and accepts responsibility for resulting consequences.

Class: Year 6
Indicators

V5 Values the importance of physical fitness to personal health.
V5 Appreciates the need to participate in physical activity with safety.
PHS3.12 Analyses personal food intake to identify the balance of choices made.
PHS3.12 Makes judgements on the reliability of information from different sources, eg labels, advertising.
PHS3.12 Discusses how other people/media influence body image and food intake.
ALS3.6 Participates in physical activity programs based on personal goals.
ALS3.6 Generates personal goals based on their understanding of what it means to be fit and active.
ALS3.6 Devises strategies to achieve personal active lifestyle goals.
DMS3.2 Applies decision-making process when choosing a recreational pursuit.
DMS3.2 Discriminates between a variety of products that are healthy and unhealthy, eg food, drinks.

Subject Matter
Making Decisions
- Influences on decision making
- Making health decisions
Nutrition
- Nutritional needs across the lifespan
- Energy intake/energy expenditure
- Variety of food choices
Components of an Active Lifestyle
- Use of leisure time
- Accumulated activity
Ways to be Active
- Moderate to vigorous activities
Effects of Physical Activity
- Effects of physical activity on the body
- Monitoring personal fitness and activity progress

Teaching Strategies/Organisation

- Discuss what it means to be healthy, including the concept of balance between the physical, emotional, mental, spiritual and social aspects of wellbeing. Summarise the main discussion points and create a class definition of health.
- In terms of physical health, identify and record cultural influences on your idea of a fit and healthy person.
- Hold small group discussions about decisions: eg What is a decision? What decisions do I make everyday? Make a list of the decisions each group member has made today about food and about involvement in activity. Summarise findings and make a group report to the whole class.
- Study the Dietary Guidelines for Children. Discuss the reasons why these guidelines exist. Use advertisements from the print media to design a pamphlet that promotes the guidelines.
- Compare eating patterns between the age groups, eg babies, young students, teenagers, parents, grandparents. Discuss food requirements during periods of stress and physical activity.
- Keep an activity diary for two weeks recording your personal involvement in all activities.
- Compare eating patterns between the age groups, eg babies, young students, teenagers, parents, grandparents. Discuss food requirements during periods of stress and physical activity.
- Introduce the concept of accumulated activity and note the activities that contribute towards daily activity requirements.
- Analyse the data to identify students’ favourite activities. Discuss differences in preference then record all choices on a class personal preference chart.
- Identify the main factors that influence student choice of activity, eg enjoyment, social access, peer influence, financial, family, media, competency.
- Discuss what it means by leisure. Brainstorm specific leisure activities that students and their families take part in.
- Organise a ‘Leisure Expo’. Groups of students introduce the class to two leisure activities, eg one active, one passive. Allow time for whole-class participation in all activities.
- Present a role-play where two students try to persuade a third to take part in a different activity. The third student makes a choice about participation and states reasons for their choice.
- Devise an advertisement for television, radio or print to influence the consumer to participate in a new activity.
- In groups, brainstorm the effects of physical activity on the body. Ask each group to categorise their responses under various headings for a final report, eg immediate/long term, physical, social, emotional, mental.
- Design a poster for use with peers that highlights messages about the value of a physically active lifestyle.
- Design a personal activity program to suit each individual’s lifestyle needs. Include a daily balance between activity, work, rest and relaxation.

Student Assessment
- Samples of completed work
- Anecdotal records of students’ responses to activities
- Activity diary
- Role-play

Unit Evaluation
- Did all of the students enjoy the learning experiences?
- Have students shown an interest in broadening their leisure activities?
- Were the tasks appropriate to students’ ability and understanding?
- Did the unit contribute to the students’ understanding of the dual role of nutrition and activity?

Resources
- Heart Health Manual – a resource kit for teachers
- National Heart Foundation of Australia (NSW Division)
- Dietary Guidelines for Children, National Health and Medical Research Council
- Life. Be In It

Dietary Guidelines for Children

- Life. Be In It
- National Heart Foundation of Australia (NSW Division)
- Dietary Guidelines for Children, National Health and Medical Research Council
- Life. Be In It

Week 1 2 3 4 5 6 7 8 9 10 11
Sample Unit 2

Unit Title: Staying Safe

Strands
Safe Living

Outcomes
SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.
V4 Accepts responsibility for personal and community health.
PSS1.5 Draws on past experiences to solve familiar problems.

Class: Year 1/2

Indicators
SLS1.13 Compares the characteristics of places where children feel safe and unsafe.
SLS1.13 Role-plays what to do in an emergency.
SLS1.13 Identifies things needed to play safely.
SLS1.13 Describes dangerous things they can see, reach and ways of dealing with them.
V1 Values their health and safety and that of others.
PSS1.5 Identifies problem situations.
PSS1.5 Follows basic safety procedures.

Student Assessment
- Ask students to illustrate themselves observing a safe practice in a safe location.
- Have students make a warning sign to alert someone to a potential danger.
- Observe students role-playing ways to act safely in various situations.
- Short-answer knowledge tests on various safety procedures.
- Present students with a ‘scenario’ requiring some emergency action and ask them to write down how they would respond in this situation.
- Teacher observation of students’ safety behaviours during class, at lunchtime, at play, while travelling to and from school.

Unit Evaluation
- Were there sufficient opportunities for all students to actively participate?
- Do the students apply safe practices when undertaking activities?
- Does each student understand their right to be safe?
- Was sufficient time given for students to practise safety skills?
- Was there a reasonable balance of theory and practice?
- Were all available resources used effectively?
- Was the unit a suitable length?

Subject Matter

Personal Safety
- Protection
- Warning signals
- Safe/unsafe situations
- People who can help
- Assertiveness (No-Go-Tell)
- Responding to unsafe situations

Home and Rural Safety
- Hazards inside/outside home
- Keeping safe around machines/appliances/animals

School and Play Safety
- Appropriate behaviour in and around buildings/playground/equipment
- Rules and fair play at school and at home

Emergency Procedures
- What to do in the event of an emergency

Teaching Strategies/Organisation

Personal Safety
- Students draw and label things that keep them safe and make a similar list for things that could be harmful.
- Display the Safety House sign. Discuss the reasons for Safety Houses and identify where they exist in the local community. Go on a community walk and identify possible safe places and possible safe people. Discuss No-Go-Tell strategies during the walk. Create a picture board or display illustrating students’ findings.
- Students think of people who they could contact if they needed help at home. Write the names and phone numbers of these people on a card that could be placed near the telephone at home.

Home and Rural Safety
- Display pictures and/or listen to an audiotape of sounds in and around the home. Ask students to identify any danger associated with each sound and suggest possible actions to reduce the potential danger.
- Observe common symbols for poison on household products and medications and identify their safe use.
- Students observe a variety of pictures of farm situations. Identify what hazards exist and share any personal experiences. Create a set of rules for safe behaviour in rural situations.

School and Play Safety
- Discuss safe and unsafe places in the school environment for a range of activities. Review the school rules that are related to pupil safety.
- Take students to an adventure playground. Discuss the safety rules they would recommend to others for using each piece of equipment. Role-play what procedure to follow if students are involved in a playground accident.
- Conduct a whole class game, eg Here, There, Everywhere; Bin Ball. At the end of play, ask students to name all the safety practices they observed while playing the game.

Emergency Procedures
- Have students in groups find photographs and pictures from magazines, identifying people in the community who help us. Discuss people in the community who help us in emergencies and distinguishing features such as uniform, how they help, how they are contacted.

Resources
- DET Child Protection Materials
- RTA Street Sense
- MBF Peter and Penny Video Series
- K–6 Drug Education Resource (DET)
## Unit Proforma Example 2

<table>
<thead>
<tr>
<th>Unit Title:</th>
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<tbody>
<tr>
<td>Strands</td>
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<tr>
<td>Outcomes</td>
<td>Indicators</td>
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</tbody>
</table>

### Subject Matter

### Teaching Strategies/Organisation

### Student Assessment | Resources
Sample Unit 3

Unit Title: A Fair Go

Strands
Growth and Development, Interpersonal Relationships

Outcomes
V3 Enjoys a sense of belonging
GDES1.9 Identifies how people grow and change.
IRES1.1 Identifies how individuals care for each other.
COES1.1 Expresses feelings, needs and wants in appropriate ways.
INES1.3 Relates well to others in work and play situations.

Class: Kindergarten

Indicators
V3 Values positive relationships.
V3 Appreciates the need to belong to various groups.
GDES1.9 Talks about things they like to do.
GDES1.9 Identifies and describes their personal characteristics and abilities.
IRES1.1 Demonstrates the skills involved in giving and receiving messages.
IRES1.1 Talks about feeling experiences in particular situations, eg sad, happy, frightened.
COES1.1 Responds to simple instructions and rules.
INES1.3 Works happily with class peers.

Subject Matter
- Similarities and differences
  - appearances
  - likes/dislikes
  - feelings
- Body characteristics
- Strengths and limitations
  - Basic needs
  - shelter, clothing, food
  - special needs
  - love/touching
  - medicines

Teaching Strategies/Organisation
- Play ‘name game’ activities so that everyone is familiar with each student’s preferred name.
- Students make fingerprints and display them. In groups, students compare and contrast the fingerprints. Ask some students to identify what makes their fingerprints unique.
- Students discuss and list their individual characteristics. Mirrors can be used. Students describe themselves to the group using the mirror. Relate these characteristics to common family ones. Conclude the activity by students completing the sentence ‘I am special because …’.
- Students design and make an ‘I’ poster. Drawings, magazine cuttings, words, etc should describe their appearance, strengths, limitations and feelings.
- Students collect pictures of people expressing different feelings. Brainstorm other ways people could express these same feelings. In groups, select one feeling, eg happy, and complete the sentence ‘When I’m happy I …’. Individually list students’ responses on a ‘feelings barometer’ that moves from ‘when I’m a little angry I …’, when I’m angry I …, when I’m furious I …, I blow my top when …’. Discuss appropriate ways of showing anger.
- Students discuss: Who are my friends? What is a friend? Students draw the friends they have and talk about them: Who are they? What do you do together? What do you share with them? Students make a friendship chart showing things friends like to do together. Discuss: Can grown-ups be friends? Can a pet be a friend? Are all grown-ups friends? Are all pets friends? Can personal possessions, eg toys, be friends?
- Students discuss how to make friends.
  - How does it feel to be left out?
  - How does it feel to play with people you like/don’t like?
  - How can you tell if someone’s lonely and needs a friend?
- Students discuss in pairs:
  - things I like to do by myself/with friends.

Student Assessment
- Observe students’ reactions to differences between self and classmates.
- Gather a folder of work that shows a series of life stages.
- Label internal and external body parts on outline of the body.

Resources
- Magic Box
- Mirrors
- Pets and People, Education Program
## Sample Unit 4

### Unit Title: Right On Track

#### Strands

Games and Sports, Growth and Development, Personal Health Choices

#### Outcomes

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<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>V6</td>
<td>Commits to realising their full potential.</td>
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<tr>
<td>GSS2.8</td>
<td>Participates and uses equipment in a variety of games and modified sports.</td>
</tr>
<tr>
<td>GDS2.9</td>
<td>Describes life changes and associated feelings.</td>
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<tr>
<td>PHS2.12</td>
<td>Discusses the factors influencing personal health choices.</td>
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<tr>
<td>MOS2.4</td>
<td>Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations.</td>
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</tbody>
</table>

### Class: Year 4

#### Indicators

<table>
<thead>
<tr>
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<th>Description</th>
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<tbody>
<tr>
<td>V6</td>
<td>Acknowledges effort in achieving results.</td>
</tr>
<tr>
<td>V6</td>
<td>Strives to achieve quality in personal performance.</td>
</tr>
<tr>
<td>GSS2.8</td>
<td>Demonstrates fun ways of practising skills, eg partner, team.</td>
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<tr>
<td>GSS2.8</td>
<td>Describes how cooperation and encouragement lead to success in games.</td>
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<tr>
<td>GSS2.8</td>
<td>Demonstrates efficient ways of using equipment while working cooperatively with others.</td>
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<tr>
<td>GSS2.8</td>
<td>Explains how their level of skill can influence their participation in movement activities.</td>
</tr>
<tr>
<td>GSS2.8</td>
<td>Explains the correct use of specific sports equipment.</td>
</tr>
<tr>
<td>GDS2.9</td>
<td>Identifies their own strengths and limitations.</td>
</tr>
<tr>
<td>PHS2.12</td>
<td>Discusses food needs for growth and activity.</td>
</tr>
<tr>
<td>MOS2.4</td>
<td>Demonstrates ability to perform basic athletic skills.</td>
</tr>
</tbody>
</table>

### Subject Matter

- Demonstrates efficient ways of using equipment
- Athletics
  - running, relays
  - jumping
  - throwing
- Decision-making
  - individual/group
- Identifies strengths and limitations
- Identifies food needs for growth and activity

### Teaching Strategies/Organisation

- Warm-up tag and stretches.
- Discuss and demonstrate running style (emphasis on arm and leg action).
- Practise relays.
- Students practise correct technique for jumping from one foot to two feet (bend knees, land on toes and use of arms).
- Discuss and demonstrate throwing technique (emphasis on safety) of shot put. Students practise with cricket/hockey balls.
- Students introduced to discus by practising slinging quoits, lightly weighted sock, ball, hoop or plastic skittle (progress to discus).
- Mini Olympics – form groups, representing countries. Each student competes in two events. Novelty events (obstacle course) for students waiting for their event (emphasise fun and having a go).
- Draw a timeline of growth showing development of skills, eg:
  - 11 months walking;
  - 2 years jump with both feet;
  - 4 years balance on one foot;
  - 6 years run around obstacles.
- Examine systems of the body, eg skeletal, muscular. Observe what happens to muscles when arms are extended or bent.
- List and categorise foods needed to stay healthy.
- Discuss and collect media articles about diet and sport.

### Student Assessment

- Observe students’ participation in group tasks.
- Observe students’ demonstration of the targeted skills.
- Use cloze passages to test students’ knowledge of body systems.
- Read student-devised menus and record nutritional appropriateness.

### Resources

- *Fundamental Motor Skills*, ACHPER, Victoria, 1996
- *Action Pact*, Ashton Scholastic, 1995
Other Important Considerations

**a. Safety and Physical Activity**

Teachers should consider the following list of safety considerations when planning Physical Education lessons.

- Use team teaching, job rotation, teacher release or buddy systems to provide adequate supervision of students according to their needs and the type of activity.
- Provide adequate warm-up before engaging in vigorous activity. As students move into Stage 2 and again into Stage 3, stretching becomes an increasingly important component of warm-up routines.
- Incorporate a warm-down routine at the completion of activity.
- Have a clear, predetermined signal to stop all children moving. This may be a whistle, a verbal cue or a visual cue such as the teacher raising an arm above their head.
- Check that equipment is in good condition before use and select appropriate equipment for each task.
- Use appropriate playing surfaces for each activity, eg grassed level surface for vigorous games, and ensure that the area is free of obstacles.
- Use space effectively by limiting the number of children to use an area.
- Ensure that children are dressed appropriately for activities, eg clothing that allows freedom of movement, suitable footwear.
- When outside, use sunscreens and hats and use shaded areas or schedule activities to avoid peak ultraviolet ray exposure where possible.
- Organise activities so that objects are moving or propelled in the same direction or away from others.
- Do not use a wall or tree as a finishing line.
- Teach children to be aware of others when moving about a space.
- Check and update medical information cards for children’s allergies, asthma, diabetes and other potential problems. Ensure that students’ peers understand, can identify and know appropriate action should the child suffer a medical problem.
- Be aware that children do not regulate their body temperature as well as adults. In hot humid conditions they do not dissipate heat effectively. Consequently, in these conditions they should not be exposed to extended periods of exercise. They will require frequent drink breaks. Similarly, children do not generate or retain heat to the same extent as adults. This is particularly pertinent in activities such as swimming, where lean, small children are at greatest risk.
- Avoid contraindicated exercises and movements. A contraindicated exercise is a movement that is not recommended because it is potentially dangerous. It may involve:
  - extreme movements that cause extension or flexion of a joint beyond its normal range, eg back arches, toe touches, deep knee bends and frog jump repetitions;
  - movements that involve excessive, rapid or repetitive twisting around a fixed base, eg wall slaps, trunk rotations;
  - sustained or held movements, eg held sit-up;
  - repetitive movements, eg arm circling through a small range of movement.
Other movements that should be avoided include:
- running backwards — this should be avoided due to the potential for tripping over or running into obstacle;
- weight bearing on the head, as children’s neck strength is not sufficiently developed;
- hanging by knees from apparatus — when using fixed apparatus, students need a firm grip to avoid falling;
- dive rolls — incorrect technique can result in excessive strain on wrists or neck.

Particular caution is required with jumping and landing activities, particularly when using mini-trampolines or when mounting or dismounting apparatus. Adequate supervision, correct technique and a safe landing area are required.

b. Dealing with Sensitive Issues

Schools are required to deal not only with matters of fact but also with values education, including moral and ethical issues. A number of sensitive issues are raised in PDHPE, including sexuality, child protection, family structures and drug use.

Thoughtful treatment of sensitive issues will involve:
- their management in the context of a comprehensive PDHPE program;
- complying with related school and systems policies;
- the participation of parents and communities;
- adopting appropriate teaching strategies.

The PDHPE Program

Sensitive issues should be taught in the context of a comprehensive and ongoing educational program that allows students to examine their values and develop decision-making skills. It is advisable that sensitive issues are integrated across a number of strands rather than presented as discrete topics.

Scope and sequencing decisions will need to be made at the school level when developing units of work that include such material. The appropriateness of activities in the support document modules should be carefully considered by the classroom teacher before selecting and sequencing them.

It is important that parents and caregivers receive adequate information about the content and context of school programs that deal with sensitive issues. Parental involvement in the development and evaluation of these programs is highly desirable so that programs reflect local needs.

School and System Policies

Teachers should be aware of the relevant school and system policies that deal with sensitive issues and student welfare. Discussion of sensitive issues is acceptable only when it clearly serves the purpose of the school’s program. Teachers have a responsibility to students and the community to follow policy appropriately if a student discloses possible abuse or involvement in an unsafe situation, eg any grounds for concern relating to the possible abuse of a student must be reported to the school principal or notified.

The bona fides and qualifications of community members engaged in school activities, such as coaches, tutors, performers, demonstrators or supervisors, should be carefully assessed by principals.
Strategies for Parent and Community Participation

The following suggested strategies are designed to respect the rights of all members of the school community and to enable students, parents/caregivers and teachers to feel safe, comfortable and confident when dealing with sensitive issues.

Schools should aim to establish clear communication and consultation about sensitive issues with parents, caregivers and community representatives. An informed community is more likely to reinforce the aims of the PDHPE program. Strategies for promoting parent and community participation include:

- creating a committee of interested teachers, parents/caregivers and community members to consider the handling of sensitive issues in the PDHPE and wider school program;
- using written and social communication between the school, parents/caregivers and the school community network, including Board of Studies Parent Support material. Where appropriate, interaction presented in community language can enhance communication and understanding;
- publicising school events;
- inviting parents/caregivers to experience classroom activities at parent information evenings;
- involving parents/caregivers in classroom activities;
- providing written communication alerting parents/caregivers to the timing of units of work containing sensitive issues. Parents/caregivers have the right to withdraw their children from a particular session or sessions.

Teaching Strategies for Sensitive Issues

When dealing with sensitive issues, teaching techniques need to be objective and balanced. The following strategies may help to generate purposeful, respectful discussion and avoid unpleasant experiences for students.

- Create a safe and supportive classroom environment. Discuss guidelines that clearly outline behaviour expectations. These should be negotiated and not imposed by the teacher. The class may wish to consider:
  - accepting what others say without judgement or criticism;
  - the importance of respecting others’ feelings and confidentiality;
  - the One Step Removed strategy;
  - the value of hearing a number of viewpoints expressed.

- Present accurate factual information. Correct misinformation in a way appropriate to the learner’s age, needs and cultural background, eg information on human sexuality would reflect the age of students, the school philosophy and community cultural beliefs.

- Present the sensitive issue impartially and in a way that is sympathetic to the range of community cultural values and attitudes. Liaising with parents/caregivers and community representatives is an appropriate way of clarifying community values and attitudes on a particular topic.

- Provide opportunities for students to express and discuss their fears or anxieties. Discuss and develop strategies to address students’ concerns, eg how to establish a support network. It is not appropriate, however, to encourage personal disclosures in group situations.

- Relate issues to students’ lifestyles. Focus on problem solving to identify proactive strategies available to students within their local community.
When appropriate, encourage students to research additional information, various viewpoints on an issue and alternative solutions. Emphasise that points of view are opinions, not facts. Research methods may include individual/group work, debates, surveys, contact with persons involved in the issue and talks from guest speakers.

It is sometimes not possible to present sensitive issues in a value-free way. Rather than give personal opinions, teachers should present principles generally accepted by the wider community, eg non-violent solutions are more socially acceptable.

Sessions involving visiting speakers must be approved by the principal, address the learning outcomes and be planned to allow ample time for questions and comments by students. Parents/caregivers also require notification of visiting speakers and have the right to withdraw their children from the sessions or be invited to attend so that they can follow up the topic at home. Teachers should be careful in negotiating the input of visiting speakers, ensuring that the presentation is relevant to the intended syllabus outcomes.

**One Step Removed**

The One Step Removed strategy is a way of allowing students to explore a range of sensitive issues without confrontation or personal threat. One Step Removed suggests teachers use fictitious case studies, moral dilemmas or any techniques that dissuade students from talking in the first person in class discussions. Instead of the direct ‘What do you …?’ approach, substitute:

- What if …?
- Suppose …
- Imagine someone …

When exploring possible outcomes of case studies or moral dilemmas, it is important to use conditional language: or … might happen; or … could happen.

**Protective Interrupting**

Discussing sensitive, private information is not appropriate in the classroom setting. Protective Interrupting suggests that teachers interrupt students who begin to disclose private information, eg. ‘It sounds as though you want to talk about this. Why don’t we talk about it after class?’ After Protective Interrupting, guide the discussion back to One Step Removed.

**Closing the Lesson and Debriefing Students**

Closing a lesson in a positive way is critical when teaching about sensitive issues. Discussions need to be summarised. Case studies or moral dilemmas should be brought to some point of resolution. Selection of activities needs to be carefully thought through so that there is time to complete the lesson with an appropriate closure.

Students who participate in behaviour rehearsals (scenarios), or who express a strong point of view about an issue, may need to be debriefed. Provide opportunity for the expression of strong feelings and then return the student/s to the present situation.
Modules
**Modules**

In this section the syllabus outcomes and subject matter have been expanded into modules of suggested learning experiences. These modules are presented as a set of four for each of the eight strands, as they correspond to the four stages of primary schooling. The organisation of modules in strands is for practical purposes. Teachers are encouraged to look at ways in which learning in PDHPE can be integrated across strands and to develop units of work that reflect this.

The modules are not teaching units. The modules contain a number of ideas and suggestions for use as starting points for the development of school-based units of work that can be used to achieve particular syllabus outcomes.

**For Each Strand**

The modules for each strand are prefaced by a section that provides general information and includes:

- an overall description of the nature of the strand;
- any major considerations that teachers should take into account when planning and implementing programs;
- how a specific strand links with other strands;
- how a specific strand links with other key learning areas;
- reference to the Board’s website for locating suitable resources;
- an overview of each of the four modules in the specific strand.

**For Each Module**

Each module is presented in a format that includes:

- module title;
- outcomes;
- overview of module subject matter;
- suggestions for student assessment and program evaluation;
- suggested learning experiences.
Strand: Active Lifestyle

Description

Active Lifestyle is concerned with students adopting activity patterns that promote their wellbeing. Participation in regular physical activity can provide immediate health benefits during childhood and may lead to the development of a physically active lifestyle that will carry over to adult life. This increases the likelihood of lifelong health benefits. In developing a healthy lifestyle, individuals need to assume responsibility for the management of their own physical activity. This necessitates the development of skills and attitudes essential for an active lifestyle and planning of leisure time to include participation in a variety of physical activities suited to individual needs and interests.

In this strand students will participate in regular, varied and enjoyable activities designed to affect their health. The strand will also provide opportunities for students to investigate the influences on activity choice; identify the health benefits that result from participation in physical activity; examine the components of a balanced lifestyle; explore options for recreation and develop the behavioural skills necessary to participate in regular physical activity.

Major Considerations

Lesson Structure

This strand involves practical and theoretical learning situations. Classroom activities should support work in practical sessions. Learning through movement is an important process in reinforcing the key concepts in this strand. The practical sessions will involve students participating in a range of ways to be active. It is most important that each session begins with a warm-up, includes skill development and ways to be active, and concludes with a warm-down.

Ways to be Active

Children and teenagers should be physically active every day in as many ways as they can. A minimum requirement of 30 minutes of moderate to vigorous intensity physical activity per day is recommended to provide health benefits (60 minutes per day is a goal for the achievement of optimum health benefits). The required intensity of activity should be at least equivalent to that of a brisk walk. The 30 minutes does not have to be continuous. It may be accumulated over a number of sessions, eg walking or riding a bike to school. A further benefit is achieved if children engage in three relatively vigorous sessions of activity per week of at least 20 minutes. It should be recognised that most young children will not naturally be attracted to continuous vigorous activity but some older children may see its value in relation to the achievement of personal performance and fitness goals.

Teachers role-modelling the importance of physical activity in their daily life provides a powerful influence on children as they develop values and attitudes towards being active. Specific activities that may be incorporated in a program include the following.
Aerobics
Aerobics routines consist of a variety of exercises performed to music. There are commercial aerobics tapes available. When designing aerobics routines:

- use well-known aerobics routines to initiate the program;
- practise activities and steps before putting them to music;
- select music that is popular with students and has a definite beat that is easy to follow. Students may offer to compile a tape of current music;
- start the routine with large vigorous movements, eg running, before concentrating on specific muscle groups;
- draw cue cards with large keywords and/or diagrams to remind students of the steps;
- encourage students to lead the class or suggest new routines.

Circuits
Circuits are a set of 6–8 activities performed in a sequence. When organising circuits:

- select exercises that make use of the major body parts;
- sequence the activities so that similar activities are not consecutive and that demanding activities are interspersed with less demanding ones;
- incorporate different locomotor skills — eg skipping, hopping, running, side-stepping — for moving from station to station;
- use task cards to indicate the activities at each station;
- teach the activities to the class prior to having them complete the circuit;
- vary circuits by introducing new activities or by conducting them in pairs, teams or against the clock;
- prepare a tape with 20–30 second intervals of music followed by 10–15 seconds of silence. This provides students with a cue for activity and rest/moving on to the next station and allows teachers the flexibility to move freely among the class to assist students.

Fun runs/power walking
Fun runs or power walking involve running or walking continuously over a set distance. When organising these activities:

- ensure that the distance is achievable for all students but is commensurate with ability;
- incorporate different methods of locomotion, eg skipping, for variety;
- ensure appropriate medical procedures are taken, eg asthma inhaler;
- encourage students to focus on personal challenge and achievement not on competing with others — focus on distance travelled rather than time taken;
- ensure that teachers are stationed at various points on the course.

Obstacle courses
Obstacle courses involve running around a set course while negotiating a range of obstacles. When designing obstacle courses:

- use the fixed facilities that exist in the school grounds, eg climbing equipment, sandpits, benches, as the basis for the course;
- incorporate portable equipment such as hoops, ropes, mats for variety;
- order the activities to ensure a balance of physical demands;
- select tasks for variety, use of all body parts, maximum activity, challenge and enjoyment;
- ensure the activities and equipment are safe, eg watch for overcrowding, supervise closely and use safe handgrips when using climbing equipment;
- design the course so that each activity can be seen from a central vantage point.
Partner activities

Partner activities are a variety of simple activities that can involve running and chasing; pulling and pushing; lifting and lowering; jumping over and crawling under. When selecting partner activities:

- match students as evenly as possible in terms of height, weight and ability;
- limit the use of equipment, as the emphasis is on working with a partner. If equipment is used, ensure that there is enough for every pair;
- ensure safe lifting techniques and posture are attended to;
- discuss the need to work cooperatively and to value the effort of others.

Relays

Relays allow for the participation of large numbers of students and maximise usage of the large muscle groups. When organising relays:

- allow maximum participation and continuous movement by making teams small in number, 3–4 students per team;
- ensure students do not warm-down waiting their turn during relay activities;
- space teams comfortably to avoid interference and keep the area free of obstacles;
- include a variety of activities and types of relays, eg shuttle, circular;
- use different ways of travelling, eg in different shapes/at different levels/with small equipment/using different locomotor skills;
- that involve the use of motor skills that may be fatiguing, eg hop, hop to a marker and run back instead;
- keep distances short;
- focus on the process of participation rather the outcome of competing.

Vigorous games

Vigorous games are enjoyable, energetic, whole-class activities that require little or no equipment. They should be essentially aerobic in nature. When organising vigorous games:

- establish a safe playing area with definite boundaries; and
- use simple, vigorous games that are easily and quickly explained so that maximum lesson time is spent on the activity.

Equipment

The following equipment is useful for physical activities.

**Fixed equipment** such as: benches, seats, jumping pits, paths, railings, slopes, grassed areas, wall/ground markings, climbing equipment.

**Portable equipment** such as: balls of different sizes/shapes/weights/materials, beanbags, frisbees, jumpropes, mats, witch’s hats/markers.

**Miscellaneous materials** such as: tape recorder, popular music with a strong 4/4 rhythm, stopwatches, whistle.
Links with other Strands

Dance, Games and Sports, Gymnastics: This strand directly links to the other movement strands. Different games, gymnastics and dance activities can be incorporated into physical activity lessons, eg minor games can be used as vigorous games and dance steps as part of aerobics routines. The development of basic skills, ie locomotor and non-locomotor skills and body and spatial awareness, will be practised and refined during physical activity sessions.

Growth and Development: Fundamental to an understanding of the need to adopt a balanced lifestyle is the development of positive attitudes towards physical activity. An individual’s self-esteem will also influence participation in the school’s PDHPE program and in leisure activities.

Interpersonal Relationships: Relationships with others will affect an individual’s attitude to and participation in various forms of physical activity.

Safe Living: Safety is an important consideration of any physical activity session. Knowledge of safe practices will positively affect the outcomes of all forms of physical activity.

Links with other Key Learning Areas

English

This strand provides opportunities to create and interpret various text types including procedure, recount and explanation. Students could keep a log of participation in physical activities or record personal improvement in their fitness levels; discuss changes that occur to their bodies before, during and after physical activity; design a personal program to ensure a healthy level of physical activity.

Mathematics

Students could graph individual/class improvements in fitness levels; measure pulse rates/body temperature before/during/after physical activity; calculate class average; time circuits and runs with stopwatch; look at the fraction of the day spent doing different activities, eg sleeping, attending school, playing games, watching television, eating; survey the use of leisure time.

Science and Technology

Students could design circuits and obstacle courses; design and make equipment for use in obstacle courses; monitor the heartbeat using a stethoscope; make a device for listening to the movement of the heart muscle; investigate the passage of air into and out of the body; design and use tests to show the effects of exercise on breathing and pulse rate; investigate the effect of weather on the body, eg heat can cause loss of body fluid through sweating; investigate some of the materials used in manufacturing physical activity clothing; design, make and use a weather station; explore how changes in weather affect people’s activities.

Human Society and Its Environment

Students could investigate the nature of work and leisure and how these impact on people’s lifestyles; discuss how attitudes to work and leisure are culturally determined; investigate the changing nature of work and leisure and the influence of media and technology on attitudes to work and leisure; investigate the impact of technology on work practices and the impact of the environment on leisure pursuits; investigate clubs and associations within the community that promote activity.

Creative and Practical Arts

Students could explore musical concepts, eg beat, rhythm, tempo; through aerobic sessions, ie aerobics routines; draw and/or paint pictures related to fitness activities and leisure pursuits.

Suggested Resources

A list of resources that teachers have found useful in implementing PDHPE K–6 programs may be found on the Board of Studies website: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
### Active Lifestyle Outcomes and Indicators

<table>
<thead>
<tr>
<th>Early Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALES1.6</strong></td>
<td><strong>ALS1.6</strong></td>
<td><strong>ALS2.6</strong></td>
<td><strong>ALS3.6</strong></td>
</tr>
<tr>
<td>Develops a repertoire of physical activities in which they can participate.</td>
<td>Participates in physical activity, recognising that it can be both enjoyable and important for health.</td>
<td>Discusses the relationship between regular and varied physical activity and health.</td>
<td>Shows how to maintain and improve the quality of an active lifestyle.</td>
</tr>
<tr>
<td>• takes part in different types of physical activity, eg climbing, jumping, walking, dancing, skipping, running</td>
<td>• engages in a range of planned activities, eg fundamental movement skills, favourite simple games, movement exploration</td>
<td>• participates in regular physical activity and discusses progress</td>
<td>• participates in physical activity programs based on personal goals</td>
</tr>
<tr>
<td>• makes a personal list of preferred activities</td>
<td>• describes places set aside in the community for play and considers how they might use them</td>
<td>• keeps a log of activity using a spreadsheet and analyses patterns of participation over time.</td>
<td>• compares activities people do to stay fit and why they choose them</td>
</tr>
<tr>
<td>• explains how physical activities affect the body, eg hot, sweaty, puffed</td>
<td>• describes how activity, rest, nutrition and sleep are important for lifestyle balance</td>
<td>• identifies factors that influence participation in physical activity</td>
<td>• identifies barriers to participation in physical activity and suggest ways to modify or overcome them</td>
</tr>
<tr>
<td>• describes the things they do to refuel their body, eg rest, relaxation, nutrition</td>
<td>• describes their feelings and emotions when trying something new, eg riding a bicycle, entering water, balancing</td>
<td>• identifies the activities people participate in to maintain an active lifestyle, eg bushwalking, sports</td>
<td>• generates personal goals based on their understanding of what it means to be fit and active</td>
</tr>
<tr>
<td>• compares the physical activities that they do as a family or group and how these make them feel</td>
<td>• identifies physical changes during and after exercise, eg heart racing, breathing quickly, feeling hot</td>
<td>• contributes to physical activity programs, eg peer leader/tutor, sharing equipment</td>
<td>• devises strategies to achieve personal active lifestyle goals</td>
</tr>
<tr>
<td>• contributes to a class list of activities they like or do not like to play</td>
<td>• describes links between nutrition, exercise and performance</td>
<td>• describes links between nutrition, exercise and performance</td>
<td>• describes the negative impact of smoking on participation in physical activity</td>
</tr>
</tbody>
</table>
### Active Lifestyle Overview

<table>
<thead>
<tr>
<th>Early Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
</table>

#### Components of an Active Lifestyle
- concept of being physically active
- importance of a balanced lifestyle
  - rest, relaxation
  - active and passive pursuits
  - nutrition
- regular participation in activity

#### Ways to be Active
- developing skills for participation in basic games and activities
- applying movement skills in fun games and activities
  - obstacle courses
  - ball games
- participating in active recreational pastimes

#### Effects of Physical Activity
- effects on the body
  - immediate
- feelings about being active before, during, after participation
- benefits of participation
- nominating favourite activities

### Components of an Active Lifestyle
- concept of being physically active
- importance of a balanced lifestyle
  - rest, relaxation
  - active and passive pursuits
  - leisure
  - nutrition
- regular participation in activity

### Ways to be Active
- stretching parts of the body before and after activity
- developing skills for participation in games and activities
- moderate to vigorous games, dance and gymnastics with high level of participation
  - obstacle courses
  - circuits
  - partner activities
  - relays
- participating in recreational activities that encourage physical activity

### Effects of Physical Activity
- effects on the body
  - immediate, long term
- feelings about being active before, during, after participation
- benefits of participation
  - enjoyment, friendship
- recording activity levels
  - activities I participate in regularly
  - activities I would like to learn

#### Components of an Active Lifestyle
- balancing lifestyle components for optimal health
- benefits of lifestyle balance
  - physical, social, emotional
- use of leisure time
  - active/passive pursuits
  - importance of adequate rest, nutrition
  - regular participation in daily activity

#### Ways to be Active
- safe stretching techniques
- skill development activities
- skill practice in minor games
- minor games, dance and movement with high level of participation
  - circuits
  - fun runs
  - aerobics
  - obstacle courses
  - partner activities
  - relays
  - power walking
- organised and non-organised recreational pastimes that promote physical activity

### Effects of Physical Activity
- effects of physical activity on the body
  - immediate, long term
  - strength
  - flexibility
  - cardiovascular endurance
  - muscular strength
  - muscular endurance
  - balance
  - speed
- monitoring personal fitness and activity progress

#### Components of an Active Lifestyle
- use of leisure time
  - balance of active/passive pursuits
  - adequate rest
  - enjoyment
- community contacts for outside school interests
- lifestyle risk factors
  - exercise, nutrition,
  - smoking
- disease prevention
- accumulated activity
## Modules: Active Lifestyle

### Early Stage 1

#### Module Title: Enjoy Being Active

#### Outcomes

**Knowledge and Understanding**

ALES1.6 Develops a repertoire of physical activities in which they can participate.

**Skills**

MOES1.4 Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.

**Values and Attitudes**

V5 Willingly participates in regular physical activity.

#### Overview of Subject Matter in this Module

**Components of an active lifestyle**

- Concept of being physically active
- Importance of a balanced lifestyle
  - rest, relaxation
  - active and passive pursuits
  - nutrition
- Regular participation in activity

**Ways to be Active**

- Developing skills for participation in games and activities
- Applying movement skills in fun games and activities
  - obstacle courses
  - ball games
- Participating in active recreational pastimes

**Effects of physical activity**

- Effects on the body
  - immediate
- Feelings about being active before, during, after participation
- Benefits of participation
- Nominating favourite activities

#### Student Assessment

- Observe students’ participation in planned physical activities.
- Have students role-play active and passive pursuits.
- Keep a skills checklist for individuals.

#### Program Evaluation

- Do students enjoy the physical activities in the program?
- Do the activities work all body parts and muscle groups?
- Is the time of day allocated to physical activity suitable?
Learning Experiences

Components of an Active Lifestyle

- Discuss and record over a week the time of going to bed and rising each day in terms of late or early. Discuss why it is important to have adequate sleep.

- Provide opportunities for students to watch a clockwork toy wind down and explore links with humans running out of energy and not getting adequate rest. Discuss the times that people need to rest, eg after vigorous activity, when sick. Make a chart about ‘I need rest when …’

- Talk about activities undertaken over the weekend. Compile a class list of activities. Ask students to identify activities that use many parts of the body or only a few body parts. Establish two sets of flashcards with drawings of mainly active and mainly passive pursuits.

- Discuss activities done with families during leisure at weekends or when on holidays. Jointly record passive and highly active activities. Discuss the benefits of balance in activity choices and the benefits of less energetic recreational activities, eg flying a kite, playing frisbee, walking the dog.

- Discuss the meaning of ‘healthy’ and identify aspects of lifestyle that keep children healthy.

- Discuss exercise time and television viewing time in a typical week. Record this information on a chart and draw conclusions in relation to lifestyle balance.

- Have students make a mobile. Hang messages about healthy lifestyles, eg ‘exercise is wise’, ‘you are what you eat’, from the mobile. Select one of these messages to direct a week of activities related to the healthy lifestyle message.

Ways to be Active

Warm-up/Warm-down Activities

Have students:

- practise whole body movements such as:
  - marching;
  - walking;
  - knee lifting (exaggerated walking);
  - half squats;
  - walking lifting heel to buttocks;

- practise arm movements such as:
  - elbows in and out;
  - curls;
  - reach for the sky;
  - shoulder rolls;

- play minor games such as:
  - Follow the Leader;
  - Walk and Stop;
  - Seven Steps.
Workout Activities

Aerobics

Have students:

- practise movements with/without music such as:
  - hopping;
  - hand to foot touches (bent knees);
  - arm rolling;
  - knee raising/elbow to knee touching;
  - stepping sideways;
  - trunk turning;
  - jumping on spot;
  - running on spot;
  - jumping feet apart and together;
  - shoulder rolling;
  - sliding;

- practise sequences that may be used in developing aerobics combinations such as:
  - jog on spot (8 counts each); repeat;
  - slide to right, slide to left (8 counts each); repeat;
  - reach and stretch to right (4 counts);
  - reach and stretch to the left (4 counts); repeat;
  - hop on right foot (8 counts);
  - hop on left foot (8 counts); repeat;
  - repeat sequence from beginning.

Circuits

Have students:

- practise activities that may be included in circuits such as
  - jumping/hopping from hoop to hoop;
  - transferring objects (beanbags from hoop to hoop);
  - skipping with ropes;
  - walking balancing a beanbag on their head;
  - jumping over a line from side to side;
  - weaving (zigzag running);
  - step-ups to a bench/balance beam.

Fun runs

Have students:

- practise activities for fun runs, which may include:
  - using various forms of locomotion, eg hops, skips;
  - running in pairs with linked arms or holding onto a partner’s waist.
Obstacle courses

Have students:

- practise activities for obstacle courses, which may include:
  - jumping over a stick;
  - walking along balance beam;
  - crawling under chairs/desks;
  - weaving between witch’s hats;
  - sliding through a tunnel;
  - climbing up or over climbing equipment;
  - stepping up onto lunch seats;
  - running around circular court markings.

Partner activities

Have students:

- practise activities in pairs such as:
  - Butterfly (Student A stands with arms straight down at sides. Student B attempts to hold the arms down while A tries to lift with straight arms out to the side);
  - Dog and a Bone (Partners stand on opposite sides of a hoop that has a beanbag in the middle. Student A tries to grab the beanbag and run to a predetermined line without being tagged by his/her partner);
  - Shadows (Student A runs around while student B tries to step on the shadow of student A. Once stepped on, change roles).

Relays

Have students:

- practise running relays such as:
  - Catch and Carry (The first student carries the beanbag forward and puts it in the hoop, returns to tag the second student. The second student runs forward, picks up the beanbag from the hoop and returns it to the third student, and so on);
  - Shuttle Relay (Student from Team A runs to tag student from Team B, who runs to tag student from Team A, until each student in each team has had a turn);
  - Jump the Creek (Each student in turn runs from a starting position to jump the creek that is designated by parallel jumpropes, and runs onto the turning line. The task is repeated on returning to the start);
  - Run and Throw Back (the first student carries a beanbag, runs out to a marked line, turns and throws the beanbag to the second student. The second student runs to the line, turns and throws the beanbag back to the third student, and so on).

Vigorous games

Have students:

- participate in active games such as:
  - Keep the Basket Full (Fill a container with a variety of balls. Throw the balls, one at a time, quickly, into the designated playing space. Students run to retrieve the balls and return them to the basket, trying to keep it full);
  - Numbers (Set definite boundaries for the playing space. Students run freely in the space, avoiding others. On the calling of a specific number by the teacher, eg four, students run to form groups of the number called. Repeat using different numbers).
Parachute games

Introduce students to games such as:

- Mushroom – Lift the parachute up in the air then quickly pull the edges down to the ground, trapping the air inside to form a mushroom shape. Repeat the process but students take three steps towards the centre and pull the edges to the floor behind them so that they are covered by the mushroom.

- Popcorn – Place tennis balls or beanbags on the parachute to represent popcorn. Students hold the edges of the parachute tightly and shake it up and down, making the balls bounce (pop). Try not to let the balls pop over the edge.

- Change Places – When the parachute is lifted, have two nominated students go underneath and change places before it descends.

Effects of Physical Activity

Have students:

- participate in a vigorous activity, eg running, dancing, and talk about how they feel during and after the activity. Ask simple questions, eg:
  - Is skin hot/cold?
  - Is skin dry/wet?
  - Is breathing slow/fast?
  - Do you feel thirsty, hot, tired, energetic?
  - What does your heart sound like?

- discuss and draw a ‘before and after activity’ picture.

- discuss the benefits of taking part in games and other physical activities. Include fun, friendships, fitness, good health.
Strand: Active Lifestyle | Stage 1 | Module Title: Let's Move

Outcomes

Knowledge and Understanding
ALS1.6 Participates in physical activity, recognising that it is enjoyable and important for health.

Skills
MOS1.4 Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.

Values and Attitudes
V5 Willingly participates in regular physical activity.

Overview of Subject Matter in this Module

Components of an Active Lifestyle
- Concept of being physically active
- Importance of a balanced lifestyle
  - rest, relaxation
  - active and passive pursuits
  - leisure
  - nutrition
- Regular participation in activity

Ways to be Active
- Stretching parts of the body before and after activity
- Developing skills for participation in games and activities
- Moderate to vigorous games, dance and gymnastics with high level of participation
  - obstacle courses
  - circuits
  - partner activities
  - relays
- Participating in recreational activities that encourage physical activity

Effects of Physical Activity
- Effects on the body
  - immediate, long term
- Feelings about being active before, during, after activity
- Benefits of participation
  - enjoyment, friendship
- Recording activity levels
  - activities I participate in regularly
  - activities I would like to learn

Student Assessment
- Observe student participation in the physical activity sessions.
- Question students about the position of their heart, lungs and muscles and how physical activity affects these body parts.
- Have students demonstrate how they can feel their heartbeat.
- Have students role-play a situation about the benefits of exercise.
- Ask students to select vigorous activities from a list of active and passive leisure pursuits.

Program Evaluation
- Do students look forward to the physical activity sessions?
- What activities do students enjoy? What would they change?
- Is the allocated time adequate?
- Are the activities appropriate for the capabilities of students?
- Are the activities challenging enough to improve present skill and fitness levels?
Learning Experiences

Components of an Active Lifestyle

- Record over a week the time students go to bed and get up each day. Discuss why it is important to have adequate sleep.

- Have students observe the actions of a wind-up toy. As the toy winds down discuss how this demonstration relates to running out of energy. Discuss how a balanced diet is the best way to meet energy needs.

  **Teacher Note:** Remind students that high sugar foods such as lollies are nutritionally a poor source of energy.

- Discuss activities that students participate in with their family and friends during periods of leisure at weekends or when on holidays. Note that not all the activities are vigorous or highly active. Classify each according to how physically demanding it is.

  **Teacher Note:** As students identify their favourite activities, reinforce that physical activity is fun rather than hard work. Explain that all moderate activity counts towards the minimum goal of 30 minutes of physical activity each day.

- Ask students to describe the activities that they participate in at school.

  **Teacher Note:** Promote the importance of enjoying activities and the goal of being active daily.

- Have students identify favourite activities and nominate other activities that they would like included in the program.

- Discuss what is meant by physical activity. Have students brainstorm a list of physical activities that can be done as a whole class, in small groups or with a partner, eg activities that can be done easily; those that cause you to huff and puff.

Ways to be Active

Warm-up/Warm-down Activities

Have students:

- practise whole body movements such as:
  - marching;
  - walking;
  - knee lifting (exaggerated walking);
  - half squats;
  - walking lifting heel to buttocks;

- practise arm movements such as:
  - elbows in and out;
  - curls;
  - reach for the sky;
  - shoulder rolls;

- play minor games such as:
  - Follow the Leader;
  - Walk and Stop;
  - Stuck in the Mud;
practise stretching in all warm-up/warm-down activities. Stretch 3–5 minutes after commencing warm-up and include all major muscle groups. Stretch slowly, holding stretches for 5–10 seconds. Include:
- back of thigh (hamstrings);
- front of thigh (quadriceps);
- lower back of legs (calf muscles);
- arm muscles (triceps/biceps);
- inner thigh muscles;
- back muscles;
- neck (avoid neck rotations).

**Workout Activities**

**Aerobics**

Have students:
- practise movements with/without music such as:
  - hopping;
  - punching forward;
  - head swaying;
  - hand to foot touches (bent knees);
  - arm rolling;
  - knee raising/elbow to knee touching;
  - stepping or sliding sideways;
  - trunk turning;
  - step kicks;
  - jumping feet apart and together;
  - star jumping (bent knees);
  - arm circling;
  - shoulder rolling;

- practise sequences that may be used in developing aerobics combinations such as:
  - jog forward, jog backward (8 counts each); repeat;
  - slide to right, slide to left (8 counts each); repeat;
  - side stretch, lunge to right (4 counts);
  - side stretch, lunge to left (4 counts); repeat;
  - hop to the right in a circle (8 counts);
  - hop to the left in a circle (8 counts); repeat;
  - repeat sequence from beginning.
Circuits
Have students:
- practise activities that may be included in circuits such as:
  - transferring objects (beanbags from hoop to hoop);
  - jumping/hopping from hoop to hoop;
  - skipping with ropes;
  - jumping over a line, side to side;
  - rolling a ball to a partner;
  - jumping knees to chest;
  - weaving (zigzag running);
  - sit-ups with bent knees;
  - step-ups to a bench/balance beam;
  - ball circling from kneeling position where ball is rolled around body.

Fun runs
Have students:
- practise activities for fun runs, which may include:
  - using various forms of locomotion, eg hops, skips;
  - running in pairs with linked arms or holding onto a partner’s waist;
  - running in teams or relays; and
  - running with pauses for non-locomotor activities.

Obstacle courses
Have students:
- practise activities for obstacle courses, which may include:
  - jumping over a box;
  - walking along balance beam;
  - crawling under chairs/desks;
  - running through tyres/hoops;
  - weaving between witch’s hats;
  - log rolling along mats;
  - moving on all fours (crab walk);
  - sliding through a tunnel;
  - climbing up or over climbing equipment;
  - stepping up onto lunch seats; and
  - running through playground markings on asphalt.
Partner activities

Have students:
- practise activities in pairs such as:
  - Jump Snake (Student A wriggles a small rope like a snake on the ground. Student B continually jumps the snake to avoid being ‘bitten’);
  - Butterfly (Student A stands with arms straight down at sides. Student B attempts to hold the arms down while A tries to lift with straight arms out to the side);
  - Dodge and Mark (Partner A is chased by partner B, B stays as close to A as possible. When the teacher calls ‘stop’, B attempts to touch A without moving feet. Take two steps closer then repeat with A and B changing roles);
  - Dog and a Bone (Partners stand on opposite sides of a hoop which has a beanbag in the middle. Student A tries to grab the beanbag and run to a predetermined line without being tagged by his/her partner).

Vigorous games

Have students:
- participate in active games such as:
  - Fox and Geese (Groups of five students, four stand in a line holding the waist of the student in front (geese). The ‘fox’ stands facing the front of the line. When the ‘fox’ attempts to tag the end ‘goose’, the ‘leading goose’ tries to prevent the tag with free arm movements as the tail dodges from side to side behind the leading ‘goose’. Change positions regularly);
  - Possums in the Tree (Groups of three are scattered around the playing area. Two students hold hands to form a ‘tree’ for the possum to stand in. Two students are chosen as possums who have no ‘tree’. On ‘go’ all ‘possums’ must get out of their ‘tree’ and find a new ‘tree’. The extra ‘possums’ try to find a ‘tree’ and isolate two possums. Alternate ‘trees’ and ‘possums’ so that all have a turn);
  - Numbers (Set definite boundaries for the playing space. Students run, walk or skip as instructed, avoiding others. On the calling of a specific number by the teacher, eg six, students run to form groups of the number called. Repeat using different numbers);
  - Keep the Basket Full (Fill a container with a variety of balls. Throw the balls, one at a time, quickly, into the designated playing space. Students run to retrieve the balls and return them to the basket, trying to keep it full).

Parachute games

Provide opportunities for students to practise games such as:
- Change Places – Students stand around the circumference of a parachute, holding it in two hands at waist level. Number pairs of students across the circle. On nominating the number of one or more pairs, those students exchange places by moving under the elevated parachute.
- Ocean Waves – Students move the parachute up and down slowly in order to form rolling waves. Ask students to vary between small waves and big waves. Walk around in a circle while making waves.
**Effects of Physical Activity**

- Have students play a game for a short time. Discuss any changes that occurred to the body when they played. Brainstorm changes such as heart racing, sweating, tired, thirsty, out of breath.

  **Teacher Note:** Discussions can be interspersed with activity sessions to give necessary rest and maximise effectiveness of each session.

- Ask students to complete sentences such as:
  - I feel hot because …
  - I get out of breath because …
  - My heart beats faster because …

  **Teacher Note:** Discuss with students that the heart is a muscle and must be exercised like all muscles to be fit and healthy.

- Provide cardboard cylinders for students to locate and listen to the heartbeat of a partner. Have students jog on the spot for 30 seconds and repeat listening to heartbeats. Discuss the differences before and after the 30-second jog and why these differences occur.

- Discuss how the lungs work and how lung capacity varies. Experiment with blowing out candles from varying distances and blowing up balloons. Discuss:
  - Why can some students blow out candles from a long distance?
  - Why are some balloons bigger than others?
  - Why do these differences exist?
Strand: Active Lifestyle  Stage 2  Module Title: On the Go

Outcomes

Knowledge and Understanding
ALS26 Discusses the relationship between regular physical activity and health.

Skills
MOS24 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations.

Values and Attitudes
V5 Willingly participates in regular physical activity.

Overview of Subject Matter in this Module

Components of an Active Lifestyle
- Balancing lifestyle components for optimal health
- Benefits of lifestyle balance
  - physical, social, emotional
- Use of leisure time
  - active/passive pursuits
- Importance of adequate rest, nutrition
- Regular participation in daily activity

Ways to be Active
- Safe stretching techniques
- Skill development activities
- Skill practice in minor games
- Minor games, dance and movement with high level of participation
  - circuits
  - fun runs
  - aerobics
  - obstacle courses
  - partner activities
  - relays
  - power walking
- Organised and non-organised recreational pastimes that promote physical activity

Effects of Physical Activity
- Effects on the body
  - immediate, long term
  - body temperature
  - breathing rates
  - strength
  - flexibility
  - cardiovascular endurance
- Recording accumulated activity
- Feelings about being active
  - challenge, satisfaction, enjoyment, achievement
  - preferences
  - influences

Student Assessment
- Set students the task of developing aerobic sequences and performing them to music of their choice.
- Ask students to design a circuit that uses a variety of activities to exercise all body parts.
- Ask students to design and carry out a survey about the exercise habits of people in their family.
- Ask students to design a leaflet about community recreation facilities.

Program Evaluation
- Are students keen to participate in physical activities?
- Are students warming up before and warming down after the sessions?
- Are the students receiving regular physical activity sessions?
- Is the time of day allocated to activity suitable?
- Are the physical activities appropriate for the developmental stages of students?
- Have students made any suggestions for modifications to the program? Have these been incorporated into the program?
Learning Experiences

**Components of an Active Lifestyle**

- Jointly compile a list of active and recreational activities. Have students highlight those activities that are most popular with students in the class. Write acrostic poems using the words ‘recreation’ and ‘activity’ to show the different ways that leisure time can be used. Discuss the need for rest in a balanced lifestyle.

  **Teacher Note:** Emphasise that children need daily physical activity and that this should be made up of activities that they enjoy.

- Discuss and compile a list of recreational facilities available in the local area. Determine if the programs offered cater for young children, are active and affordable.

- Ask students to imagine how leisure time may have been used before television. Interview older people who may be able to recall the popular leisure pursuits for children at that time.

  **Teacher Note:** Students should be challenged about the amount of time spent passively, eg watching television. Promote a commitment to turning off the TV or to being a selective viewer.

- Have students draw a pie graph of time spent sleeping, eating, at school and at play. Discuss what might happen if particular pieces of the ‘pie’ were bigger.

- Provide opportunities for students to research the food types that are best for energy and those that are best for growth. Monitor foods consumed over a week and compare with models such as the Healthy Diet Pyramid, Target on Healthy Food, or Dietary Guidelines for Children.

- Ask students to consider a scenario of being asked what you would like to do for a particular holiday outing. List the range of suggestions and mark those that are fun and active.

  **Teacher Note:** Encourage students to choose to be active when given the opportunity.

- Discuss what is meant by ‘spare time’. List activities done in spare time. Mime a favourite spare time activity for the class to guess. Explain what is enjoyable about the chosen activity and what could make the activity better. Write a narrative about a favourite leisure activity. Discuss what individuals enjoy doing most during lesson breaks at school and after school.

- Have students paste pictures of people of various ages onto pieces of cardboard. Alongside each picture, list some possible work and spare-time activities that each person might undertake. Mix the cards for redistribution around the class. Write about why activities might change. Discuss work and spare-time activities with family. Consider how and why these activities have changed and how the activities may change in the future.

- In small groups, have students design a survey to find the most popular forms of physical activity. Interview and record responses of children, peers and adults. Share results with the class.

  **Teacher Note:** Encourage students to consider a wide variety of activities that are fun. Promote the value of free play rather than regimented approaches to activity.

- Ask students to brainstorm physical activities that are performed individually and those that are performed with groups. Determine those activities that are participated in seasonally and draw them on a physical activity calendar.

- Organise for students to collect pictures or watch a video of people participating in sports. Discuss the major muscles used in these sports, how they are developed and grow stronger. Discuss other attributes that are important to performance, eg strength, speed, balance, skill level.

  **Teacher Note:** Reinforce students’ understanding that movement skill and fitness are important for success in games and improve the quality of their play.
Ways to be Active

Warm-up/Warm-down Activities

Have students:
- practise warm-up activities such as:
  - skipping/jogging on the spot/rotations/relays and stretching;
- practise warm-down activities such as:
  - slow deliberate stretches;
  - discussions on how it felt during activities;
  - relaxation exercises;
  - deep breathing exercises.

Workout Activities

Aerobics

Have students:
- practise a variety of activities for aerobics routines such as:
  - skipping forward (4 counts), backwards (4 counts);
  - jumping forward (4 counts);
  - hopping on right foot, bringing left knee up (4 counts);
  - hopping on left foot, bringing right knee up (4 counts);
  - floor sweeps, bending at waist, sweeping both arms down towards the floor (4 counts);
  - jumping to right then left (4 counts);
  - jumping one forward, one back;
  - rotating shoulders, forwards/backwards;
  - trunk twists, alternately right and left;
  - jumping on spot;
  - jumping in circles: two to right two to left;
  - jumping, alternately forward and backward, right and left;
  - hopping in circles, two to right on right foot, two to left on left foot;
  - step hop, alternately on right and left foot;
  - clapping and walking on spot.

Circuits

Have students:
- practise circuits such as:
  - Team Circuit (Students work in groups on their respective activities until ‘stop’ is signalled. All
groups move clockwise to the next activity. Progressively increase the time allocated for each
activity until the total circuit reaches 12–15 minutes of continuous, vigorous activity);
  - Timed Circuit (Students work in pairs within the group at each station. Student A completes as
many repetitions as possible in 30 seconds while student B counts and records their effort. Then student B
works for 30 seconds while student A counts and records. Individual results may form the basis for improvement in the future).
practise activities such as:
- arm marches from ‘push up’ position walking hands around in a circle, using feet as a pivot;
- shuttle run;
- transferring beanbag from one hoop to another;
- skipping with ropes, on the spot or moving between markers;
- bench stepping;
- walking along a balance beam;
- chinning or swinging on bars.

Fun runs
Have students:

practise activities such as:
- Orienteering Run (Run to points in the playground to collect items, eg plastic pegs, wooden blocks, pieces of chalk);
- Run and Freeze (Run in various directions within a confined space. On a signal, students freeze or assume a pose. Keep the activity moving as quickly as possible, with the ‘freeze’ periods used for short rests); and
- Overtaking File (Run together in groups of 4–6 in file formation. The end student overtakes the moving file to become the leader. Repeat this until all students return to original positions).

Partner activities
Have students:

practise activities, with partners and groups, such as:
- Race the Clock (Student A stands on one side of a centre line with student B on the other side. On ‘go’ A runs away from B to a line and returns to touch B’s hand at the centre line. Student B runs away to a line and returns to touch A’s hand. Students count how many times they can touch hands in 90 seconds. Introduce various ways of travelling, such as hopping, jumping or skipping);
- Lift the Log (Student A lies rigid on his/her back. Student B places hands under A’s shoulders and lifts until A is standing);
- Steal the Tail (Both students tuck a braid into their waist band so that it looks like a tail. On ‘go’ each student attempts to catch the ‘tail’ of the other without losing their own tail);
- Circle Slap (One student stands with one hand, palm up in front of the body. The other student runs around in circles and slaps the hand every time he/she passes. Change places after five circles. Introduce a change of direction and change of movement such as skip, hop); and
- Shadow Chasing (Pairs run in a confined space with one student chasing the other. The student chasing has to jump on the shadow of their partner).
Relays

Have students:

- practise relays such as:
  - Slap Ball Relay (Students line up in single file behind a starting line. A ball is placed in front of the first student in each team. The first student bats the ball along the ground to the turning line and back. This continues until all team members have participated);
  - Carry Your Toes Relay (Student A takes hold of his/her toes and hops to a line and sprints back. Repeat until all students in the team have had a turn);
  - Overhead Relay (Student A passes a ball overhead to student B and so on to the end of the line. The last student sprints to the starting line. The ball is then passed overhead as before);
  - Back to Front Relay (Student A runs from the rear of the team, up to the front of the team, down the side of the team, around the rear of the team and back to the front. Student A then takes the team up to the top line and back to the starting line. The next player is the student at the back).

Vigorous games

Have students:

- participate in active games such as:
  - Farmers and Crows (Students are arranged in single file behind a starting line. The first student in each line is a ‘farmer’ and the second student is a ‘crow’. These characters alternate down the line. The first ‘farmer’ is given four beanbags representing ‘corn seeds’. The first student runs to a designated line. On the way, dropping the ‘corn seeds’. On reaching the goal line, the student returns to the start, tagging the next student. The ‘crow’ hops straight to the goal line, turns and hops back, picking up the ‘corn seeds’. The seeds are then passed to the next student, who becomes the ‘farmer’. This continues until all players have had a turn in both roles);
  - Pigs and Pigeons (Students lie in two parallel lines one metre apart, feet in. Designate one line as ‘pigs’ and the other as ‘pigeons’. When the leader calls ‘pigs’, all students get to their feet and the ‘pigs’ attempt to tag the ‘pigeons’ before they reach a safety zone. The opposite applies if the call is ‘pigeons’. Students who tag a member of the opposite group score a point for their team)

Teacher Note: Awarding points is preferable to elimination games.

- Jump the Rope (Groups of 6–8 students stand in a circle with one student positioned in the middle. The middle student swings a rope with a beanbag attached to the end around the circle close to the ground. Students jump the rope. Change the centre person regularly);
- Three on Two (Groups of five students, three running and throwing a frisbee, ball or beanbag between themselves within a confined space. The two remaining students attempt to intercept. Exchange places after successful intercepts); and
- Change Places (Students stand around the circumference of a parachute, holding it in two hands at waist level. Number pairs of students across the circle. On nominating the number of one or more pairs, those students exchange places by moving under the elevated parachute).
**Effects of Physical Activity**

- Discuss the effects of exercise on the body by considering what happens to the skin, limbs, muscles, heart and lungs before, during and after exercise. Have students design a poster presenting the effects of exercise or inactivity on the body.

**Teacher Note:** Students will gain a better understanding of the effects of exercise through participation in a movement lesson.

- Have students compare the ways the muscles feel after a series of flexibility exercises, a muscular strength activity and following an endurance activity.

- Have students compare the flexibility evident in particular stretches before and after warm-up.

- Have each student graph personal physical activity patterns and fitness test results and analyse changes over time.

- Ask students to recall and write about the feelings experienced both during and after a recent activity session.

**Teacher Note:** Explore a variety of poems based on favourite activities, eg syllable, shape.

- Have students record and graph physical activity over a seven-day period. Comment on those activities that were most vigorous and those that were most fun. Discuss why some people have a capacity for more activity without becoming unduly fatigued. Consider which activities participated in at home and school cause the heart to work hard and how they contribute to fitness development.

**Teacher Note:** Evaluate the activity patterns in terms of accumulation of a minimum 30 minutes of activity per day.

- Have each student measure resting pulse and breathing rates. Jog on the spot for 1–2 minutes and repeat measurements. Collate their results in student diaries and compare these results with retests at other times during the year. Discuss any changes in results and feelings about these changes.

**Teacher Note:** Comparisons between students should be avoided. Remind students that development of fitness may take a long time. Fitness is best acquired through regular, active play rather than specific exercise programs.
Strand: Active Lifestyle  
Stage 3  
Module Title: Keeping Active and Happy

Outcomes

Knowledge and Understanding
ALS36 Shows how to maintain and improve the quality of an active lifestyle.

Skills
MOS34 Refines and applies movement skills creatively to a variety of challenging situations.

Values and Attitudes
V5 Willingly participates in regular physical activity.
V6 Commits to realising their full potential.

Overview of Subject Matter in this Module

Components of an Active Lifestyle
- Use of leisure time
  - balance of active/passive pursuits
  - adequate rest
  - enjoyment
- Community contacts for outside school interests
- Lifestyle risk factors
  - exercise, nutrition, smoking
- Disease prevention
- Accumulated activity

Ways to be Active
- Developing behavioural skills, eg self-motivation, goal setting, monitoring progress
- Stretching muscle groups
- Skills practice activities
- Moderate to vigorous activities
  - skipping games
  - tag games
  - circuits
  - fun runs
  - aerobics
  - obstacle courses
  - relays
  - power walking
  - ball games

Effects of Physical Activity
- Effects of physical activity on the body
  - immediate, long term
  - strength
  - flexibility
  - cardiovascular endurance
  - muscular strength
  - muscular endurance
  - balance
  - speed
- Monitoring personal fitness and activity progress

Student Assessment
- Students create circuits, obstacle courses and aerobics routines.
- Students design a personal ‘Stay Active’ program to suit their lifestyle needs.
- Collect work samples such as student-designed survey about physical activity.

Program Evaluation
- Are students enjoying the physical activities?
- Are students warming up before physical activity and warming down after?
- Are students pursuing physical activities outside of school?
- Is there an improvement in students’ levels of activity?
- Are the activities appropriate for the stage of development?
- Are students receiving regular physical activity sessions?
- Is the time of day allocated to physical activity suitable?
- Do classroom learning experiences complement practical sessions?
Learning Experiences

**Components of an Active Lifestyle**

- Organise for students to conduct a survey of leisure activities of school students and prepare a poster to promote community facilities that offer other opportunities.
  
  **Teacher Note:** Challenge students to make productive use of leisure time and to be selective about TV viewing.

- Organise a Leisure Week where students participate in and demonstrate active pursuits, e.g., parachute games, kite-flying, skating, bike-riding, frisbees, bocce, table tennis, judo, badminton.
  
  **Teacher Note:** Encourage students with particular leisure pursuits to share their experiences with the class. Provide reinforcement for students’ physical activity achievements out of school.

- Discuss the meaning of aerobic exercise (that which places a challenge on the heart and lungs to meet extra oxygen needs) and static exercise (that which does little to promote cardiovascular fitness).
  
  **Teacher Note:** Ensure that students understand that the accumulation of moderate exercise throughout the day will have health benefits.

- Have students research a risk factor of heart disease, e.g., high blood pressure, high fat diet, smoking, inactivity, obesity, and determine what action can be taken to modify this condition.
  
  **Teacher Note:** Promote the role of activity in maintaining health now and in the future. Ensure that students understand how unhealthy practices in their youth are likely to continue into adulthood.

- Ask students to find out about diseases that are linked to inactivity. Discuss the short- and long-term benefits of being active.

- Have each student complete a 24-hour dietary recount and try to calculate energy consumed. Discuss the amount of activity required for energy balance.

- Organise a class relaxation session, systematically isolating and tensing muscle groups and then relaxing them. Discuss how this routine makes the students feel. Test heart rate at the end of the activity.

**Ways to be Active**

**Warm-up/Warm-down Activities**

Have students:

- practise warm-up activities such as:
  - jogging on the spot;
  - follow the leader;
  - hip circles;
  - shoulder stretches;
  - inner thigh stretches; and
  - moving shoulders, arms, legs and ankles independently through a full range of motion (slowly).

- practise warm-down activities such as:
  - gentle whole-body movements;
  - slow deliberate stretching;
  - controlled breathing;
  - relaxation activities;
  - reflecting on the workout activity.
Workout Activities

Aerobics

Have students:

- practise a variety of activities for aerobics routines such as:
  - monkey bounce (bend and straighten knees, keeping back straight, while swinging arms forwards and backwards);
  - kick and clap (kick legs alternately forward and clap underneath legs);
  - the swim (hop/skip/jump on spot while moving arms in a swimming action);
  - kangaroo jumps (stand with feet together, hands on hips and jump from side to side forwards and backwards);
  - jogga slogga (jogging on the spot alternately punching arms above head, forward, around to sides);
  - shudder and shake (in pairs, facing each other, grasp partner’s wrists and move arms in a sprint action together);
- combine a range of jump rope skills in routines. Perform the routines as a form of aerobic activity or intersperse some parts of the routines to add variety to circuits.

Circuits

Have students:

- practise circuits such as:
  - Split Circuit (Divide the class into two groups, A and B. Group A performs an activity demonstrated by the leader while group B runs around the outside of the perimeter. On ‘change’, group A runs through the exit to commence running, while group B moves into the circuit area via the entrance, to commence activity 1. Repeat the procedure for 7 or 8 activities);
  - Match Race Circuit (Students are matched in pairs according to ability. Student A performs as many repetitions of the activity as possible in the circuit area, while student B runs one lap around the perimeter. Student B runs in to stand in front of A and calls ‘stop’. Student B attempts to complete the same number of repetitions as A, while A runs one lap around the perimeter. Repeat through 7–8 activities. Periodically record student progress to gather information concerning changes in performance);
- practise activities for circuits such as:
  - shuttle run;
  - push-ups (from knees only);
  - bench jumps;
  - hopping into and out of a hoop;
  - skipping with ropes, on spot/between markers;
  - lie down/stand up sequences;
  - running in a straight line through a row of hoops/tyres;
  - wall slapping (stand with back to a wall, twist to the left reaching behind to touch the wall, twist to the right to touch wall, repeat);
  - walking along a balance beam, crawling back;
  - line jumping;
  - single leg raising (other leg bent);
  - sit-ups (knees bent).

Teacher Note: Allow students to design their own circuits for the whole class to perform.
Fun runs
Have students:

- practise activities such as:
  - Rally Run (Students use a map of the immediate area around the school and question sheets relating to observable school features. The objective is to be the first back with the correct answers);
  - Rank Running (Appoint a stopping place where the runners stop in order of arrival. When they head off again, the slowest runner goes first and the others follow in reverse order so that students may finish at approximately the same time);
  - Spot Running (Students run to a spot. On arrival, the next destination is given);
  - Cross Country Tag (Divide students into teams of four. Number each student 1, 2, 3 or 4. All No 1 runners run the first 25% of the course, tag their second runner, who then completes the second 25% of the course and so on);
  - Measured Runs (Have students run a set course measured out in metres, eg 500 m, 1000 m);
  - Course Runs (Plan a 1 km running course around the school grounds. Plan for students to run the course on a regular basis with the intention of achieving a project such as an equivalent run to a destination in NSW or between capital cities. Use a multiplication factor of 1 km run equalling 10/100 km on a map. Each time a class run is completed, mark on a map the distance covered until the travel project is achieved);
  - Follow the Leader Runs.

Obstacle courses
Have students:

- practise activities for obstacle courses such as:
  - running around markers (witch’s hats) and back;
  - jumping side to side over ropes or through hoops;
  - climbing over a fence and back again;
  - hurdling a row of tyres;
  - crab-walking between two markers;
  - bunny-hopping over a bench, beam or seat;
  - sliding on stomach across a bench;
  - stepping up on fixed seats five times;
  - crawling under a line of chairs;
  - walking along a balance beam/bench;
  - walking up on inclined pole to dismount;
  - rope skipping;
  - frogleaping over logs.
Partner activities

Have students:

- Practise activities in pairs such as:
  - Knee Boxing (Moving lightly on the toes, partners try to tap each other’s knees with an open hand);
  - Underarm Slap (Partner A stands with feet astride and one hand out. Partner B runs behind A, through A’s legs, stands and slaps A’s hand. A then repeats the exercise between B’s legs);
  - Foot Fencing (Partners face each other. Moving slightly and rapidly, each tries to touch the toes of the other with their feet);
  - Slide Turning (Partners stand back to back, then turn to touch hands. They then turn to the other side and touch hands);
  - Under and Over (Partners stand back to back. They then bend over and touch hands between their legs, then stretch up to touch hands above their heads).

Relays

Have students:

- Practise a variety of relays such as:
  - Exchange Relays (Two teams of four students line up in file formation opposite each other with a nominated distance between them. The first student from each team carries an object, eg relay baton, beanbag, until they meet. They swap objects and return to their original team. They give the object to the next student and move to the end of the line);
  - Cross Formation Relays (A shuttle relay in which the paths of the two opposing teams intersect);
  - Spoke Relays (Teams sit in lines that form the radii of a circle. Student A dribbles a basketball clockwise around the team and back to his/her original position. The ball is passed to the second student who repeats. Continue this rotation until students return to their original position).

Teacher Note:

Students need to be advised to be cautious when crossing paths. The crossing could be stipulated as walk only.

Vigorous games

Have students:

- Participate in active games such as:
  - Chain Tag (Students scatter within a confined area. The chaser chases other students attempting to tag someone else. Each new student tagged joins the chain. Only the lead and end student can tag. If the chain breaks, no one can be caught until it reforms);
  - Break Out (Groups of six students. Five form a circle, with the sixth student inside the circle. The student inside the circle attempts to break out of the circle by escaping under arms or between legs);
  - Through the Hoop (Teams of 4–6 students facing a line of hoops. The first student runs to the first hoop, steps through it and passes it over head. The student then runs to the next hoop and does likewise. Once the first student has stepped through the hoop, the second student starts. Continue until all have completed the course);
  - Poison Ball (Students form a circle by holding hands. In the centre of the circle is a ball. The circle pushes and pulls and attempts to force a student to touch the ball).
Effects of Physical Activity

- Have students perform a set of exercises, eg bent knees, sit-ups, and identify which muscle groups are involved. Discuss exercises that would complement these to allow for balanced development.

  **Teacher Note:** Highlight movements and stretching positions to be avoided, eg:
  - performing a stretch incorrectly;
  - excessive speed or bouncing in a stretch;
  - repetitive movement;
  - forcing a joint past its normal range of movement.

- Discuss the major components of health-related fitness: body composition, muscular strength, muscular endurance, flexibility and cardiovascular endurance, and skill-related fitness: speed, power, coordination, balance and reaction time. Identify activities that require each component. Have students participate in a range of these activities and describe how the body reacts.

  **Teacher Note:** Provide activities that are of suitable intensity for the group. Activities that require great strength, for example, may not be safe and will not allow for student success. Encourage Stage 3 students to take increasing responsibility for their own fitness and activity patterns. Introduce goal-setting strategies.

- Have each student use personal logs of physical activity and fitness test results to determine particular strengths and weaknesses. Develop an activity plan to build upon strengths and improve weaknesses. Monitor changes over time and determine factors that have contributed to these changes.

  **Teacher Note:** Use enjoyable activities to measure development rather than regimented fitness tests, eg time it takes to complete an obstacle course.

- Have students complete an aerobic task and measure pulse during recovery. Plot the results on a graph and discuss how recovery rate can be used to assess fitness. Participate in a minor game and take pulse. Compare with pulse when participating in an endurance run.

  **Teacher Note:** Show that the activities they enjoy can be as beneficial as structured exercise programs.

- Discuss potentially harmful exercises and develop procedural text for effective warm-up. Discuss the benefits of participation in physical activity in terms of physical, emotional and social outcomes. Keep an activity journal indicating how the activity made students feel.
Strand: Dance

Description
Dance is concerned with developing each student’s ability to express themselves through movement and their confidence to participate in dance activities.

This strand provides students with the opportunity to explore and develop awareness of the ways in which their bodies move in and through space and how time and rhythm, dynamics and relationships influence the quality of their movement.

Students engage in initial exploration activities involving locomotor and non-locomotor movements and are introduced to a range of dance styles. As students’ movement vocabulary increases, they are able to create and perform dance sequences. Students also have the opportunity to appraise and appreciate dance forms.

Teachers should be aware that dance is also presented within the Creative Arts K–6 curriculum. This does not necessitate two dance programs. A balanced program can address the outcomes contained in both syllabuses. Teachers who wish to explore particular aspects of performing, composing and appreciating linked to the arts and dance could refer to the Creative Arts K–6 Syllabus.

Major Considerations

Creativity
Dance as an art form is concerned with creativity. All students, even beginners, should be encouraged to make imaginative responses and to self-direct their activities. Improvisation is therefore an important aspect of dance teaching, even in the learning of set dances.

Safe Practices
It is important for student safety that they be guided to perform movements correctly and safely. Students are not always aware of their movement limitations, particularly in the early stages, and it is essential that teachers guide them in making movement selections that are within their individual capabilities.

Regardless of age, sound body alignment (posture) and the avoidance of contraindicated exercises should be emphasised.

Warm-up and warm-down should form a part of each dance lesson (see notes under Lesson Structure).

Lesson Structure
It is important in all practical movement lessons, including dance, that a warm-up, developmental component and a warm-down are incorporated.

The purpose of the warm-up is to prepare the body for activity and help to prevent injury. It should consist of an initial phase aimed at raising the heart rate in order to increase the blood flow to the muscles, and gently mobilising the joints. This is achieved through simple locomotor activities and swinging/shaking/lifting/lowering of body parts. There should be a period of sustained static stretching in order to extend the range of movement.

The developmental component includes the development of new skills and the refinement of previously learnt skills. Compositional activities involving application of the elements of dance enable performing and appraisal of dance sequences.

The warm-down involves a period of gentle exercise and stretching as the body reverts to resting levels.
Terminology

Terms used in this strand include the following:

**Locomotor Movement**: Movement that allows the body to move from place to place, eg walking, running, hopping, skipping, jumping, travelling on body parts.

**Non-locomotor Movement**: Movement on the spot: using the whole body, eg bending, stretching, curling, twisting, turning, balancing; using isolated body parts, eg shaking hands, nodding head, lifting and lowering shoulders, pointing with knees, elbows, toes, heels.

**Elements of Dance**: Aspects of time, rhythm, space, dynamics and relationships that affect the quality of movement and the nature of composition.

**Time**: Speed of the beat, sound or movement, eg fast, slow, accelerating, decelerating.

**Rhythm**: A sequence of organised notes with an underlying beat.

- **Beat**: The steady underlying pulse of movement or sound.
- **Accent**: The emphasis placed on particular beats.
- **Metre**: The groupings of beats, eg 2/4, 3/4, 4/4, 6/8.
- **Rhythmical Pattern**: The recurring pattern of movement or sound.
- **Duration**: The length of time a movement takes.

**Space**: The area in which the body moves.

- **Position**: The location of the body with respect to a particular point, eg near, far, over, under, in front.
- **Direction**: The line of movement taken, eg forwards, backwards, sideways, upwards, downwards.
- **Level**: The height at which the movement takes place, eg high, low, medium.
- **Dimension**: The range of movement, eg small, medium, large.

**Floor Pattern**: The design (pathway) made on the floor as movement from place to place occurs, eg a square, circle, spiral, zigzag.

**Air Pattern**: The design (pathway) made in space by body parts.

**Shape**: The appearance of the body and its movement, eg wide, narrow, small, symmetrical, asymmetrical.

**Dynamics**: The quality of dance movement including the intensity applied to the movement, eg light, strong, heavy, soft, hard, sustained, jerky.

**Relationship**: The interaction that occurs between people and between people and objects.

- **Matching**: Partner or group movements are performed in exactly the same manner.
- **Mirroring**: Partner or group movements are performed as they would appear in a mirror.
- **Contrasting**: Partner or group movements reflect unlike or opposite qualities.
Links with other Strands

Growth and Development: Through dance an individual can develop an awareness of the body and individual physical, social and cultural differences. Dance is also a form of communication and self-expression. Enjoyment and a sense of achievement through participation in dance can enhance self-esteem.

Interpersonal Relationships: Interpersonal skills are developed through group work in dance and such skills affect the enjoyment of, and successful participation in, dance activities.

Safe Living: Safety is an important consideration in dance. Students need to be aware of how best to avoid injury.

Active Lifestyle, Games and Sport Skills and Gymnastics: Locomotor and non-locomotor skills that are fundamental to all games, sports and gymnastics activities are equally important in dance. Elements of composition are also relevant to the other movement contexts.

Links with other Key Learning Areas

English

This strand provides opportunities for students to create and interpret text types such as procedural texts and narrative. Students could develop understandings about dance through negotiating with others to create movement sequences; discussing or writing personal responses to dances; creating movements for sounds, words, sentences; interpreting and performing poetry and narrative through movement sequences, sculptures, freeze frames and depictions developing movement sequences for narratives.

Mathematics

Students could use movement to demonstrate mathematical concepts, eg numbers, angles and geometric shapes can be described in floor patterns and group formations; take measurements using different locomotor units, eg measure the classroom/playground in jumps, leaps and crawls; illustrate symmetry using individual and group body shapes; compare the length of pace using different locomotor units, eg walking, galloping; classify different dances according to the speed of movement, type of movement/space used by dancers; look at the pathways displayed in different dances; analyse dance in terms of patterns of the sequence of steps.

Science and Technology

Students could illustrate cause and effect relationships through dance; investigate what is needed to move an object from one place to another; investigate the effects of push and pull on the way objects move and cause the shape and size of objects to change; investigate some properties of sound and light; design and make effective visual images using light and sound; use audio and/or video technology in the production of a program to show performers the visual effects they have created and how their performance can be improved.

Human Society and Its Environment

Students could research the origins of particular dances from cultures represented in class and investigate the significance of the steps of these dances within a historical and cultural context; examine the similarities and differences between dances from different cultures; investigate the relationship of dance to belief systems, ie religious, cultural and leisure, and how dance fulfils human needs, eg need for attention, belonging and approval; interpret legends through dance.
Creative and Practical Arts

Dance is also part of the Creative and Practical Arts key learning area. When designing units of work, it is advisable to examine outcomes related to dance in this key learning area.

Students could generate music by using body percussion, eg clapping, clicking and verbal chants; use music as the stimulus for a dance idea; use painting and sculpture to suggest a floor pattern for dance, eg a painting involving curved and straight lines can suggest a floor pattern for dance; use artworks as stimuli to suggest mood, shape, emotive quality or a place in time.

Suggested Resources

A list of resources that teachers have found useful in implementing PDHPE K–6 programs may be found on the Board of Studies website: www.boardofstudies.nsw.edu.au
## Dance Outcomes and Indicators

<table>
<thead>
<tr>
<th>Early Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAES1.7</strong></td>
<td><strong>DAS1.7</strong></td>
<td><strong>DAS2.7</strong></td>
<td><strong>DAS3.7</strong></td>
</tr>
<tr>
<td>Moves in response to various stimuli.</td>
<td>Performs simple dance sequences incorporating basic movement skills and patterns.</td>
<td>Performs familiar movement patterns in a variety of dance situations.</td>
<td>Performs a range of dance styles and sequences confidently.</td>
</tr>
<tr>
<td>• listens to music and moves body parts to beat</td>
<td>• follows and repeats simple movement skills and patterns to specific rhythms, eg walk – walk – jump – jump</td>
<td>• compares and practises basic movements of dance styles</td>
<td>• performs steps and patterns from known dances with increasing skill</td>
</tr>
<tr>
<td>• observes and repeats movements that require action of the whole body</td>
<td>• imitates dance movements used in different cultures</td>
<td>• creates and performs a dance sequence that includes movements from sports, life, culture</td>
<td>• modifies dance performance as a result of practice, peer and self-assessment</td>
</tr>
<tr>
<td>• plays Follow the Leader to explore different levels and directions</td>
<td>• explores rhythmical patterns using different body parts</td>
<td>• varies a simple sequence by applying elements of dance, eg speed, direction</td>
<td>• remakes known dances, eg by varying the combinations of movement patterns, the elements of dance or the music</td>
</tr>
<tr>
<td>• explores ways the body can move to portray various images, eg animals, nature</td>
<td>• performs simple dance sequences related to a specific theme, eg machines, magic</td>
<td>• practises and reproduces a simple folk or teacher-devised dance</td>
<td>• composes own sequences for performance using a variety of stimuli</td>
</tr>
<tr>
<td>• moves safely when sharing confined space with others</td>
<td>• shows movements with various parts of the body in response to words, music</td>
<td>• transfers movement patterns from one dance situation to another, eg adds square dance movements to a bush dance</td>
<td>• performs own or set movement sequences with consistency</td>
</tr>
<tr>
<td>• replicates simple combinations of skills, eg Hokey Pokey, Loopy Loo</td>
<td>• performs locomotor skills at different speeds, eg walk fast, slow, heavily</td>
<td></td>
<td>• uses some elements of dance to create movement sequences</td>
</tr>
<tr>
<td>• moves in response to different quality of music, eg loud, strong, soft</td>
<td></td>
<td></td>
<td>• interprets the message communicated in dance performances</td>
</tr>
</tbody>
</table>
## Dance Overview

### Early Stage 1 | Stage 1 | Stage 2 | Stage 3
--- | --- | --- | ---
**Non-locomotor Skills**
- bending
- curling
- twisting
- stretching
- turning
- rocking
- wriggling
- moving isolated parts of the body
**Locomotor Skills**
- walking
- running
- galloping
- sliding
- hopping
- step hop/skipping
- creeping
- crawling

### Elements of Dance
- **dynamics**
  - smooth/jerky
  - light/heavy/strong
- **time and rhythm**
  - fast/slow
  - even beat
- **space**
  - high/low
  - position
  - direction
  - size/shape
- **relationships**
  - partners
  - group
  - props
  - music

### Composition
- sequencing locomotor movements
- sequencing non-locomotor movements

### Dance Styles
- singing games
- creative dance
  - responding to a variety of stimuli

### Non-locomotor Skills
- swaying
- swinging
- twisting
- turning
- moving isolated parts of the body
- hand/foot gestures

### Locomotor Skills
- walking
- running
- galloping
- hopping
- skipping
- step hop
- marching
- step tap
- jumping and leaping

### Elements of Dance
- **dynamics**
  - flowing
  - sharply
- **time and rhythm**
  - simple rhythmic patterns, ie even/uneven beat
- **space**
  - changing levels
  - pathways
  - size/shape
- **relationships**
  - individual
  - group
  - objects

### Composition
- structure
- contrasting movement patterns
- transitions
- beginning, middle, end
- sequences
- creating
- simple compositional techniques
- unison, canon

### Dance Styles
- folk dance
- social dance
- creative dance
- bush dance

### Non-locomotor Skills
- dance holds
- safe dance posture

### Locomotor Skills
- step patterns
  - grapevine
  - waltz
  - polka
  - triplets
  - jive

### Elements of Dance
- **dynamics**
  - firmly/lightly
  - directly to
- **time and rhythm**
  - metre
- **space**
  - directions
  - combinations of pathways
- **relationships**
  - individual
  - group
  - objects

### Composition
- structure
- contrasting movement patterns
- using stimuli
- accompaniment
- story, music, poem

### Dance Styles
- folk dance
- social dance
- Indigenous dance
  - Aboriginal
  - Afro–Caribbean
- modern
- contemporary popular dance
Strand: Dance  |  Early Stage 1  |  Module Title: Moving Around

### Outcomes

#### Knowledge and Understanding

DAES1.7 Moves in response to various stimuli.

#### Skills

MOES1.4 Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.

PSES1.5 Seeks help as needed when faced with simple problems.

#### Values and Attitudes

V5 Willingly participates in regular physical activity.

### Overview of Subject Matter in this Module

#### Non-locomotor Skills
- Bending
- Curling
- Twisting
- Stretching
- Turning
- Rocking
- Wriggling
- Moving isolated parts of the body

#### Locomotor Skills
- Walking
- Running
- Galloping
- Sliding
- Hopping
- Step hop/skipping
- Creeping
- Crawling

#### Elements of Dance
- Dynamics
  - smooth/jerky
  - light/heavy/strong
- Time and rhythm
  - fast/slow
  - even beat
- Space
  - high/low
  - position
  - direction
  - size/shape
- Relationships
  - partners
  - group
  - objects
  - music

#### Composition
- Sequencing locomotor movements
- Sequencing non-locomotor movements

#### Dance Styles
- Singing games
- Creative dance
  - responding to a variety of stimuli

### Student Assessment

- Observe students as they respond to instructions relating to body parts/laterality and use of general space.
- Ask students to make different shapes.
- Observe students as they perform basic step patterns.

### Program Evaluation

- How well did the students participate?
- Were the students enthusiastic?
- Were the activities appropriate to student ability?
- Did activities take into account cultural differences?
Learning Experiences

Non-locomotor Skills Using the Elements of Dance

Moving Isolated Body Parts
Have students:

- clap and play percussion instruments in time with various pieces of music. Perform body part actions in time with the beat by moving:
  - body planes, eg front, back, sides;
  - large body parts, eg head, shoulders, bottom, arms, legs;
  - small body parts, eg elbows, knees, toes;
- explore moving different body parts, eg head, feet, hands, shoulders, elbows, in a variety of different ways, eg shaking, wriggling, circling, pointing, thrusting, swinging;

  **Teacher Note:** A Simon Says approach could be used as an introductory activity.

- repeat the activity, moving parts in different directions and at different levels and using a variety of weight-bearing positions.

  **Teacher Note:** Explain the meaning of ‘directions’ as leading with a body part and ‘levels’ by relating to objects in the room.

Moving the Whole Body
Have students:

- curl, stretch, twist and turn using different body parts as bases and at different levels, eg:
  - experiment with positions that use a lot of space, a confined space, reaching to the front, side, behind, high, low and turning the body;
  - make contrasting large/small shapes in relation to a teacher or student demonstration;

  **Teacher Note:** Discuss the different shapes the body can make.

- move continuously in response to teacher’s directions, eg stretch, twist, curl, turn, stretch; vary by performing movement very slowly and smoothly to 8 beats or very fast to a single beat;

  **Teacher Note:** A range of music or percussion using a drum could be used to represent different rhythms.

- make body shapes, eg:
  - explore and copy the shape of known objects, eg a ball, a rope tied into a knot, a pencil, a percussion triangle;
  - make the shape with a partner.

  **Teacher Note:** Have students describe objects before copying.

Locomotor Skills Using the Elements of Dance

Moving from Place to Place
Have students:

- perform a variety of locomotor skills using different levels:
  - explore ways of travelling across the room remaining upright, eg on toes, heels, running, hopping;
  - ‘walk’ across the room on different parts at a medium level, eg on bottom and heels, hands and feet;
  - try different ways of moving across the room on back at a low level, front, sides;

- while maintaining personal space:
  - walk on the spot in time to a beat; and
  - walk freely around the room, in time to beat and avoiding contact with other students; stop when the beat stops;
**Teacher Note:** To promote an understanding of personal space, students could hold a hoop around their waist as they move, ensuring that no one infringes this space. To reinforce this concept, always encourage students to find a ‘big space’ if too close to others when stopping.

- using different directions, place both hands on:
  - front of body and walk forwards;
  - back of body and walk backwards;
  - right side of body and walk sideways to the right;
  - left side of body and walk sideways to the left;
- walk freely in the room, in time to beat, and lead with the front, back, R or L side as directed by the teacher. Repeat the activity using different locomotor skills and alongside a partner;

**Teacher Note:** Explain directions by referring to the body parts leading the movement.

- play ‘Copy Me’:
  - follow the teacher to perform a variety of locomotor movements. Practise on the spot first before moving from place to place. Have students continue the activity working in pairs.

**Responding to Imagery**

Have students explore locomotor movements through:

- playing ‘Let’s pretend to …’:
  - keep a balloon in the air;
  - walk in mud;
  - explore the inside of a bubble;
  - play ‘tug-of-war’;
  - toss and catch a ball;
  - rollerskate/rollerblade;
  - move like an animal, eg a cat, kangaroo, frog, insect;
  - move like different people, eg a baby, soldier, giant;
  - move like the wind, clouds; a bouncing ball; smoke;

**Teacher Note:** Imagery is best introduced after students have developed some movement vocabulary so that they are better equipped to respond. This activity provides a context for exploring and discussing the quality of movement.

- interpreting a piece of music:
  - have the class compose and perform movement that reflects the identified qualities of the music.

**Composition**

**Sequencing Skills**

Provide opportunities for students to:

- play ‘Copy Cats’ to perform teacher-led body part sequences, eg a ‘hand’ dance, a ‘foot’ dance, an ‘elbow’ (or any combination of parts);
- make a ‘shape’ dance. Follow the teacher to sequence 3 shapes, eg a wide shape, a thin shape and a small shape; hold each shape for 4 counts;
- with a partner, combine unusual ways of travelling together, varying from very high to very low;
combine moving from place to place with movement on the spot to explore the space around the 
room and around the body, eg:
- run using all the space until a given signal then stop and move on the spot, eg by reaching out in all directions at all levels; and
- vary by asking the students to watch the teacher; if the teacher moves on the spot contrast and move from place to place.

**Imaginary Ideas**

Have students develop simple compositions that:
- combine ways of moving on the spot with moving from place to place to portray various images, eg:
  - animals: a horse, snake, puppy;
  - toys: a soldier, rag doll;
  - carrying a heavy/light object;
- combine ways of moving in response to simple combinations of improvised sound, eg:
  - a sudden loud sound followed by a gentle flowing sound;
  - a crescendo of sound followed by a fading away of sound.

**Dance Styles**

**Set Dance**

Have students:
- perform Finger Plays:
  - I’m a Little Teapot;
  - Row, Row, Row the Boat;
  - Over the Hill and Far Away;
  - Left and Right.

Organise for students to participate in:
- action songs and novelty games:
  - Looby Loo;
  - Hokey Pokey;
  - Punchinello;
  - Follow the Leader;

**Creative Dance**

Have students:
- vary known set dances by:
  - changing the words of a song and developing new actions;
  - using new formations in which to perform dances;
  - using different locomotor patterns;
- develop simple dances based on:
  - known songs and rhymes.

**Teacher Note:** Choose simple ‘movement’ songs that require a small number of movements only to express an idea. At this level students will require considerable assistance with composing movement. However, they should be encouraged to identify the characteristics of ideas and images that they wish to convey and draw on suggested related movements.
Outcomes

Knowledge and Understanding
DAS1.7 Performs simple dance sequences incorporating basic movement skills and patterns.

Skills
MOS1.4 Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.
INS1.3 Develops positive relationships with peers and other people.

Values and Attitudes
V5 Willingly participates in regular physical activity.

Overview of Subject Matter in this Module

Non-locomotor Skills
- Swaying
- Swinging
- Twisting
- Turning
- Moving isolated parts of the body
  - hand/foot gestures

Locomotor Skills
- Walking
- Running
- Galloping
- Hopping
- Sliding
- Skipping
- Step hop
- Marching
- Step tap
- Jumping and leaping

Elements of Dance
- Dynamics
  - flowing
  - sharply
- Time and rhythm
  - simple rhythmic patterns, ie even/uneven beat
- Space
  - changing levels
  - pathways
  - size/shape
- Relationships
  - individual
  - group
  - objects

Composition
- Structure
  - improvisation
  - repetition of movement patterns
- Simple combinations of locomotor and non-locomotor movements

Dance Styles
- Simple folk dance
- Creative dance
  - responding to a variety of stimuli

Student Assessment
- Ask students to move in different ways using levels and directions.
- Ask students to make different body shapes and move in time with a beat/rhythm.
- Observe students who can express ideas using a range of movements.

Program Evaluation
- Did the students enjoy the activities?
- Were the activities appropriate to the level of student development?
- Were the students keen to continue?
Learning Experiences

**Non-locomotor Skills Using the Elements of Dance**

**Moving Isolated Body Parts**

- Emphasising hands and arms using different levels, directions, positions and rhythmic patterns, have students:
  - follow the leader to shake hands around the body in a set order and to a set count;
  - repeat using other hand/arm actions, eg clapping, pinching, thrusting, punching, tapping, rotating wrists; to different rhythmic patterns (even, uneven);

  **Teacher Note:** This activity is an appropriate general warm-up that could be used for any movement lesson.
  - extend by choosing own actions and the order of performing them;
  - experiment with swinging the arms, together and in opposition, eg across the front, at the sides, around the body;
  - vary by mirroring a partner.

- Leading with different body parts at different levels and in different directions, have students:
  - crouch down hands on the floor, teacher moves a tambourine up and down away from and back to the floor, students follow the movement with their hands, stopping when the tambourine stops;
  - repeat using different body parts to lead movement, eg elbow, head, inside of wrist, knee, chest, fist, shoulder, hip, foot and introducing twists and turns;

  **Teacher Note:** Discuss the difference between a twist and a turn.
  - repeat using side to side and forwards and backwards directions;
  - vary/extend by following body parts instead of the tambourine and by performing movements fast or slow, strongly or lightly.

- Using body parts as a pencil to draw shapes in the space around the body, have students:
  - draw large/small curved shapes (O/C/S) in the air using one hand. Use letters from students’ names or choose from ‘letter’ cards. Create straight and angular shapes (L/Z/W/N);

  **Teacher Note:** Use slow sustained music for curved shapes, strong percussive beat for straight and angular shapes.
  - repeat the activity using different body parts to draw shapes at high, low and medium levels, in front, to the side and behind the body using a variety of weight-bearing positions;
  - play ‘Guess the Letter’: one partner chooses a shape and draws it in the air, other partner tries to identify it.

- Using body parts to explore rhythmic patterns, have students:
  - clap out rhythm of own name or use different body percussions, eg punching fists, shoulders shrugging, hips swaying;
  - play ‘Getting to know you’: face a partner who performs name rhythm using a selected body part and copy the action. Repeat in larger groups.
Moving the Whole Body

Have students:
- curl, stretch and twist at different levels;
- make body shapes in relation to others:
  - play ‘statues’: make large, small, twisted shapes in response to teacher’s directions, while using a variety of weight-bearing positions and levels;
  - with a partner make a ‘statue’ by gently leading their body parts into position;
  - vary/extend by choosing own shape and level;
- while forming different body shapes and at different levels
  - explore ways of turning using different body parts as bases, eg on two feet, one foot, hands and feet, bottom, knees, front, back; log roll, egg roll;
  - choose three different ways of turning, one high, one low, one at a medium level and combine in a sequence;
  - repeat making a different shape for each turn.

Locomotor Skills Using the Elements of Dance

Moving from Place to Place

Have students:
- perform a variety of locomotor skills using different directions to make floor patterns.
  - play ‘Go and Stop’: move freely in the floor space at a medium pace avoiding contact with other students; on a given signal ‘freeze’;
- use feet/legs in different ways to vary locomotor skills:
  - explore ways of walking, running, lifting feet/legs up in front, behind, to the side; making shapes with the legs; keeping feet wide apart/close together; using different tempos;
  - walking, hopping emphasising knee action, jumping and landing;
  - accenting a beat by using a different movement on a designated beat of the bar (1st, 2nd, 3rd, 4th), eg walk – walk – walk – hop; jump – run – run – run;
  - moving to different rhythms, eg slow – slow – quick – quick – slow; move feet in time, on the spot at first and then travel alongside or behind a partner;
  - perform some simple set steps using even or uneven rhythms, eg side – close, side – close (even) or galloping (uneven).

Responding to Imagery

Have students travel across the teaching space:
- move in response to a range of images.
  - living things, eg a cat waking up, crab on the beach, tree blown by the wind, vine growing;
  - non-living things, eg a balloon being inflated, swing, machine;
  - the sight and smell of different materials, eg scarves, balloons, a stone/rock, bark from a tree, a piece of glass;
  - sound, eg voice sounds, everyday sounds, percussion, music suggestive of certain moods/feelings, stories.
Composition

Sequencing Skills

Provide opportunities for students to:

- perform sequences of locomotor skills such as:
  - combine four walks/runs forwards with four jumps on the spot and two step hops backwards.
  - combine two different locomotor skills using floor patterns and directions, eg eight sideways sliding steps in a circle to L, repeat to R, walk forwards x 4, walk backwards x 4;

- perform sequences of non-locomotor skills such as:
  - combine movements of the whole body using different speeds, eg quickly stretch to make a wide shape, freeze, slowly curl up into a small space, freeze; repeat reversing the speed of each movement;
  - combine ‘spiky’ movements, eg quickly move an elbow, fist, knee, heel, shoulder in any direction, freeze, repeat using other body parts;

- perform sequences of locomotor and non-locomotor combinations such as:
  - combine travelling around using all the floor space with closing and opening the hands all around the body, holding the hands above the head, then beating them on the floor;
  - make a ‘Large – Small’ dance with contrasting movement size, eg large shape – small steps/ small shape – large steps;
  - combine travelling around the floor space while turning at different levels, eg travel – turn at a high level making a wide shape; travel – turn at a low level making a twisted shape;
  - teacher counts a rhythm accenting a particular beat; students travel and respond to the accented beat by clapping, stamping, moving a body part, stretching, curling or pausing.

Imaginary Ideas

Have students develop compositions that:

- combine travelling movements to portray, eg:
  - avoiding puddles, paper blown by the wind;
  - similar and different animals travelling in groups;

- combine movements on the spot to portray, eg:
  - the flames of a fire;
  - a seed growing and reaching for the sun;
  - a jagged piece of glass;
  - a swing in pairs;

- combine movements on the spot with travelling movements to portray, eg:
  - a ball bouncing;
  - trying to catch a butterfly;
  - a long silk scarf;
  - being cold;

- combine ways of moving in response to combinations of sound, eg voice, sound effects, percussion and descriptive music.
Dance Styles

Set Dance

Have students:

- perform action songs, rhymes, novelty and simple folk dances:
  - The Magic Carpet, Hasuel (reference: PEP Dance Resource, Lower Primary 1997, ACHPER);
  - The Knot; Follow the Leader;
  - teacher-structured dances, eg simple folk dances adapted to a free formation;

Teacher Note: Circle and line dances are appropriate at this stage. Modify dances to suit students. If possible, select folk dances that allow for some student improvisation.

- vary known set dances by:
  - developing new actions to songs;
  - using new formations in which to perform dances;
  - using different locomotor skills;

- experiment with the sequence of a dance by:
  - developing starting and finishing positions;
  - working with a partner;

- develop simple dances based on themes, eg:
  - puppets;
  - magic boots;
  - animals in the jungle or farmyard;
  - machines;

- develop simple dances based on the following format:
  - identify a theme, discuss and explore related movement ideas and select individual movements to develop and practise;
  - combine selected movements into a sequence;
  - develop beginning and finishing positions;
  - perform to an appropriate accompaniment.
Strand: Dance  Stage 2  Module Title: Dance with Confidence

Outcomes

**Knowledge and Understanding**
DAS2.7 Performs familiar movement patterns in a variety of dance situations.

**Skills**
MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations.
PSS2.5 Uses a range of problem-solving strategies.
DMS2.3 Makes decisions as an individual and as a group member.

**Values and Attitudes**
V5 Willingly participates in regular physical activity.
V6 Commits to realising their full potential.
V3 Enjoys a sense of belonging.

**Overview of Subject Matter in this Module**

**Non-locomotor Skills**
- Swerving
- Shaking

**Locomotor Skills**
- Step patterns
  - chassé
  - skipping
  - two step
  - schottische
  - hop-point

**Elements of Dance**
- Dynamics
  - firmly/lightly
  - directly to
- Time and rhythm
  - metre
- Space
  - directions
  - combinations of pathways
- Relationships
  - individual
  - group
  - objects

**Composition**
- Structure
  - contrasting movement patterns
- Transitions
  - beginning, middle, end
- Sequences
  - creating
  - reproducing
- Simple compositional techniques
  - unison, canon

**Dance Styles**
- Folk dance
- Social dance
- Creative dance
- Bush dance

**Student Assessment**
- Observe students who execute movement skills competently and confidently.
- Ask students to perform simple dance sequences.
- Have students discuss the qualities of a dance.
- Observe students who work well in group situations.

**Program Evaluation**
- Did students find the activities enjoyable and challenging?
- Were all the elements of dance used?
- Was there a balance between individual and group work?
- Was enough time spent on skills practice?
- Were the activities appropriate?
Learning Experiences

Non-locomotor Skills Using the Elements of Dance

Moving Isolated Body Parts

Have students:

- make shapes with body parts:
  - explore twists, curves, bends of the back; diagonals through tilting the neck; and making angles at elbows, knees and angles;
  - join with a partner to make shapes with nominated body parts as designated by the teacher;
- perform specific body part isolations to music such as:
  - head: left, right, forward, back;
  - arm ripples: shoulder – elbow – wrist;
  - shoulder shrugs: together, alternately;
  - knee bends;
  - ankle flexions;
  - combine isolations in sequences and repeat varying tempo, eg in double time;
  - practise isolations in front of a mirror or facing a partner.

Teacher Note: Rap and street dance will provide students with a repertoire of isolation movements.

Moving the Whole Body

Have students:

- make body shapes in relation to others:
  - explore the concept of ‘over’, ‘under’, ‘around’ to make partner sculptures, eg A makes a shape at a level called by the teacher, B then moulds a shape to fit chosen concept; change roles;
  - in small groups create a group frieze in a line, circle, or triangle using contrasting and matching shapes and levels;
  - introduce turning and twisting movements as students move from one shape to another. Include forward and backward rolls where appropriate.

Locomotor Skills Using the Elements of Dance

Moving from Place to Place

Have students:

- use feet and legs in different ways to vary locomotor skills, such as exaggerating movements, pointing toes;
- perform a variety of locomotor skills using floor patterns and different directions, tempos, accents and rhythms:
  - explore geometric floor patterns, eg walk forwards along the sides of a square marked on the floor until back at starting point. Repeat with variations such as walking backwards, making a circle at each corner, using a different locomotor skill for each part of the pattern;
  - with a partner, using own choice of locomotor skills, match and contrast floor patterns, eg move together, break away, then follow own path to rejoin;
  - perform locomotor skills to a variety of tempos and time signatures, eg 2/4, 4/4, 3/4; regular time, double time (fast), half time (slow), eg form groups and perform the same locomotor skill concurrently at different speeds, ie group 1 at regular time, group 2 at double time, group 3 at half time;
explore ways of jumping to an accented upbeat, eg two steps in between jumps; continuous jumping to an even beat;

**Teacher Note:** Continuous jumping activities necessitate a suitable landing surface and landing technique.

perform specific step patterns common to many folk, bush and social dances, eg:
- step – swing;
- step – point (Charleston);
- hop – point;
- heel and toe;
- slide/chassè;
- two step (step close, step, pause – forwards);
- schottische step (two step and hop); and
- triplets (three quick steps almost on the spot);

with a partner, experiment with ways of varying set steps;

**Teacher Note:** Observe different students’ ideas and copy. Discuss how the elements of dance can be used to vary the basic steps.

perform a variety of locomotor skills and floor patterns while using a parachute, eg:
- side sliding in a circle to left and right;
- every other student skipping in a grand chain;
- running picking feet up high behind to change places with a partner or to move into the centre and out.

**Responding to Imagery**

Have students explore locomotor movements by:

- moving in response to a range of:
  - images, eg buildings, exploring a narrow or small place, an erupting volcano;
  - action words, eg dart, glide, float, slither, sneak, pounce, swoop, attack, dodge, retreat, scramble, march, sprint, lope, drift, roll, spring, trot, bounce, swoop, grow, reach, explode, cringe, hide, freeze, hover, collapse, sink, fall, flutter, deflate, vibrate, squeeze, rise, sway, whirl, melt, threaten, cower.

**Teacher Note:** Discuss the movement qualities of different actions and what personal images they suggest.
- moods and feelings, eg surprise, anger, fear, boredom, happiness, calmness, anxiety;
- props, eg different-sized balls, balloons, hoops, broom handles, a chair, an umbrella;
- sounds and music, eg percussive instruments made by the students, music: for moving in time, suggestive of mood, quality, feelings, a situation, a story.

**Composition**

**Sequencing Skills**

Provide opportunities for students to:

- combine simple movements to form sequences such as:
  - four runs, two high claps, two low clicks; repeat changing directions of the run and position of claps and clicks;
  - two or three different types of jumps with runs in between;
- travel in response to movement cards, eg side step – jog – walk on toes – jump – cross step; combine the movements of four cards into an order and perform to a range of rhythms;
- combine three partner sculptures using the concepts of ‘over’, ‘under’, ‘around; link movements smoothly.
Imaginary Ideas

Have students develop compositions that:

- combine movements to portray an image such as:
  - observe buildings or skylines and in small groups represent the different levels, directions and shapes, eg one student makes a shape, the next student connects with the first and so on;
  - characters in a circus, eg a clown: combine ‘silly’ walks, falling down and zigzag floor patterns;

- combine action words into action phrases, eg:
  - dart – crouch – hide;
  - sprint – freeze – slump;
  - turn – turn – turn;
  - explode – ooze – spread;
  - threaten – attack – retreat;
  - swoop – hover – collapse;
  - slither – rear – pounce;
  - slip – slop – slap;

- combine movements to portray an emotion, eg:
  - fear: combine walking easily, pausing on a sound, pivoting quickly to look fearfully in three different directions, relax slowly, continue walking carefully, adopting a number of body positions, express fear;

Teacher Note: Read an appropriate poem that introduces the concept of fear and discuss the type of movements that express these feelings.

- combine movements using a prop, eg:
  - a balloon: combine movements to music while keeping a balloon in the air using different levels. While standing, propel the balloon upward on the 1st beat of the bar, kneel on the 2nd and 3rd beats; repeat the process kneeling, then lying; and returning to the starting position.

Sequencing Using Simple Compositional Techniques

Organise for students to:

- with a partner, combine three or four locomotor skills and body isolations in a ‘street/rap’ style. Incorporate relationships concepts such as ‘meeting’ and ‘parting’;

- work in groups to add non-locomotor movements and different group formations to a known dance sequence;

- walk in curved pathways and on a given signal form groups to create simple group formations as called by the teacher. Explore creating formations at different levels, in unison, and showing contrast;

Teacher Note: Practise moving into groups efficiently before attempting formations.

- with a partner, combine to form shapes using different body parts. Link shapes with a turn, a change of level and/or a roll;

- contrast the action phrases of a partner, eg threaten v retreat, cringe v attack, reduce v expand.

Dance Styles

Have students:

- perform simple set dances representing a range of dance styles, eg heel and toe polka, barn dance, mambo;

- perform a sequence derived from a folk dance such as the Troika, eg 8 runs with high knee lift, 8 runs backwards; 8 runs to the centre of a circle, 8 runs returning to the outside of the circle; 13 runs to the right in a circle lifting heels behind and 3 stamps on the spot, repeat to the left;

- with a partner, explore different relationships: matching (side by side, one behind each other); mirroring (back to back, face to face, side by side); contrasting (face/back to side); and apply to the sequence.
Strand: Dance  Stage 3  Module Title: Dance with Style

Outcomes

Knowledge and Understanding
DAS3.7 Performs a range of dance styles and sequences confidently.

Skills
MOS3.4 Refines and applies movement skills creatively to a variety of challenging situations.
INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations.
PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems.

Values and Attitudes
V5 Willingly participates in regular physical activity.
V6 Commits to realising their full potential.
V3 Enjoys a sense of belonging.

Overview of Subject Matter in this Module

Non-locomotor Skills
• Dance holds
• Safe dance posture

Locomotor Skills
• Step patterns
  – grapevine
  – waltz
  – polka
  – triplets
  – jive

Elements of Dance
• Dynamics
  – contrasting use of tempo
  – gradual/sudden speed change
• Space
  – dance figures
  – explore symmetrical and asymmetrical body shapes
• Relationships
  – individual and partner
  – group formations
  – objects

Composition
• Structure
  – contrasting movement patterns
• Using stimuli accompaniment
  – story, music, poem

Dance Styles
• Folk dance
• social dance
• Indigenous dance
  – Aboriginal
  – Afro–Caribbean
• Modern
• Contemporary popular dance

Student Assessment
• Ask students to create simple dances alone/in pairs/groups.
• Observe students who respond inventively to movement tasks.
• Have students perform a set dance.
• Observe students who can confidently discuss their own performance and that of others.
• Observe students who can apply techniques used in composition.

Program Evaluation
• Did students find the activities enjoyable, challenging and worthwhile?
• Did the activities cater for a range of learning styles, abilities and interests?
• Was there a balance between individual and group activity?
• Were resources such as music, percussion, stimulus material easily available?
Learning Experiences

**Non-locomotor Skills Using the Elements of Dance**

### Moving Isolated Body Parts

Have students:

- move body parts using different directions and levels, in response to action words based on an imaginative idea, eg:
  - ‘attack’: explore punching, kicking, thrusting, swinging using a range of body parts as bases; reverse the action, ie explore moving body parts as a ‘reaction’ to show where/how a blow had been struck, eg on the chin, in the abdomen, middle of the back; and
  - ‘wake up’: explore bending, stretching, twisting, rotating different body parts, gradually increasing the size and speed of the movement. Start curled on the floor, gradually moving to a medium and then a high level;

- perform some specific body part isolations that express an Afro–Caribbean style:
  - head: turn to right, centre; repeat to left, ‘poke’ forward R, pull back; repeat to forward centre and forward left – drop – lift, drop – swing, right – drop – swing, left – lift;
  - shoulders: lift and lower: alternately, together, pull forward, push back: alternately, together, circle: alternately, together; forwards and backwards, backwards shake: forwards and backwards;
  - arms/hands: bend, stretch, rotate, shake, swing arms, clench, spread hands; rotate wrists;
  - rib cage: push from side to side;
  - hips: push from side to side;
  - knees: high knee lifts/lunges feet apart, knees bent: flex alternately, together;
  - heels: feet apart, knees bent: beat heels on the floor, alternately, together; and
  - gestures: to tell a story, show use of weapons, demonstrate work actions.

**Teacher Note:** Isolations may be used as part of a warm-up. By working in sequence from head to toe the whole body will be involved.

### Moving the Whole Body

Have students:

- explore balancing using different levels, body parts as bases:
  - impose the concept of symmetry and asymmetry to different balances; contrast soft, round shapes with hard, angular shapes;

**Teacher Note:** Show examples of symmetrical and asymmetrical objects and pictures as stimulus.

- explore body positions in response to descriptive words, eg floppy, jagged, folded, threatening, relaxed:
  - teacher nominates a word and a level, first member of pair interprets and their partner copies.
**Locomotor Skills Using the Elements of Dance**

**Moving from Place to Place**

Have students:

- perform selected locomotor jump rope skills in time with a beat while using different directions and floor patterns. This may include runs, step hops, step points, jumps on the spot, forwards – backwards – sideways, turning; repeat moving in different floor patterns:
  - play Follow the Leader, changing leader and floor pattern as directed by the teacher;
  - diagonal skipping: students follow a leader to ‘run’ skip from corner to corner; when proficient introduce two lines from different corners so that students cross alternately in the centre;

- perform specific step patterns that express an Afro–Caribbean style of dance, eg:
  - walking: sliding walks – feet flat, knees slightly bent (a trudge); with a high knee action (stomp); cross sideways with bent knees (crab);
  - running: low to the ground with: a high leg action behind (chicken scratch); legs apart and rigid (rigid run); feet apart, knees bent, pick up feet rapidly from side to side (hot coals); as part of a dramatic action;
  - jumping: with legs together, apart, bent, straight, making shapes; and
  - experiment with variations of direction and rhythm.

**Teacher Note:** Emphasise characteristics of the style that are evident in the movement quality: eg strong, earthy feel; quick transfer of weight; rhythmic variations; performed to percussive music.

**Composition**

**Sequencing Using Simple Compositional Techniques**

Provide opportunities for students to:

- practise a teacher-devised ‘Conga’, such as walk forward x 3, kick free leg forward; repeat to opposite side; step hop forward x 4; repeat to opposite side:
  - perform in twos, fours, sixes, eights in single file; leader selecting the pathway without contact;
    - with contact, eg hands on shoulders or waist of student in front; and
  - each group develop a different floor pattern, repeating the sequence a set number of times;

- combine movements (locomotor and non-locomotor) in response to an action phrase based on a sport, eg:
  - basketball: dribble – dodge – dribble – shoot – rebound; emphasise different floor patterns, speeds and body shapes;

- make a group sculpture of a given size and at a given level. Hold for a set count and then change into another sculpture. Each student develops their own transition movement for transferring to the second sculpture and returning to the original formation. Vary by performing transition movements at different speeds;

- analyse a video of contemporary jazz dance: identify the basic locomotor and non-locomotor skills used and discuss the elements of dance used to express the jazz dance style:
  - combine three or four known locomotor skills, eg walks, step hops, step kicks, ball changes, chassés, jumps, pivots; with body part isolations. Impose angular, asymmetrical shapes to fast, pulsing rhythms.
Structuring Sequences

Individually, in pairs and small groups, have students:

- design ways of beginning and ending movement sequences;
- arrange sequences into a set structure;
- explore and apply the techniques of freeze, question and answer, canon and contrast:
  - freeze: one student (or group) performs a sequence of movement and then freezes; the next student (or group) performs the same sequence of movement and freezes;
  - question and answer (or action and reaction): Similar to freeze but the responding sequence differs to show contrast or conflict;
  - canon (or sequential movement): one student (or group) begins a sequence; remaining students (or groups) commence the sequence successively after a given number of counts;
  - contrasting movement: one student (or group) performs a sequence while a second student (or group) performs a different sequence contrasting, eg type of movement, speed, rhythm, spatial elements. This can occur in unison or using the question and answer format.

Dance Styles

Provide opportunities for students to:

- introduce dances that are related to cultures represented in the school community;
- practise and perform a range of more challenging bush and social dances in which there is emphasis on style characteristics, eg:
  - bush dance: Virginia Reel, Waves of Bondi, polka; and
  - social dance: line dance, Latin American (samba, cha-cha-cha, jive), ballroom (waltz);
- vary known dances by:
  - reversing the order of the steps or combination of sequences, using different formations and/or relationships; and
  - changing movements in a basic sequence;
- create a new sequence/dance using the movement skills from a set dance or a style of dance, eg perform the barn dance as a line dance;
- develop dances based on:
  - imaginative ideas/themes/cultural interpretations, eg travelling, the beach, early settlers, athletics, tracking and hunting (using an Afro-Caribbean style); and
  - improvisation. Select movements, discover variations and sequence movements to represent a theme such as starting the day, eg explore, combine and structure movements based on sleeping positions (changing shapes lying on the floor), stretching (whole body, body parts), turning over to get up, getting into the shower (stepping in, closing the door, turning on the taps), showering, towelling self dry (diagonal movement of towel across back), cleaning teeth, dressing.
Strand: Games and Sports

Description

Physical activity in the form of games plays a vital role in promoting the physical, social and emotional growth and development of individuals. If students are to develop positive attitudes towards physical activity they need to feel competent and confident in being able to perform fundamental games skills. They also need to be able to relate positively with others in the context of game situations.

This strand is concerned with developing each student’s competence and confidence in a broad range of games and sports and the skills required to participate in them. Students will master increasingly complex skills, while at the same time experience feelings of success and enjoyment. This is best achieved in settings that do not place heavy emphasis on competition, allowing students the necessary time and support to gain a concept of, practise and master skills.

These skills will be applied to a range of individual and team game situations. This will enable students to participate in games and sports situations within physical education programs, sports programs, community-based sport, leisure and recreation programs with confidence and competence.

Major Considerations

Lesson Structure

This strand involves predominantly practical lessons but also requires the development of theoretical understanding. It is important that each games lesson includes the following sequence: warm-up – skill development – game, context – warm-down. The middle section or body of each lesson is often termed the ‘skill development’ section, where students explore and practise skills individually, in pairs and in small groups. The culmination of this section is usually a game that allows students to apply the skills of the lesson in a game context.

There are other approaches that may be considered for older children, such as ‘game sense’. The major focus of this approach is on the development of movement skills through problem solving and experimentation. It also places an emphasis on understanding the game context and the development of game tactics.

Range of Learning Experiences

It is important to employ a range of experiences in skill development lessons. For example:

- use different body parts, eg elbows, knees;
- use different pieces of equipment, eg bats, beanbags, balls — progress from large to small balls, light to heavy balls;
- incorporate activities using different levels, eg high, medium, low;
- use different body positions, eg crouch, stretch, curl, stand, sit;
- move at different speeds, eg slow, fast;
- move in different directions, eg forwards, backwards, sideways;
- use various approaches, eg running, walking;
- cover various distances, eg near, far;
- use targets to improve accuracy, eg at wall, in basket;
- use combinations and sequences;
use preferred/non-preferred hand/foot, both hands, alternate hand/foot;

use student-designed activities, sequences and games;

introduce skills in a developmentally appropriate sequence, building on skills already acquired, ie progress from easy to harder skills;

revisit previous stages and other strands for ideas;

practise and refine previously taught skills;

include activities to extend more able students, such as increasing the difficulty of the task and the equipment used, eg increasing/decreasing distance, working to a time constraint;

allow students to engage in free play and exploration with/without equipment;

include activities for individuals, partners and small groups — with/without equipment;

vary composition of pairs and small groups;

clearly define the playing area;

progress from minor and creative games to modified games to major games;

ensure that students experience high levels of participation; and

provide opportunities to share and demonstrate efforts with others.

Equipment

The following equipment is recommended for games and sport skills activities:

- Fixed equipment such as: various goalposts, playground markings in shapes, patterns, colours; targets on walls; and large sandpits.

- Portable equipment for throwing/catching/kicking should include: beanbags; balls of various types such as earth, beach, mini soccer, tennis and softballs; frisbees.

- Portable equipment for hitting/striking/batting should include: paddle bats with short handles and bats with sticks for teeball, cricket, mod golf, hockey, tennis, squash.

- Portable equipment for athletics should include: relay batons, shots (2.76 kg for Stage 3), high jump equipment, discus.

- Portable equipment for aquatics should include: kickboards, dive rings, table tennis balls (for breathing activities), floating toys.

- Miscellaneous equipment such as: whistle, music systems, tape measure, stopwatch, musical instruments (tambourine, rhythm sticks, lummi sticks), plastic marker cones/markers, portable cricket wickets, skittles, witch’s hats, rubber quoits, hoops, coloured braids, ropes, elastics.

Links with other Strands

Growth and Development: The need for a positive attitude towards physical activity and a positive self-esteem will influence an individual’s enjoyment of, and participation in, a range of games and sports. Participation in games and sports will also enhance an individual’s growth, development and self-esteem.

Interpersonal Relationships: The ability to interact effectively with others plays a vital role in, and is developed through, participation in, games and sports.

Safe Living: Knowledge and understanding about safe practices enhances enjoyment of, and participation in, games and sports.

Active Lifestyle, Gymnastics and Dance: Elements of movement are inherent in all games and sport activities, eg locomotor and non-locomotor skills and body and spatial awareness are developed through all movement strands.
Links with other Key Learning Areas

**English**

This strand provides opportunities for students to interpret and create text types such as procedure and procedural recount. Students could discuss issues related to participation; conduct surveys on favourite spectator games/participatory sports of friends/family/women/men; observe and discuss the use of non-verbal communication, eg gestures, by umpires/coaches/players in games to communicate messages; compare the use of different gestures for different games/sports; use spoken language to negotiate roles, rules and relationships in games and sports.

**Mathematics**

Students could estimate/measure the distance run, jumped, time taken to complete an activity; estimate/measure the distance a ball is propelled; discuss the geometric shapes in playing fields/courts; investigate the different methods of scoring games and competitions, eg golf, cricket, diving; look at the pathways traced out by a discus, ball in flight; survey sports played in the community; estimate the different lengths of running races, eg 50 m, 100 m, 1500 m; calculate the speed of running/swimming different races; make comparisons using the Commonwealth/Olympic Games; proportions in reduced-size fields.

**Science and Technology**

Students could investigate the influences of technology on the development of games equipment and the impact this has had on performance; research changes in design and materials used in games equipment over time; design and make modified/alternative equipment for game situations; investigate materials used for ensuring the safety of equipment; identify body parts used for performing specific skills; investigate the effects of activities on particular body parts; explore the effect of climate on the development of games in other countries and the relationship between the time of the year and games played; design and play a game appropriate for one season of the year.

**Human Society and Its Environment**

Students could research the history of particular games or sports, eg Olympic Games, and how games and the associated equipment have changed over time; compare games/sports, eg the need for rules, participants, spectators, equipment, playing dimensions; examine the impact of the environment on games and sports development; explore the concept of leisure and how games and sports feature prominently as leisure activities in most cultures; discuss the cultural, social, environmental limitations in game development and participation.

**Creative and Practical Arts**

Students could practise and refine skills, eg throwing, catching and bouncing a ball, in time to music; learn routines to music for display purposes; paint/draw/sketch games activities as topics for Visual Arts; research the use of games and sports as illustrations on stamps/national emblems.

**Suggested Resources**

A list of resources that teachers have found useful in implementing PDHPE K–6 programs may be found on the Board of Studies website: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
Games and Sports Outcomes and Indicators

<table>
<thead>
<tr>
<th>Early Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSES1.8</td>
<td>GSS1.8</td>
<td>GSS2.8</td>
<td>GSS3.8</td>
</tr>
<tr>
<td>Demonstrates fundamental movement skills while playing with and sharing equipment.</td>
<td>Performs fundamental movement skills with equipment in minor games.</td>
<td>Participates and uses equipment in a variety of games and modified sports.</td>
<td>Applies movement skills in games and sports that require communication cooperation, decision making and observation of rules.</td>
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</tbody>
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- moves and stops a ball with hands and feet, eg roll, kick and dribble
- shows understanding of the language used in games by responding to verbal and non-verbal directions, eg run, hop, roll, chase, bounce, skip, wheel
- identifies a variety of games and play equipment
- runs, skips and hops with equipment, eg rope, large balls
- participates in games where cooperation is important for success

- participates in a range of minor games and practices that assist skill development
- throws a small ball or beanbag overarm to a wall, target or partner, using high and low pathways
- catches a large ball travelling along the ground or through the air with two hands
- continuously bounces a large ball with one hand while moving in different directions
- strikes a ball from a tee with a small bat
- identifies the most efficient ways of using a variety of games equipment, eg grip, stance, action

- demonstrates fun ways of practising skills, eg partner, team
- describes how cooperation and encouragement lead to success in games
- practises and refines movement skills in a variety of games from a range of cultures
- demonstrates efficient ways of using equipment while working cooperatively with others
- demonstrates a range of skills in practices and modified games, eg throwing and catching in moving and stationary positions, striking or dribbling with hand, foot, stick or bat
- explains how their level of skill can influence their participation in movement activities
- runs in, skips and runs out of large rope turned by others
- explains the correct use of specific sports equipment

- devises games or refines rules of games that require equipment
- participates in games and sports combining strategy, teamwork, movement skill and fair play
- analyses a video of a performance and devises practices to improve skill level
- describes the roles they play as a team member, eg captain, defence player, goalkeeper, attack player
- explains the rationale for particular strategies and rules in individual and team games and sports
- negotiates and uses rules and scoring systems and demonstrates basic umpiring skills
- combines a series of skills for use in a game, eg run, kick, catch and pass
- develops strategies for effective teamwork
- identifies people who can help them improve their game and sport skills
Games and Sports Overview

<table>
<thead>
<tr>
<th>Early Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
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<tbody>
<tr>
<td><strong>Non-locomotor Skills</strong></td>
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<td>– bounce pass</td>
<td>– goal shooting</td>
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<td>– different-sized objects</td>
<td>– bowling</td>
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<td>– one hand</td>
<td>– different heights</td>
<td>– pitching</td>
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<td>– two hands</td>
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<td>bouncing and catching a large ball</td>
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### Games and Sports Overview

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<thead>
<tr>
<th>Early Stage 1</th>
<th>Stage 1</th>
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<tbody>
<tr>
<td><strong>Games</strong></td>
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<td>• spatial awareness</td>
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<td>– directions</td>
<td>– changing levels</td>
<td>– creating spaces</td>
<td>– tactics/strategies</td>
</tr>
<tr>
<td>– pathways</td>
<td>– minor games</td>
<td>– positional awareness</td>
<td>– team positions</td>
</tr>
<tr>
<td>– boundaries</td>
<td>– imaginative games</td>
<td>– minor games</td>
<td>– trajectory</td>
</tr>
<tr>
<td>– levels</td>
<td>– running</td>
<td>– chasing games</td>
<td>– minor games</td>
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<td>• minor games</td>
<td>– cooperation</td>
<td>– ball games/relays</td>
<td>– territorial games</td>
</tr>
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<td>– imaginative games</td>
<td>– parachute and simple</td>
<td>– territorial games</td>
<td>– modified games</td>
</tr>
<tr>
<td>– miming/imitating</td>
<td>ball games</td>
<td>– modified games</td>
<td>– major games</td>
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<td>– running/chasing</td>
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<td>– cooperation games</td>
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<td>– in a straight line</td>
<td>– standing start</td>
<td>– standing start</td>
<td>– sprinting</td>
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<td>– novelty races</td>
<td>– sprinting</td>
<td>– middle distance and cross-country</td>
<td>– crouch start</td>
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<td>– shuttle relays</td>
<td>– distance shuttle relay</td>
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<td>• jumping</td>
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<td>– with a safe landing</td>
<td>– long jump with run-up</td>
<td>– high jump (scissors)</td>
<td>– high jump</td>
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<tr>
<td>– from one foot to two feet</td>
<td>– scissor jump for height</td>
<td>– long jump</td>
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<td>– for distance and height</td>
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<td>– push a shot</td>
<td>– shotput</td>
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<td>– sling a hoop or quoit</td>
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<td>– underarm</td>
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<td>– chest pass</td>
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<td>– slinging</td>
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<td><strong>Aquatics</strong></td>
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<td>• water familiarisation</td>
<td>• water confidence</td>
<td>• effective stroke development</td>
<td>• diving</td>
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<td>• buoyancy</td>
<td>• mobility</td>
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<td>– survival skills</td>
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<td>• cooperation</td>
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<td>• benefits of participation</td>
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<td>• formations</td>
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<td>• influences on choosing games</td>
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<td>– lines, circles, pairs, groups</td>
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<td>• signals, eg whistle</td>
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### Games

- Spatial awareness
  - Directions
- Pathways
- Boundaries
- Levels
- Minor games
  - Imaginative games
  - Mimic/imitating
  - Running/chasing games
  - Circle games
  - Simple ball games
  - Cooperation games
  - Parachute games

### Athletics

- Running
  - In a straight line
  - Novelty races
  - Shuttle relays
- Jumping
  - With a safe landing
  - From one foot to two feet
  - For distance and height
- Throwing
  - Push a shot
  - Sling a hoop or quoit

### Aquatics

- Water familiarisation
- Buoyancy
- Water safety
  - Survival skills

### Playing the Game

- Safety
- Fair play
- Cooperation
- Formations
  - Lines, circles, pairs, groups
- Signals, eg whistle

### Games

- Spatial awareness
  - Changing levels
- Minor games
  - Imaginative games
  - Running
  - Cooperation
  - Parachute and simple ball games

### Athletics

- Running
  - Standing start
  - Sprinting
  - Distance shuttle relay
- Jumping
  - Long jump with run-up
  - Scissor jump for height
- Throwing
  - Push a shot
  - Sling a hoop or quoit

### Aquatics

- Water confidence
- Mobility
- Water safety
  - Survival skills

### Playing the Game

- Safety
- Fair play
- Cooperation
- Effort and practice

### Games

- Spatial awareness
  - Creating spaces
- Positional awareness
- Minor games
  - Chasing games
  - Ball games/relays
  - Territorial games
  - Modified games

### Athletics

- Running
  - Sprint 100 m, 200 m
  - Standing start
  - Middle distance and cross-country
  - Circular relay
- Jumping
  - High jump (scissors)
  - Long jump
- Throwing
  - Shotput
  - Roll/sling a discus

### Aquatics

- Floating and movement skills
- Basic swimming strokes
- Water safety
  - Rescue skills

### Playing the Game

- Safety considerations
- Fair play
- Teamwork
- Benefits of participation
- Influences on choosing games
- Roles and responsibilities
- Effort and practice
- Competition
  - Rules/tactics/strategies
  - Refereeing/umpiring
Outcomes

Knowledge and Understanding

GSES1.8 Demonstrates fundamental movement skills while playing with and sharing equipment.

Skills

MOES1.4 Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.

Values and Attitudes

V5 Willingly participates in regular physical activity.

Overview of Subject Matter in this Module

Non-locomotor Skills
- Stretching/bending/twisting
- Swinging body parts
- Balancing

Locomotor Skills
- Walking, running
- Jumping/landing
- Hopping/skipping
- Side sliding

Manipulative Skills
- Rolling/stopping an object
- Throwing
  - underarm
- Catching
  - large objects
- Bouncing
  - one hand, two hands
- Bouncing and catching a large ball
- Striking/hitting
  - a stationary object
  - one hand, two hands
- Kicking
  - stationary object
  - target, distance

Games
- Games have been distributed throughout the skills activities.
- Spatial awareness
  - directions, pathways
  - boundaries, levels

Athletics
- Running
  - in a straight line, novelty races, shuttle relays
- Jumping
  - with a safe landing
  - from one foot to two feet
  - for distance and height
- Throwing
  - underarm, chest pass, slinging

Aquatics
- Water familiarisation
  - buoyancy, water safety
  - survival skills

Playing the Game
- Safety
- Fair play
- Cooperation
- Formations
  - lines, circles, pairs, groups
- Signals, eg whistle

Student Assessment
- Observe student participation during lessons.
- Observe student demonstration of selected skills
- Use skills checklist to build up a profile of each student.

Program Evaluation
- Do students enjoy the activities used to develop and practise games skills?
- Are the activities appropriate for the developmental stage of each student?
- Did all students have sufficient access to equipment?
Learning Experiences

Locomotor Skills
Have students:
- practise different ways of walking, running, skipping:
  - with knees high;
  - taking large/small, heavy/light steps; run like a mouse, horse, giant etc;
  - quickly/slowly;
  - changing directions on a signal, eg whistle;
  - moving around obstacles; and
  - following lines on playground;

**Teacher Note:** Skipping is a repeated step-hop sequence on alternate feet. While running, emphasise looking straight ahead, elbows bent, drive with arms.

- explore different ways of jumping, hopping:
  - two feet to two feet;
  - one foot to same foot;
  - one foot to opposite foot;
  - one foot to two feet;
  - two feet to one foot;
  - moving in different directions;
  - over ropes, lines on playground;
  - in and out of hoops;
  - feet apart/together;
  - from a step or bench;
  - imitating animals, eg kangaroo, rabbit;
  - in a sack, eg sack race, relay; and
  - over wiggling rope;

**Teacher Note:** Emphasise landing ‘on a motorbike’, ie knees bent, hips flexed arms forward.

- participate in games that include walking, running and stopping such as:
  - Follow the Leader, Musical Chairs and chasing games.

**Teacher Note:** Vary type of locomotor activity, eg run, jump, hop, skip. Ensure area is defined and suitable for number of children.

Non-locomotor Skills
Have students:
- explore ways of bending, stretching, twisting by:
  - being as large/small as possible;
  - touching/reaching out for an object;
  - curling up into a ball, lying on different parts of body;
  - forming shapes; and
  - changing from a stretch to a curl;

- participate in a range of movement games where students respond to instructions such as Simon Says and Twister;

- balance on a variety of body parts. Explore body shapes that can be made while balancing.
**Manipulative Skills**

**Skill: Rolling**

Have students:

- experiment and practise different ways of rolling a variety of balls/hoops using left/right hand:
  - around body;
  - around different shapes;
  - along pathways, eg zigzag;
  - between two lines/objects;
  - to a partner;
  - to hit a target;
  - combining different actions, eg roll a ball, run beside it and stop or roll the ball with different body parts; roll a hoop, run and catch it;
  - sit facing partner and roll ball back and forward; and
  - at different speeds;
- participate in a range of games that involve rolling and or fielding such as relays, tunnel ball, and rolling at skittles or a target on a wall.

**Skill: Stopping (fielding)**

Have students:

- explore and practise different ways of stopping a ball:
  - that has been rolled/thrown/bounced by self/partner;
  - that has rebounded from a wall;
  - using different body parts;
  - using both hands, right/left hand;
  - using different equipment, eg large-surface bat;
  - travelling at different speeds;
  - that has been rolled along different surfaces; and
  - by catching a rolling ball in a container;
- participate in a range of games such as:
  - Keep the Basket Full (Teacher or students toss a number of tennis balls away from a bucket. As class members field a ball, they run in and place it in the bucket. The aim for the class is to ensure that the bucket is never empty); and
  - Beat the Ball (Students strike a ball off a tee or alternatively throw a ball and attempt to run to a softball base before the ball is fielded and thrown to the base).
Skill: Throwing (tossing)

Have students:
- explore and practise different ways of throwing a beanbag/ball using right/left hand. Throw:
  - into the air at different levels, eg high/low;
  - from hand to hand, through legs;
  - while stationary, eg sitting/kneeling/standing;
  - while moving, eg walking, jogging;
  - at a target, eg wall, into a target, eg bucket;
  - in different directions;
  - to a partner who is near/far;
  - into a row of hoops;
  - over a rope held up by two other students;
  - overarm;
  - underarm; and
  - chest pass;

Teacher Note: Ensure organisation of the group so that students are not endangered by objects being thrown. This will involve setting targets, boundaries and direction of throwing. Begin with beanbags and then progress to medium, soft playballs. For underarm throw, teach step on opposite foot to throwing arm, swing and follow through.

- participate in a range of games that involve throwing, such as at a wall target or incorporating throwing in a relay.

Skill: Catching

Have students:
- explore and practise different ways of catching. Catch a beanbag/medium ball:
  - thrown by a partner;
  - dropped by self;
  - thrown underarm/overarm;
  - at different levels (high/low);
  - bounced/kicked/hit by a partner;
  - after two or three bounces;
  - bounced on different surfaces;
  - rebounded off a wall;
  - from a stationary position, eg sitting, kneeling, standing; and
  - thrown over increasing distances;

- use alternative equipment for catching, eg bucket, scoop, gripball, glove;

Teacher Note: Allow students to experiment with different ways that they can catch. Each student or pair of students should have a beanbag or ball to maximise the effectiveness of practice sessions. Use brightly coloured balls for easy tracking.

- participate in a range of games and relays such as:
  - Captain Ball; and
  - Hot Potato (the ball is caught and quickly thrown to another student).
Skill: Bouncing

Have students:
- explore and practise different ways of pat-bouncing a ball:
  - with right/left hand/alternate hands;
  - using paddle bat;
  - in front of/behind the body;
  - on left/right hand side of the body;
  - around the body and objects;
  - at different levels and along different pathways;
  - up/down a sloping surface;
  - on different surfaces;
  - while stationary/moving;
  - in various sequences, e.g. 2 right, 2 left;
  - for specified periods of time; and
  - for a specified number of times;
- participate in games such as:
  - Pat Bounce Relays and Handball.

Skill: Striking (hitting, batting)

Have students:
- explore and practise different ways of striking a ball:
  - with left/right/both hands (to determine preferred hand);
  - for distance;
  - for accuracy;
  - for height; and
  - using paddle bat.

Teacher Note: Begin with short-handled bats (rolled-up newspaper) using one hand and progress to long-handled bats using two hands, e.g. Kanga Cricket;

- use paddle bats/other equipment to strike a ball/balloon:
  - off a tee or stand (witch’s hat);
  - that is suspended; and
  - that is stationary/moving;

Teacher Note: Introduce working in pairs, gently tossing a ball while a partner strikes the ball back after bouncing. Teach side-on stance.

- participate in a range of games such as:
  - dribbling relays using hand or paddle bat;
  - French cricket using hand or paddle bat.
Skill: Kicking
Have students:
- experiment with different ways of kicking a ball:
  - that is stationary or moving;
  - over varying distances;
  - to hit a large target or between two objects/markers;
  - along a line;
  - moving towards or away from player;

Teacher Note: A playball is safer and easier to control as it gives on impact.
- participate in a range of games that involve kicking, such as softball where a soccer ball is kicked in place of batting; or incorporate kicking into relays.

Games
Spatial Awareness
Have students:
- use movement and specific language to develop understandings of direction and location important to game participation by demonstrating up/down, here/there, above/below, in/out/behind, under/over, beside and in front, through play and games;
- explore moving within boundaries by:
  - moving to side, front, back of room/space;
  - playing a game involving location inside a circle, square or rectangle; and
  - walking along lines and markings.

Athletics
Running
Have students:
- practise running in a straight line, eg along a line, between lane lines;
- take part in a shuttle relay.

Jumping
Have students:
- practise various types of jumps. Complete jumping/hopping circuits through hoops, over ropes etc;
- jump from one foot landing safely on two feet;
- jump for height, eg to reach a mark on a wall or a suspended item (hoop);
- jump for distance, eg over a rope.

Teacher Note: Relate landing to sitting on a motorbike, ie knees bent, arms forward.

Throwing
Have students:
- using beanbag single handed, put to partner or to a line;
- using cricket/hockey ball single handed, put to wall or partner;

Teacher Note: Transfer weight forward by stepping on opposite foot.
- using a hoop, quoit or plastic skittle, sling to partner or to a line.
Aquatics

Have students:
- experience a range of water familiarisation activities such as:
  - washing faces/making splashes;
  - sitting on the bottom of the pool;
  - touching toes underwater;
  - wading across the pool/wading in other ways;
  - crocodile walking, ie hands on the bottom of the pool moving forwards/backwards/sideways;
  - opening eyes underwater;
  - pushing a ball along with noses while crocodile walking;
  - exploring different safe entries and exits;
  - using small equipment, eg beach balls; and
  - playing simple games with/without equipment;
- explore ways of submerging in shallow water such as:
  - putting face in water and opening eyes;
  - putting head under water, holding breath and touching knees/toes;
  - jumping and submerging in upright position/sitting position (bob);
  - pushing, gliding and duck diving; and
  - picking up objects from pool bottom, eg plastic rings, discs;
- gain confidence in buoyancy skills through being supported by the teacher in a back float, with their toes pointed towards the centre. Throw a ball into the centre and encourage the students to kick the ball out;

**Teacher Note:** Use a lightweight, soft ball or beach ball.

- participate in wading and gliding games such as Here, There Everywhere. Students glide or wade in the direction indicated by the teacher, attempting to reach the edge of the pool or lane rope before a new direction is called;

- practise survival skills playing the game Ten Green Bottles. Students sit at poolside and sing the song. When their given number is called, they must perform a controlled roll (forward and lateral rotation) into water, then recover to back float position.

Playing the Game

- Demonstrate and discuss through examples used in play the concept of ‘a game’. Explain purpose of game, equipment use and procedures/rules in context of the dominant movement skill.

  **Teacher Note:** Refer to activities that students call games, eg mothers and fathers, lighthouses, football.

- Have students play games where cooperation is important for success, eg parachute games. Discuss how and when cooperation enhances the enjoyment/success of games situations.

- Introduce students to the concept of fair play, encouraging others, sharing and taking turns.
Strand: Games and Sports  Stage 1  Module Title: Getting Started

Outcomes

Knowledge and Understanding

GSS1.8 Performs fundamental movement skills with equipment in minor games.

Skills

MOS1.4 Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.

Values and Attitudes

V1 Willingly participates in regular physical activity.

Overview of Subject Matter in this Module

Non-locomotor Skills
- Stretching/bending/twisting
  - whole body
  - body parts
  - swinging body parts
- Balancing

Locomotor Skills
- Walking
- Running/jogging
- Jumping/leaping
- Skipping with ropes

Manipulative Skills
- Rolling/stopping small objects
- Throwing
  - underarm, overarm, chest
  - bounce pass
- Catching
  - different-sized objects
  - different heights
  - two hands
- Bouncing/dribbling
  - continuous with large ball
  - one hand
  - alternate hands
- Striking/hitting
  - one hand
  - two hands
  - a stationary object
  - different-sized bats
- Kicking/dribbling
  - stationary
  - bootlace
  - inside/outside of foot
  - Trapping
    - using feet

Games
- Spatial awareness
  - changing levels
- Minor games have been distributed throughout the skills activities.

Athletics
- Running
  - standing start
  - sprinting
  - middle distance shuttle relay
- Jumping
  - long jump with run-up
  - scissor jump for height
- Throwing
  - push a shot
  - sling a hoop or quoit

Aquatics
- Water confidence
- Mobility
- Water safety
  - survival skills

Playing the Game
- Safety in play
- Fair play
- Benefits of play
- Cooperation
- Effort and practice

Student Assessment
- Observe student participation during lessons.
- Students identify the most suitable equipment for various activities.
- Students create activities that incorporate selected skills.
- Observe students at play to see if they incorporate the skills in playground games.
- Use skills checklists to build up a skills profile of each student.

Program Evaluation
- Do students enjoy the activities used to develop and practise games skills?
- Do students look forward to their lessons?
- Are students putting effort into all activities?
- Is the time allocated adequate for all students to participate and practise?
- Is the equipment used suitable and sufficient for the planned learning experiences?
- Are students showing improvement in their skills development?
- Have a variety of teaching strategies been employed?
Learning Experiences

**Non-locomotor Skills**

Have students:
- experiment with ways of twisting, stretching and bending the whole body and isolated body parts as nominated, eg stretch arms above head while sitting with legs crossed;
- mirror the movements of a partner;
- combine body shapes with use of equipment:
  - bend legs and straighten as you throw a beanbag into the air; and
  - twist body at the waist, slinging a hoop or quoit as you unwind;
- perform balances using apparatus, eg on a bench;
- participate in games such as:
  - Simon Says; and
  - Follow the Leader.

**Locomotor Skills**

Have students:
- practise different ways of walking, running and skipping:
  - compare jogging with faster running – try to jog for a longer time;
  - combining aspects, eg run quickly taking large steps;
  - dodging and swerving around markers;
  - using a rope individually; and
  - using a long rope turned by two students;
- explore different ways of jumping:
  - vertical jump for height – to reach a mark on the wall;
  - over a high jump flexibar to land on gym mat;
  - horizontal jump for distance – into a sandpit or onto gym mats;
  - count the number of jumps taken to move between two lines;
  - combining jumps and hops in a sequence;
  - jumping using apparatus such as mini-tramp, beat board;
  - hopscotch; and
  - caterpillar – in a line students hold each other's waist and jump in unison to move as a caterpillar;

**Teacher Note:** Emphasise correct landing technique – knees bent, arms forward, landing on toes.

- participate in running games such as: Shuttle Relays; Simple Tag games; and Shadows (chasers try to tag other students by stepping on their shadows).
**Manipulative Skills**

**Skill: Rolling**

Have students:

- practise rolling a ball:
  - in a confined area without touching anyone or losing control of ball;
  - at a target such as skittles or through a partner’s legs;
  - while walking backwards;
  - to stop in a hoop;
  - to run and retrieve it before it stops rolling; and
  - as far as possible, follow and jump across it as many times before it stops;

- participate in games that involve rolling such as Tunnel Ball, rolling at targets such as Skittles; and incorporating rolling into relays.

**Skill: Throwing (tossing)**

Have students:

- practise throwing:
  - underarm;
  - overarm; and
  - chest pass;

- explore and practise different ways of throwing a beanbag or ball using right and left hand. Throw:
  - into the air at different levels;
  - from hand to hand, through legs;
  - while stationary, eg sitting/kneeling/standing;
  - while moving;
  - at a target, eg wall; into a target, eg bucket;
  - at different speeds;
  - with accuracy over increasing distances;
  - to a partner who is stationary/moving/near/far;

- participate in throwing games such as Name Ball (Students in a circle call a student’s name and throw them the ball. This is continued until all students have caught the ball. As a group they repeat the sequence, calling each student’s name when it is their turn to receive the ball. Continue to practise the sequence in order to complete it as quickly as possible).
Skill: Catching

Have students:

- explore and practise different ways of catching. Catch a beanbag/large ball:
  - thrown by self or a partner;
  - thrown underarm;
  - at different levels;
  - dropped, bounced, kicked or hit by self or partner;
  - after two or three bounces;
  - bounced on different surfaces;
  - from a stationary position, eg sitting, kneeling, standing;
  - thrown over increasing distances;
  - while moving, eg walking, jogging;
  - to music/set beat;
  - after clapping or turning around as many times as possible; and
  - touching the ground before catching;

Teacher Note: Use bright coloured balls, for easy tracking, and ‘grip-friendly’ balls for easy catching.

- participate in a range of introductory catching games such as Captain Ball and Newcombe Ball over a low net.

Skill: Pat Bouncing

Have students:

- explore and practise different ways of pat bouncing a ball:
  - with right/left hand/alternate hands;
  - using paddle bat;
  - in front of, to the left and right of the body;
  - from side to side;
  - at different levels;
  - around the body and objects;
  - along different pathways;
  - along a bench;
  - up/down a sloping surface;
  - on different surfaces;
  - while stationary/moving;
  - with a partner, following a partner’s shadow;
  - for specified periods of time; and
  - for a specified number of times;

- participate in a range of minor games such as:
  - Pat Bounce Relays; and
  - pat bouncing to music.
Skill: Striking (hitting, batting)

Have students:

- explore and practise different ways of striking a ball:
  - with left/right/alternate/both hands;
  - at different speeds;
  - for accuracy; and
  - at different heights;

- use paddle bats and other equipment to strike a ball:
  - for distance;
  - off tees and stands;
  - that is suspended;
  - that is stationary/moving; and
  - in time with a rhythmical beat;

- participate in games such as:
  - Modified Tennis using low nets and paddle bats;
  - hitting against a wall;
  - hitting cooperatively to a partner to maximise rallies;
  - Continuous Cricket; and
  - Minkey.

Skill: Kicking

Have students:

- experiment with different ways of kicking a ball:
  - that is stationary/moving;
  - that has been dropped by self or partner;
  - over varying distances;
  - to hit at or over a target;
  - between two objects;
  - with either foot/alternate feet;
  - with different parts of the foot, eg inside, instep;
  - along a line; and
  - into the air and catching with hands;

- participate in a range of games involving kicking such as:
  - Forcing Back (Students in two teams stand opposite defending an end line of the playing field. They kick for distance attempting to kick past the opposition end line. Kicks are returned from where the ball is caught or trapped);
  - Kicking Softball (where a soccer ball is kicked instead of batting).
Skill: Dribbling (with feet)

Have students:
- experiment with different ways of dribbling a ball:
  - along a line;
  - with different parts of the foot;
  - with either foot/alternate feet;
  - changing directions;
  - at different speeds;
  - around different pathways; and
  - around partners, shapes or obstacle courses, eg using markers such as hoops, witch’s hats;
- participate in a range of minor games such as:
  - dribbling around a course marked by witch’s hats; and
  - dribble tag (students dribbling a soccer ball attempt to chase and tag other students).

Skill: Stopping (trapping)

Have students:
- experiment with different ways of stopping a ball:
  - moving at different speeds;
  - moving from different directions;
  - with different parts of the body, eg chest, feet;
  - with different parts of the foot;
  - that has been rolled/thrown/kicked;
  - with right/left foot/alternate feet;
  - at different levels; and
  - practise in pairs and small groups cooperative passing and trapping the ball with various body parts.

Games

Spatial Awareness

Have students:
- move using different pathways/directions by:
  - running in a straight line, zigzag, curve or figure 8;
  - running backwards/sideways; and
  - lying on back drawing a number, letter or shape in the air with feet, knees or head;
- participate in games requiring use of boundaries.
**Athletics**

**Running**

Have students:
- sprint with correct arm action and good posture. Practise over short distances and as part of relays;
- run over a line of markers or cones with one step between each cone;
- run, leap over a low object, eg rope, and continue running;
- run continuously at an even pace for 4 minutes;
- perform a standing start following commands ‘on your marks’, ‘set’, ‘go’;

**Teacher Note:** Stand with opposite arm and leg forward. Weight forward, bent at hips and knees. Back heel raised off the ground.

- participate in shuttle relays.

**Jumping**

Have students:
- practise jumping for distance into a sandpit or onto a mat. Take off from one foot, land on two, leaning forward;
- use running approach to jump into pit;

**Teacher Note:** Propel from take-off leg. Try for height as well as distance.

- run, jump and clap hands above head while in the air;
- run, jump, land on feet and press hands in sand to make a print;

**Teacher Note:** Encourage landing reaching forward rather than falling back.

- practise basic scissor jumping technique over a low length of rope or elastic. Land on the feet using correct landing technique;
- use a short running approach to scissor over low flexibar onto landing mat.

**Teacher Note:** Lift closest leg to bar first. Take-off is from outside leg.

**Throwing (shotput)**

Have students:
- push a beanbag to a partner;
- push a cricket/hockey ball keeping the elbow of the throwing arm up and using finger grip;

**Teacher Note:** Shot is the simplest of throws and should be taught first. The shot is held in base of fingers, not the palm.

- practise shotput by pushing beanbags or small balls into a basket or over a line.

**Throwing (discus)**

Have students:
- in an upright position sling a hoop or quoit toward a target;
- use frisbee to practise slinging action.

**Teacher Note:** Hold the frisbee by placing the throwing hand on top, fingers spread and pushed forward over the edge until fingertips curl around the rim. Thumb rests on top, palm is flat against frisbee.


**Aquatics**

Have students:

- explore and practise different ways of:
  - gliding face down; and
  - kicking;

- practise entries/exits such as:
  - sitting and sliding in;
  - sitting and twisting in;
  - jumping into the shallow end of the pool;
  - using steps/ladders to get into/out of the pool; and
  - exiting with the assistance of a partner;

- practise front crawl skills such as:
  - push, glide, kick with arms extended;
  - dog paddle;
  - push and kick with arm action; and
  - arm action with breathing;

- participate in a range of aquatic games such as:
  - Whirlpool (Students form a circle and wade vigorously around the circle to form a whirlpool. On a signal, change direction and work against the whirlpool);
  - Chain Tag (Students play chasing tag while wading in the water. When a student is tagged they join a hand with the tagger to form a chain. The tag must be made by the end students in the chain);
  - Follow the Leader;
  - Here, There and Everywhere;
  - Water Pushball (Students propel a water polo ball by pushing it along the surface of the water in a modified game of water polo);
  - duck diving for objects (Place objects such as plastic rings on the bottom of the pool for students to surface dive and retrieve); and
  - Glide for Distance;

- explore and practise different ways of floating:
  - in various body positions with aids, eg handrail, partner or flotation aids;
  - in various body positions without aids;
  - using a front float/back float; and
  - by finding ways of regaining feet from various floating positions.

**Playing the Game**

- In groups, have students talk about favourite games using available school equipment. Participate in a range of these games. Discuss whether groups enjoyed any new activities

- Discuss the reason for warming up (before) and warming down (after) playing games.

- Organise for students to conduct a survey to find out the number of individuals who are involved in sports outside school time and what these sports are. Explore why people play sport on the weekend.

- Ask students to make up a game using a variety of equipment and decide on rules for playing the game.
Strand: Games and Sport  Stage 2  Module Title: Enjoying the Game

Outcomes

Knowledge and Understanding

GSS2.8 Participates and uses equipment in a variety of games and modified sports.

Skills

MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations.

Values and Attitudes

V6 Commits to realising their full potential.
V5 Willingly participates in regular physical activity.

Overview of Subject Matter in this Module

Non-locomotor Skills
- Stretching/bending/twisting
- Pivoting
- Dodging (body lean)
- Swinging
- Balancing

Locomotor Skills
- Running/sprinting
- Dodging
  - Side stepping
- Jumping/landing

Manipulative Skills
- Throwing
  - Overarm, chest pass, shoulder pass
  - two-hand overhead pass
  - Goal shooting
  - Bowling
  - Pitching
- Fielding/catching
  - One hand, two hands
  - Glove/mitt
  - High/low
- Dribbling
  - Pat bouncing
  - Feet
  - Stick
  - Change direction – straight line, zigzag
- Striking/hitting
  - One hand
  - Two hands
  - Drive/sidearm hit/volley
  - Push/bunt
- Kicking
  - Stationary/rolling ball
  - Different-shaped balls
- Trapping and passing

Games
- Spatial awareness
  - Creating space
  - Positional awareness
- Minor games
- Modified games

Athletics
- Running
  - standing start
  - Sprint 100 m, 200 m
  - Middle distance and cross-country
  - Circular relay
- Jumping
  - High jump (scissors)
  - Long jump
- Throwing
  - Shotput
  - Roll/sling a discus

Aquatics
- Floating and movement skills
- Basic swimming strokes
- Water safety
  - Rescue skills

Playing the Game
- Safety considerations
- Fair play
- Teamwork
- Benefits of participation
- Influences on choosing games
- Roles and responsibilities
- Effort and practice
- Competition
- Rules/tactics/strategies

Student Assessment
- Observe students’ participation during lessons.
- Students demonstrate the targeted skills.
- Have students identify the most suitable equipment for various activities.
- Ask students to design activities that incorporate targeted skills.
- Observe students at play to see if they incorporate the skills into their playground games.
- Use skills checklists to build up a skills profile of each student.

Program Evaluation
- Do students enjoy games lesson?
- Do students look forward to games lessons?
- Were students actively involved in each stage of the lesson?
- Is the time allocated adequate for all students to participate and practise skills?
- Are the activities appropriate for the level of development and interests of students?
- Did all students have equal access to equipment? Was there sufficient equipment to allow for maximum participation?
- Are all students showing improvement in their physical and social skills development?
- Have students been given opportunities to be in various roles, eg leaders of team?
Learning Experiences

Non-locomotor Skills

Have students:
- explore and practise different ways of stretching/reaching by:
  - keeping one foot stationary and stretching to the front, side, up high. Consider how arms, other leg assist length of stretch;
- practise twisting/spinning/swerving by:
  - turning feet one way and twisting the top part of body to face around another way; and
  - spinning and pivoting on one foot. Consider whether the shoulders, hips or another body part were important for the spin.

Locomotor Skills

Have students:
- practise different ways of running/sprinting/swerving by:
  - jogging on the spot, making arms move back and forth as quickly as possible. Consider what happens to legs;
  - jogging across field, with quick arm action. Consider the effect;
  - alternate jogging and sprinting, noting adjustments to arms, legs, feet, centre of gravity, head, breathing; and
  - sprinting in and out of markers. Consider which part of the body leads in the swerve action around markers (hips);
- find different ways of leaping/jumping by:
  - jumping vertically to touch high against a wall using one and two hands;
  - using arms to swing and increase momentum in a standing broad jump;
  - running towards a netball/basketball goalpost and leaping high off one foot; and
  - running towards a long jump pit and leaping off one foot. Consider landing, take-off speed, use of arms;
- participate in a range of minor games such as:
  - Zigzag Relays (set up witch’s hats as markers for students to dodge and weave around).

Manipulative Skills

Skill: Rolling/Fielding (stopping)

Have students:
- practise rolling a small ball:
  - to hit a stationary/moving target;
  - to go under objects, eg chair;
  - using a backswing, step, roll, follow through;
  - travelling at different speeds;
  - travelling along even and uneven surfaces; and
  - along different pathways;
- practise fielding rolling balls:
  - by placing body behind the line of the ball; and
  - by picking up the rolling ball and returning the roll;
participate in a range of minor games such as:
- Fielding Soccer (Conduct a mini soccer game where kicking is substituted by rolling and fielding a small ball);
- Dodge Ball (The class forms a large circle around several students and rolls safe play balls in an attempt to hit these students below the knees. Students in the centre dodge and jump to avoid the balls);
- Tunnel Ball.

**Skill: Throwing/Catching**

Have students:

- experiment and practise higher order throwing skills, such as a:
  - one-handed shoulder pass;
  - two-handed overhead pass;
  - overarm/underarm fly ball;
  - chest passing with accuracy; and
  - goal shooting.

- participate in games such as:
  - Captain Ball;
  - Newcombe Ball;
  - Throwing Softball (the ‘batter’ throws the softball rather than hitting it); and
  - Netta Netball.

**Skill: Striking**

Have students:

- practise striking a ball by:
  - using a paddle tennis bat in one hand;
  - hitting a small ball on bat with upward taps;
  - working in pairs keeping the ball up;
  - using a witch’s hat as a tee and striking tennis ball with a cricket bat; and
  - using a hockey stick to dribble the ball;

*Teacher Note:* Side-on stance, grip, backswing, eyes on ball, follow through.

- participate in a range of minor games such as:
  - Hit and Run Cricket.

**Skill: Dribbling (hands/feet/stick)**

Have students:

- practise dribbling a ball:
  - using pat bouncing, slowly, high/low and with variations without losing contact with ball;
  - using instep/outside of foot to push ball;
  - with a hockey stick;
  - walking/running in and out of markers;
  - down field and on whistle, control ball, turn round and dribble back;
  - varying speed;
  - to a marker, then kicking/pushing ball under a chair; and
  - weaving in and out of a line of markers;

- participate in a range of minor games such as:
  - Dribble Kick Relay – variation on a shuttle relay; and
  - 1 on 1 – in a defined area one player dribbles the ball, trying to prevent the opponent from stealing the ball.
**Skill: Kicking**

Have students:
- practise kicking a ball:
  - using instep, pushing ball as far as possible;
  - under a chair for accuracy;
  - using preferred and non-preferred foot; and
  - to pass to a partner while running;

**Teacher Note:** Consider most suitable kicking technique for distance or accuracy.

- participate in a range of minor games such as:
  - Kicking Golf (Students use as few kicks as possible in order to manoeuvre the ball through a defined path to hit a designated target);
  - Crab Soccer (Students travel on hands and feet with stomachs facing upwards. Strike the ball with feet to pass or shoot at goal).

**Skill: Trapping (stopping)**

Have students:
- practise trapping a ball:
  - with different parts of the foot;
  - rebounding from a wall;
  - with other body parts, eg thigh, chest; and
  - with a hockey stick.

**Teacher Note:** Students need to absorb the force of the ball to bring it under control.

**Games**

Have students:
- travel different pathways by:
  - jogging in a straight/curved/zigzag line;
  - jogging in a number/letter pattern on the floor, changing directions with a twist, spin or swerve;
  - jogging making a pattern or shape such as a bird, map of Australia; and
  - bouncing a ball in different ways to a partner and observe the pathways the ball makes in the air;

- practise changing levels by:
  - dribbling a basketball slowly, high/low and with variations without losing contact with ball;
  - considering the best height to bounce the ball;
  - standing still and bouncing the ball very low to the ground;
  - throwing and catching balls in a crouched position;
  - catching balls tossed over head; and
  - moving around the court, changing speed and changing the height of bounce of the ball. Consider best use of low, medium, high bounces in a mini basketball game;

- identify ways of creating spaces by:
  - finding a space to stand in and considering how much space was viewed as personal space;
  - moving around a defined area, trying to establish as much space as possible; and
  - moving into positional space for games.
Have students:

- play a variety of AUSSIE SPORTS games, participating either as a player or a referee. Discuss:
  - the variety of the games played;
  - the participation costs; and
  - ways to modify other games played after school;

- play modified team games from a selection of:
  - Aussie Footy;
  - Kanga Cricket;
  - Mini Basketball;
  - Mini Handball;
  - Mini Soccer;
  - Mini Touch;
  - Minkey;
  - Netta Netball;
  - Table Tennis;
  - Teeball; and
  - Walla Rugby;

- play modified individual games such as:
  - Ace Tennis;
  - Badminton; and
  - Mini Squash.

**Athletics**

Have students:

- participate in a range of different running activities:
  - running with arms folded across chest then repeat running using the arms. Consider which felt more comfortable and why arms are important when running;
  - running on different parts of the feet. Consider which feels better and which helps speed;
  - combining leg and arm actions;
  - sprinting over short distances/increasing distances as students become more able;
  - using a standing start/crouch start;
  - practise sprint finish with chest forward;

- practise hurdling:
  - over witch’s hats while walking;
  - using right/left leg to lead; and
  - increasing the height of the hurdles;

- practise shuttle/circular relays:
  - using a baton;
  - using witch’s hats for change zones; and
  - increasing speed.
Long Jump

Have students:
- explore and practise different ways of jumping for distance (long jump):
  - to determine take-off leg;
  - to develop landing technique in a sandpit;
  - using skipping ropes as a marker to practise take-offs;
  - using arms with/without swinging arms. Consider which way helped increase the distance jumped;
  - taking off on one foot and landing with one foot/two feet. Consider which method is better;
  - by varying the length of the run-up; and
  - accelerating/decelerating to top/bottom speed before taking off. Consider which way helped increase the distance jumped.

High Jump

Have students:
- explore and practise different ways of jumping for height (high jump):
  - using two feet, jumping as high as possible against a wall;
  - varying the take-off leg;
  - jumping to touch partner’s hand stretched overhead;
  - over hurdles/elastic using scissor method; and
  - using high jump equipment beginning with low height and gradually increasing height.

Throwing (shotput)

Have students:
- explore and practise different ways of:
  - releasing the shot/cricket or hockey balls;
  - using the shot without restrictions on foot placement; and
  - using hoops within which feet must remain.

Throwing (discus)

Have students:
- explore and practise different techniques for propelling a discus:
  - rolling a discus or quoit along its edge towards a target or partner;
  - slinging hoops, quoits;
  - slinging a frisbee (fingers spread, pads of the forefingers curled around the rim); and
  - slinging a discus;
- participate in a range of athletics minor games such as:
  - Wigwams and Indians (sprinting);
  - Scarecrow Tag (sprinting);
  - Jump the River (long jump);
  - Shotput Bowls (shotput);
  - Under and Over (hurdling); and
  - Rabbits and Roosters (hurdling).
Aquatics

Have students:

- practise skills related to:
  - entries and exits with safety;
  - submerging;
  - buoyancy;
  - water mobility;
  - front crawl; and
  - deep water confidence, e.g., submerge face in water, back float independently, push and glide (face submerged), tread water for 30 seconds;

- learn basics of freestyle, backstroke and breaststroke:
  - swim front crawl with correct body position, arm stroke, kicking and introductory breathing;
  - breaststroke with frog kick
  - back scull with arms by side; and
  - swim backstroke with correct body/head position, arm stroke and kicking;

- practise the water safety skills including:
  - floating;
  - sculling;
  - treading water;
  - diving; and
  - underwater swimming.

Playing the Game

- Ask students to invent a game and accompanying rules using set equipment. Share games with the class. Discuss whether groups were able to complete the task and any reasons why/why not.

- Have students identify games popular in other countries. Research the equipment, rules and other interesting aspects about one of the games. Introduce these games into free play time.

- Discuss, list and analyse games in terms of the skills involved, e.g., netball – throwing, catching, dodging, goal shooting. Have students categorise games according to the major skills of the games, e.g., hitting games – tennis, kicking games – football. Identify other categories for grouping games, e.g., individual/team sports; high/medium/low participation games; summer/winter games.

- Provide opportunities for students to modify and play games that provide equal opportunity for all to participate, e.g., rotate positions, set a rule that everyone gets a turn, set a time limit, set a score limit.

- Have students identify and discuss the benefits of participating in games and sports, e.g., increased energy, achievement, improving fitness, increased confidence, making friends.

- Discuss a code of behaviour for participating in games, acceptable responses to winning and losing, and ways of participating that do not emphasise competition.
**Outcomes**

**Knowledge and Understanding**

GSS3.8 Applies movement skills in games and sports that require communication, cooperation and observation of rules.

**Skills**

MOS3.4 Refines and applies movement skills creatively to a variety of challenging situations.

**Values and Attitudes**

V6 Commits to realising their full potential.
V5 Willingly participates in regular physical activity.

**Overview of Subject Matter in this Module**

**Non-locomotor Skills**
- Stretching/bending/twisting/pivoting/swinging/balancing

**Locomotor Skills**
- Running variations
  - accelerate, decelerate
  - stop, start
- Dodging
- Base running

**Manipulative Skills**
- Rolling
- Throwing
  - for distance/accuracy
  - pitch/bowl
  - underarm/overarm/chest pass/lob pass
- Catching/fielding
  - using equipment
  - attacking/defensive
- Dribbling
  - changing speed
  - hand/feet/stick
- Striking/hitting
  - one hand
  - two hands: distance and accuracy
  - tackling/heading

**Kicking**
- for distance and accuracy
- lifting and flat
- punt, drop, chip, goal

**Trapping/passing**
- using a variety of body parts
- stick
- control

**Games**
- Spatial awareness
  - tactics/strategies
  - team positions
  - trajectory
- Minor games
  - territorial games
  - ball games
  - tag games
  - relays
- Modified games
- Major games

**Athletics**
- Running
  - sprinting, crouch start
  - middle distance and cross-country
  - circular relay

- Jumping
  - high jump
  - long jump

- Throwing
  - shotput
  - discus

**Aquatics**
- Effective stroke development
- Diving
- Water safety
  - emergency procedures

**Playing the Game**
- Teamwork
- Safety considerations
- Benefits of participation
- Influences on participation
- Effort and practice
- Competition
- Fair play
- Rules/tactics/strategies
- Refereeing/umpiring

**Student Assessment**
- Observe student participation in lessons.
- Observe students’ demonstrations of the selected skills.
- Ask students to design activities that incorporate selected skills.
- Have students identify and name the most suitable equipment for various activities.
- Ask students to design activities/games that incorporate selected skills.
- Observe students at play to see if they incorporate the skills into their playground games.
- Use skills checklist to build up a skills profile of each student.

**Program Evaluation**
- Do students enjoy games lessons?
- Were students actively involved in each stage of the lesson?
- Was the time allocated sufficient for all students to participate and practise the skills?
- Are the activities appropriate for the level of development and interests of students?
- Did all students have equal access to equipment?
- Are the students showing improvement in their physical and social skills?
- Was the equipment used suitable to the developmental stage of students and sufficient for the planned learning experiences?
- Have students been given opportunities to experience various roles, eg leader of a team?
- Is there a balance between girl/boy leaders, student demonstrators, equipment monitors?
- Have a variety of teaching strategies/learning experiences been employed?
Learning Experiences

**Non-locomotor Skills**

Have students:
- practise stretching/bending/feinting in order to intercept a ball when playing ‘Pig in the Middle’;
- practise different ways of stretching/twisting/leaning/swaying/spinning/bracing by:
  - throwing the ball while other partner indicates where he/she wants the ball to be passed, eg at chest height, high – stretching upward; low – bending/leaning forward; right/left hand side – leaning/stretching sideways.

**Locomotor Skills**

Have students:
- revise and practise the locomotor skills of running/sprinting/swerving and leaping/jumping introduced in Stage 2.
- identify and explore different ways of running, accelerating/decelerating, changing speed, stopping/starting, pivoting/dodging, leaping/landing and side stepping. Variations could include:
  - walking along a line and, on a signal, pivot and run off on a new pathway;
  - bouncing a ball on a signal, catch the ball, pivoting and continue bouncing the ball along the new pathway;
  - playing ‘Follow the Leader’ in pairs with the leader changing speed and/or direction; and
  - protective dribbling while marked by a partner, change directions while keeping between the ball and the defender;
- participate in a range of minor games such as:
  - Red Rover (Students attempt to run from one side of a play area to the other without being tagged by a designated chaser. When tagged, students join the chaser); and
  - North, South, East, West (Students run in a direction indicated by the teacher attempting to reach the boundary of a play area before a new direction is called).

**Manipulative Skills**

**Skill: Rolling**

Have students:
- practise and refine rolling/fielding skills introduced in Stage 2. Practise rolling/fielding a ball:
  - using different types of balls to give uneven bounce; and
  - using equipment, eg gloves, sof-crosse sticks, that provides a challenge;
- practise rolling a ball:
  - towards a partner’s ‘goal’ who tries to block the ball;
  - towards a partner who runs to field the ball and rolls it at a target;
  - for others to field and throw return;
  - along a line, running and stopping ball with feet;
  - so it stops as close as possible to a target;
  - to a partner using both hands/right/left;
  - over increasing distance and through a narrow path; and
  - to hit skittles;
■ practise fielding a ball:
  - taking different pathways;
  - that is moving at different speeds;
  - that is travelling along different surfaces; and
  - using different body parts;

■ practise stopping a ball:
  - rolled straight to the body;
  - rolled to the side of the body;
  - bouncing along the ground;
  - thrown at different heights;
  - that is travelling in the same direction as the student is running;
  - by turning and chasing a ball that travels overhead; and
  - rolled at various speeds;

■ participate in a range of minor games such as:
  - Tunnel Ball;
  - Fielding Soccer; and
  - Circle Ball. (Students stand in a circle rolling a ball randomly across the circle attempting to pass other students who aim to field it).

**Skill: Throwing/Catching**

Have students:

■ consolidate and refine throwing and catching skills using a variety of passes introduced in Stage 2;

■ experiment with other types of passes/throws, eg:
  - pitch; and
  - bowl;

■ use small balls and alternative equipment such as frisbees to practise throwing and catching;

■ practise throwing/catching a ball by:
  - throwing at a target from both left/right sides;
  - throwing to a stationary/moving player;
  - running and passing forwards, sideways and backwards;
  - lobbing a ball in direction of nominated place;
  - rebounding balls off a wall/net for partner to catch;
  - using an overarm throw for height and distance with increasing accuracy;
  - using an underarm throw (pitch) for accuracy over short distances and increasing the speed of the delivery;
  - increasing the speed of the throw;
  - bowling overarm at a target for accuracy;
  - spinning the ball on release;
  - using a chest/shoulder pass for accuracy over increasing distances;
  - using a bounce pass;
  - throwing into a goal/target that is gradually decreased in size/moved away from thrower in height/distance;
  - using an Aussie Rules handball pass over increasing distances with increasing accuracy;
  - using preferred/non-preferred hand;
  - using preferred hand while kneeling/standing; and
  - catching with two hands, with preferred/non-preferred hand;
practise goal shooting by:
- shooting from a variety of positions in the goal areas;
- jogging towards the goal then shooting; introduce a basketball lay-up;
- standing close to the goal;
- using right/left hand/both hands; and
- standing, step to the side, balance on right/left foot and then shooting;

participate in a range of minor games such as:
- Catch and Pass Relays;
- Semi Circle Passing (Students in a semi-circle formation pass a ball along the line and run to the end in order to catch it again. Repeat until all students have returned to their starting position);
- Touchdown Relay (Students run five passes and place the ball on the ground ‘touchdown’. The next student picks the ball up, runs five steps and touches down. Repeat until reaching an end marker and return).

**Skill: Dribbling**

Have students:
- practice dribbling a ball:
  - along a bench;
  - up/down a sloping surface;
  - on different surfaces, eg even/uneven;
  - with a partner, following a partner’s shadow;
  - in sequence, eg 2 x left hand, 3 x right hand;
  - to music, varying the tempo;
  - for specified period of time;
  - for a specified number of times;
  - with various body parts;
  - inside hoop while standing outside;
  - outside hoop while standing inside; and
  - with opposition.

**Skill: Striking**

Have students:
- practice:
  - using correct batting grip;
  - driving a stationary ball off a tee/ground for fielders to gather and roll back;
  - driving a stationary ball at set markers;
  - driving a suspended ball with a tennis racquet, attempting to hit ball straight to get a repeated swing;
  - stepping forward to hit a ball that has been thrown to the side; and
  - playing a ball along the ground;

**Teacher Note:** A variety of bats, sticks and racquets can be used and specific games and sports manuals provide details on technique for equipment used.
participate in a range of minor games using bats, racquets and other equipment such as:
- T Ball Driving Cricket (Students have a set number of hits of the ball from a tee, attempting to drive the ball along a corridor defined by two witch’s hats);
- Continuous Cricket;
- Wall Ball (In pairs, students play alternate hits of a tennis ball against a wall, aiming to maximise length of rallies).

**Skill: Kicking**

Have students:
- practise kicking a ball:
  - using inside/outside of the foot/instep;
  - using preferred/non-preferred foot;
  - that is stationary/moving;
  - shooting at targets or goals of decreasing size; and
  - applying spin to make the ball curve in the air;
- in pairs, kick a ball:
  - to the left/right of partner;
  - from the ground with right foot/left foot;
  - over various distances; and
  - that is dropped onto right/left foot, chipping it to elevate the ball.

**Skill: Trapping**

Have students:
- practise trapping a ball:
  - with side/sole of the foot;
  - that is moving then kicking it back; and
  - that has rebounded off a wall/net.
- participate in a range of minor games such as:
  - Number Soccer (Number students in a soccer team as 1, 2 or 3. Students participate in a soccer game but when their number is called remain stationary until their number is recalled; Teacher Note: Change numbers regularly to keep students active.
  - Dog and Bone Soccer (Number students in teams 1 to 10. Have teams sit on opposite sidelines of a defined play area. When a number/s is called only those students concerned enter the field and attempt to score a goal; and
  - Mod Soccer (8 a side).
**Games**

**Spatial Awareness**

Have students:

- experiment with different ways of maximising the use of space by:
  - breaking free from a marker by changing direction, accelerating or decelerating;
  - playing small group games that require a ball to pass through an opponent’s goal, eg court hockey or half-court basketball;

  **Teacher Note:** Encourage students to move into a space to receive the ball or to evade an opponent. Play a passing and pivoting minor game such as court end ball for 8–10 players. Encourage fluent passing, moving to a free space, pivoting to look for a team-mate, using gestures to indicate where the ball should be passed.

- identify ways of moving using different pathways by:
  - on a signal, running in a straight pathway, pivoting, and running off on a new pathway;
  - pat bouncing a ball along a pathway and, on signal, pivot, continuing on the new pathway;
  - playing a partner activity (Partners stand 3 metres apart using 1 ball, 4 markers used to form a square. Student A passes the ball to student B then moves to a new space and signals where he/she wants the ball to be thrown, eg right/left hand side; behind/in front of the new space. Student B reads the signal and uses an appropriate pass. With a partner, student A dribbles the ball, moving in a straight pathway to begin with, then varying the pathway so as to prevent student B from stealing the ball);
  - dribbling a ball with a hockey stick.

- play a range of modified sports, as outlined in Stage 2, to increase students’ repertoire;

- examine and participate in a range of major games, which should include:
  - individual/team games; and
  - games involving hand-eye/foot-eye skills;

- develop knowledge of major games. Examine:
  - skills;
  - techniques;
  - rules; and
  - umpiring procedures for team and individual games;

- examine and participate in some major team games suitable for Stage 3. Games may include:
  - Baseball;
  - Basketball;
  - Cricket;
  - Hockey;
  - Netball;
  - Rugby Union/Mod League;
  - Soccer;
  - Softball; and
  - Volleyball.

  **Teacher Note:** Introduce modifications to ensure increased activity and participation, eg hit and run rules may apply to cricket, catching on the first bounce may be out in softball.
examine and participate in some of the individual games suitable for Stage 3. Games may include:
- Orienteering;
- Squash;
- Tennis; and
- Golf.

**Athletics**

**Running**

Have students:
- practise and refine the Stage 2 skills related to:
  - sprinting;
  - hurdling;
  - shuttle relays;
  - cross-country;
  - standing and crouch start;
  - circular relays;
  - overhand/underhand baton changing (walking alternating the passing and receiving of baton, jogging through baton changing within measured changing zones, running around a bend); and
  - practise pace running for longer distance running.

**Jumping**

Have students:
- revise and consolidate the four phases of long jump and high jump, ie:
  - run-up;
  - take-off;
  - flight; and
  - landing;
- participate in a range of minor games such as:
  - Jump the River/Creek (Run two long ropes a metre apart. Students run to the first rope and leap off one foot to clear the second rope. Gradually increase the challenge by moving the ropes further apart);
  - Jumping Tag (Students chase one another to tag using only jumping movements); and
  - Team Long Jump (Students work in groups of four. Student A performs a standing long jump, student B repeats from where student A landed etc. All students repeat the process three times and mark where the final jump lands. Return to the starting line and repeat in an attempt to improve on this achievement).

**Throwing**

Have students:
- shotput (using shot or cricket ball):
  - with feet and chest facing the sector, put using arms only;
  - with feet and chest facing the sector, put driving upwards from bent legs; and
  - with feet facing sector, twist torso as legs are bent and put driving upwards and rotating to the front.
- discus (using discus or frisbee):
  - with feet facing sector, twist torso as legs are bent and throw, driving upwards and rotating to the front;
  - standing side on to the sector with feet apart, throw rotating to the front; and
  - play Clearing the Line or Target Throwing.
Aquatics

Have students:

- practise and refine basic swimming strokes:
  - swim 25 metres freestyle (bilateral breathing);
  - swim 25 metres backstroke;
  - tread water for 45 seconds; and
  - swim 25 metres breaststroke with correct body/head position, armstrokes, kicking and breathing;

- participate in a range of minor games such as:
  - Red Rover (swimming/swim underwater/surface dive/duck dive); and
  - Aqua Beat the Ball (swimming);

- practise and refine water safety survival skills related to:
  - floating horizontal (front/back);
  - sculling; and
  - treading water;

- practise water skills that may include:
  - vertical float; and
  - sculling head first/feet first;

- practise diving skills by:
  - jumping (feet entry) in shallow/deep water;
  - sitting and diving with extended arms;
  - crouch and dive with extended arms; and
  - standing and diving with extended arms;

- demonstrate ways of safely entering pool by using a:
  - slide in;
  - step in;
  - stride step in (safety jump);
  - jump in; and
  - jump, submerge, float, propel and exit pool.

Teacher Note: To cater for the range of student abilities, ensure an adequate supply of kick boards and other flotation aids.
Playing the Game

- Discuss the physical, social and cultural limitations of participation in games that relate to:
  - body size, type and stage of development;
  - peer pressure; and
  - cultural background.

- Organise for students to conduct a survey to find out attitudes towards games and sports. Identify different attitudes to, and participation in, games and sports among:
  - girls/boys; and
  - different age groups.

- Have students collect samples of media articles related to games and sports and compare the coverage given to female/male sports including the frequency of articles.

- Brainstorm the advantages and disadvantages of being involved in competitive sport, eg competition, cost, time involved, pressure, enjoyment, making friends, demands on time, travelling to and from venues, etc. Debate the value of specific sports.

- Organise for the students to view a video of a sporting event and identify examples of teamwork, cooperation, aggression or negative behaviour. Discuss:
  - What assisted the team performance?
  - If a player reacted negatively, why?
  - What were the consequences of and possible alternatives to their reactions?
  - If you were umpiring, refereeing or playing in the game, how would you manage the misconduct?

- Discuss feelings after participating in various games using stimulus questions, eg:
  - How did you feel when you were participating?
  - Did you and others enjoy involvement in the game? Why/why not?

- Have students modify, then play, an existing game already known by the class. Modify the game to ensure that all players:
  - have equal share of the play;
  - can participate safely; and
  - have turns at playing different positions. Discuss: Did the game allow individuals to be more involved? How did greater involvement make individuals feel?

- Select a team sport, eg netball/softball. Have students modify the rules, the equipment, the court/field dimensions so that it can be played effectively with reduced numbers of players.
Strand: Growth and Development

Description

As individuals grow they experience a diverse range of physical, social and emotional changes. These changes affect each person differently, at different times, and are the result of many influences that impact upon them. Individuals need to recognise that understanding the nature of life’s change and the uniqueness of individual development is important to achieving feelings of self-confidence and self-acceptance. This strand provides students with the opportunity to learn about their changing bodies and the factors that impact on this change. They also learn about their social and emotional selves by exploring personal values, feelings and capabilities. They investigate how to recognise and appreciate differences in the values, feelings and capabilities of others. The modules focus on individual and small group activities, which enable students to identify and practise the processes involved in promoting personal growth and wellbeing.

Major Considerations

Sensitivity and Confidentiality

This strand includes learning about a number of sensitive issues. Consideration of individual needs, abilities, levels of physical, social and emotional development are of utmost importance. Teaching about human sexuality, for example, requires teacher expertise and sensitivity to student readiness and cultural background. Care should also be taken so that students’ right to confidentiality in discussing sensitive issues is respected in accordance with system policies. More detailed advice concerning teaching sensitive issues is provided on page 42–44.

Human Sexuality

Attitudes to sexuality begin to be formed in the early years of life. Teachers, like parents, should be willing and able to answer student questions as they arise. The answers should be simple and factual, using correct terminology for parts of the body. Information given to students should be accurate and should avoid reinforcing misconceptions. It is important for the teacher to have a clear grasp of the facts and to feel relaxed in discussing sexual issues. Students respond quickly to a teacher’s attitudes and presentation. Students should not be discouraged from asking questions, nor should they be expected to participate in discussions that may be embarrassing for them.

Parents should be informed and consulted about the content of any units of work dealing with human sexuality. Parents can also be a valuable resource during lessons in this area.

Links with other Strands

This strand links with all aspects of the syllabus as an individual’s growth and development will impact on learning in all strands.

Interpersonal Relationships: An individual’s growth and development is significantly linked to effective communication and the capacity to form relationships with others. Suggested learning experiences related to personal identity and values are also supported in learning from Interpersonal Relationships.

Personal Health Choices: Decisions made in relation to particular health issues such as nutrition and personal hygiene will affect an individual’s growth and development.

Safe Living: The ability to act responsibly towards self and others in relation to safety issues is related to an individual’s developmental stage.

Active Lifestyle, Games and Sports, Gymnastics and Dance: An individual’s physical growth and development and their self-esteem is directly related to their ability to develop, improve and maintain movement skills. The capacity to compose, perform and appreciate, and to develop particular levels of fitness, are also dependent on stage of development.
Links with other Key Learning Areas

**English**
Students could develop understanding about growth and development through:
- engaging with characters in literary texts (poetry, drama, narrative);
- accessing information using skimming and scanning of factual texts such as information report and explanation;
- exploring how information can be presented in timelines, life cycles and growth charts;
- writing diaries;
- exploring opinions on issues through discussion and exposition;
- exploring the influence of advertising on students’ concept of health and the decisions they make;
- exploring how gesture and facial expression contribute to meaning;
- considering the ways various groups of people, eg males, females and different cultural groups, may be represented in texts;
- using role-play to consider points of view; and
- writing information reports and explanations about aspects of growth and development.

**Mathematics**
Students could:
- use parts of the body, eg handspan, length of foot, pace, for measuring;
- use graphs and timelines to represent personal growth over time; and
- discuss the role of mathematics in their lives.

**Science and Technology**
Students could:
- design a fair test to show how changes in the surroundings affect plant growth;
- investigate the changes that occur in the life cycle of some plants and animals;
- use their senses to explore their surroundings; and
- design and make an environment suitable for a person with special needs.

**Human Society and Its Environment**
Students could:
- practise skills of social interaction;
- examine societies in terms of their religious and moral values;
- recognise that human beings act from a common set of needs, eg approval and belonging; and
- investigate ways in which individuals and groups show approval.

**Creative and Practical Arts**
Students could:
- develop a play that explores an issue related to growing up;
- gain an awareness of the self or demonstrate personal feelings through making self-portraits, eg through painting, sculpture, collage; and
- study images in the print media in terms of communication and the influences of the images on people’s decisions in regard to health and general wellbeing.

**Suggested Resources**
A list of resources that teachers have found useful in implementing PDHPE K–6 programs may be found on the Board of Studies website: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
### Growth and Development Outcomes and Indicators

<table>
<thead>
<tr>
<th>Early Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
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<tbody>
<tr>
<td>GDES1.9</td>
<td>GDS1.9</td>
<td>GDS2.9</td>
<td>GDS3.9</td>
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<tr>
<td>Identifies how people grow and change.</td>
<td>Describes the characteristics that make them both similar to others and unique.</td>
<td>Describes life changes and associated feelings.</td>
<td>Explains and demonstrates strategies for dealing with life changes.</td>
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- identifies specific attributes of other students
- identifies reasons that some individuals require medications, eg diabetes, asthma
- identifies feelings associated with life changes, eg grief, loss, family change, new friends
- explains and values differences in growth and development between individuals at different stages
- identifies their own strengths and limitations
- identifies feelings associated with life changes, eg grief, loss, family change, new friends
- explains and values differences in growth and development between individuals at different stages
- identifies their own strengths and limitations
- identifies reasons that some individuals require medications, eg diabetes, asthma
- identifies feelings associated with life changes, eg grief, loss, family change, new friends
- describes how achievements and responsibilities change as people grow older
- expresses any fears or concerns about change appropriately
- demonstrates sensitivity to the needs, rights, feelings and efforts of others
- recalls and reports about some situations, and feelings they experience as a result
- identifies situations where expectations can differ according to gender
- recognises that many changes occur in a predictable sequence
- suggests ways of developing new skills and competencies, eg practice, peer tutoring, goal setting, seeking support
- devises strategies to cope with life changes, eg puberty, changing friendships, commencing high school
- recognises a wide range of influences on personal identity, eg peers, media, cultural beliefs
- prepares a multimedia presentation that shows the relationship between functions of the body systems
- identifies some language or actions that may constitute harassment
- explores how expectations of girls and boys, and of men and women, can influence their choices and options
- describes aspects of social and emotional growth and development
### Growth and Development Overview

<table>
<thead>
<tr>
<th>Early Stage 1</th>
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<th>Stage 3</th>
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<tbody>
<tr>
<td><strong>Personal Identity</strong></td>
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| • similarities and differences  
  – appearance  
  – experiences  
  – abilities | • recognising strengths and limitations  
  – developing strengths  
  – setting goals  
  – recognising attributes of self and others  
  – confronting problems  
  – feelings about self  
  – positive self talk  
  – gender images and expectations | • influences on self-esteem and behaviour  
  – family, friends, community  
  – personal abilities  
  – body changes  
  – increased responsibility  
  – changing needs and requirements  
  – media and culture  
  – developing and maintaining a positive self-concept  
  – setting goals  
  – influences of media and culture  
  – body image  
  – feelings  
  – about self and others  
  – gender images and expectations | |
| **The Body** | **The Body** | **The Body** | **The Body** |
| • body parts  
  – external  
  • senses  
  – sight, sound, taste, hearing, touch  
  • basic needs  
  – shelter, clothing, food  
  • looking after the body | • body parts  
  – internal, external  
  – private, non-private  
  • body systems  
  – skeletal  
  • senses  
  – sensory systems  
  • body care and maintenance  
  • basic needs  
  • systems  
  – functions  
  – appropriate/inappropriate touch  
  – rates and stages of growth and development  
  – heredity | • appropriate/inappropriate touching  
  • body systems  
  – functions  
  – interrelationships  
  • effects of nutrition, activity  
  • changes at puberty  
  – menstruation  
  • reproductive process  
  • responsibility in sexual relationships  
  – emotional readiness | |
| **Changes** | **Changes** | **Changes** | **Changes** |
| • changes in appearance and abilities  
  – since birth | • physical body changes  
  – feelings about changes  
  • changing friendships and relationships | • identify changes  
  – physical, social and emotional  
  • methods of coping with change  
  – activity, relaxation, stress management  
  – grief and loss  
  – dealing with emotions | |
| **Values** | **Values** | **Values** | **Values** |
| • likes/dislikes  
  • accepting uniqueness  
  • accepting difference  
  • caring relationships | • definition of values  
  – personal values  
  – school values  
  – family and cultural values  
  • rights and responsibilities  
  – self  
  – others  
  • uniqueness of self  
  – identity  
  – development  
  • challenging discrimination | • importance of values  
  • influences on personal values  
  • developing a code of behaviour  
  • uniqueness of self  
  – identity  
  – development  
  – goals  
  • challenging discrimination | |
Outcomes

Knowledge and Understanding
GDES1.9 Identifies how people grow and change.

Skills
COES1.1 Expresses feelings, needs and wants in appropriate ways.
INES1.3 Relates well to others in work and play situations.
DMES1.2 Identifies some options available when making simple decisions.

Values and Attitudes
V1 Refers to a sense of their own worth and dignity.
V3 Enjoys a sense of belonging

Overview of Subject Matter in this Module
Personal Identity
- Similarities and differences
  - appearance
  - experiences
  - abilities

The Body
- Body parts
  - external
- Senses
  - sight, sound, taste, hearing, touch
- Basic needs
  - shelter, clothing, food
- Looking after the body

Changes
- In appearance and abilities
  - since birth

Values
- Likes and dislikes
- Accepting uniqueness
- Accepting differences
- Caring relationships

Student Assessment
- Observe students’ reactions to differences between self and classmates.
- Complete sentences to indicate likes and dislikes
- Gather a portfolio of artwork that shows a series of life stages.
- Label external body parts on outline of the body.

Program Evaluation
- How well did students participate?
- Were the students enthusiastic?
- Were students given the opportunity to give feedback on content and activities?
- Did students’ attitudes to each other improve?
Learning Experiences

**Personal Identity**
- Discuss a list of individual characteristics observed when looking in a mirror. Describe self to group and relate characteristics common to everyone. Name some differences in characteristics. In discussion, complete the sentence ‘I am special because …’
- Have students make an ‘I’ poster from portrait photographs taken by teacher or brought from home and include an assistance-written caption, eg ‘I like …’, ‘I can …’
- Organise for students to play a game of Class Kiddies. Choose a student to describe a class member by appearance, ability, likes/dislikes. Students guess the identity.
- Ask students to recall an exciting experience in their life and tape-record it. Share taped stories with whole class. Draw attention to the different range of experiences in people’s lives.
- Establish a Student of the Week (or Day) ongoing activity to affirm attributes and abilities of students and reinforce positive social behaviours. Ensure that every student has a turn.

**The Body**
- Examine body parts by:
  - tracing an outline of a body to make a wall chart;
  - labelling external parts of the body using flashcards; and
  - discussing the function of each body part.
- Encourage students to talk about how to look after the different parts of the body and how to keep the body healthy. Record students’ responses on a chart, eg brushing teeth, daily washing, cutting nails, daily exercise, etc.
- Have students identify various items in the classroom by taste, smell, touch, hearing, then discuss which senses were most useful in identifying items. Use a blindfold for this activity.
- Ask students to participate in a sensory awareness day by visiting sensory stations and discussing experiences with partners.
- Conduct an outside sensory walk using a variety of senses in isolation to locate given objects. Draw a picture to depict a part of the walk; attach a caption underneath describing the senses used.
- Discuss ways of looking after the body and basic needs that we all share, eg food, clothing, shelter.
- Ask students to make an illustrated body alphabet to describe basic needs of the body, eg **a** – activity, **b** – breathing, **c** – clothing etc.
- Read *Sebastian Lives in a Hat* by Thelma Catterwell and discuss Sebastian’s needs and how he was cared for.

**Changes**
- Encourage students to bring in baby photos and a current photo. Discuss the physical changes since the photos were taken. List the similarities and differences. List generic changes common to all. Place the photos on a face shape entitled ‘Me’ and label the photos with words describing feelings about the changes depicted in the photo. Discuss feelings in groups.
- Have students draw a series of things that they can do now that they are at school. Compare their abilities to what they could do when they were younger.
Values

- Talk about the way we look. Ask individuals to describe themselves in a positive way. Name what they like about themselves. Choose students to nominate what they like about others.

- Have students play a greetings game – students move around to music. When the music stops they greet each other in a nominated way, eg shake hands. They exchange one special thought about each other.

- Ask students to look into a box with a mirror in it to discover the ‘special person’. Observe an outline of self or another person produced by shadow tracing. Brainstorm all the things that could be done to look after the special person, ie their personal responsibilities. Ask students to tell the class what is special about them.

- Organise for students to play the ‘name game’. In a circle, go around the class giving each child time to say their name. Next time around, students add a descriptive word before their name, eg happy Henry, friendly Cara. Next turn, each child adds something they like to do.

- Have each student commence a ‘ME’ book. Have students paint a self-portrait or provide a photograph for the cover. Contents include writing their name, age, likes, dislikes and abilities.

- Have students create individual collages that depict their likes and dislikes in categories such as food, activities, colours and clothing. Display finished pictures and discuss at random. Talk about likes in common. Ask students why some people like things that others may dislike.

- Call out a list of different things that students use, like, have etc. Students must go and stand next to someone with the same answer, eg Find other people who:
  - use the same toothpaste;
  - like your favourite TV program;
  - have the same pet as you;
  - have the same number of people in their house; and
  - play the same games.

- Talk to students about similarities and differences. Draw conclusions from this activity, eg Many people in Kindie like ice-cream; Two people like ballet.

- Arrange for some parents or caregivers to visit the class with their babies or toddlers. The teacher plans the activity by requesting that the parents or carers prepare to play with and feed their small children. In groups, students observe and participate in the activity. There is a focus on modelling caring and nurturing behaviours towards the small children. After the visitors have left, students draw and write to describe how they helped the babies and toddlers.
### Outcomes

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
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<tbody>
<tr>
<td>GDS1.9 Describes the characteristics that make them both similar to others and unique.</td>
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<tr>
<th>Skills</th>
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<tr>
<td>COS1.1 Communicates appropriately in a variety of ways.</td>
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<tr>
<td>INS1.3 Develops positive relationships with peers and other people.</td>
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<table>
<thead>
<tr>
<th>Overview of Subject Matter in this Module</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Personal Identity</strong></td>
<td><strong>The Body</strong></td>
</tr>
<tr>
<td>• Attributes of self and others</td>
<td>• Body parts</td>
</tr>
<tr>
<td>• Experiences</td>
<td>– internal, external</td>
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<tr>
<td>• Abilities</td>
<td>– private/non-private</td>
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<td>• Feelings</td>
<td>• Body systems</td>
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<td>• Wants</td>
<td>– skeletal</td>
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<td>• Needs</td>
<td></td>
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<tr>
<td>• Range of emotions</td>
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<tr>
<td><strong>Changes</strong></td>
<td><strong>Senses</strong></td>
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<tr>
<td>• Body appearance</td>
<td>– sensory systems</td>
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<tr>
<td>• Physical activity</td>
<td>• Body care and maintenance</td>
</tr>
<tr>
<td></td>
<td>– developmental ability</td>
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<td>– types of, range of</td>
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<td>• Feelings about change</td>
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<tr>
<td><strong>Values</strong></td>
<td></td>
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<tr>
<td>• Individual/group</td>
<td></td>
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<td>• Personal rights and responsibilities</td>
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<td>• Caring relationships</td>
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<td>• Anecdotal records of students’ responses to activities.</td>
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<td>• Have students identify a variety of ways people can look after them.</td>
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<td>• Identify internal and external body parts on blank stencil of body.</td>
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Learning Experiences

**Personal Identity**

- Have students make fingerprints and display them. In groups, compare and contrast the fingerprints. Identify and explain what makes fingerprints unique.

- Ask students to design and make an ‘I’ poster using drawings, magazine cuttings, words, etc that describe appearance, strengths, limitations and feelings. Invite parents/carers to contribute ideas regarding each child’s attributes and capabilities and add them to the poster. Display posters and ask students to explain to the class one attribute that they have depicted.

- In pairs, ask students to observe each other’s facial features and characteristics. In positive terms describe what each partner looks like. Indicate similarities and differences between individuals. Discuss these as a whole class and make generalisations, eg hair can be straight, wavy or curly; skin colour can be a variety of shades; we all have two eyes although different people have different coloured eyes.

- Survey the class — what do you like doing the most? After brainstorming, tally and graph the responses. Ask individuals to mime their favourite activity for the class to guess. Discuss with the class: Are our favourite activities also the ones we are good at?

- Organise for students to play a game of pairing sharing. Seated on the floor, in pairs, each student has a turn to tell their partner something they like about that person. Students are instructed that they need to remember what the partner says to them. In a circle formation of the class, each student has a turn to report what their partner told them.

- Brainstorm a list of feelings words. Each student picks three or more words and writes about a time when they felt that way. Compile into a class book, grouping each feeling. Discuss similarities and differences in the situations that evoke a particular feeling in individuals.

**The Body**

- Have students observe animal parts in pictures, eg bones, brain, heart. Describe these parts and their functions.

- Colour shapes of the various external and internal body parts of a human. Write the function of each body part. Paste each part on a body outline or a wall chart of the human body.

- Discuss caring for the body by:
  - looking in mirror and discussing what should be done to look after the viewed parts of the body;
  - creating ‘I’m a toothbrush’ stories; and
  - planning daily cleanliness activities for different parts of the body.

- Encourage students to make up a series of body care rhymes or statements, eg ‘We brush our teeth every day to keep the nasty plaque away’.

- Have each student make a model hero, linking his/her status to healthy attitudes, eg washes hands, combs hair, picks up litter, cleans teeth. Compare this character to a character who is not healthy.

- Jointly construct a model of the skeletal system. Label each main part and identify its function, eg skull protects the brain, ribs protect the heart and lungs. Have students find and feel particular bones in their body. Pose the question: What would we look like without a skeleton inside us? Use a rag doll to prompt discussion. Play a game of ‘Simon Says’ that encourages rigid and floppy movements.

- Identify and correctly label the private and non-private parts of the body using enlarged body outlines from child protection resources.
Changes

- Record changes that occur over time, e.g., feet, handspans, teeth. Identify the biggest changes and the smallest changes.
- Record on a chart individual progress for physical activities such as catching, jumping or walking. Work in pairs to discuss progress.
- Discuss the challenges faced by moving from place to place. Interview those who have moved to new schools about the effects of this change.

Values

- Have students draw, write or cut out pictures of things that are important. In a small group, then as a class, compare lists. Discuss the similarities and differences in values.
- Ask each student to list ‘Things important to me are …’ or ‘Things I value are …’ on a heart-shaped piece of paper. On the reverse side of the heart complete ‘These are important to me because …’.
- Encourage students to identify what is valued most of all in different families. Discuss how and why each family has different/similar values.
- Jointly construct a class list of common needs, e.g., food, care, love, education, fun, safety. Next to each category, ask students to identify people who provide these things in their lives. Illustrate and make a wall display of the needs list and appropriate people for reference and further discussion.
- Inform students that love, care, food, medicine, education, play and safety are things that all children should have. They are called ‘rights’. Read the book *Tucking Mummy In* by Mora Loh. Discussion is based on the questions: ‘Do children need to show love or care for others? Why? How can they do this?’.
- Create a list of responsibilities that class members have in caring for classroom pets or plants. Discuss some responsibilities they have in caring for and supporting each other.
- Organise a series of large pictures of families taking part in activities together. Ensure pictures are inclusive of the range of family types and situations in the class. Discussion is based on the initial question ‘Why do you think the family in this picture looks happy?’ Positive and non-judgemental comparison between pictures is encouraged. Follow with a whole-class discussion about ‘What is something your family enjoys doing together?’.
Outcomes

**Knowledge and Understanding**

GDS2.9 Describes life changes and associated feelings.

**Skills**

INS2.3 Makes positive contributions in group activities.

COS2.1 Uses a variety of ways to communicate with and within groups.

**Values and Attitudes**

V2 Respects the rights of others to hold different values and attitudes from their own.

**Overview of Subject Matter in this Module**

**Personal Identity**
- Recognising strengths and limitations
  - developing strengths
  - setting goals
- Recognising attributes of self and others
- Confronting problems
- Feelings about self
- Positive self talk
- Gender images and expectations

**The Body**
- Systems
  - functions
- Appropriate and inappropriate touch
- Rates and stages of growth and development
- Heredity

**Human Sexuality**
- Male/female characteristics
- Changes related to puberty

**Changes**
- Physical body changes
  - feelings about changes
- Changing friendships and relationships

**Values**
- Definition of values
  - personal values
  - school values
  - family and cultural values
- Rights and responsibilities
  - self
  - others
- Uniqueness of self
  - identity
  - development
- Challenging discrimination

**Student Assessment**
- Use cloze passages to test students’ knowledge of body systems.
- Read student work samples to gain insight into the way they see themselves.
- Observe student behaviours in accepting responsibilities, coping with change, communicating effectively.
- Maintain a checklist of levels of personal confidence and cooperation exhibited while participating in group situations.
- Appraise students’ use of decision-making steps in selecting behaviours that promote healthy growth and development.

**Program Evaluation**
- Did the program reflect outcomes consistent with the school policy?
- Did all students participate?
- Were students enthusiastic?
- Were activities suitable to student/school needs?
- Were there positive changes in social and personal behaviour?
- Were parents encouraged to participate in the program?
- Were activities related to human sexuality appropriate to students’ developmental stage?
- Did the program include consideration of students’ various cultural backgrounds?
Learning Experiences

Personal Identity

- In small groups, have students recount a situation about personal success. Discuss how success makes people feel.

  **Teacher Note:** Ensure that all students recount a situation.

- Have students brainstorm words that describe a person’s personality. Select five or more words that best describe a perceived personality and write them around a face shape.

- Ask students to collect pictures that demonstrate strengths or abilities. Place a current photo in the centre of a page and paste the pictures around the photo. Label each picture for display. Write a description of personal strengths. Teacher reads descriptions to others for individuals to identify class members.

- Have each student form an acrostic poem using letters of a preferred name. Use words to describe strengths and/or likes. Share acrostics in groups and brainstorm who or what influences the way people feel about themselves.

- Provide a collection of pictures showing people displaying different feelings and emotions. In groups, look at the pictures and identify the feeling or emotion depicted. Discuss when individuals may have felt this way. Identify helpful ways to express negative feelings or emotions. Facilitate and discuss role-plays dealing with those type of feelings.

- Have students cut out a template of a die. On each of the faces, write a word or draw a picture that depicts a feeling. In groups, toss the die, think about the word that lands face up and describe when that feeling was experienced. Discuss similarities and differences, and the range of reactions to the incidents and feelings described.

- Jointly construct a list of feelings a person may have, e.g. happiness, sadness. Make ‘feelings badges’ for the noticeboard. Start a discussion by saying ‘Today I feel …’ (select a badge and put it on) and provide a reason by saying, ‘The reason for my feeling … is …’ Encourage students to, at times, include a record of feelings when writing in their diaries.

- Ask students to identify and observe television advertisements shown in prime viewing time. Discuss ads in light of the following:
  - target audience;
  - products being sold;
  - purpose of the advertisement; and
  - role of girls/boys.

- Write an advertisement for the ‘perfect’ girl/boy as perceived by marketing groups and critically discuss.

- Ask students to bring in old birthday cards they have kept. Critically analyse the messages conveyed about what it is to be a boy or a girl. Discuss whether the pictures describe how students live their lives as a girl or boy. Students draw a birthday card illustration that reflects their own individuality.
The Body

- Have each student construct a personal timeline indicating the ages when you first crawled, walked, talked, caught a ball, etc. Invite a parent to bring an infant/baby into the classroom and discuss the body changes and the ages at which new skills are developed. Compare timelines and note similar growth and development patterns between individuals.

- Organise for students to examine the systems of the body by:
  - brainstorming ‘What makes our bodies grow and change?’, ‘What would happen if our body didn’t work?’;
  - identifying the body systems, eg digestive, skeletal, muscular, respiratory, circulatory;
  - viewing a skeleton, looking at joints and bones;
  - cutting out a stencil of a skeleton and constructing a mobile;
  - role-playing what would happen to a body without a skeleton;
  - observing foods mixed in a blender and relating the blender process to the stomach functioning;
  - inflating a balloon to show lung function;
  - observing what happens to muscles when arms are extended or bent;
  - feeling muscle changes during the execution of different movements;
  - collecting pictures of sportsmen and sportswomen and discussing how these people train to remain strong; and
  - discussing the role of the circulatory and respiratory system in transporting blood and oxygen around the body.

- In groups, have students create a dance to depict the interrelationships of the body systems, eg bones and muscles, circulatory and respiratory.

- Have students plan a typical day on a 24-hour clock that demonstrates ways to assist growth and development. Follow the plan for a week and discuss results. Make a book called ‘My Recipe for Growing’.

- On individual body charts, have students identify characteristics such as hair and eye colour, height, hand shape, face shape, skin colour etc. In groups, discuss feelings about body characteristics. Discuss the importance of being unique.

- In groups, have students make a list of characteristics people inherit from their parents. Individually have students write a factual account of common characteristics shared by a parent and child, such as themselves or a sibling.

- Discuss appropriate and inappropriate ways of touching. Include physical bullying and ‘overfamiliarity’. If appropriate, include physical abuse and inappropriate touching of the private parts of the body.
**Human Sexuality**

- Organise for the students to examine a number of pictures of the stages of a developing baby from conception to birth and place them in the correct sequence. Discuss how the baby changes and then record the stages that the baby will go through once born.

- Have students observe and keep a record of an insect (eg silkworm), amphibian (eg frog) or a mammal (eg a mouse, guinea pig) throughout its life cycle. Observe changes that occur during the life cycle including the needs of this insect/animal. Draw conclusions about the purpose of reproduction by comparing life cycles.

- Ask students to identify the changes that occur during puberty. Discuss physical and emotional changes, and individual differences.

- On a diagram or outline of the male/female body, have students mark places where changes occur during puberty. Include change to height, shape, body hair and the different parts of the body. Use correct terminology to label the sexual organs.

**Teacher Note:** Teachers may consider conducting the activity in single sex groups.

- Have each student write down three things they like about their body and three related to their personality. In groups, collate all responses into two separate lists. What are the similarities and differences between the lists?

**Changes**

- Provide opportunities for students to participate in games using activity cards displaying various constraints such as:
  1. Physical constraints
     - blindfold a student and direct the student to move around the room (with guidance); and
     - bind a foot or hand and direct the student to perform an activity.
  2. Time constraints
     - 30 seconds to tidy classroom; and
     - 5 minutes for lunch.
  3. Boundary constraints
     - use only half of the classroom for an activity; no one can stand up for an activity; and
     - all work to be done on a 20 cm square of paper.
  4. Emotional/social constraints
     - only sad faces are allowed; and
     - only students wearing sandshoes can do an activity.

Rotate to activities in groups until all of the activities have been completed. Discuss feelings about doing the activities and the changes made to complete the activity.

- Have students recall original school friends and name current friends. Discuss:
  - Have these friendships changed?
  - Why have they changed? (eg moving house, changing interests, disagreements)

- Discuss the notion of change, identifying the special people in an individual’s life on a timeline. Consider: How have these people changed?
Ask students to list things that have caused life changes, eg death in the family, divorce, moving house, getting older. Select an item of significant change and discuss feelings about that change and coping strategies. Write or draw what support may be needed during times of change, who could help and why.

**Teacher Note:** Grief and loss are sensitive areas. Teacher-read stories and scenarios can often provide more comfortable sources of discussion. Ensure that students view bad experiences as isolated; it doesn’t mean that everything is bad nor that the grief is permanent. Students experiencing strong feelings of grief about life changes should be referred to the school counsellor.

Have students write an advertisement about self describing appearance, strengths, interests and responsibilities. Display and discuss the ways in which all these aspects change and the need to accept responsibility for these changes in order to help personal growth and development.

Visit a local museum and provide opportunities for students to see a human life cycle display. Collect information to discuss: What physical changes take place during a person’s life? What are the similarities and differences between babies, adolescents and adults?

Jointly construct a class wall story describing a life cycle display. Construct individual life cycle displays.

Ask students to develop a collage of the lifespan. Find and cut out pictures from magazines of people of various ages. Discuss characteristics of these people, stressing similarities and differences.

Encourage students to explain changes to lifestyle and living arrangements for a family as a result of separation, divorce or death of a parent.

**Teacher Note:** If any student in the group has recently experienced such changes the activity should not be used.

**Values**

Have students list likes and dislikes and circle likes that are important. Discuss and explore the definition of a value. Consider ‘A value is an idea — a concept about what someone thinks is important in life’ (J R Franks). Discuss the importance of having similar and different values.

Organise for the students to play values games, eg stand along a line according to whether you agree or disagree with the statements:

- only boys can play cricket;
- school uniforms should always be worn; and
- pocket money is essential.

Move to chosen positions and discuss with others as to why particular positions were chosen. Discuss the importance of values in relationships.

Have students list and discuss the values important to the school community, then discuss further the responsibilities in order to uphold these values. Design an action plan of how the whole school can learn to accept responsibility for these values.
• Ask students to complete sentences that focus on personal values, eg:
  - When I get to high school I …
  - If I could have three wishes I …
  - When I leave school I …
  - After I finish my homework I …
  - As soon as I have $10.00 I …
  - The funniest time in my life was …
  - I like my friend … because …
  - If my friend had a problem I …
  - Sometimes I disagree with my parents because …
  - When I argue with my brother/sister/friends I …
  - When I’m with small children I …
  - If I could change one thing about the world …
  - Sometimes I wish …

Explain or discuss answers.

• Discuss a situation such as the following example:
  - Leah, Tony and Devi are at the supermarket helping Tony’s mother with the shopping. While selecting goods from the shelves, Devi notices that Leah has slipped some lollies into her pocket. Leah knows that Devi saw her, but keeps herself busy and doesn’t talk to her. Devi knows that Tony and his mother would really be angry with Leah if she told them. What should Devi do? List things Devi could do and decide a plan of action with the likely consequences given for each action. What values might affect Devi’s actions?

• Jointly decide on a class definition for responsibilities. Share examples of situations where students have experienced too much/too little responsibility.

• In groups, have students discuss personal responsibilities, at home, school and in the wider community. Make a chart of the responsibilities under separate categories. Identify who is helped in each situation and why it is important to accept and act on responsibilities.
Strand: Growth and Development  Stage 3  Module Title: Getting It Together

Outcomes

Knowledge and Understanding
GDS3.9  Explains and demonstrates strategies for dealing with life changes.

Skills
INS3.3  Acts in ways that enhance the contribution of self and others in a range of cooperative situations.
DMS3.2  Makes informed decisions and accepts responsibility for resulting consequences.

Values and Attitudes
V3  Enjoys a sense of belonging
V2  Respects the right of others to hold different values and attitudes from their own.

Overview of Subject Matter in this Module

Personal Identity
• Influences on self-esteem and behaviour
  – family, friends, community
  – personal abilities
  – body changes
  – increased responsibility
  – changing needs and requirements
  – media and culture
• Developing and maintaining a positive self-concept
• Setting goals
• Influences of media and culture
  – body image
• Feelings
  – about themselves and others
• Gender images and expectations

The Body
• Appropriate/inappropriate touching
• Body systems
  – functions
  – interrelationships
• Effects of nutrition and activity

Human Sexuality
• Changes at puberty
  – menstruation
• Reproductive process
• Responsibility in sexual relationships
• Emotional readiness

Changes
• Identify changes
  – physical, social and emotional
• Methods of coping with change
  – activity, relaxation, stress management
• Grief and loss
  – dealing with emotions

Values
• Importance of values
• Influences on personal values
• Developing a code of behaviour
• Uniqueness of self
  – identity
  – goals
  – development
• Challenging discrimination

Student Assessment
• Read student recounts of life changes from birth to present.
• Observe students’ discussion of attitudes and practices that affect the way they see themselves.
• Test students’ ability to describe body types using correct terminology.
• Use multiple choice to test knowledge of body systems, functions and related diseases.

Program Evaluation
• Were surveys and questions useful strategies in this program?
• Did students enjoy the activities?
• Was the classroom environment supportive?
• Did students participate willingly?
• Were changes in attitudes and behaviours (personal and social) observed?
• Did the program reflect outcomes consistent with school policy?
Learning Experiences

**Personal Identity**

- Have each student write a personal profile or ID card describing appearance, interests, strengths and responsibilities. Distribute ID cards randomly around the class and identify others using the information on the card. Develop a class ID poster.

  **Teacher Note:** Ensure students do not refer to themselves exclusively by gender. This activity could also lead into discussion of sex role stereotypes.

- Have students list achievements and devise an action plan to achieve new goals. Include short-term goals to be achieved by the end of the week and long-term goals to be achieved by the end of the school term. Compare feelings upon completion of a task.

- Discuss the value of an action plan for accomplishing a goal.

- In groups, have students brainstorm positive attributes about each other. (The student being spoken about does not participate. At the end of the activity each group member will then have a list of positive comments about them.) Use the list to discuss:
  - how each individual feels about the list;
  - whether a relative also possesses these positive attributes; and
  - similarities or differences with other group members.

- Have each student make a self-profile that identifies strengths, limitations, likes, dislikes. In groups, discuss who and what influences self-esteem and how we think about ourselves, eg family, friends, peers, media. How are these messages given to us?

- In groups, have students make a list of personal rights, eg to be listened to, be treated with respect, be able to make mistakes, change our mind. Outline why these are important rights and present to the class for discussion.

- Organise for the class to hold a forum about equity across sexes in stories, TV, other areas of the media.

- Have students create a role-play demonstrating jobs in the home and community. Discuss roles portrayed and look at the influence of the media, culture and family values and attitudes on the different roles people play.

- Compare and discuss with students the various influences on lifestyle. Consider diet, activity patterns, interests and values. Identify the role of the family, peers, media, culture and community in regard to our behaviour.

- Have students brainstorm all hobbies. Represent this information on a graph of girls’ and boys’ hobbies. Include a category ‘common to both’. Present concluding remarks to class based on following questions:
  - Are some activities more popular for girls and boys? Why is this so?
  - Are there hobbies you would like to do but feel you can’t because of gender?
  - What can you do about this?

- Ask students to write words to describe feelings about Maths, Sport, Physical Activity, Music, brothers/sisters, food types etc. Discuss how these feelings can be communicated. Practise using ‘I messages’ to express appropriate feelings, eg:
  - I feel … (happy/worried) when you … (praise my work/ignore me) because … (then I know I’m doing well/then I think you don’t like me).
  - I’m … (angry, upset) because you … (borrowed my book without telling me).
  - I … (like it) when you (hug me). It … (makes me feel good).

- Encourage students to think of a time when one person in a family, class or group of friends had a problem that generated anger or happiness. Consider: How did this affect other group members? How did it affect the individual concerned? How did it affect the way people worked together?
**The Body**

- Divide the class into research groups to obtain current information about coronary heart disease in Australia. Concentrate on the following risk factors — smoking, high blood pressure, lack of physical activity, high blood cholesterol, overweight. Present group findings to the class with a summary of the effects of risk factors on the body. Discuss the impact on the health of our nation.

- Discuss and review the structure and function of the major body systems. Introduce the notion of a need for balance between physical, emotional, mental, spiritual and social wellbeing. Develop a shared definition of a healthy person.

- Have students set short- and long-term personal health goals for maintaining a healthy heart and body.

**Human Sexuality**

- Ask students to list the changes that occur during puberty. Discuss these changes considering some of the following:
  - age at which these changes may occur;
  - the rate of change;
  - feelings, reactions and adjustments that may be associated with the changes;
  - the causes of the changes; and
  - how people can cope with the changes.

- Organise and conduct group research about the nature of changes that occur during puberty and the significance of hormones in the process. Have students report back to the class with a presentation of findings.

- Have students label outlines of the male and female reproductive systems and check them against correctly labelled diagrams. Discuss functions of the reproductive systems.

**Teacher Note:** This, and the following activity, are sensitive issues and information conveyed needs to be consistent with what has been agreed upon by the school community.

- Encourage students to use the ‘Question Box’ to ask questions about human sexuality issues. Participate in teacher-led discussion based on those questions.

- Invite a community expert to visit the class and discuss reproduction and childbirth. View models or videos.

**Teacher Note:** Seek principal’s and parental permission and ensure visitors follow school policy in relation to addressing students. It is important that teachers remain in the classroom, maintaining the teaching role and managing the visiting speaker’s input.

**Changes**

- Discuss relationships with and between parents/carers and family members. Have students interview grandmothers and grandfathers or other adults to investigate how life was different and/or similar for them as young people.

- Have students imagine life without restrictions. Consider: What is the one thing in the world you would change? Write a story about a plan for making that change.

- Organise students to participate in a class survey to identify the number of times people have changed homes. Discuss:
  - what it was like to change homes;
  - what feelings were experienced when moving;
  - what new things resulted from changing house; and
  - how did you cope with these changes?
- Have each student make a list of ‘comfortable feelings’ and another list of ‘uncomfortable feelings’. Next to the feelings, write examples of feeling this way. Discuss ways of expressing or dealing with ‘uncomfortable feelings’ and the stress associated with these feelings, eg:
  - **Feeling**: disappointed when maths result is poor;
  - **Coping Strategy**: find out mistakes and plan to work for next test.

Create a general list of how to cope with stresses associated with some uncomfortable feelings.

- Have students research funeral practices and attitudes towards death and dying within different cultural groups, eg embalming, viewing, special food, ceremonies and/or festivities.

- Discuss the biological reasons for death in humans, eg cancer, disease, accidents, and compare with those of animals.

**Values**

- Have students identify community values and compare similarities and differences between personal, family and school values. Discuss how behaviour is related to the values one holds.

- Discuss and use the valuing process.
  - **Choosing**: the value was chosen freely, from alternatives, after thoughtful consideration of the consequences of each alternative;
  - **Prizing**: the value is prized and cherished, there is a willingness to affirm the value publicly;
  - **Acting**: the value is acted upon repeatedly and consistently.

- As a class, discuss meanings of the word ‘values’. List things the class values and design a class logo that demonstrates the values held.

- Ask students to use magazines and/or newspapers to identify the influences on personal values. Role-play how others influence values.

- Discuss how values can influence behaviour, eg if you value independence, how will you behave when you are allowed to do something on your own?

- Ask students to imagine spending the next five years on a deserted island. All physical needs will be provided for. Identify ten important items, things that are valued, to take with you. The items may be people or concrete things already available in their lives. React to the situation as it changes, eg now only six items can be taken. After some time, the situation changes again, and only two items can be taken. At the end of the activity, share in pairs how it felt when the situation changed.

- Have students consider and discuss the following statement about values: Values challenge you to … think and choose, then ask you to … state and justify, then allow you to … rethink…

- Develop some statements about home, school and community, eg Year 6 should be allowed to leave the school premises at lunchtime. Conduct a values voting exercise on the statements and discuss the process of forming values.

- Develop scenarios describing the various forms of discrimination. Have students match each scenario to the specific type of discrimination represented.
Strand: Gymnastics

Description
During the formative years, individuals use physical movement and play in the process of growing and developing. Individuals have a natural curiosity to investigate and discover what human beings are like and what kind of environment exists around them.

Gymnastics is concerned with exploring the different ways the body can move and providing a foundation for skills associated with movement activities. It will provide students with enhanced body management.

This strand provides students with the opportunity to explore what their bodies can do, the space within which their bodies can move, the effort involved in the movement and the environment within which such movement takes place. The focus of the strand is on initial movement exploration experiences involving locomotor and non-locomotor skills, leading to the acquisition of some specific gymnastic skills.

It is recommended that schools program sufficient time for practical movement skill sessions each week in order to address the development of skills in gymnastics and in the strands Games and Sports and Dance.

Major Considerations
Gymnastics is based on the teaching strategy of problem solving. Students will individually solve movement problems, tasks or challenges in their own way. Each student will come to the gymnastics lesson with their own strengths and limitations. It is essential for students’ safety that teachers guide students in appropriate movement selections in early movement experiences.

Lesson Structure
This strand involves practical lessons. It is most important that each practical lesson includes a warm-up, a development session and a warm-down. The development session is the main body of each lesson and should provide an opportunity for students to be guided through a variety of learning experiences that lead to an increased mastery of movement.

Elements of Movement
The experiences in this module have been classified into Dominant Movement Patterns to provide a sequential framework for the teaching of gymnastics. The six patterns are:

- Statics ‘held’ or ‘still positions’ can be subdivided into three categories:
  - support (shoulders above apparatus);
  - hang (shoulders below apparatus);
  - balance (small base of support).

- Landings (feet, hands) — students land from every apparatus. Initial contact of the landing should be on the balls of the feet first, with the ankle, knee and hip joints bending and absorbing the force.

- Spring rapid displacement or take-offs of the body from two legs, one leg or two hands and two feet.

- Rotations (any turn or spin around an internal axis):
  - longitudinal axis (turns left or right);
  - transverse axis (rolls, forward, backward);
  - anterior/posterior axis (cartwheel).

- Swing to firmly grip a rope or bar with the hands and swing the body forward and backwards.

- Locomotions transferring the body from one place to another using a range of movements, eg walking, running, skipping etc or climbing along apparatus:
  - on the feet;
  - in support;
  - in hang.
**Skill Development/Safety**

In this strand the issue of safety is particularly important. All skills should be taught in a developmental sequence that includes a number of gymnastic opportunities and lead-up activities.

Regardless of the age of the student, it is essential that the foundation gymnastics in Early Stage 1 are undertaken before the student is exposed to gymnastic experiences suggested in Stages 1, 2 or 3.

The selected learning experiences should also cater for different levels of ability by allowing less able students to experience satisfaction and success while the more able students are extended. This may involve modifying equipment to vary the level of difficulty and providing opportunities for student choice, e.g., students choose to complete a set activity on a lower/higher, wider/narrower piece of equipment or alternative rotational skill.

**Equipment**

The following equipment is useful for gymnastic activities:

- Fixed equipment such as benches, seats, jumping pits, paths, railings, kerbing, slopes, wall and ground markings, climbing equipment and bars.

- Portable equipment (including small equipment), different-sized balls, shapes, weights, beanbags, hoops, jumpropes, padded mats, infant foam shapes, stilts, chairs, desks, vaulting horses or various sized boxes, mini trampolines (ensure mini trampoline has protective cover over springs), springboard, portable benches, beams and witch’s hats.

- Music such as: untuned percussion instruments, body percussion, home-made instruments, tambourine and electronic sounds music.

**Links with other Strands**

*Growth and Development:* The need for a positive attitude and confidence to participate in physical activity will influence enjoyment of, and participation in, gymnastics.

*Interpersonal Relationships:* The need for the development of interpersonal skills is important for participation in a range of gymnastic experiences in this strand. Interpersonal skills can be enhanced by participation in gymnastic experiences.

*Personal Health Choices:* The health choices an individual makes with regard to nutrition can influence participation in gymnastic activities.

*Safe Living:* Knowledge and understanding about the need for, and use of, safe practices will affect the safety and participation of students in all gymnastic activities.

*Games and Sports. Dance and Active Lifestyle:* Different types of physical activity, games and dance activities can be incorporated within a gymnastic program. Simple routines on the floor and beam can be constructed using the elements of dance and movement sequences from activities, games and other physical activities.
Links with other Key Learning Areas

**English**

This strand provides opportunities for students to interpret and create text types such as procedure and procedural recount. Students could develop understandings about gymnastics through learning to use the terminology relevant to this strand, eg stillness, forwards, backwards, accelerating, springing, landing; creating spoken and written descriptions for gymnastic sequences; keeping personal records of progress.

**Mathematics**

Students could explore concepts related to spatial awareness, eg body angles, shapes; symmetry, eg mirroring; rotations, eg 180°, 360° turns; and time, eg hanging for 10 seconds; look at the pathways traced out by the moving body or apparatus.

**Science and Technology**

Students could examine and discuss the type of materials used for safety equipment, eg mats; discuss the effects of activities on particular body parts, eg repetition of a particular activity increases muscle tone; design and make structures to support a model of a body; investigate bodily structures that allow movement; design and make a structure to meet a specific purpose, eg ball and socket or hinge joint.

**Human Society and Its Environment**

Students could investigate the role of movement in leisure activity and identify its significance for particular groups and cultures; investigate the origins of gymnastics as a martial/leisure activity; identify expression of culture through movement in ritual customs and practices.

**Creative and Practical Arts**

Students could explore elements of music, eg beat, rhythm, tempo, pitch and dynamics by using creative combinations of movements to develop interesting routines; use a variety of forms to produce visual representations of movements; use music as a stimulus for sequences.

**Suggested Resources**

A list of resources that teachers have found useful in implementing PDHPE K–6 programs may be found on the Board of Studies website: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
## Gymnastics Outcomes and Indicators

<table>
<thead>
<tr>
<th>Early Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
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<tbody>
<tr>
<td><strong>GYES1.10</strong></td>
<td><strong>GY1.10</strong></td>
<td><strong>GYS2.10</strong></td>
<td><strong>GYS3.10</strong></td>
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<tr>
<td>Performs basic movement patterns to show actions of the whole body.</td>
<td>Follows a simple sequence that links basic movement patterns.</td>
<td>Demonstrates control in performing sequences of introductory gymnastic movements.</td>
<td>Demonstrates coordinated actions of the body when performing gymnastic sequences.</td>
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</table>

- identifies ways in which their body can travel and form shapes
- explores movement patterns using different parts of the body, eg climb on, through and over play equipment; slide along benches; crawl under bars
- makes different shapes with the body while in contact with the ground using large bases of support
- experiments with different ways of transferring weight from one body part to an adjacent body part
- moves in relation to others, personal and imposed space
- shows a number of different ways to move to express an idea

- draws on imagination to select movement patterns
- takes weight on different parts of the body, using small and large bases of support, eg hands, knees, feet, back, hips
- transfers weight using a variety of body shapes and positions
- explores ways of travelling along benches using feet, hands and feet, sliding action
- performs simple movement sequences involving running, jumping, leaping and landing from and onto one or two feet
- performs known patterns with different movement qualities

- identifies ways they can move by using different pathways, levels and directions
- practises and reproduces movement sequences and skills that include a starting and finishing position
- creates and performs movement sequences that vary in shape, size, direction, level, speed, and flow
- demonstrates variations of force and speed in movement, eg slow/sustained action, fast/explosive action
- takes weight on different body parts to perform a series of static balances demonstrating different shapes, eg tuck sit, front and rear support with stretched, tucked, twisted shapes
- identifies aspects of a performance that indicate control

- performs gymnastic skills using correct techniques
- performs variations of basic movements, eg. roll with straddle
- describes how individual and group movements can be linked to form sequences
- devises and performs sequences with partners and groups using apparatus and floor
- creates a sequence of movements with a clear beginning, middle and end
- appraises the quality of movement in order to modify and improve performance
## Gymnastics Overview

### Early Stage 1

<table>
<thead>
<tr>
<th>Non-locomotor Skills</th>
<th>Locomotor Skills</th>
<th>Elements of Movement</th>
<th>Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>• bending</td>
<td>• step patterns</td>
<td>• spatial awareness</td>
<td>• simple locomotor games/relays</td>
</tr>
<tr>
<td>• twisting</td>
<td>– walking</td>
<td>– position</td>
<td>– simple rules</td>
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<tr>
<td>• stretching</td>
<td>– running</td>
<td>– levels</td>
<td>– formations</td>
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<tr>
<td>• turning</td>
<td>– hopping</td>
<td>– directions</td>
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<td>• curling</td>
<td>– skipping</td>
<td>– pathway</td>
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<td>• rocking</td>
<td>– galloping</td>
<td>– precision/accuracy</td>
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<tr>
<td>• static</td>
<td>– jumping/landing</td>
<td>– shape</td>
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<td>– balance on large</td>
<td>– forward roll</td>
<td>– dynamics</td>
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<td>body parts</td>
<td>(incline)</td>
<td>– interplay of force</td>
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<td>• laterality</td>
<td>– backward roll</td>
<td>– time and rhythm</td>
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<td>– moving right and</td>
<td>(incline)</td>
<td>– slow, fast</td>
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<td>left body parts</td>
<td>– side roll</td>
<td>– relationships</td>
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<td>– climbing and</td>
<td>– partner, team,</td>
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<td>hanging</td>
<td>group</td>
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<td>– on frames</td>
<td>– with simple</td>
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<td>– grips</td>
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<td>• spatial awareness</td>
<td>• simple combinations of locomotor activities</td>
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<tr>
<td>• twisting</td>
<td>• hopping/skipping</td>
<td>– position</td>
<td>– locomotor and non-locomotor activities</td>
</tr>
<tr>
<td>• stretching</td>
<td>• galloping</td>
<td>– levels</td>
<td>– with apparatus</td>
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<tr>
<td>• turning</td>
<td>• jumping/landing</td>
<td>– directions</td>
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<td>• curling</td>
<td>– 2 feet to 2 feet</td>
<td>– pathway</td>
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<td>• rocking</td>
<td>– travelling on different body parts, large and small</td>
<td>– precision/accuracy</td>
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<td>• static</td>
<td>– sliding</td>
<td>– shape</td>
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<td>– balance on small</td>
<td>– rolling</td>
<td>– dynamics</td>
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<td>body parts</td>
<td>– log/pencil</td>
<td>– interplay of force</td>
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<td>• laterality</td>
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<td>– time and rhythm</td>
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<td>– relationships</td>
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<td>• simple combinations of locomotor activities</td>
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<td>– balance</td>
<td>– position</td>
<td>– locomotor and non-locomotor activities</td>
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<tr>
<td>– pairs, groups</td>
<td>– pairs</td>
<td>– levels</td>
<td>– with apparatus</td>
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<td>– counterbalance</td>
<td>– directions</td>
<td>– pathway</td>
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<td>groups</td>
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<td>– matching,</td>
<td>resilience</td>
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<td>mirroring,</td>
<td>– with other people,</td>
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<td>contrasting</td>
<td>– pairs, trios,</td>
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<td>– levels</td>
<td>– with apparatus</td>
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<td>– directions</td>
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<td>dismounting (bench, box)</td>
<td>– pathway</td>
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<td>– counterbalance</td>
<td>– travelling on different body parts</td>
<td>– precision/accuracy</td>
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<td>– handstand</td>
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<td>– counterbalancing</td>
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<td>– climbing ropes</td>
<td>– with apparatus</td>
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### Elements of Movement

- **spatial awareness**
  - position
  - levels
  - directions
  - shape
- **dynamics**
  - soft, hard
  - time and rhythm
  - slow, fast
- **relationships**
  - partner, team, group
  - with simple apparatus

### Composition

- simple combinations of locomotor activities
- simple non-locomotor combinations of activities
Strand: Gymnastics  Early Stage 1  Module Title: Move and Explore

Outcomes

Knowledge and Understanding
GYES1.10 Performs basic movement patterns to show actions of the whole body.

Skills
MOES1.4 Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.

Values and Attitudes
V5 Willingly participates in regular physical activity.

Overview of Subject Matter in this Module

Non-locomotor Skills
- Bending, twisting, stretching, turning, curling, rocking
- Statics
  - balance on large body parts
  - laterality (right, left)

Locomotor Skills
- Locomotions
  - walking, running, hopping, skipping, galloping
- Springing
  - jumping (2 feet to 2 feet)
- Landing
  - on feet
- Rotations
  - log, pencil roll
  - egg roll
- Swinging
  - climbing on equipment

Elements of Movement
- Spatial awareness
  - position – near, far, in front of/behind, opposite, above, below
  - focus – facing forwards, sideways, upwards, downwards
  - boundaries – moving within an area
  - levels – high, low, medium
  - directions – upwards, backwards, sideways, forwards
- dynamics
  - soft/hard
- time and rhythm
  - slow/fast
- Relationships
  - partners
  - using a variety of surfaces

Composition
- Simple locomotor games/relays
  - simple rules
  - formations

Student Assessment
- Question students about safe and unsafe practices and safety rules.
- Observe students who move with increasing control and coordination.
- Observe students who show confidence working with a range of equipment.

Program Evaluation
- Did students enjoy the activities?
- Were the tasks appropriate to students’ ability and understanding?
- How well did students participate?
- Were students allowed the opportunity to give feedback on content and activities?
- Were activities suited to student needs?
- How did the students work in pairs? Groups?
Learning Experiences

Warm-up

Have students:
- carry out warm-up activities to prepare the body for the lesson experiences. These may include:
  - flexibility and coordination activities for shoulders, hips, legs and arms;
  - stretching after initial locomotion activity; and
  - a variety of fun/fast-moving activities involving frequent changes of direction, changes of speed, shape and use of space, including games and relays, eg Red Light/Green Light, Poison Ball;
- play games for stretching:
  - reach for the sky;
  - reach through the legs;
  - pass a ball through the legs;
  - pass ball, hoop, beanbag etc in pairs; and
  - stretching skipping ropes overhead.

Non-locomotor Tasks

Have students:
- explore different ways of bending, twisting, turning, curling, stretching, expanding and rocking bodies;
- explore ways of making the body long, narrow, wide, twisted and star-shaped using equipment;
- control movement and balance through freeze games, eg What's the time, Mr Wolf?

Statics

Have students stand with both feet on the mat. Stretch arms out to the side. Lift left foot off the mat and hold the balance for 3 seconds. Repeat, this time lifting right foot from the mat. Have students try balancing on one foot with the other leg stretched behind and then in front. Discuss how students had to change their body position to hold the balance. Question the students about how many body parts they were balancing on.
- Have students kneeling on both knees on a mat. Direct students to balance on one knee with one arm lifted; both arms lifted, on one knee and one elbow, on one knee and both elbows.
- Challenge students to balance:
  - on one body part;
  - on two body parts;
  - on three body parts; and
  - on four body parts.

Teacher Note: No headstands or handstands to be attempted. Ask students to name the parts of their bodies they are balancing on and the parts they use to help them hold the balances.

Ask students to suggest shapes they can make with their bodies. Have the students demonstrate each shape and ask if others can make the same shape in a different way.
- Under teacher direction, have students change from one shape to another, eg circle, square, star, triangle.
- Repeat the activity with students working in pairs.

Teacher Note: Have students hold each shape for between 3 and 5 seconds.
Students hold angry cat position on hands and knees.

Show students how you can:
- turn your head;
- click your fingers;
- shrug your shoulders;
- stamp your feet;
- rotate your wrists; and
- bend your elbows.

**Teacher Note:** Combine with locomotor skills and play Freeze game. Children run/skip, teacher calls ‘freeze’, children freeze then complete action.

Ask students to wave to the teacher with left hand. Shake right hand with a partner. Put right foot forward and shake it all about. Do this with the left foot. Cover right eye with right hand and point with left hand. Reverse this. Click left fingers; wiggle right fingers.

**Teacher Note:** Until children become aware of left and right, the teacher could use a stamp on one hand, left sock high, right sock low or coloured hoops, eg red hoop = right, yellow hoop = left.

**Locomotor Tasks**

Have students:
- set up an obstacle course for other students to negotiate. Activities might include:
  - jumping over witch’s hats;
  - walking (backwards/forwards) along lines on the ground;
  - stepping/hopping into hoops;
  - walking (forwards) along benches;
  - crawling between partner’s legs;
  - jumping/walking keeping a ball between knees or feet;
  - rolling along a mat;
  - climbing on and jumping off benches;
  - skipping around a large circle; and
  - moving along keeping hands and feet on the ground.

**Teacher Note:** Activities should encourage students to investigate different ways of travelling using the feet (walking, running, hopping, jumping, skipping, sliding):
- in different directions;
- at different speeds;
- with changes in levels;
- using different body shapes, eg wide, narrow, curled, stretched, twisted;
- with or without partner/with or without contact;
- using hoops, beanbags, ropes, markers; and
- animal walks.

These activities can be included within games, relays and/or with music.
**Springing**
Have students:
- rock from the balls of their feet to their heels and back again (feel the weight transfer);
- lift heels off the ground and balance on toes. Spring to lift toes off the floor;
- spring up and down on the spot on both feet, on one foot;
- imagine the floor is hot – spring quickly;
- spring over a line on the ground, turn around and spring back;
- stand next to a wall, spring up and touch the sky;
- spring from the outside of a hoop into the centre, turn and spring back out;
- spring along a line (forwards, backwards, sideways);
- walk forward and spring from one foot to land on two feet. Introduce equipment, eg hoops, ropes to spring over or into. Repeat, this time jogging forwards.

**Landing**
Have students:
- rock from the toes to the balls of feet and onto the heel;
- spring up and down on the spot, bend knees slowly as feet return to the floor;
- land on toes, balls of feet, heels, as quietly as possible;
- spring onto the floor, landing on toes, balls of feet, heels; spring onto the floor from elevated surfaces. Discuss with students how they feel when they land on the different parts of their feet.

**Teacher Note:** Elevated surface is to be no higher than knee height. Knees should not bend more than 90° on landing. Preferred landing is onto the balls of the feet.

**Rotations**
Have students:
- log/pencil roll – while lying on mat, roll sideways to right, return left;
  **Teacher Note:** Remember tight, straight body. Rotate hips and shoulders at the same time.
- egg roll – tuck chin on chest, pull arms and legs in towards body and roll sideways to the right, then left;
- jump turns – jump up and do 1/4 turn 90°; jump up and do 1/2 turn 180° (tight body [telegraph pole]) and land like riding a motorbike.

**Climbing and Hanging**
Have students:
- play on climbing equipment with teacher guidance;
- discuss and practise ways of climbing onto and moving backwards off equipment, feeling for the equipment with feet.

**Teacher Note:** Applicable only to schools with appropriate and safe equipment. Close supervision is necessary, with special attention to crowding of equipment, position of students and the number of students using equipment at the same time.
Elements of Movement

Provide opportunities for students to:

- walk, slip, hop, gallop, jump and run forwards. Push a ball forward, then chase and retrieve it. Bounce a ball while travelling forwards. Walk between lines, making shapes with your body as you go;
- walk, hop, jump and run backwards. Use lines or ropes on the ground to guide students;
- walk, hop, jump and slide sideways. Use lines or ropes on the ground to guide students. Walk sideways along a bench;
- spring from the ground onto a step/box. Spring into the air making your body into a different shape each time. Spring into the air from a bench, landing like a motorbike;
- pretend to be a leaf floating down from a tree, spring down from a bench, turn circles on the spot, making the whole of your body move down towards the ground (like a corkscrew);
- learn about the direction of movement space:
  - forwards
  - backwards
  - sideways
  - upwards
  - downwards

**Teacher Note:** Using equipment and markings on ground.

- learn about moving in different levels of space:
  - high, eg jumping in the air, make a tall shape, reach above head;
  - low, eg rolling on the floor, crawling, sliding under a bench;
  - medium, eg skipping along the floor, walking forwards/backwards/sideways;
  - above, eg balance so that feet are above hands, skip around moving hands above head;
  - below, eg make a shape so that knees are below feet, travel along keeping hands below knees;
  - in front, eg stand in front of a partner, jump so that you land in front of a line, put right hand in front of left hand; and
  - behind, eg walk around the room behind a partner copying actions, move along keeping left foot behind right foot and vice versa.

Individual Activities

Have students:

- stretch to one side, then to the other;
- draw a circle on the floor with a finger or toe; tiptoe around in a circle, then jump, then hop.
Maze Walk

Have students:

- walk through a maze of chairs, tables and hoops without touching them:
  - walk between;
  - step over;
  - crawl under;
  - walk around; and
  - next time, jump through the maze, then hop, skip and crawl in turn.

Partner Activities

Have students:

- mirror what a partner is doing;
- chase a partner’s shadow – start off about one metre apart. Allow student being chased a count of one, two, three to get away. When the shadow is caught, the students change roles;
- stand in pairs, one behind the other. The front person stands with feet apart and arms out to the side. On the word ‘Go’, the student at the rear runs under the arms of, and around the other, three times, then crawls through the legs to take up the front position. Change roles;
- wash the dishes/dry the dishes, turn the dishes over;
- row your boat;
- thread the needle; and
- stand in pairs, facing each other. On teacher command, students touch body parts, eg elbows, hands, feet, knees.

Composition

Organise for students to play games such as:

- Hokey Pokey;
- Simon Says;
- Here, There, Everywhere!;
- Alphabet shapes – on teacher command, groups of students make a letter of the alphabet.
### Knowledge and Understanding

**GYS1.10** Follows a simple sequence that links basic movement patterns.

### Skills

**MOS1.4** Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.

### Values and Attitudes

**V5** Willingly participates in regular physical activity.

### Overview of Subject Matter in this Module

#### Non-locomotor Skills
- Bending, twisting, stretching, turning, curling, rocking
- Statics
  - balance on small body parts
- Laterality (right, left)

#### Locomotor Skills
- Walking/running
- Hopping/skipping
- Galloping
- Springing
- Jumping/landing
  - 2 feet to 2 feet
- Travelling on different body parts, large and small
  - sliding
- Rolling
  - log/pencil
  - egg roll
- Climbing and hanging
  - on frames
  - using grips

### Elements of Movement
- Spatial awareness
  - position
  - levels
  - directions
  - shape
- Time and rhythm – slow, fast
- Dynamics – soft, hard
- Relationships
  - partner, group
  - with simple apparatus

### Composition
- Simple combinations of locomotor activities
- Simple non-locomotor combinations of activities

### Student Assessment
- Question students about working and sharing in group situations.
- Question students about safe and unsafe practices and safety rules.
- Observe students who can travel using a variety of movement patterns.
- Ask students to make shapes with varied combinations of body parts.
- Observe students who move with increasing control and coordination.
- Observe students who show confidence working on a range of equipment.
- Ask students to move in relation to personal and imposed space.

### Program Evaluation
- Did the students enjoy the activities?
- Was the level of the activities suitable for the students?
- Were all students able to be involved in the activities?
- Were the resources suitable for the activities?
- Did the activities encourage the continual development of movement skills?
- Was there provision for sufficient challenge in the activities?
Learning Experiences

**Warm-up**

Have students:

- perform warm-up activities to prepare the body for the lesson experiences. These may include:
  - flexibility and coordination activities for shoulders, hips, legs and arms;
  - stretching;
  - a variety of fun/fast-moving activities involving frequent changes of direction, changes of speed, shape and use of space, including games and relays, eg Chin Tag, Fox and Geese;
  - animal walks; and
  - different tag games, eg Toes and Nose Tag. Children are bar if they can hold their nose and toes at the same time.

**Non-locomotor Skills**

Have students:

- Combine a variety of non-locomotor movements to use in individual, pair or group activity:
  - individual – twisting, stretching;
  - pair – one student twists around twisting partner; and
  - groups – some students stretching, others twisting around them, freeze games;

- explore a variety of non-locomotor movements (using small equipment, eg beanbags and hoops) such as:
  - make a wide/narrow shape with beanbag on back;
  - make a wide/narrow shape around/inside hoop;
  - make a twisted shape half in/half out of hoop; and
  - jump into hoop in a wide/twisted shape then jump out, making a wide/twisted shape.

**Statics**

Have students:

- practise a variety of balance and support positions, eg tuck sit, front support, rear support, sit with arms raised and legs extended (L-sit), knee scale, angry cat, stork stand, bridges;

- perform partner and group activities to develop cooperative balances, eg hold waists and lean out; sit back to back, leaning against each other with arms folded across chest; lean against each other and try to stand up without using hands to assist them; pushing against hands, lean as far away from each other as they can.
Locomotor Skills

Have students:

- practise a variety of locomotor (travelling) activities using feet. Vary the mode of travel using direction, level, effort and time. Involve different body parts such as arms, legs, head and trunk;
- explore different ways of travelling, eg walking, running, hopping, jumping, skipping, sliding;
- practise different ways of travelling:
  - in different directions, eg forwards, backwards, sideways;
  - at different speeds, eg fast, slow;
  - with changes in body positions, eg high, low, medium;
  - using different body shapes, eg wide, narrow;
  - with or without partner/with or without contact; and
  - using equipment, eg hoops, beanbags, ropes, markers;
- move within a given area, using frequent changes of direction. Other instructions could include:
  - move on toes, heels and sides of feet;
  - reach tall;
  - travel forwards/backwards/sideways;
  - take big steps/small steps;
  - clap hands on the knees; and
  - move with the left side/right side leading;
- in small groups, follow the leader:
  - run with heels up high behind the body;
  - run on toes;
  - run with large, high strides;
  - run with short, fast steps;
  - feet marching, with hands anchored in one place, march feet in circular direction around hands (tight body);
  - anchor feet on the floor, place hands, palm down on the floor then march hands in a circular direction around feet; and
  - place hands and feet together on the floor, keep feet anchored, walk hands away from body, stop, keep hands anchored, walk feet up to hands. Repeat.

Springing/jumping

Have students:

- explore the different ways of jumping:
  - from one foot to the other;
  - forwards/backwards/sideways;
  - on the spot/over objects/off objects;
  - rebounding;
  - in a circle;
  - making a shape in the air;
  - with big jumps/little jumps;
  - with a change in direction; and
  - using consecutive jumps;
- include jumping for:
  - distance, eg across a puddle/hoop/parallel ropes, over imaginary spaces;
  - height, eg to pick an apple from a tree/to grab a pot of gold;
  - accuracy, eg land on a target/retrieve an object;
  - continuity;
include partner activities:
- face a partner, join hands and spring up and down a line;
- play Follow the Leader while springing; and
- copy the action of a seesaw. One partner springs up while other goes down.

Landings
Have students:
- land on both the feet from various heights and from different directions, eg forwards, backwards;
- make shapes in the air before landing on the feet, eg ball, star, letters, tuck, stretch;
- make turns in the air before landing on the feet, eg 1/4 turn, 1/2 turn;
- jumping and landing together with a partner.

Teacher Note: Soft landing on the balls of the feet with knees bent (motorbike). Partners should be close to equal size.

Rotations
Have students:
- stretch arms above head and walk in a circle on the spot; lie on back on a mat with arms stretched above head. Roll to the left until they return to starting position (log roll); repeat the log roll, this time working in pairs. Vary the roll by holding partner’s feet or hands;
- explore different ways of rolling using:
  - different directions, eg forwards, backwards, sideways;
  - different shapes, eg body stretched, wide/curled/changing shapes;
  - different starting positions, eg crouched, lying, standing; and
  - consecutive rolls.

Teacher Note: Roll with incline (wedge). Teacher could use mats on springboard for incline or one rolled mat under another mat. Always work both sides (laterally, ie left and right) when rolling.

Climbing and Hanging
Have students:
- engage in free play on climbing equipment;

Teacher Note: Close supervision is necessary for these activities, with special attention given to crowding of equipment, position of students and the use of small groups only. Ensure area under hanging area is well padded.
- practise a variety of hanging and swinging activities exploring different grip combinations with thumbs curled around the bar, eg overhand/underhand/mixed grips;

Teacher Note: Students jump off or let go on back swing, looking at bar, land on both feet on ground.
- practise hanging activities by sitting underneath the bar with thumbs around grip and straight arms:
  - legs tucked up;
  - legs straight;
  - one leg forward, one leg back;
  - knees to chest lift feet as high as possible in tucked position;
  - pick up bean bags with feet;
  - swing and kick foam block away; and
  - walk hands along the bar;
Modules Personal Development, Health and Physical Education

Gymnastics

- use different holds. Use combinations of:
  - hands;
  - swing, turn around; and
  - pass each other on bar;

  **Teacher Note:** Students do not hang by knees only.

- solve problems. Make a hanging shape with:
  - two hands and two legs;
  - twisted body; and
  - one hand hang.

**Spatial and Body Awareness**

Have students:

- move using changes or combinations of direction;
- move inside an imagined ‘personal bubble’ to develop an understanding of ‘personal space’. Have students explore their personal bubble. If students move out of their bubble it ‘bursts’;
- move inside an ‘elastic’ to explore the space they occupy;

  **Teacher Note:** Length of elastic is the same measurement as the student standing with one arm in the air. Stretch fabric, eg lycra, could be used as well.

- participate in activities to develop controlled movement such as:
  - moving in a straight line, changing direction on a signal;
  - changing levels with a specific body part leading, changing speed on a signal;
  - moving to music; and
  - using imagery, students move like animals, eg crab, monkey;

- explore their working space to develop an awareness of the space in the classroom and objects around them, eg edges, protruding objects, different surfaces;

- build a human obstacle course. In groups of four, each student adopts a role, eg stone, bridge, tree, runner. The runner:
  - steps over the stone;
  - crawls under the bridge;
  - runs around the tree; and
  - returns to take the place of the stone;

- complete obstacle courses involving a variety of small equipment, eg hoops, beanbags, ropes, benches and markers. Include movement activities such as in, out, around, under, through, over;

- design an obstacle course, test own course and try others. Report back to class about the enjoyment, success, design, modifications and safety provisions required.

  **Teacher Note:** Students use a variety of equipment in a number of arrangements: adventure playgrounds; fixed playground equipment; inclined benches, boxes; portable climbing equipment; chairs, tables, desks.

**Composition**

- Provide opportunities for students to compose and perform sequences of basic gymnastic movements such as:
  - hop – jump, feet apart – hop – jump, feet together;
  - lie on back, knees brought into chest, roll sideways to kneeling position, (angry cat);
  - log roll and finish with a balance on two body parts; and
  - develop a sequence of their own using familiar movement skills.
Strand: Gymnastics  Stage 2  Module Title: Tumble and Tum

Outcomes

Knowledge and Understanding
GYS2.10 Demonstrates control in performing sequences of introductory gymnastic movements.

Skills
MOS24 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations.

Values and Attitudes
V5 Willingly participates in regular physical activity.

Overview of Subject Matter in this Module

Non-locomotor Skills
• Refine non-locomotor skills
• Statics
  – balance
  – pairs, groups
  – counterbalance

Locomotor Skills
• Refine and practise locomotor skills
• Jumping/landing
  – mounting, dismounting (bench, box)
• Rolling
  – forward roll (incline)
  – backward roll (incline)
  – side roll
• Climbing and hanging
  – climbing frames
  – grips

Elements of Movement
• Spatial awareness
  – levels
  – directions
  – pathways
• Dynamics
  – interplay of force and time
  – resilience
• Relationships
  – with other people, pairs, groups
  – matching, mirroring, contrasting
  – counterbalancing
  – with apparatus

Composition
• Simple combinations of locomotor and non-locomotor activities

Student Assessment
• Teacher observation of students’ performance in group and partner work:
  – using equipment; and
  – in class discussions.
• Students perform simple movement with and without equipment.
• Students execute specific gymnastics skills with control and coordination.
• Use a checklist to record observations of each student’s performance of a basic sequence.
• Test student ability to respond to action words with appropriate movements.

Program Evaluation
• Did the students enjoy the activities?
• Was there appropriate challenge for all students?
• Has provision been made to give students a balance of activities in the program?
• Is there enough collaborative activity with partner/group?
• Do activities successfully fulfil the needs of students?
• Are students being given appropriate recognition for their efforts?
• Have students been given enough time for experimentation and refining skills?
• Were resources suitable for the activities?
• Were safety procedures stressed throughout activities?
Learning Experiences

Warm-up

Have students:
- perform warm-up activities to prepare the body for the lesson. These may include:
  - flexibility and coordination activities involving arms, legs, shoulders, trunk;
  - a variety of fun/fast-moving minor games involving frequent changes of direction, changes of speed, shape and use of space, including games and relays, eg Streets and Lanes. (Students stand in a series of parallel lines spaced evenly two arm lengths apart. When the teacher calls ‘Streets’, students stand facing the front with arms stretched to form boundary lines for the streets. On the call ‘Lanes’, they turn to face the side, forming lanes in the new direction. Nominated students play a chasing game among the grid, reacting to the teacher’s call of ‘streets’ and ‘lanes’ and the subsequent pathways that result.)

Non-locomotor Tasks

Have students:
- explore ways of making twisted.curled/stretched/wide shapes on a bench;
- create a sequence demonstrating contrast of shape using equipment, eg walking high along a bench – turn around – walk back low along bench;
- make a wide/narrow/twisted/curl ed shape over a hoop and in a hoop;
- create a sequence with partner demonstrating opposite changing shapes, ie mirror the partner’s movements.

Statics

Have students:
- revise simple balances using different parts of the body for support, such as hands, feet, knees, elbow, seat, hips and combinations of these;
- make shapes with their bodies in response to teacher direction, for example, wide, high, low, thin;
- take weight on feet, make a shape, transfer weight from one body part to another and change the shape;
- introduce other balance shapes such as:
  - knee scale
  - lunge
  - arabesque
  - ‘V’ sit
- use equipment as ‘props’ to make balance shapes. Use chairs, hoops, ropes, balls and witch’s hats to support different body parts or to add to the shape of the balance;
- practise simple counterbalances with a partner or in groups such as:
  - back to back squat;
  - side by side with inside hands and feet joined, lean away with inside arms straight;
  - facing each other with toes touching, join hands and lean away until arms are straight; and
  - balances of own creation.
Handstand Lead-ups

Have students:
- practise transferring weight from feet to hands (bunny hop);
- perform bunny hops along a bench, jump feet on and off a bench;
- place hands on bench, jump legs over bench, side to side;
- place hands on the floor inside a hoop, jump legs from one side to the other over the hoop;
- perform bunny hops along a rope forward/backward;
- introduce ‘kick up’ action (lame dog). Place hands and feet on the floor. Kick feet up off the floor one at a time. Practise this with increasing control;
- use various lead-up activities where the weight is taken on the hands, such as ‘walking up a wall’ with the feet, then walking back down;
- place feet on a bench and hands on the floor (in push-up position). Walk hands in towards the feet.

Locomotor Tasks

Have students:
- explore a variety of locomotor activities. Vary the mode of travel using direction, level, effort, time and qualities, focusing on different body parts, eg feet, hands (cartwheel);
  
  **Teacher Note:** Combine locomotor and non-locomotor activities in an obstacle course.

- practise and refine walking, running, springing and landing, skills by using a variety of ways to change direction, eg pivot, jump, step;

- explore ways of travelling at different speeds, eg:
  - demonstrate movements that require slow/sustained action, fast/explosive action, increasing/decreasing intensity;
  - create a movement sequence showing changes of speed;
  - travel, combining changes of speed and direction; and
  - with a partner, create a sequence showing changes of direction and speed;

- investigate ways of changing body position and shape while travelling, eg opening/closing, curling/twisting, stretching/contracting;

- identify and demonstrate travelling movements at high, medium and low levels;

- design travel sequences that combine changes of shape and level.

Springing (from feet)

Have students:

- discuss appropriate landing technique, eg soft, on balls of feet, bent knees;

- revise jumping skills such as making different body shapes in the air, landing safely, jumping off equipment and changing shape in the air before landing;

  **Teacher Note:** Encourage controlled soft landings.

- practise flight and landing using a variety of positions that commence with:
  - standing still upright or crouched;
  - a walking approach;
  - a step then a jump to land on both feet; and
  - a run approach with a step and jump to land on both feet;

  **Teacher Note:** Avoid deep knee bends.
- design a series of jumps, varying starting and landing positions, eg:
  - jump from one foot to two;
  - jump to a wide stance;
  - play ‘hopscotch’ and ‘fly’;
  - use beanbags, hoops, ropes, footprints or carpet squares to vary landing positions and distance travelled.

**Springing (from arms)**

Have students:
- find free space and perform a front support while holding a ball between the feet. Spring both feet back and forth over the ball. Walk in full circle on hands.

**Mounting/Dismounting**

Have students:
- revise and practise known ways of mounting and dismounting using:
  - low equipment such as a bench, fixed low bars, playground equipment, or boxes; and
  - high equipment such as a horizontal bar, box, beam;
- explore new ways of mounting equipment and transferring from one piece of equipment to another, eg from a box to a bench;
- find ways of dismounting from a variety of equipment with safety after discussions about selection of movements appropriate to personal ability levels, eg:
  - tuck jumps;
  - star jumps;
  - ¼ turns (90°);
  - ½ turns (180°);
  - ¾ turns (270°); and
  - full turn (360°);

**Teacher Note:** Introduce mini tramp only after each student has developed own springing and landing ability.
observe the rules of the mini tramp:
- landing area should be padded;
- take-off and landing surfaces to be equal height for beginners, ie mini tramp horizontal;
- all mini tramp activities are to be supervised, particular attention should be given to legs buckling and missing the bed of the tramp;
- avoid landing on hard surfaces;
- the metal frame should be completely covered, springs facing down; and
- overflow mats should be used around the thick landing mat.

Teacher Note: Progress to ground level approach when all students are competent in a variety of jumps ending in safe landing position.

Rotations
Have students:
- explore how the body can roll:
  - from a crouching/lying/standing/rocking position;
  - using different body shapes;
  - at slow/moderate/fast and alternating speeds; and
  - using small/large equipment.

Teacher Note: Vary the surfaces and include the use of equipment to provide an incline for rolling, eg the top of a vaulting box, padded board, mats over a bench/beam.

Forward Roll
Have students:
- practise rolling from a standing or crouched position, with legs wide and looking through the legs and finish in a:
  - crouched position, arms reaching forward and upward to stand; or
  - standing position with feet together;

Teacher Note: Allow more capable students to try different positions from standing position, eg:
- straight legs wide apart, straight legs together;
- lunge;
- different finishing positions, eg straddle/walk out; and
- another roll or bunny hop.

Backward Roll
Have students:
- from squat position, practise rocking from heels to shoulder and return:
  - with arms around knees;
  - with arms behind head folded or across back of head with fingers interlocking;
  - with hands behind shoulder blades to push back (make sure fingers point down the back);
  - use hands behind head and progress to hands on mat, elbows pointing to front;
  - finish on knees; and
  - finish in straddle position on soles of feet.

Teacher Note: Allow more capable students to explore:
- starting positions, eg squatting, sitting, standing feet apart/standing feet together;
finishing positions, eg on knees/knee scale, on feet, straddle/feet in crouch;
- consecutive straddle rolls; and
- backward shoulder roll: rocking backwards/forwards with head to one side, turn head and
  knees to one side (watch knees touch the mat).

Teacher Note: Make sure the student can perform a backward roll before a backward shoulder roll is taught.

Cartwheel Lead-ups

Have students:
- practise side bunny hops over a raised surface (bench), progressively raising hips higher;
- perform cartwheel from squat position, observing the hand-to-hand, foot-to-foot action:
  - facing the centre of a circle and finishing facing the centre of the circle;
  - facing back to start; and
  - along a line;

Teacher Note: Ask students to reach for the sky and step forward. Whichever foot moves first is the preferred foot.

Climbing and Hanging

- explore climbing equipment in guided play;
- discuss and practise ways of climbing backwards (or down from equipment), feeling for the bar
  with feet;
- investigate different grip combinations with thumbs curled around the bar, eg
  overhand/underhand/mixed grips;
- develop strength and control in hanging/swinging or sitting/standing underneath the bar. Use the
  thumbs around grip and straight arms and attempt:
  - legs tucked up;
  - legs straight, toes pointed;
  - one leg forward, one leg back;
  - bicycling slowly and then faster;
  - walking with feet as far out in front of the bar as possible; and
  - walking feet behind as far back as possible;

Teacher Note: These activities are applicable only to schools with appropriate and safe
  equipment. Close supervision is necessary for these activities, with special attention given to
  crowding of equipment, position of students and the use of small groups only.

- practise swinging activities such as:
  - from a front support, swing legs under bar and back;
  - a series of bent leg swings on a low bar and dismount at the height of the backward swing;
  - swing on a bar just high enough to allow free swinging;
  - place ball in front of bar, then while holding the bar walk forward, swing and glide to ‘hit’ the
    ball with both feet, finally swinging the trunk backwards;
  - changing direction (turn around); and
  - passing a partner while hanging.

Teacher Note: Allow students to climb onto a box or chair to reach the bar (if they cannot jump
to catch it). Ensure correct grip for safety, as well as tight, straight arms, dismount on back swing
and push off from bar.
Spatial and Body Awareness Tasks

Have students:

- in a prescribed area, explore ways of moving and changing direction without contacting a partner. Repeat increasing number of participants;
- find ways of using different parts of the body to lead an action or pathway, eg crawling head first, sliding feet first;
- use benches, boxes, tunnels and barrels to explore ways of creating different pathways;
- use equipment to:
  - jump making various shapes in the air, eg wide/curled/stretched; and
  - jump making a 1/4 turn, 1/2 turn in the air;
- design a sequence showing a method of travelling:
  - at ground level;
  - on a beam/bench;
  - with a partner; and
  - within a group;
- create a sequence with a partner using:
  - any slow roll to change places with a partner;
  - any wide jump to change places with a partner;
  - any quick roll to change places with a partner; and
  - any partner balance.

Composition

Provide opportunities for students to:

- perform activities combining travel and balance, eg move using a curved pathway, include a change of direction and two static balance shapes;
- design their own sequences of travel/balance patterns, at floor level or on a bench or beam:
  - have students work in pairs to design a combination of travel balance sequences. The sequences can be matching movement and pathways or contrasting all or some movements and pathways;
  - allow students to choose between balance sequences at floor level or on a bench or beam. Students may wish to work in pairs, matching movements with one partner on a bench or beam, the other partner at floor level. This may be done with or without contact between partners;
  - give students opportunities to use music when designing travel and balance sequences. This could be teacher-imposed music or students’ choice;

Teacher Note: Make hand-held equipment available, eg sheets, parachute, flags, ropes, balls, hoops.

- design a circuit, combining static and locomotor activities, using a range of equipment, both large and small. Arrange equipment to allow locomotion and balance on various parts of the body, at different levels, eg:
  - station 1 – animal walks;
  - station 2 – run around witch’s hats;
  - station 3 – front support/rear support;
  - station 4 – jump and land as if sitting on a motorbike; and
  - station 5 – log rolls.
**Outcomes**

**Knowledge and Understanding**

GV3.10 Demonstrates coordinated actions of the body when performing gymnastic sequences.

**Skills**

MOS3.4 Refines and applies movement skills creatively to a variety of challenging situations.

**Values and Attitudes**

V5 Willingly participates in regular physical activity.

**Overview of Subject Matter in this Module**

**Non-locomotor Skills**
- Consolidate and practise non-locomotor skills
  - Static
    - balance (refining)
    - partner balance
    - counterbalance
    - handstand

**Locomotor Skills**
- Locomotions
  - running/walking
  - hopping/skipping
  - galloping
- Spring
  - from arms
  - from legs
- Landings
  - on feet/hands
  - mounting/dismounting
- Rotations
  - forward roll (regular)
  - backward roll (regular)
  - cartwheel
- Climbing and hanging
  - climbing frames
  - bars
  - rope ladder
  - climbing ropes

**Elements of Movement**
- Spatial awareness
  - position
  - precision/accuracy
  - shape
- Dynamics
  - interplay of force and time
  - acceleration, deceleration
- Relationships
  - with other people, pairs, trios, groups
  - marching, mirroring, contrasting
  - counterbalancing
  - with apparatus

**Composition**
- Combinations of locomotor and non-locomotor activities

**Student Assessment**
- Have students demonstrate a varied repertoire of movements.
- Observe students who respond inventively and with confidence to movement tasks.
- Observe students who demonstrate or perform comfortably for others.
- Ask students to make simple sequences alone, with a partner or small group.
- Observe students who willingly work with others in preparing and presenting sequences.
- Observe students who can transfer specific movement skills from one situation to another.
- Observe students who work with others and use equipment safely and responsibly.
- Video tape students performing specific gymnastic skills.
- Allow students to assess each other for strengths and weaknesses in gymnastic sequences.

**Program Evaluation**
- Is there enough collaborative group activity?
- Are students enjoying the activities?
Learning Experiences

**Warm-up**

Have students:

- perform warm-up activities to prepare the body for the lesson. These may include:
  - flexibility and coordination activities involving arms, legs, shoulders, trunk; and
  - a variety of fun/fast-moving activities involving frequent changes of direction, changes of speed, shape and use of space, including games and relays, eg Streets and Lanes, Battleships and Cruisers, Poison Ball, Sharks and Islands, Balance Tag.

**Non-locomotor Skills**

Have students:

- explore the movements that the body can make while stationary, such as twisting, curling, swinging, stretching;
- using changes in speed, variations in level and combinations of movement, develop a sequence for demonstration to others.

**Statics**

Have students:

- revise balance positions, eg front support, V-sit, knee scale, rear support, arabesque.
  - make a sequence of four balances with smooth transition from one to the other;

- practise balances through problem-solving activities, eg:
  - with a partner perform a variety of mirrored balances;
  - perform a mirrored balance that must be partner assisted to hold the balance position;
  - explore partner balances where each partner has a different body position and level; and
  - explore partner balance where one partner is fully supported by the other;

- revise and build on handstand progressions:
  - kick handstand with support, eg walking legs up a wall, partner with arm stretched;
  - bunny jumps;
  - stretched handstand;
  - handstand with a quarter turn, land safely one foot after the other;

**Teacher Note:** Once a straight body has been achieved, hands move a quarter turn.

- handstand with forward roll down (support may be needed here). Hands on floor, roll down incline (wedge) or hands on floor close to high landing mat, roll down along mat.
**Locomotor Skills**

Have students:
- explore ways of varying travel using direction, level, effort and time. Include different body parts, eg arms, legs, head and trunk;
- create and demonstrate a sequence combining a variety of locomotor skills, eg hopping, jumping, step-kick, running, skipping. Move within a boundary:
  - changing locomotor/travel patterns on signal, eg run to hop to skip;
  - practise individual travel sequences of four different movements; and
  - use the same travel sequence and vary the speed/direction/level;

**Teacher Note:** Travel patterns should become more complex, combining different locomotor skills and including movement themes.

- develop, refine and practise individual travel sequences using some or all of the movement elements explored so far. Combine three or four movements at different levels, speeds, directions:
  - teach individual travel sequences to a partner and vice versa. Combine both sequences.
  - Practise and perform;
- in groups of 6–12, follow a leader through a chain weave. Listen to music and solve the problem, ‘How can we fit our sequence to this music?’;
- design a travel pattern, eg a travel pattern to 8 beats, telephone number:
  - teacher calls out a telephone number, each number represents gym activity, eg 3 – log roll, 6 – knee scale, 9 – back support; and.
- participate in skipping games:
  - explore the possibilities using two long ropes, eg double dutch, criss-cross, eggbeater; and
  - practise throwing and catching a ball while skipping.

**Springing**

Have students:
- refine springing and landing techniques, eg:
  - spring and land using different combinations of body parts (one foot to two feet, two feet to two feet, one foot to one foot, two feet to one foot);
  - jump/hop (side to side, opening and closing, feet to hands, hands to feet, knees to hand); and
  - use small equipment and apparatus;
- explore jumps with different body shapes. Jump from raised surface onto mats, eg stretch, twist, star, straddle, pike, half turn;
  **Teacher Note:** Use mats for landing. Participants’ eyes should be looking straight ahead and not down during flight in preparation for balanced, controlled landings (motorbike).
- practise take offs, eg:
  - using a standing take-off on one foot, land in a hoop or on line with two feet;
  - adding a jump after landing on two feet;
  - using an explosive jump; and
  - using a running take-off – floor;

**Teacher Note:** Take-off and landing surfaces should start out at same height. Gradually lower the landing surface.
step onto a mini trampoline/beatboard and bounce jump using a variety of jumps to explore flight;

practise a running take-off from lines or ropes and progress to a running approach/take-off from a mini trampoline or beatboard, emphasising flight within height. From a running approach, explore a variety of jumps using a mini trampoline;

in front position, walk 10 steps to left on hands, return to start;

Donkey Kicks – squat and place hands on floor, kick both legs high in the air behind;

explore ways of mounting and dismounting. Mount equipment, eg a vaulting box, a bench or balance beam, using natural spring from a standing position. Vary the landing, eg squat, straddle;

practise control when dismounting and landing, eg take one extra step if unbalanced, hold for three seconds, look straight ahead.

**Teacher Note:** Close teacher supervision required.

**Landings**

Have students:

- jump forward from heights and land on feet:
  - land quietly;
  - do not bend past 90°;
  - land toe – ball – heel; and
  - whole foot remains on the ground;

**Teacher Note:** Applicable to schools with appropriate and safe equipment. Use mats for the landing.

- practise landings on hands:
  - fall forward from kneeling, reach with hands, bending elbows to absorb shock, turn head to side;
  - fall forward from bent knee stand;
  - fall backward from squat; and
  - fall backward from bent knee stand;

**Teacher Note:** Hands point forward facing feet in backward falls.

- practise landing on hands and rolling backwards to the shoulders;
- practise forward roll from squat to squat.
Climbing and Hanging

Have students:

- practise skills developed in Stage 2;
- practise a range of swinging activities on bars such as:
  - swing legs through arms (tuck legs then straighten), return with legs tucked in a tucked swing position;

Teacher Note: Teacher supports students by holding wrists if necessary.

- practise solving problems, eg:
  - hang, swing in wide/thin/curled shapes;
  - from any stretched position twist to another stretched position;
  - alternate between curling and stretching;
  - demonstrate any position supported by hands;
  - show positions with various parts of the body as the highest part, eg hip support, curl around bar;
  - use any position with hands and feet close together or away from each other; and
  - alternate between swinging and hanging.

Teacher Note: Mats or approved soft landings should be under all equipment for these activities.

Rotations

Forward Roll Activities

Have students:

- practise various forward rolling activities such as:
  - squat to squat;
  - straddle to straddle;
  - lunge to one leg leading (walk out);
  - straight legs (pike) to squat; and
  - down a slope or up a slope.

Backward Rolls

Have students:

- revise backward rolls.
  - rocking forwards and backwards;
- practise back roll activities such as:
  - rocking to hands and back to feet from squat position;
  - rolling down a slope;
  - rolling to feet in squat; and
  - rolling to straddle.

Forward Shoulder Roll

Have students:

- roll forward with head to one side, body passes over shoulder.

Teacher Note: Head and knees turn to the same side.
**Cartwheel**

Have students:

- revise and build on a cartwheel progressions:
  - bent leg;
  - around a circle; and
  - along a line;
- vary the starting position for a cartwheel:
  - from lunge to side finishing position; and
  - stand side on, half turn out to face the direction of the movement.

**Teacher Note:** Arms parallel out in front.

**Spatial and Body Awareness**

Have students:

- explore jumps with different shapes from a raised surface onto mats, eg:
  - jump making various shapes in the air; and
  - jump turning in the air for 1/4, 1/2, 3/4 and full turns;
- balance on various body parts. Use combinations, eg:
  - one foot and two hands;
  - two feet and one hand; and
  - three/four/five body parts;
- using a variety of bases of support, explore mirrored balances with a partner;
- compose a sequence of mirrored balances considering:
  - method and speed of transit from one balance to the next;
  - variety of body positions and levels;
  - starting and finishing position;
  - flow and rhythm of sequence; and
  - quality of each balance position and each action;
- explore balance positions with a partner contrasting shapes and levels. Vary by:
  - ensuring that a point of contrast exists between the partners (but no weight is taken);
  - selecting positions that would best contribute to a sequence;
  - practising and refining sequences emphasising performance quality; and
  - performing partner sequences for others.
**Composition**

**Group Composition**

Provide opportunities for students to:

- in groups of four, develop and perform a routine including various elements:
  - rolls (forward, backward, log);
  - balances (handstand, different supports, partner balances);
  - springs and leaps (over and under);
  - rotations (cartwheels, round-offs);
  - partner relationships including:
    - working in canon (domino)
    - working in unison
    - mirror imaging
    - contrasting, eg small/large, symmetrical/asymmetrical; and
  - use of equipment.

**Teacher Note:** Encourage students to be imaginative and creative in the elements they choose to include and the relationships that they create. All students should be encouraged to take an active role in the development of routines. Emphasise that students of all abilities can contribute to the performance of a group sequence. Start and finish with a static.
Strand: Interpersonal Relationships

Description

One of the strongest and most basic of all human needs is the need to relate to other people. We all need people in our lives who care for us and about whom we care. Positive relationships are built upon effective interpersonal communication and respect for the contributions, needs and efforts of others. It is important that students become aware that people are never totally independent.

In this strand students will learn about the many people in their lives and how these people can influence the way that they think, feel and act. They will also learn that to relate to others in a positive and non-violent manner requires effort, empathy, sensitivity and an awareness of the needs and feelings of others. The focus of this strand is on developing the concepts of cooperation, collaboration and networking through learning experiences designed to promote the interpersonal skills of communication and group work. The emphasis is on recognising individual rights and responsibilities within relationships and developing a caring attitude to others.

Major Considerations

Child Protection Education

This strand, along with the Safe Living strand, provides a sound framework for Child Protection Education. Issues such as the abuse of power within relationships and skills for developing positive relationships are covered in this strand. Issues related to an individual’s right to be safe from abuse and neglect are dealt with in Safe Living.

In developing child protection education units, consideration should be given to relevant education system policies and to informing parents of the program’s content. When teaching about abuse and neglect, teachers should be sensitive to the past experiences of their students. Teachers need to monitor the impact of planned activities on their students.

Communication Skills

Communication involves someone sending a message to someone else who receives and understands the intended meaning and responds appropriately. Skills required for effective communication are those involving verbal and nonverbal communication, active listening, assertiveness, negotiation and conflict resolution. It is important that students are given opportunities to practise these skills throughout this strand.

Family Structures

In this strand students discuss the nature of families and the support they provide. Students will come from a range of family backgrounds that should be recognised in related discussions. These may include nuclear, blended, extended, foster care, single parent, same sex parents.
Links with other Strands

This strand links with all other strands as relationships with others influence emotional, physical and social wellbeing.

Growth and Development: An individual’s ability to communicate effectively is related to their stage of growth and development and the way they view themselves, their skills and their experiences.

Personal Health Choices: Relationships with others can affect the choices an individual makes in regards to a range of health issues.

Safe Living: A strong link exists with this strand as an individual’s personal safety is influenced by their relationships with others.

Active Lifestyle, Dance, Games and Sports, Gymnastics: The ability to interact effectively with others influences an individual’s enjoyment of, and participation in, a range of physical activities. The ability to work and play in both individual and team situations is directly linked to interpersonal skills.

Links with other Key Learning Areas

English

This strand provides opportunities to interpret and create various text types, including observation, recounts and narratives. Students could explore their own interpersonal relationships through reading and writing diaries, plays and poems; explore and discuss the experiences and feelings of book characters in a wide range of children’s literature; explore feelings and emotions regarding their own interpersonal relationships through movement, role-plays and mime. Choose from a broad range of texts that reflect the diversity of families, relationships and life experiences of students.

Mathematics

Students could develop records, timelines and charts related to their relationships; construct family trees to symbolise relationships in their families; consider the symbols used to communicate mathematical ideas and concepts and show numbers and operations; discuss reasons for using such symbols; practise communicating instructions to peers on building projects; draw sociograms.

Science and Technology

Students could investigate the way technology has influenced relationships over time (eg family interaction before the advent of television) and presently (eg mobile phones, computers); investigate the use of colour, signs and symbols to communicate meaning; design and make ways of communicating using many senses; investigate how people use technology to communicate over long distances; use some of the available technology to organise, send and store information; make a means of communicating for a specific situation.

Human Society and Its Environment

Students could study different relationships within a cultural context; the influences of culture and society on different relationships and the impact of the environment on personal relationships; investigate the way in which significant events cause change in individual and group lifestyles and relationships; investigate how relationships are governed within society and cultures by belief systems (customs, practices and traditions).

Creative and Practical Arts

Students could explore interpersonal relationships through drama activities and topics in visual arts.

Suggested Resources

A list of resources that teachers have found useful in implementing PDHPE K–6 programs may be found on the Board of Studies website: www.boardofstudies.nsw.edu.au
### Interpersonal Relationships Outcomes and Indicators

<table>
<thead>
<tr>
<th>Early Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
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<tbody>
<tr>
<td><strong>IRES1.11</strong></td>
<td><strong>IRS1.11</strong></td>
<td><strong>IRS2.11</strong></td>
<td><strong>IRS3.11</strong></td>
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<tr>
<td>Identifies how individuals care for each other.</td>
<td>Identifies the ways in which they communicate, cooperate and care for others.</td>
<td>Describes how relationships with a range of people enhance wellbeing.</td>
<td>Describes roles and responsibilities in developing positive relationships.</td>
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</tbody>
</table>

- identifies people they can trust
- talks about their family and who cares for them
- recognises the need to share and cooperate with others, eg class, family, friends
- demonstrates active listening skills, questioning and recalling of information when interacting with others
- demonstrates the skills involved in giving and receiving messages
- talks about feelings experienced in particular situations, eg sad, happy, frightened
- lists ways of showing kindness to others
- explains why different people are important to them
- demonstrates ways to help encourage and care for others
- describes their families and other groups to which they belong
- discusses how they cooperate with others in work and play situations
- demonstrates appropriate ways of communicating with others, eg listening, No-Go-Tell, verbal/nonverbal
- practises some of the skills involved in maintaining friendships
- demonstrates actions they can take when they feel frightened, lost, upset or bullied and identifies who can help them
- identifies people from whom they can seek advice and support
- recognises that families and groups have both common and different customs, behaviours, values
- explains how positive relationships are developed
- discusses how trust is developed in relationships
- participates in group situations, showing consideration for the needs, rights and feelings of others
- demonstrates communication skills that enhance relationships, eg listening, showing care, negotiating, refusing, assertiveness
- discusses the benefits of friendships
- recognises behaviours that are threatening, such as bullying, being bribed and identifies people who can help
- discusses ways that peers and others can influence decisions about safety and risk
- discusses how they relate to people in various contexts
- identifies their roles and responsibilities within groups, eg family, friends, team, class
- analyses the effects of actions that enhance or disrupt relationships, eg peer influences, drug use, bullying, mediated, active listening, prejudice, violence
- practises assertive ways to deal with different types of harassment or coercion, eg pressure to use drugs
- demonstrates acceptable ways of resolving conflict
- models behaviour that reflects sensitivity to the needs, rights, feelings of others
- describes the factors that can influence communication, eg listening, expression, feelings, peer pressure, body language, drug use
- develops and maintains a personal network of trusted adults who could provide advice and support
Interpersonal Relationships Overview

<table>
<thead>
<tr>
<th>Early Stage 1</th>
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</table>

### Relationships
- expression of feelings
- caring for others
- permission and choices
- trust
- positive relationships
- liking and loving
- special people/things
- rules in relationships
- people to go to for help

### Communication
- expressing needs, wants and feelings
- verbal and nonverbal
- giving and receiving messages
- active listening skills
- persistence
- self-control
- seeking help
- giving help
- asking questions
- recalling information

### Families
- family roles
- rights and responsibilities
- family activities

### Peers
- making and keeping friends

### Groups
- working with others
- sharing and helping

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### Relationships
- recognising individual needs
- caring
- privacy
- bullying
- permission and choices
- positive relationships
- liking and loving
- different kinds of relationships
- special people/things
- rules in relationships
- people to go to for help

### Communication
- expressing needs, wants and feelings
- verbal and nonverbal
- assertiveness
- giving and receiving messages
- active listening skills
- self-control
- identifying feelings of others
- understanding feelings of others
- positive self-talk
- encouraging others
- showing concern for others
- expressing concerns
- seeking help

### Families
- family roles
- rights and responsibilities
- family activities

### Peers
- making and keeping friends
- qualities of friends
- sharing
- cooperating

### Groups
- types of groups
- working with others
- sharing and helping
- interacting with adults

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### Relationships
- personal rights
- rights and responsibilities
- sources of power
- coercion
- harassment
- types of abuse
- effects of abuse
- solving problems
- importance of positive relationships
- relating to people
- changing networks
- strengthening networks
- challenging discrimination – racism, sexism, homophobia
- Anti-Discrimination legislation

### Communication
- active listening skills
- appropriate expression of feelings
- communicating feelings and needs
- communication in group situations
- assertiveness
- managing conflict situations
- encouraging others
- understanding feelings of others
- expressing a complaint or problem

### Families
- types of families
- family changes
- parenting
- roles, rights and responsibilities

### Peers
- making and maintaining friendships
- peer influence
- rights and responsibilities

### Groups
- types of groups
- group membership
- roles, rights and responsibilities
- cooperation and sharing

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### Relationships
- personal rights
- rights and responsibilities
- sources of power
- coercion
- harassment
- types of abuse
- effects of abuse
- solving problems
- importance of positive relationships
- relating to people
- changing networks
- strengthening networks
- challenging discrimination – racism, sexism, homophobia
- Anti-Discrimination legislation

### Communication
- appropriate expression of feelings
- empathising
- assertiveness
- ‘I’ messages
- listening skills
- barriers to communication
- conflict resolution/negotiation
- supporting others
- recognising and articulating feelings
- presenting a viewpoint

### Families
- parental responsibilities and rights
- sibling dependence
- mutual dependence, rights and responsibilities

### Peers
- developing and maintaining friendships and working relationships
- rights and responsibilities
- overcoming peer influence
- positive peer influence
- acting on concerns for others

### Groups
- changing groups
- peer support
- roles and responsibilities
Strand: Interpersonal Relationships  Early Stage 1  Module Title: Me and My Friends

**Outcomes**

**Knowledge and Understanding**
IRES1.1  Identifies how individuals care for each other.

**Skills**
INES1.3  Relates well to others in work and play situations.
COES1.1  Expresses feelings, needs and wants in appropriate ways.

**Values and Attitudes**
V1  Refers to a sense of their own worth and dignity.
V3  Enjoys a sense of belonging.

**Overview of Subject Matter in this Module**

**Relationships**
- Expression of feelings
- Caring for others
- Permission and choices
- Trust
- Positive relationships
- Liking and loving
- Special people/things
- Rules in relationships
- People you go to for help

**Communication**
- Expressing needs, wants and feelings
- Verbal and nonverbal
- Giving and receiving messages
- Active listening skills
- Persistence
- Self-control
- Seeking help
- Giving help
- Asking questions
- Recalling information

**Families**
- Family roles
- Rights and responsibilities
- Family activities

**Peers**
- Making and keeping friends

**Groups**
- Working and playing with others
- Sharing and helping

**Student Assessment**
- Teacher observation of student behaviour:
  - in the playground;
  - during group work; and
  - during classroom activities.
- Teacher observation of student responses during class discussion.
- Anecdotal records or reports on student behaviour.
- Student profile card for keeping a record of comments or anecdotal remarks regarding students’ behaviours.
- Observing class for overall behaviour change.

**Program Evaluation**
- Did the students enjoy the activities?
- Were all students given the opportunity to share their feelings?
- Did the students work in pairs? In groups?
- Was the selection of student literature appropriate?
- Were the students able to share their class work with their families?
- Is there an improved atmosphere of trust and support in the classroom?
- Was sufficient time given for students to discuss the results of particular activities?
Learning Experiences

**Relationships**

- Have students collect and bring to school some special things, eg toys, clothes, books.
- Allow students to talk, draw or write about their treasure:
  - How does having a treasure make them feel?
  - How do you keep your special thing safe?
  - How would you feel if you lost it?
  - How do you care for your treasure?
- Have students organise the special things into groups, eg toys, cuddly things. Make a chart of the grouping, with each student to draw or paint their special thing.
- Discuss: Can all these special things be bought with money? Ask students to think of what things special to them can’t be bought with money, eg friends, family.
- Discuss or draw pictures about how you would feel when:
  - you lose a favourite toy;
  - you change schools;
  - you make a new friend;
  - a pet is lost;
  - your family changes;
  - family members have to be away from home because of work;
  - there is a new baby in your family; and
  - family members are hospitalised.
- Have students describe the things that would make them feel differently.
- Discuss how other people’s feelings affect them. Use the following sentence starters:
  - When my friend is angry I …
  - When my mother/father is unhappy I …
  - When my brother/sister is excited I …
- Examine ‘problem scenarios’ relevant to the class, eg each group has a bucket of coloured pencils. In your bucket there is only one blue pencil for the group to use. Groups discuss the problem and decide as a group what actions they would take to solve the problem.
- Encourage students to identify people who are special to them. Draw the special people and label them. Students tell their group or class about their special people. Discuss:
  - why these people are special;
  - what they do together;
  - what they share;
  - how do I feel when I’m with these people?;
  - who they feel happy telling secrets to — why?; and
  - who they would go to for help — why?
- Discuss the effect of other people’s feelings and actions on self, eg a smile, pointing finger, a frown, change in tone of voice. List things people do that make them feel happy and unhappy. Consider choices when certain actions make one feel unhappy.
Communication

- Engage students in listening activities. These could include:
  - constructing a listener chart entitled ‘A listener is someone who …’;
  - working in pairs drawing objects following verbal instructions;
  - students finding objects following simple directions; and
  - playing games such as ‘Simon Says’.

**Teacher Note:** Consider the limitations of these games for students with disabilities.

- Ask students to brainstorm words to describe feelings, e.g., happy, sad, angry, upset, hurt, anxious, glad, cheerful, nervous, silly, confident, worried. Students draw a face or describe their feelings when:
  - someone pushes you;
  - someone smiles at you;
  - the teacher calls on you;
  - no one plays with you;
  - your best friend is sick;
  - you have asthma;
  - someone tells you that he or she likes you;
  - it rains all day;
  - someone gives you a present;
  - you’re left out of a game; and
  - you get an invitation to a birthday party.

- Have students work in groups to discuss their feelings and their actions in these situations. List actions that they consider appropriate in each situation.

**Teacher Note:** All feelings should be acknowledged, but there are behaviours that are inappropriate.

- Create a class big book to describe feelings. For example: When (something happened) I felt … and so I (did) …

- Have students practise giving and receiving clear messages, e.g.:
  - answer given questions;
  - speak to the class on topics of interest; and
  - retell favourite stories.

- Make a poster or collage displaying examples of different ways that people communicate with each other, e.g., using gestures, facial expressions, verbal instructions, sign language and/or braille. Discuss the reasons why people need to communicate with each other.

**Teacher Note:** Remember cultural influences or disabilities may affect the way communication occurs.

Families

- Ask students to bring in photographs of their family for display. Make labels for the display to identify the family members, e.g., mum, dad, brother, stepsister, aunt, uncle, nan, mum’s friend, cousin.

- Have students create a collage to demonstrate the range of activities people do as a family. Invite students to identify feelings associated with these activities. Develop a word bank and label the collage.

- Ask students to make a daisy chain with the following description:
  - My family makes me feel ... when ...

- Discuss:
  - In what ways does my family help me?
  - How do I help my family?

- Jointly create a class word bank of jobs that students do at home and jobs that other family members do.
Peers

- Discuss: What is a friend?
- Have each student draw pictures of the friends they have. Encourage students to describe who they are and the things that they do with their friends.
- Have students make a friendship chart showing things that friends like to do together.
- Encourage students to make a friendship chain, linking strips of paper to form a chain. Each link has a completed message stating ‘… is my friend because …’.
- Pose the following questions to the group/class:
  - Can grown-ups be friends?
  - Can a pet be a friend?
  - Are all grown-ups friends?
  - Are all pets friends?
  - Can personal possessions, eg toys, be friends?
- Have each student trace an outline of their hand on paper and ask their friends to write a positive comment about them on each finger of the outline.
- Ask students to select names of class members from a box and think of one friendly thing they could do for that person. Discuss how that person might feel. Give students an opportunity to carry out their friendly action.

Groups

- Make up a number of jigsaws with 6–7 pieces in them. Divide the students into small groups and distribute one piece of the jigsaw to each student. Ask each group to assemble the jigsaws. When completed discuss:
  - How did you feel while you were waiting to fit your piece in the jigsaw?
  - Did anyone help you? How did that make you feel?
  - How do you think you would feel if yours was the only piece that didn’t fit the jigsaw?
  - How would you have felt if you had not received a piece?
  - Does sharing help the group?
- Organise students to play games that require cooperation, eg Streets and Lanes, Stuck in the Mud and Parachute games. Discuss how and why cooperation contributed to the success and enjoyment of the activities.
Strand: Interpersonal Relationships  Stage 1  Module Title: Getting Along With Others

Outcomes

Knowledge and Understanding

IRS1.11 Identifies the ways in which they communicate, cooperate and care for others.

Skills

INS1.3 Develops positive relationships with peers and other people.
COS1.1 Communicates appropriately in a variety of ways.

Values and Attitudes

V1 Refers to a sense of their own worth and dignity.
V3 Enjoys a sense of belonging.

Overview of Subject Matter in this Module

Relationships
- Recognising individual needs
- Caring
- Privacy
- Bullying
- Permission and choices
- Positive relationships
- Liking and loving
- Different kinds of relationships
- Special people/things
- Rules in relationships
- People to go to for help

Communication
- Expressing needs, wants and feelings
- Verbal and nonverbal
- Assertiveness
- Giving and receiving messages
- Active listening skills
- Self-control
- Identifying feelings of others
- Understanding feelings of others
- Positive self-talk
- Encouraging others
- Showing concern for others
- Expressing concerns
- Seeking help

Families
- Family roles
- Rights and responsibilities
- Family activities

Peers
- Making and keeping friends
- Qualities of friends
- Sharing
- Cooperating

Groups
- Types of groups
- Working with others
- Sharing and helping
- Interacting with adults

Student Assessment
- Teacher observation of student behaviour:
  - in the playground
  - during group work
  - during classroom activities.
- Teacher observation of student responses during class discussion.
- Anecdotal records or reports on student behaviour.
- Student profile card for keeping a record of comments or anecdotal remarks regarding students’ behaviours.
- Observing class for overall behaviour change.

Program Evaluation
- Did the students enjoy the activities?
- Were all students given the opportunity to share their feelings?
- How did the students work in pairs? In groups?
- Was the student literature appropriate?
- Were the students able to share their class work with their families?
- Is there an improved atmosphere of trust and support in the classroom?
- Was sufficient time given for students to discuss the results of particular activities?
Learning Experiences

**Relationships**

- Have students collect and bring to school some ‘special things’ or ‘treasures’, eg toys, clothes, books.

- Students talk, draw or write about their treasures or special things:
  - How does having a treasure make them feel?
  - How do they keep their special thing safe?
  - How would they feel if they lost it?

- Ask students to think about their treasure. What is it like? What does this tell you about you? Discuss how all the special things were different for each person. Play the ‘Compliments Game’ – students in a circle, each makes a positive comment about the next person’s treasure.

- Organise for students to examine a ‘problem scenario’ in small groups, eg people arguing about the batting order in a game. Decide as a group what actions they would take to solve the problem. Share and discuss outcomes with other groups.

- Have students recall an argument with a family member or friend. Discuss:
  - What caused the argument? Could the argument have been avoided?
  - How did the argument end?
  - How did you make up?

- Encourage students to role-play an argument with a quick resolution.

- Provide opportunities for students to examine relationships and conflicts that lead to fighting or quarrelling. Discuss:
  - Why do people fight? How does it make them feel?
  - When have you felt like that?
  - What did you do?
  - What could you have done to avoid the conflict?

- Discuss with students what people do to demonstrate resolutions, eg shake hands.

- Present the following situations to the students.
  - What would you do if …
    - you lost your lunch money?
    - you got lost?
    - you were lonely?
    - you needed someone to talk to?

- Ask students who they would go to for help in these situations. Why would they go to these people in preference to others?

- Have students identify and categorise people they interact with into the following categories:
  - people at home, at school, at activity groups or sporting clubs; and
  - people in the community, on television. Then discuss:
    - How are those people special?
    - How do these people make them feel?
    - Which of these people would you go to for help?

- Using literature as a stimulus, students discuss the different types of relationships that can be formed. See Book List appendix in *Stage 1 Child Protection Education – Curriculum materials to support teaching and learning in Personal Development, Health and Physical Education* (Department of Education and Training).
Communication

- Have students role-play communicating a message using gestures, facial expressions, verbal instructions, sign language and/or braille. The group members or class guess the messages being communicated. Highlight the ways people express themselves in different situations, e.g. one to one, in small groups, in front of a class, on assembly, on the telephone, to other adults or students, in the community. Role-play appropriate ways of communicating with people in these situations.

**Teacher Note:** Remember that cultural influences or disabilities may affect the mode of communication.

- Engage students in listening and talking activities that could include:
  - students, in pairs, drawing objects following verbal directions from their partner;
  - students working in threes: one makes a simple shape using Lego blocks or Centicubes, another student describes what is being created to a third student who tries to make the same object from the description provided;
  - speaking to the class on a topic of interest;
  - retelling a favourite story;
  - responding to questions; and
  - reporting to the class on behalf of the group.

**Teacher Note:** Alternative activities should be devised to accommodate students with hearing disabilities.

- Have students examine a collection of pictures of people’s faces. Discuss how they can tell what others are feeling. Group the pictures into feelings, e.g. angry, happy, sad, scared. Explore in mime and movement these different feelings. Discuss the following:
  - When you feel sad/hurt/angry, what are some things you can do to make you feel better?
  - What could you do for other people to make them feel better?
  - Students complete the sentence, ‘When I feel … I can let people know it by …’ Encourage responses that describe helpful expression of feelings.

- Ask students to make a poster or collage displaying examples of different ways that people communicate with each other. Investigate reasons why people need to communicate with each other.

Families

- Encourage students to bring in photographs of their family for display. Discuss:
  - differences and similarities within and between families;
  - the things that people do as a family; and
  - the feelings that family members have towards each other.

- Group students according to their position in the family, e.g. only child, youngest, eldest. Students take a turn at saying what the best or worst thing is about being in that position in the family. Invite students from other classes to talk about their position in their family and how they feel about this.

- List jobs that students do at home and jobs that other family members do. Discuss:
  - In what ways does my family help me?
  - How do I help my family?
  - What are my responsibilities?

- Display a picture of a baby, a pet, a plant. Ask students to record what each would need to live. Share responses and discuss how these needs could be met. Ask students to discuss what their needs are (love and care, food, a place to live and play, to feel safe). Introduce the concept that these needs are things that should be provided for all students. They are called rights. Ask students to discuss what each family member does to ensure that these rights are provided.
Peers

- Discuss: What is a friend? Who are my friends? Students list the friends they have and talk about:
  - who they are;
  - things they do with their friends;
  - what they share or have in common with their friends; and
  - how they help each other.

- Discuss the following: Do you have to be with or see someone everyday to call them a friend? Students list all the people they know and when and where they see them. Mark the names of people that they regard as friends.

- Have students write down on a worksheet the things they think their best friend likes or dislikes, eg favourite book, toy, game, colour, TV program, pet, game, food. Students interview their friend to see how accurate they were and compare likes and/or dislikes.

- Jointly construct a list of words to describe friends, eg kind, cheerful. Discuss what qualities people have that make them good friends. Design a friendship code – What makes a good friend? Discuss the responsibilities of being a good friend.

- Have students write stories from these starters:
  - My best friend is ...
  - I’m a good friend when ...
  - I like my friends because ...
  - I make new friends by ...
  - The things I look for in a friend are ...
  - I can tell someone likes me when ...
  - I could be a better friend if ....
  - When I’m with my friend I feel ...
  - My friends think I’m good at ...

  Teacher Note: Encourage ESL students to use their home language.

- Have each student write a positive message to someone: I like you because ... or (to someone you don’t know very well) I like the way you ...

- Discuss things that people do to make friends. Ask students to role-play or use puppets to act out:
  - what they could do or say to a person who may need a friend; and
  - how they would respond if they approached someone in a friendly manner and discovered that this person would prefer to be alone.

- Discuss what people do to keep friends. Have students consider the following scenarios:
  - you are left out of a game or activity; and
  - you are playing with people you like/don’t like.

- Discuss the feelings of all the people involved. Have students role-play these scenarios to demonstrate how to offer or support friendship.

- Discuss the following:
  - Where is it OK to be alone sometimes? Why?
  - When is it OK to be alone? Why?
  - When isn’t it OK to be alone? Why?

  Teacher Note: Reassure students that being alone is all right sometimes.
**Groups**

- Organise for the class to play team games that require team cooperation, e.g., boat relay, tunnel ball. Discuss how and why cooperation contributed to the success of the activity from a team point of view.

- Jointly construct a list of the different groups that people belong to. Ask students to think about how these groups should be categorised, e.g., interests or hobbies, age groups, sport. Why do people belong to groups? How can groups help people?

- Have each student make a poster showing examples of different ways that people communicate with each other, in small or large groups, in crowds and at a distance. Discuss how people need to communicate with others in different group situations.

- In small groups, have students design a logo that depicts the abilities or good qualities of the group. Establish group rules appropriate to specific situations (e.g., reading groups, play groups) which can be displayed each time the group comes together.
Module Title: Building My Network

Strand: Interpersonal Relationships  Stage 2

Outcomes

Knowledge and Understanding

IRS2.11 Describes how relationships with a range of people enhance wellbeing.

Skills

COS2.1 Uses a variety of ways to communicate with and within groups.
DMS2.2 Makes decisions as an individual and as a group member.

Values and Attitudes

V1 Refers to a sense of own worth and belonging.
V2 Respects the right of others to hold different values and attitudes from their own.

Overview of Subject Matter in this Module

Relationships
• Recognising individual needs
• Caring
• Trust
• Bullying
• Fairness
• Positive relationships
• Types of abuse
• Effects of abuse
• Different kinds of relationships
• Recognising and accepting differences
• Support networks
• Forms of discrimination

Communication
• Active listening skills
• Appropriate expression of feelings
• Communicating feelings and needs
• Communication in group situations
• Assertiveness

• Managing conflict situations
• Encouraging others
• Understanding feelings of others
• Expressing a complaint or problem

Families
• Types of family
• Family changes
• Parenting
• Roles, rights and responsibilities

Peers
• Making and maintaining friendships
• Peer influence
• Rights and responsibilities

Groups
• Types of groups
• Group membership
• Roles, rights and responsibilities
• Cooperation and sharing

Student Assessment
• Teacher observation of student behaviour:
  – in the playground
  – during group work
  – during classroom activities.
• Teacher observation of student responses during class discussion.
• Anecdotal records or reports on student behaviour.
• Student profile card for keeping a record of comments or anecdotal remarks regarding students’ behaviours.
• Observing class for overall behaviour change.

Program Evaluation
• Did the students enjoy the activities?
• Were all students given the opportunity to share their feelings?
• How well did the students work in pairs? In groups?
• Was the selection of student literature appropriate?
• Were the students able to share their class work with their families?
• Is there an improved atmosphere of trust and support in the classroom?
• Was sufficient time given for students to discuss the results of particular activities?
Learning Experiences

Relationships

- Ask students to list: good things to say to your parents; something positive to say to someone you don’t like; ways to help a friend; things that can harm a friendship; things that build friendships. Discuss with a partner and/or in small groups how people might feel or respond to each of these situations.

- Ask students to remember the last time they had an argument with a friend. Discuss:
  - Did you feel angry?
  - How do you know when you’re feeling angry? Can you recognise the signs?
  - What was the argument about?
  - Was there a need to solve the problem?
  - How was the argument resolved?
  - How could the argument have been resolved?

- Have students brainstorm a list of things that people do when they are angry. Consider each item on the list and discuss whether it is an appropriate or inappropriate way of coping with anger. Students decide on a strategy to try and use next time they feel anger. Share with the class.

- Discuss the differences between ‘liking’ and ‘loving’. Have students brainstorm a list of the things they like and love, eg Mum, Dad, food, TV, pets. Identify things they like all the time and things they like some of the time; discuss if they still love people even if things have gone wrong.

- On a blank coat of arms, each student writes down in each of the segments one feeling that they have experienced. Students think of four or five situations in which each of these feelings may be evoked. Share their coat of arms and discuss individual needs, similarities and differences.

- Have students create a network chart with themselves at the centre. The network chart could include people at school, home, pets and special adults. Students identify those people who are new to their network. Discuss:
  - why these people are in their network; and
  - how these people make them feel.

- Have students draw lines across their network chart to show any links between the people within the network, eg
  - Which people have met?
  - Is one person known by all of the other people?

- Provide opportunities for students to discuss how they feel when people leave their network, eg changing schools, family break-up, death. Discuss saying ‘goodbye’ to people. Students write a ‘goodbye’ note to a friend who has moved or changed school.

- Have students select people on their network who they could talk to about such things as:
  - feeling left out;
  - feeling lonely when no one will play with you;
  - feeling worried because your parents had an argument.

- Discuss bullying. Create a shared definition. Discuss the effects of bullying and make a class list of useful anti-bullying strategies.

- Read a book about trust such as Just a Brown Dog by Sally Morgan. Discuss the trust that developed at the end of the story. Using a ‘Y’ frame, brainstorm students’ responses to ‘Trust looks like …, Trust feels like …, Trust sounds like …’.
Communication

- Ask students to describe a situation where two people are fighting. They look as though they are hurting each other, but when stopped by adults, they say ‘We were only playing’. Discuss: What made the adults think it was a quarrel? What makes you think people are fighting? How does it feel to be in a fight? What do you want to do? How do you feel afterwards? Ask students to draw or write about how they would feel and what they would do.

- Encourage students to make a feelings wheel showing emotions such as angry, sad, excited, scared. Students spin the wheel and discuss a situation when they experienced that feeling. Use the feeling wheel to describe how they feel at a particular point in time. Students walk around the room and observe how others feel. Discuss:
  - the variety of feelings people experienced;
  - why they had these feelings; and
  - why we should respect the feelings of others.

- Have each student design their own fun language or their own nonverbal sign. Use this new language to give a short message to a friend. Discuss: Do we all need to speak the same language to communicate?

- In pairs, have students sit back to back and each draw a picture. Still sitting this way, each person has a turn to describe their drawing while their partner tries to draw it. Compare originals with those drawn by their partner. Discuss reasons for the differences. As a class, list hints for being a good listener and a good communicator.

- Have students write, draw or paint an incident in which they had wanted to say ‘No’ to someone and didn’t, eg a casual friend asks for money. In groups, describe the situation, express feelings about it, specify options and consequences for the actions and select an action. Role-play being assertive.

- Working in threes, have students nominate the roles of speaker, listener and checker. Provide each group with stimulus cards with either a word or picture printed on them. The speaker reads the topic and makes one statement about the topic. The listener repeats the statement using the same or different words. The checker feeds back whether the listener repeated a similar message. Rotate roles. Discuss the importance of being a good listener.

- Have students make a collage with pictures of people communicating in different ways and in different situations. Suggest dialogue for the situations portrayed. (This may be made into a cartoon strip.) Display sheets and list reasons why people communicate.

- Brainstorm a list of rights that children are entitled to, eg to be safe, to have their bodies respected, to have their thoughts and feelings respected and to be treated fairly. In small groups, students develop a scenario where a child has not had their rights met. Each group writes a letter to state their feelings on the matter and to assert their rights.
**Families**

- Ask each student to draw and write about what they think a family is.
  - What is a family?
  - Are all families the same?
  - What are the different types of families?

- Discuss roles within families. Have students draw their families. Next to each member, write their roles, rights and responsibilities. Discuss how students feel when:
  - a family member leaves;
  - a family member is ill or has an accident;
  - a family member has extra work to do;
  - a family member shares things; and
  - a family member spends time with them.

- Have students make a concertina book titled ‘Being part of my family means …’. Content could include:
  - showing people I care about them by …
  - helping with the dishes so that …
  - looking after my sister or brother when …

- Create a class graph showing the number of members of each student’s family. Discuss the information shown on the graph. Discuss which families have babies in them? How does a new baby change your family? What are the positive things about having a new baby in the family? Do you have any new or different responsibilities as a result of a new family member?

- Invite a guest speaker to talk about their role as a parent of a newborn baby. Students devise questions they want to ask prior to the guest’s arrival. For example:
  - What do babies eat when they are first born?
  - When do they start to talk?
  - Why do people breastfeed?
  - What is it like being pregnant?
  - What does being a parent involve?

**Teacher Note:** Consider school policy regarding controversial issues.

- Have students design a pamphlet about how to look after a baby, or a young animal. In small groups, share and read the pamphlets that the students have devised. What are the differences between human and animal young and parents? Make up a list showing similarities and differences.

**Teacher Note:** Further research can be encouraged. It would be helpful, if possible, for students who have had experiences either with newborn babies or pets to be distributed between each of the groups.
**Peers**

- Encourage students to make a collage of their network of friends. Begin by putting their self-portrait in the middle and grouping photos, drawings or the names of their friends around it, e.g., school friends, new friends, old friends, adult friends. Share with others. Discuss: How does it feel to have a good friend?

- Have students write or draw all the things they like about their best friends without mentioning names. Share responses in small groups. Students try to group their responses in terms of appearance, things we do together, personality, etc. Discuss the importance of sharing and trust.

- Repeat the activity, this time exploring what they think their friends like about them. Analyse responses as before and share their feelings.

  **Teacher Note:** Emphasise that it is what people are, rather than what they have or own, that is important.

- Provide opportunities for students to examine a range of books, stories, poems and pictures about friends and friendships to explore the qualities of a good friend. List the three most important things they look for when choosing friends. Students design an advertisement for the ‘wanted’ column of a friendship magazine. Display the ads and discuss which of them students would like to respond to.

- Have each student write a recipe for a friend. Brainstorm the ingredients needed to make a friend. As a group, write a method of making friends using the ingredients already discussed. Develop a set of guidelines for ‘preserving’ or keeping friends.

- Ask students to make an individual friendship timeline, e.g., Jenny and Ben were my friends in preschool. Thomas and Denya were my friends in kindergarten. Students discuss why some friendships change, some friendships end and why others remain throughout our lives.

- Show the class a picture of someone standing apart from a group. Discuss:
  - How would that person be feeling?
  - How would you feel if you were that person?
  - What could you do to avoid being left out or alone?

- Discuss why some people might not have friends, what it means to have a friend and how you can be a good friend.

- In small groups, discuss the things friends do for each other. What do they say to each other when things are going well and when things are going badly? Consider friendship as a chain linking two people. What kinds of things link people together, e.g., liking similar things? Write about their friendship links. Groups look at the types of activities that could cause a friendship chain to break, e.g., lying, stealing. Discuss whether they consider all friendships are valuable.
**Groups**

- Have students list different people that they know in different groups, eg family, clubs, school, local neighbourhood. Select one group they belong to and make a diagram of themselves and the group. View each other’s diagrams.

- Discuss:
  - Why do we have groups?
  - What are the groups that we belong to?
  - How do you become part of a group?
  - What are our responsibilities as a group member?
  - As an individual, what are my rights?
  - How do you want to be treated by family, friends and others that you have contact with?
  - Are some groups of people or individuals badly treated?
  - Is it fair to treat others badly because they are different?
  - Do you treat people differently to how you want to be treated?

- Jointly construct a list of the attributes that students think are needed to develop and maintain an effective group. Students make a chart with headings such as ‘A good leader is …’ and ‘A good group member is …’

- Have students build a tower of cards individually, then repeat the activity in small groups. Compare the outcomes of the two sessions. Discuss the benefits of each situation.
Strand: Interpersonal Relationships  Stage 3  Module Title: Playing My Part

Outcomes

**Knowledge and Understanding**

- IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships.

**Skills**

- INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations.
- COS3.1 Communicates confidently in a variety of situations.
- DMS3.2 Makes informed decisions and accepts responsibility for consequences.

**Values and Attitudes**

- V2 Respects the right of others to hold different values and attitudes from their own.

**Overview of Subject Matter in this Module**

**Relationships**
- Personal rights
- Rights and responsibilities
- Sources of power
- Coercion
- Harassment
- Types of abuse
- Effects of abuse
- Solving problems
- Importance of positive relationships
- Relating to people
- Changing networks
- Strengthening networks
- Challenging discrimination
  - racism, sexism, homophobia
- Anti-Discrimination legislation

**Communication**
- Appropriate expression of feelings
- Assertiveness
- Empathising
- ‘I’ messages
- Listening skills
- Barriers to communication
- Conflict resolution/negotiation
- Supporting others
- Recognising and articulating feelings
- Presenting a viewpoint

**Families**
- Parental responsibilities and rights
- Sibling dependence
- Mutual dependence, rights and responsibilities

**Peers**
- Developing and maintaining friendships and work relationships
- Rights and responsibilities
- Overcoming peer influence
- Positive peer influence
- Acting for concerns of others

**Groups**
- Changing groups
- Peer support
- Roles and responsibilities

**Student Assessment**
- Teacher observation of student behaviour:
  - in the playground
  - during group work
  - during classroom activities.
- Teacher observation of student responses during class discussion.
- Anecdotal records or reports on student behaviour.
- Student profile card for keeping a record of comments or anecdotal remarks regarding students’ behaviours.
- Observing class for overall behaviour change

**Program Evaluation**
- Did the students enjoy the activities?
- Were all students given the opportunity to share their feelings?
- Did the students contribute in paired and group situations?
- Was the selection of student literature appropriate?
- Were the students able to share their class work with their families?
- Is there an improved atmosphere of trust and support in the classroom?
- Was sufficient time given for students to discuss the results of particular activities?
Learning Experiences

Relationships

- Have students sketch pictures showing people falling down, falling sick, falling behind, falling on your feet and falling in love. Ask students to share their pictures. Brainstorm a list of things that describe: falling for someone, eg you find them attractive, loving someone, eg caring about them, falling out of love, eg you don’t feel the same way any more. Students role-play or discuss situations where people have fallen out of love. Look at the feelings of the people involved, eg Two adults are talking about separating and their child comes in. What does each of them say, do and feel?

**Teacher Note:** This activity could provide a springboard into specific activities dealing with sexuality, child protection and HIV/AIDS education.

- Have each student make an individual ‘feelings diary’. At the conclusion of each day students record in their diaries the feelings they have experienced during the day. Students write in their diaries both at home and at school when situations occur that evoke strong feelings, eg disagreeing with a friend or a family member, receiving a birthday present, having a pet die, wanting to go somewhere but not being allowed.

- Show students various pictures or photographs of people arguing or fighting. Discuss in small groups: What is happening in the picture? What is causing the problem? How do you think the people in the picture are feeling? Why? How could the problem be solved? What would be the consequences of this action? Why? Does the action benefit both people? How?

- Jointly construct on the chalkboard a list of ‘qualities’ or things that are important in a positive relationship, eg loyalty, understanding, trust, sense of humour. Students, in small groups, discuss which three qualities they think are the most important in a good relationship. What would the list be like for the qualities of a: good friend? good parent? police officer? teacher? Are there any differences? Why?

- Discuss ways in which relationships within the classroom could be improved. Have each student think of one thing they could do to improve classroom relationships. Have students record this information as a personal contract. Students consider how they will determine if they are successful. Repeat the activity, focusing on an out-of-school setting.

- Have students list or draw the things that make someone or something powerful, eg animals, people, machines. Discuss who they see as powerful and why. Identify people who are powerful at school, in the media and in the community.

- Discuss with students: Why do people use violence? Does violence really solve problems? Who is violent in our society? Why? Is the violence in cartoons real or pretend? What would happen if we acted like cartoon characters? List the advantages and disadvantages related to abusing power. Discuss situations where the abuse of power takes place (eg war, child abuse, discrimination, racism).

- Provide opportunities for students to examine how power can help in a relationship, eg caring for someone, providing money, and how power might be abused in a relationship, eg using physical force, being sarcastic. How might the person abusing the power feel? How might the person being abused feel? How would they each feel about the other person? Brainstorm a list of strategies that could be used in the following situations:
  - Being hit or bullied by another person.
  - Being screamed at by another person.
  - Being touched in a way they didn’t like.
  - Seeing someone else treated inappropriately.

Practise some of these strategies.
Encourage students to identify people within their own network using a network circle, eg themselves, family, friends, teachers, acquaintances, strangers. Match the people in their network to the following questions, eg To whom do you find it easiest to talk? Who could you tell if you had stolen something? Who would you talk to about family problems? In front of whom would you prefer to cry? Who would you feel comfortable showing affection to by touching them? Who do you think you could talk to about: school, family problems, something really important, your favourite thing?

Have students examine how people in their network treat them. Discuss: How has this changed? Are they now given more freedom and responsibility? When? Why? How might they convince their network that they are becoming more responsible? Write about ways of building up stronger relationships with people in their network. Share ideas in a small group.

Have each student make a chart or book about themselves and their networks. Discuss these, highlighting individual differences. Discuss the changes between: friends at school or out of school, girls or boys, younger or older friends. Have your networks grown or become smaller?

Communication

Discuss then determine a class definition for the term ‘win/win’.

Ask students to think of a problem they have had to solve. Each student is to list what they did to solve the problem. Share this with a partner. Ask them to think about what this tells them about themselves. What do they think they might do if confronted by another problem? Discuss how people can solve problems in relationships. List these strategies on the board or make a poster for each, eg jealousy between siblings, playing loud music, parents have full-time jobs and are often tired, students are expected to help with chores around the house. Discuss and draw feelings charts for how you would feel in each situation. Suggest a win/win position to solve each problem. Invite students to role-play relevant situations where each person is happy with the solution.

Organise students into two groups. One group is an inner circle discussion group, the other is an outer circle observing group. The inner circle is given a topic of interest and are asked to discuss this topic openly among themselves. The outer group observes the discussion and at the end of a set time period are asked to comment on some of the following: What feelings were expressed and how? What opinions were expressed? Were any feelings expressed in a nonverbal fashion? How did people respond to the feelings and opinions of others? Did all students participate in the discussion? Were some students more outspoken than others? How did people communicate their ideas?

Teacher Note: This activity could be used again with roles reversed.

Have students talk for 3–5 minutes to a partner about their family, hobbies, pets, movies and anything else about themselves. Students then introduce their partner to the rest of the group using information covered in the talk. Active listening skills will assist here.

Encourage students to role-play a situation in which two friends are arguing, both claiming the same person as a best friend. How would you feel if you were the person being argued over? What would you want to do? What would you want them to do? What is the most appropriate action? Practise negotiating some situations that they’d like to resolve at home, school or in the community.

Teacher Note: Emphasise use of ‘I’ messages (expressing appreciation of other person’s viewpoint and feelings and a calm restatement of one’s own view to avoid confrontations).
Families

- Provide opportunities for students to discuss and list television programs that portray families. How accurate are the families depicted on television programs? Discuss differences in family structures and arrangements. Look at ways in which families can change and the effects this change may have on family members, eg divorce, new baby, step-parent, death.

- Have students write family names or place photos of family members around a page. Students join members with lines to indicate how family members are dependent upon each other.

- Ask students to select a story about issues of family living. Discuss such issues as: How do families change? For example, divorce, remarriage, death. How could the change have an effect on family members? How might your role in the family change? What are your rights? What are the rights of other family members? What do we do to show respect for other people and their rights? What are your responsibilities in your family? What rules does your family have? What do you value most of all in your family? Why?

Peers

- Jointly construct a list of rights for the following age groups: 2 years, 5 years, 8 years, 11 years, teenager and adult. Match those rights with responsibilities. Students discuss how these rights and responsibilities affect friendships.

- Have students draw, write or role-play situations when they have disagreed with their friends. Create a cartoon of one particular disagreement. Select a topic of disagreement and role-play being assertive to solve the situation.

- Discuss peer influences and how these affect students’ personal decisions. Have students discuss the positive way in which peers can influence the behaviour of their friends. Role-play the impact of peer pressure when a boys’ cricket team invites a girl and her friend to join the lunchtime team. Discuss the pressures involved in being different.

- Have students write the word ‘Friendship’ vertically down one edge of a sheet of art paper. In pairs, students suggest a word or phrase beginning with each letter that says something about friendship or the roles of being a friend. Next to this, brainstorm rights and responsibilities. Share ideas. Ask students to use some of the ideas to create a poem about friendship.
Groups

- Encourage students to speak out or write a description about a group to which they belong. Descriptions could include the following information: the name of the group, how long the group has been in existence, who belongs to the group, how you became a member of the group, what the group does, why you belong to the group. Design an emblem for your group. Display group emblems on posters around the room.

- Ask students to work with a partner. Each pair has paper and crayons. One student begins by drawing a line on the paper then passing it to their partner. This process continues with the pair developing a ‘Partner Picture’. Discuss this activity in relation to cooperation in relationships. The following points may guide discussion: Did you and your partner make one picture or does it look like two separate pictures? Were you worried about what your partner might think about your contributions? Did one person lead? How and why did this happen?

- Provide opportunities for students to talk about how it feels to be part of a friendship group. Explore how it might feel to be outside a group wanting to get in. Brainstorm a list of things you could do to cope with being left out. Discuss in terms of good and bad ways.

Teacher Note: This activity could be extended into a discussion about discrimination and stereotyped attitudes.

- Have students identify situations at school when students work in groups. Do they have captains, team leaders or group leaders? Brainstorm a list of responsibilities and jobs that group leaders might have. Discuss: What should a group leader do, eg listen, set an example, not have favourites? What qualities should a leader have, eg friendly, helpful?

- Jointly construct a list of different types of behaviour that students have observed among group members when working in group situations, eg conscientious, loud or noisy, aggressive, disruptive, helpful. Discuss the effect these different types of behaviour can have on the group.

- Discuss the differences that students observe in other groups and individuals and use these in writing about the positive aspects of diversity.
Strand: Personal Health Choices

Description

The development of healthy attitudes and behaviours early in life is of fundamental importance to the growing child and the adoption of a healthy lifestyle. Students need strong guidance in forming attitudes and behaviours that promote health. The benefits of a healthy lifestyle should be clearly reinforced and the consequences of inappropriate behaviour explained.

With maturation, students take a more active involvement in decision making that impacts on personal and community health. The activities for this strand are designed to encourage an informed and responsible approach to these decisions. They focus upon relevant information, skill development and values clarification related to issues such as nutrition, hygiene, and consumerism.

When considering the nature of decision making, teachers should introduce students to a process such as:

- identify the problem;
- gather information;
- look at alternatives;
- look at consequences of alternatives;
- make a decision;
- act on decision; and
- evaluate.

Major Considerations

Sensitivity

Teaching in the area of health issues requires sensitivity. There should be a recognition that students have varying degrees of control over their lifestyle and their ability to make healthy choices will be due to their sociocultural background. Some students may have difficulty discussing family values in relation to a range of health issues.

Drug Education

This strand provides a sound framework for drug education. Students need to have the knowledge and skills to say no to harmful drugs and to select positive alternatives. Drug education will be most effective when it includes:

- accurate information;
- opportunities for students to acquire skills in forming and maintaining relationships, values clarification, decision making, effective communication, conflict resolution, refusal skill and assertiveness;
- opportunities for students to apply appropriate information and decision-making skills to relevant drug use scenarios;
- the promotion of drug-free alternatives to drug use; and
- the involvement of students, parents and the wider community in planning and implementing school drug education programs.
Information is essential but not sufficient in itself to lead behaviour change. Adequate time is required to ensure that students develop the skills necessary to act in an informed and responsible way in dealing with drug issues.

It is widely recognised that legally available drugs, in particular tobacco and alcohol, cause most harm in our community. The use or misuse of these substances, as well as medications, may impair physical, intellectual, emotional and social development.

The emphasis of drug education should be on the drug use likely to occur in the target group. Drug education in Years K–6 should focus on medications, tobacco and alcohol as these are the drugs identified by research as causing the most harm to young people.

Illicit drug use, such as cannabis, should only be addressed in particular contexts where it is significantly prevalent or causing harm. This decision should be made at a local level and should address the needs of the particular group of students.

Given the sensitivity of drug issues, the whole school community, particularly parents, should be involved in the planning and implementation stages of the school drug education program.

Support materials and human resources should be consistent with and contribute to the learning outcomes. Messages across the school environment about drug use should be consistent and coherent and should be reflected in the management of drug issues at a whole-school level.

Links with other Strands

The making of, and acting upon, responsible health decisions directly affects learning in all strands.

Growth and Development: Knowledge and understanding about personal hygiene, nutrition, preventive measures, environmental health and health information and services may positively affect growth and development.

Interpersonal Relationships: An individual’s relationships with others may influence either positively or negatively the health decisions they make in regard to health issues.

Safe Living: An individual’s ability to keep themselves and others safe is dependent upon knowledge and understanding about aspects of health such as personal hygiene, nutrition, preventive measures and consumer health and the skills needed to make personal decisions in relation to such issues.

Active Lifestyle, Games and Sports, Gymnastics and Dance: The ability to make responsible decisions about participation in all forms of physical activity is enhanced by knowledge and understanding about nutrition and preventive measures. This may assist students in choosing appropriate physical activity in which to participate.

Links with other Key Learning Areas

English

This strand provides opportunities for students to interpret and create various text types including information report, discussion, exposition and explanation. Students could develop understanding and skills related to personal health choices through:

- reading and writing menus, recipes and balanced diets;
- writing to local health services requesting information;
- designing campaigns for Health Week;
- reading and discussing labels for nutritional information and/or food additives;
- creating advertising campaigns for a variety of topics, eg nutrition, exercise, anti-smoking; and
- reading and discussing labels on medicines and poisons.
**Mathematics**

Students could:
- graph information from class surveys on health habits;
- compare nutrients in various foods, e.g., read information from nutritional panel on packages;
- calculate the kilojoule/fat/carbohydrate/protein content of their daily food intake;
- discuss ways of measuring pollution, e.g., noise, visual in their environment;
- develop graphs representing the amount of material recycled each week at school/home;
- examine the sun protection factor of various sun protection products;
- interpret statistics on smoking/non-smoking and other health practices and graph this information; and
- calculate how much money a smoker spends on cigarettes over a specific time period.

**Science and Technology**

Students could:
- investigate some of the methods used to produce, present and preserve foods;
- investigate the content of food needed for a healthy body;
- investigate pollution in air and water;
- investigate how people change their environment to meet their needs and wants;
- design and make a recycling system for the school;
- devise and implement an action plan to improve the quality of air or water; and
- investigate the effects of tobacco on the environment using an Internet website.

**Human Society and Its Environment**

Students could:
- study the interrelated nature of lifestyle and personal hygiene;
- examine the influence of society and culture on personal health decisions;
- investigate environmental influences on food choices;
- investigate how beliefs and customs govern attitudes to health and hygiene; and
- identify and discuss how health practices are incorporated into religious, ritual and traditional cultures.

**Creative and Practical Arts**

Students could:
- create posters, use animation, compose jingles or develop video advertisements for health campaigns; and
- examine the use of visual images, musical lyrics and drama in advertising campaigns on television, radio and in magazines.

**Suggested Resources**

A list of resources that teachers have found useful in implementing PDHPE K–6 programs may be found on the Board of Studies website: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
### Personal Health Choices Outcomes and Indicators

<table>
<thead>
<tr>
<th>Early Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHES1.12</strong></td>
<td><strong>PHS1.12</strong></td>
<td><strong>PHS2.12</strong></td>
<td><strong>PHS3.12</strong></td>
</tr>
<tr>
<td>Displays basic positive health practices.</td>
<td>Recognises that positive health choices can promote wellbeing.</td>
<td>Discusses the factors influencing personal health choices.</td>
<td>Explains the consequences of personal lifestyle choices.</td>
</tr>
</tbody>
</table>

- describes good hygiene practices
- talks about different foods that keep them healthy
- discusses the safe use and storage of medicines
- identifies health care workers who can help them, eg doctors, nurses, dentists
- makes simple choices, eg clothes worn
- uses draw or paint software to draw healthy foods
- talks about environmental factors that impact on health, eg play in the shade, place rubbish in bin
- identifies a range of foodstuffs and groups them according to their sources, eg vegetable, meat, dairy, fruit
- describes what people do to stay healthy, eg care of teeth, balanced diet, not smoking
- recognises that a variety of food is needed for good health
- identifies appropriate use, administration and storage of different types of medication
- makes personal health choices and gives reasons for their choices
- names the people who influence their health decisions
- identifies environmental factors that impact on health, eg passive smoking, pollution, sun
- identifies different foods that can keep them healthy
- explains the need for good health practices
- discusses reasons why people use drugs for medical and non-medical purposes
- identifies major steps involved in making decisions in regard to drug use, eg tobacco and alcohol
- identifies physical factors that influence lifestyle choices, eg asthma, diabetes, skin type
- identifies their responsibility to contribute towards a healthy environment
- discusses food needs for growth and activity
- identifies foods prepared and enjoyed by particular cultural groups
- identifies and discusses family practices related to lifestyle that keep them healthy and safe, eg administration and storage of medicines
- identifies how climatic and cultural influences impact upon people's health choices, eg clothes worn, foods eaten, immunisation
- discusses why people use different products
- analyses personal food intake to identify the balance of choices made
- identifies the positive and negative effects of various substances on the body, eg sunblock, alcohol, analgesics, tobacco, caffeine
- identifies the effects of their decisions on themselves, others and the environment, eg smoking, recycling
- makes judgements on the reliability of information from different sources, eg labels, websites, advertising, cigarette packets
- researches current global issues affecting the environment using information from the Internet
- discusses how other people/media influence body image and food intake
- identifies how and why males and females are targeted in a range of advertisements, eg advertising for alcoholic products
- describes the factors that influence personal health choices, eg family, friends, religion, culture, environment
## Personal Health Choices Overview

<table>
<thead>
<tr>
<th>Early Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Making Decisions</strong></td>
<td><strong>Making Decisions</strong></td>
<td><strong>Making Decisions</strong></td>
<td><strong>Making Decisions</strong></td>
</tr>
<tr>
<td>• awareness of choices</td>
<td>• identifying choices</td>
<td>• analysis of problems</td>
<td>• decision-making process</td>
</tr>
<tr>
<td>• making choices</td>
<td>• making choices</td>
<td>• decision-making process</td>
<td>• influences on decision making</td>
</tr>
<tr>
<td>• possible solutions to a problem</td>
<td>• reasons for choices/decisions</td>
<td>• influences on decision making</td>
<td>– family/peers</td>
</tr>
<tr>
<td>• effects of actions</td>
<td>• effects of actions</td>
<td>– other significant people, media</td>
<td>– other significant people, media</td>
</tr>
<tr>
<td><strong>Nutrition</strong></td>
<td>• food groups</td>
<td>• taking responsibility for one’s own decisions</td>
<td>• feelings and needs of others</td>
</tr>
<tr>
<td>• balanced eating habits</td>
<td>• balanced eating habits</td>
<td>• risk taking and decisions</td>
<td>• considering the effect of decisions on others</td>
</tr>
<tr>
<td>• food choices for good health</td>
<td>• food choices for good health</td>
<td>• evaluating decisions</td>
<td>• supporting others in their decision making</td>
</tr>
<tr>
<td><strong>Health Services and Products</strong></td>
<td>• people who keep me healthy</td>
<td>• products that keep me healthy</td>
<td>• making health decisions</td>
</tr>
<tr>
<td>• people who keep me healthy</td>
<td>– home</td>
<td>• health information and services</td>
<td>• risk taking and decisions</td>
</tr>
<tr>
<td>– home</td>
<td>– community</td>
<td>• influences of media</td>
<td>• evaluating decisions</td>
</tr>
<tr>
<td>• products that keep me healthy</td>
<td><strong>Drug Use</strong></td>
<td><strong>Drug Use</strong></td>
<td><strong>Drug Use</strong></td>
</tr>
<tr>
<td>• purpose of medication</td>
<td>• identifying drugs</td>
<td>• identifying drugs</td>
<td>• definition, legal and illegal</td>
</tr>
<tr>
<td>• safe use of medication</td>
<td>– appropriate use</td>
<td>– appropriate use</td>
<td>• appropriate use, administration and storage of medicines</td>
</tr>
<tr>
<td>• administration of medicines</td>
<td>• administration and storage of medicines</td>
<td>• administration and storage of medicines</td>
<td>• effects of drugs</td>
</tr>
<tr>
<td>• safe storage of medicines</td>
<td>• tobacco</td>
<td>• effects of the body</td>
<td>– caffeine</td>
</tr>
<tr>
<td><strong>Environmental Health</strong></td>
<td>• effects of pollution</td>
<td>• – effects of passive smoking</td>
<td>– alcohol</td>
</tr>
<tr>
<td>• effects of pollution</td>
<td>– school/home</td>
<td>• alcohol</td>
<td>– tobacco</td>
</tr>
<tr>
<td>– school/home</td>
<td>– water/air/land</td>
<td>• labelling of drugs</td>
<td>• media and drugs</td>
</tr>
<tr>
<td>• recycling</td>
<td>• environmentally friendly products</td>
<td>• effects of drug use on the community</td>
<td>• labels of drugs</td>
</tr>
<tr>
<td>• environmentally friendly products</td>
<td><strong>Preventive Measures</strong></td>
<td><strong>Preventive Measures</strong></td>
<td><strong>Preventive Measures</strong></td>
</tr>
<tr>
<td>• sun protection</td>
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<td>• disease prevention</td>
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<td>– immunisation</td>
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<td>– immunisation</td>
</tr>
<tr>
<td>• protective clothing and equipment</td>
<td>• communicable diseases</td>
<td>• communicable diseases</td>
<td>• communicable diseases</td>
</tr>
<tr>
<td>• personal hygiene</td>
<td>– immunisation</td>
<td>– immunisation</td>
<td>– immunisation</td>
</tr>
<tr>
<td>– cleanliness</td>
<td>• heart disease</td>
<td>• heart disease</td>
<td>• heart disease</td>
</tr>
<tr>
<td>– clothing</td>
<td>– nutrition, physical activity</td>
<td>– nutrition, physical activity</td>
<td>– nutrition, physical activity</td>
</tr>
<tr>
<td>– hair care</td>
<td>• personal hygiene</td>
<td>• personal hygiene</td>
<td>• personal hygiene</td>
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<tr>
<td>– ears and nose</td>
<td>• choice of health care products</td>
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</tbody>
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### Personal Health Choices

- **Making Decisions**
  - awareness of choices
  - making choices
  - possible solutions to a problem
  - effects of actions

- **Nutrition**
  - balanced eating habits
  - food choices for good health

- **Health Services and Products**
  - people who keep me healthy
    - home
    - community

- **Environmental Health**
  - effects of pollution
    - school/home
    - water/air/land

- **Preventive Measures**
  - sun protection
  - disease prevention
    - immunisation
  - protective clothing and equipment
  - personal hygiene
    - cleanliness
    - clothing
    - hair care
    - dental care
    - ears and nose

- **Drug Use**
  - purpose of medication
  - safe use of medication
  - administration of medicines
  - safe storage of medicines

- **Environmental Health**
  - effects of pollution
    - school/home
    - water/air/land
  - recycling
  - environmentally friendly products

- **Preventive Measures**
  - sun protection
  - disease prevention
  - immunisation
  - protective clothing and equipment
  - personal hygiene
    - cleanliness
    - clothing
    - hair care
    - dental care
    - ears and nose

- **Nutrition**
  - balanced eating habits
  - special needs
    - illness, eg diabetes, heart disease
    - cultural, eg festivals
  - fast food: a healthy choice
  - digestive system

- **Health Services and Products**
  - health information and services
  - influences of media

- **Drug Use**
  - identifying drugs
    - appropriate use
  - administration and storage of medicines
  - tobacco
    - effects on the body
    - effects of passive smoking
  - alcohol
    - effects on the body
  - labelling of drugs

- **Environmental Health**
  - energy conservation
  - global pollution
  - recycling
  - environmentally friendly products
  - planting programs

- **Preventive Measures**
  - sun protection
  - disease prevention
  - communicable diseases
  - immunisation
  - heart disease
    - nutrition, physical activity
  - personal hygiene
    - dental care
  - choice of health care products

- **Making Decisions**
  - analysis of problems
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  - influences on decision making
    - family/peers
    - other significant people, media
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  - global pollution
  - recycling
  - environmentally friendly products
  - planting programs

- **Preventive Measures**
  - sun protection
  - disease prevention
    - communicable diseases
    - immunisation
    - sexually transmitted diseases including HIV/AIDS
    - hereditary diseases
    - lifestyle diseases, eg development of heart disease
## Personal Health Choices

### Knowledge and Understanding

PHES1.12 Displays basic positive health practices.

### Skills

DMES1.2 Identifies some options available when making simple decisions.

### Values and Attitudes

V4 Accepts responsibility for personal and community health.

### Overview of Subject Matter in this Module

#### Making Decisions
- Awareness of choices
- Making choices
- Possible solutions to a problem
- Effects of actions

#### Nutrition
- Balanced eating habits
- Food choices for good health

#### Health Services and Products
- People who keep me healthy
  - home
  - community

#### Drug Use
- Administration of medicines
- Identifying medicines
- Safe use of medicines
- Safe storage

#### Environmental Health
- Effects of pollution
  - school/home
  - Recycling

#### Preventive Measures
- Sun protection
- Disease prevention
  - immunisation
- Care of the body
  - toileting/washing
  - clothing
  - dental care
  - ear care
  - hair care

### Student Assessment

- Question students about personal hygiene.
- Observe students’ behaviours, eg wearing hats outdoors.
- Question students about the contents of a healthy lunch.
- Question students about safety rules for medicine.
- Observe students’ drawings about their environment and its features.

### Program Evaluation

- Did the students enjoy the activities?
- Has the program impacted on student behaviours?
- Do students require more opportunities to practise decision making?
- Are parents providing opportunities for their child to take responsibility for some decisions at home?
Learning Experiences

**Making Decisions**
- Provide opportunities for students to discuss selection of a toy, game or book that is chosen during a ‘free choice’ time and why the particular choice was made.
- Jointly construct a list of what decisions are made at home/school, with trusted adults and with others. Discuss why some decisions are left to adults.

*Teacher Note:* Decision making application in a protective behaviours context requires considerable planning and sensitivity.
- In groups, and then as a class, have students recount decisions of actions to take in given situations, eg Joe has lost his lunch money. What should he do?
- Have students identify the choices available when individuals have:
  - fallen over and injured an arm;
  - a headache; and
  - a stomach pain.

**Nutrition**
- Discuss how and where fruits and vegetables are grown, eg home gardens. Have students draw and colour their four favourite fruits and vegetables to make a class collage. Students care for their own vegetable patch in the school.
- Gather pictures of food and have students categorise them into two groups – ‘most favourite food’ and ‘least favourite food’. Discuss with students the reason why some foods are their favourite foods.
- Talk about why students like or dislike certain foods, eg taste, appearance, feel, sound when eaten. Have students bring their favourite foods to class. What are the favourite foods among students in each of the following categories: fruits, vegetables, foods made from cereals and grains, meat, fish, chicken, dairy foods, sweets, drinks? Graph the class results.
- Arrange for the class to eat lunch together. Hold a pre-lunch discussion, eg who is looking forward to lunch and consider the reasons why. After lunch discuss tastes, colour of food, best part of lunch.
- Have students group foods into categories, eg colour, plant or animal, snack or meal. Examine the food groups presented in the *Australian Guide to Healthy Eating*. Hold up the names of food or some samples, eg milk carton, margarine container, and have students place them in the appropriate food group, eg a hoop labelled with the different food groups. Discuss foods that do not fit into any of these groups and how often students eat them. Make a food mobile displaying pictures of foods from each of the food groups. Hang completed mobiles in the classroom.

**Health Services and Products**
- Jointly construct with students a list of the people who help them stay healthy, eg parents, friends, teachers, family members, doctors, dentists, coaches. Brainstorm a second list of the ways in which they help, eg providing them with food, protection, help, guidance, opportunities, support and special care.
- Discuss with students who they go to for help when they are unwell, have a toothache. Group these services and care providers, eg home, community.
- Ask students to draw or paint pictures of people helping others to stay healthy. Discuss what you can do to help others be healthy.
- Organise a class visit to the school medical facility.
Drug Use

- Discuss medications that students use, e.g., analgesics for minor pain, asthma inhaler for managing asthma, insulin for managing diabetes. Discuss who gives them medicines.
- Discuss:
  - Where should medicine be kept at home?
  - Why is it important to store medicine in a safe place? That is, medicines should be stored in a secure place, preferably a locked cupboard, out of reach of students.
- Introduce the concept of ownership and sharing. Display various items such as books, games, food, medicines, and an asthma inhaler. Discuss things that students own and can share with other people. List reasons why. Discuss what students own and do not share. List reasons why.
- Provide opportunities for students to view a safety video, e.g., *Pete and Penny Safety Around the Home,* and discuss the safety messages presented.
- Gather an assortment of empty medicine containers, e.g., tins, plastic cylinders, boxes, blister packs, and asthma inhalers. Discuss with students the ways of identifying the contents from the labelling and packaging, e.g., what symbols are used to indicate potential harm?

Environmental Health

- Have students count pieces of rubbish in an area of the playground. Take photographs of the rubbish. Display photos and write sentences about:
  - how rubbish can lead to ill health; and
  - how to prevent rubbish collecting in school areas.
- Organise students to help the school recycle waste material. Use different class waste bins for paper, plastic, cans, and glass.

Preventive Measures

- Have students make up a dough mixture and divide it into two halves. Place both halves in the sun, one uncovered, one covered by a hat. After one hour collect both halves. Discuss the effect of the sun on the skins of the two mixtures and compare this to the effect the sun might have on human skin.
- Ask students to work in pairs. One student guides their blindfolded partner into the sun then into the shade. The blindfolded student identifies when they are in the sun or shade. On a map of the school, have students mark and label the areas where shade is available. Discuss how and why these areas might change from the morning till the afternoon. Develop a class poster on the theme ‘Safety in the sun,’ focusing on the value of wearing hats and the use of shade in keeping safe. Display the poster in a prominent position in the school.
- Encourage students to bring a hat to school. Discuss the features that provide protection for the face, ears, neck. Indicate the parts of the body not shaded by each of the hats. Classify the hats according to the amount of sun protection they provide. Students paint a picture of themselves doing a favourite activity outside wearing a hat and shirt with collar and sleeves or decorate their own hat with paint or badges.
- Discuss the difference between feeling healthy and feeling sick. Have students draw pictures of a personal experience of being sick, e.g., measles, chickenpox.
- Trace an outline of a body onto a wall chart. Ask students to brainstorm hygiene and/or grooming activities. Label the wall chart accordingly by placing cards onto the body outline. Discuss how a range of hygiene and/or grooming activities contribute to good health.
- Have students feel and count the number of teeth they have. Compare results with others. Write a sentence about how many teeth each student has and comment on their use.
- Teach songs about hygiene. Have students make a collage of people with clean healthy hair. Survey the class for different hair types and lengths, e.g., fine, curly, long. Use a variety of hair-brushing utensils on different types of hair. Discuss which utensils suit certain hair types. Write a ‘hair’ acrostic poem or rhyming couplets, e.g., fair hair, hair care.
- Demonstrate and discuss with students self-care skills, including toileting, dressing, grooming.

Teacher Note: Use discretion regarding comment on or involvement of students with special hygiene needs.
Knowledge and Understanding

PHS1.12 Recognises that positive health choices can promote wellbeing.

Skills

DMS1.2 Recalls on past experiences in making decisions.

Values and Attitudes

V4 Accepts responsibility for personal and community health.

Overview of Subject Matter in this Module

Making Decisions
- Identifying choices
- Making choices
- Influences on decisions
- Reasons for choices/decisions
- Effects of actions
- Possible solutions

Nutrition
- Food groups
- Balanced eating habits
- Food choices for good health

Health Services and Products
- People who keep me healthy
  - home
  - community
- Products that keep me healthy

Drug Use
- Purpose of medication
- Safe use of medication
- Administration of medicines
- Safe storage of medicines

Environmental Health
- Effects of pollution
  - school/home
  - water/air/land
- Recycling
- Environmentally friendly products

Preventive Measures
- Sun protection
- Disease prevention
  - immunisation
- Protective clothing and equipment
- Personal hygiene
  - cleanliness
  - clothing
  - hair care
  - dental care
  - ears and nose

Student Assessment
- Observe role-plays of family and peer situations and of the health decisions made in these situations.
- Observe student behaviours in the sun, eg wearing hats, making use of shady areas.
- Ask students to select a healthy lunch from a variety of foods. Have students discuss their choices.
- Observe student purchases from school canteen.
- Question students about possible safety rules and dangers when using medicines and household substances.
- Role-play the first aid procedure for someone who has swallowed something that has made them sick.
- Use a checklist to record students’ steps in decision making.
- Observe students’ drawings of themselves playing in their chosen environment. Have them describe the features of the environment.

Program Evaluation
- Do school policies reflect the aims of units developed from this module? Eg school hats, policy for administration of medicines, school canteen policy and procedures.
- Were positive attitudes and behaviours observable in students during assessment activities?
- Did the students enjoy the activities in the module? (Student evaluation forms may be useful here.)
- Has the program had any overall effect on school activities?
- Do students require additional opportunities to practise decision making?
- Are parents providing opportunities for their child to take responsibility for some decisions at home?
Learning Experiences

Making Decisions

- Discuss with students the decisions they are allowed to make at home, school and elsewhere and why they make some decisions but not others.
- Using a teacher-prepared stencil, have students tick a range of appropriate choices in given situations, eg walking rather than running at the pool or using a pedestrian crossing.
- Provide opportunities for students to examine all the decisions made in a day. Place decisions made on a ‘Decision Dial’, which refers to decisions made at different times of the day, eg on waking up, before breakfast, at breakfast, on the way to school, at recess etc. Examine these dials and discuss in pairs or groups whether there were many alternatives and feelings about decisions. Add alternatives to the ‘Decision Dial’ in a different colour.

Teacher Note: Ensure sensitivity to students who do not have a regular routine.

Nutrition

- Discuss with students the concept of a ‘balanced diet’ and the benefits of eating more ‘healthy’ foods/less ‘unhealthy’ foods.
- Organise for students to view the Pete and Penny video Food and Me and discuss the advice and activities suggested by Pete, Penny and the other presenters.
- Have students examine balanced diet models. Discuss:
  - What type of foods do our bodies need most and least?
  - Are the foods that we often want to eat the same as the foods our bodies need?
  - Why do our bodies need certain foods?
  - What would happen if we didn’t eat these foods and only ate foods we wanted?
- Ask students to draw or make a large poster of the ‘healthy diet pyramid’, ‘target on healthy foods’ or ‘food star’.
- Have students survey the school canteen to determine the ‘most or least favourite foods’. Identify any high fat foods sold at the canteen.

Teacher Note: Liaise with the canteen manager and/or committee.

- Ask students to sort food into groups using food or packaging samples, eg milk carton, margarine container. Discuss foods that do not fit into groups and why. Make a food mobile displaying pictures of foods from each of the Australian Guide to Healthy Eating food groups. Hang the completed mobiles in the classroom.
**Health Services and Products**

- Jointly construct a list of the people responsible for child health, eg parents, brothers, sisters, friends, teachers, other family members, doctors, dentists, coaches.
- Ask students to discuss who they go to for help when they are unwell. Group these services, eg home, community. How do they help us?
- Examine some health-promoting advertisements. Have students discuss what each of the advertisements is saying. Collect magazine advertisements for food or teeth care. Discuss the use of health promotion in these advertisements.
- Visit a medical setting and look at its services and the procedures involved for people using the service. Jointly construct a class list of available medical services in the local community.
  - Which services can you contact through the emergency number 000?
  - What information do you need to provide?
- Encourage students to bring food products, eg cans, packets, from home. Examine these products for date stamping and discuss why this is important. Practise reading what different date stamps say and mean.

**Drug Use**

- Prepare a display of a variety of empty medicine containers, eg tablets, liquids and inhalers. Have students discuss why people use them and when they need to be used:
  - Who has taken medicine?
  - Who gave it to you?
  - Who looks after the medicines?
  - Why is it important to be careful with medicines?
  - Who do you contact if someone takes the wrong amount or the wrong kind of medicine? Have students identify responsible adults who can help in an emergency. Role-play ringing 000 and asking for help.
- Provide opportunities for students to discuss the rules for taking medicines at home and list ideas. Emphasis should be placed on students taking only their own medicines. Rules for taking medicine:
  - only take own medicine;
  - correct dosage at prescribed times;
  - adult supervision; and
  - only taken when directed by doctor, parent or caregiver.
- Jointly label a wall chart of the human body indicating substances that are sometimes taken into the body, eg food, water, medicines, smoke, alcohol, pollutants. Discuss why and how these substances are taken into the body.
- Gather an assortment of empty medicine containers, eg tins, plastic cylinders, boxes, blister packs and asthma inhalers. Have students discuss the ways of identifying the contents from the labelling and packaging, eg What symbols are used to indicate potential harm? What shows us that these are medicines? Trace around some containers and copy warning symbols or instructions for use and/or storage. Discuss reasons why medicines should be stored safely.
- Have students write the word ‘medicine’ down the page and write a sentence beginning with each letter of the word ‘medicine’, eg:
  - M medicine makes us better when we are sick; and
  - E everyone should follow proper instructions for taking medicine.
Environmental Health

- Discuss:
  - What is pollution?
  - How can students help the environment?
- Ask students to organise class bins for paper, plastic, cans and glass to help the school recycle rubbish.
- Have students examine labels of environmentally friendly products. Students identify those products used in their homes. Discuss how their families can help the environment by using such products. Identify other ways of protecting the environment.
- Organise a compost area for students in the school to dispose of organic scraps from lunch. Allocate monitors to supervise the collection of scraps and to maintain the compost area.

Preventive Measures

- Teach the ‘Slip, Slop, Slap Wrap Song’. Have students make a mural of ‘students in the playground’ that shows students wearing hats, using shade and applying sunscreen.

  **Teacher Note:** Music and words for the ‘Slip, Slop, Slap Wrap Song’ are available from the NSW Cancer Council.
- Have each student make a hat by folding a newspaper. Dress a doll or mannequin in clothes appropriate for hot weather.
- Discuss the term ‘disease’, ie ‘not at ease’. Name diseases, eg measles, influenza, chickenpox. Jointly construct a list of ways in which people catch each of the diseases. Have students identify strategies to avoid catching diseases such as immunisation, good hygiene practices, a healthy diet, a balanced lifestyle, eg plenty of rest, regular exercise, drinking plenty of water etc.
- Ask students to read and/or write poems, jingles and rhymes about hygiene activities, eg the use of a handkerchief when sneezing. Draw the hygiene activities mentioned in the poems, jingles and rhymes.
- Tally, on a health activity chart, the hygiene practices for each day, eg brush hair, clean teeth, wash hands after going to the toilet. Have students graph the results and discuss the frequency of hygiene practices.
- Have students create advertisements for dental care.
- Prepare a demonstration showing correct posture in a range of activities, including sitting on floor, sitting in chair, standing, walking, jogging and lying on floor.

  **Teacher Note:** Remind students of correct posture, including need to relax upper body when writing or working on keyboards. Handling baggage, furniture and other materials will often require teacher instruction.
Outcomes

Knowledge and Understanding

PHS2.12 Discusses the factors influencing personal health choices.

Skills

DMS2.2 Makes decisions as an individual and as a group member.

Values and Attitudes

V4 Accepts responsibility for personal and community health.

Overview of Subject Matter in this Module

Making Decisions
- Analysis of problems
- Decision-making process
- Influences on decision making
  - family/peers
  - other significant people, media
  - feelings and needs of others
- Taking responsibility for one’s own decisions
- Risk taking and decisions

Nutrition
- Balanced eating habits
- Special needs
  - illness, eg diabetes, heart disease
  - cultural, eg festivals
- Fast food: a health choice
- Digestive system

Health Services and Products
- Health information and services
- Influences of media

Drug Use
- Identifying drugs
  - appropriate use
- Labelling of drugs
- Administration and storage of medicines
- Tobacco
  - effects on the body
  - effects of passive smoking
- Alcohol
  - effects on the body

Environmental Health
- Effects of pollution
- Individual/group responsibility
- Recycling
- Environmentally friendly products

Preventive Measures
- Sun protection
- Disease prevention
- Communicable diseases
  - immunisation
- Heart disease
  - nutrition, physical activity
- Personal hygiene
  - dental care
- Choice of health care products

Student Assessment
- Observe student behaviours and choices in playground activity.
- Devise a quiz to assess student knowledge about modifying their personal behaviour and the environment to prevent sickness and disease.
- Collect a research assignment on ‘diseases’ to include in portfolio.
- Have students-devise and complete a checklist of sun care practices to consider during outdoor activity.
- Read student-devised menus and record nutritional appropriateness.
- Observe student responses to a moral dilemma story about drug use.

Program Evaluation
- Have the learning experiences allowed students to develop a greater acceptance of responsibility for their health-related practices, eg care in the sun, food choices, appearance, drug use?
- Did students enjoy participating in the decision-making process?
- Was there parent/community involvement in the unit?
- Did students accept the views of others and cooperate in groups?
- Did students develop an understanding that many agencies are active in health promotion?
Learning Experiences

Making Decisions

- Have students write in a journal the daily decisions made at home in the morning and in the evening. Share decisions with group and discuss. Have students list other kinds of decisions that people can make.

- Work through the steps taken to make a decision using a scenario, eg should a bandaid be put on a small cut? Identify the common steps for making a decision, that is:
  1. identify the problem;
  2. gather information;
  3. look at alternatives;
  4. look at consequences of alternatives;
  5. make a decision;
  6. act on decision; and
  7. evaluate the decision.

- Organise a formal class meeting about specific problems in the playground, school or at home. Pose a variety of solutions. Jointly construct a variety of decisions made by different groups at school and list the common influences affecting each decision.

- Jointly construct a set of class rules. Discuss what decisions are made when these rules are kept and broken. Discuss whose responsibility it is for these decisions.

- Provide opportunities for students to listen to a scenario, discuss and act out different ways in which people might react, eg a student yells at a friend, ‘Get lost, you bug me’. In role, act out the characters to explore possible reactions, responses and alternatives. Discuss feelings experienced when acting in particular character roles.

  **Teacher Note:** No students should role-play inappropriate or abusive behaviours. The teacher could take such a role, or read or describe the part.

- Ask students to draw around the shape of one hand. On the palm print, write down one decision made that day. On each finger outline the steps taken in reaching and acting on the decision. Share this in small groups. Compare and contrast. Record the common steps involved in decision making on another hand print.

- Discuss the concepts of ‘risk’ and ‘risk taking’. Identify risks that students take at home, school and in the community. Discuss what decisions are made when taking these risks.
**Nutrition**

- Organise for students to listen to a visiting nutritionist, dietitian, nurse or teacher explain about the foods our bodies need to grow and be healthy. Plan questions to ask in relation to the different needs that people have at different ages or periods in their lives, such as:
  - at one year of age;
  - at present age;
  - when sick, eg a cold; and
  - at 15 years of age.

- After considering the ‘healthy diet pyramid’, have students cut out and paste pictures of food onto a chart. Discuss amounts of food and frequency of eating.

- Have students identify and compare the nutritional value of foods sold at fast food outlets. Discuss dislikes and likes, the nature of the foods offered by each outlet and the influence of advertising on food choices at fast food outlets.

- Ask students to use a stencil of the digestive system, eg in *Hands on Food* theme book, to research what happens to food between the mouth (ingestion) and the anus and bladder (elimination).

- Have students make journals with pages in the design and shape of a ‘healthy diet pyramid’. Write about and draw all the food and drink consumed daily for a week on the appropriate part of the pyramid. Use a new page for each day. Write statements about eating patterns in journals at the end of the week.

- Have students create papier-mâché models of foods and display with the caption, ‘We are what we eat’. Discuss the caption:
  - What does it mean?
  - Is it true?
  - Are we a reflection of what we eat?

- Read and jointly view stories with a food theme, eg *Willie Wonka and the Chocolate Factory, Hands on Food* big book. Discuss how the story could be different if based on healthy foods rather than a chocolate bar.

- Have students trace the cycle of a particular food from planting to eating using pictures or story maps.

- Collect menus from a range of restaurants and have students investigate the variety and availability of foods. Compare the food offered with foods eaten at home. Explain the differences.

- Organise for students to conduct a survey of class purchases from the school canteen. Graph the findings and discuss reasons for purchases. Develop a revised school canteen menu that reflects a balance and distribution of foods suggested in the ‘healthy diet pyramid’. Design posters to advertise specific canteen foods.
**Health Services and Products**

- Ask students to conduct a ‘media watch’ related to food advertising. Collate the results of types and brands of food advertised. Categorise these under the following headings: Takeaways, Snacks, Confectionery, Drinks. Indicate the time of day each product is advertised. Analyse products for health information.

- Have students collate information from the fast food choices activity and the media watch activity. Identify similarities between student choices and advertising. Identify similarities between student choices and advertising.

- Provide opportunities to examine the local business telephone directory and list the services available to individuals if they:
  - are sick;
  - have a toothache;
  - have seen a deadly spider or snake in their backyard;
  - need health care after an operation; and
  - need medication.

- Jointly construct a list of good hygiene habits and discuss the consequences of poor hygiene, eg disease. List agencies where information about disease and disease prevention could be obtained, eg hospitals, medical centres, NSW Department of Health, doctors. Write a class letter to relevant agencies requesting pamphlets about various diseases.

- In groups, have students draw a body outline and paste pictures from magazines of food, hair care products, medications, soap, shoes and clothes around the outline. Identify who and what influences the choices made in picture selection.

- Have students examine the labels of food products and discuss how each piece of information helps the shopper.

- Discuss and jointly view television and magazine advertisements that promote health care products. Describe the types of people and the types of messages used to promote certain products. Examine what persuades people to buy and use these products. Make a class collage of health product advertisements gathered from assorted magazines.

- Discuss alternative medicines such as the use of berries, plants and their fruits, leaves etc, which indigenous groups such as Aboriginal people have used as medicines.

**Drug Use**

- Have students brainstorm what a drug is and list responses. Discuss and formulate a simple definition, eg ‘A drug is any substance that, when taken into the body, alters the way the body works, excluding water and oxygen’. List things that fit an agreed definition.

- Jointly construct a list of substances that contain drugs. Discuss whether examples on the list are in fact drugs and fit the definition.

- Group drugs under the following headings:
  - medicines prescribed by a doctor;
  - medicines not prescribed by the doctor;
  - caffeine;
  - alcohol;
  - tobacco; and
  - illegal drugs.
Collect empty packets, tubes and bottles of medications. Compare the labels of prescribed and non-prescribed medications, eg prescribed medications have the patient’s name and the doctor’s name who prescribed it. Discuss safety, storage and administration of medicines. Design a safety poster using a software program.

Provide magazines and newspaper cut-outs to make a collage of substances that contain drugs. Use the collage to help students write about how drugs have helped them or others improve their health, eg antibiotics for infection, antihistamines for allergies, analgesics for minor pain, inhalers for asthma.

Discuss:
- What products contain tobacco? Eg cigarettes, cigars, pipe tobacco
- Why do cigarette packets have health warnings?
- How does smoking affect our bodies? Eg watery eyes, smell etc.

Introduce the term ‘passive smoking’. Passive smoking is when non-smokers and smokers breathe in sidestream smoke and exhaled smoke. (Sidestream smoke drifts from the lit end of the cigarette; exhaled smoke is breathed out from the smoker’s lungs.) Discuss the meaning of this term. Have students identify situations where they may be exposed to passive smoking and identify ways of avoiding them.

Have students list places where smoking is not permitted, eg cinemas, public transport, government buildings, taxis, domestic and most international flights.

Discuss situations where students have seen people use alcohol. Record positive and negative reasons for its use. Discuss the effects that alcohol has on the body.

**Environmental Health**

Have students identify healthy environments by finding stories and reports from a collection of newspapers on various conservation and environmental issues. Use these as stimulus material for looking at the need for a healthy environment.

Organise for the class to visit the local council and discuss what the council does to keep the environment clean and healthy. Have students list environments, including the school environment, that are healthy and unhealthy. Identify how particular environments could be improved.

Ask students to identify different types of pollution, eg noise, air, visual. Research how pollution can affect health (eg noise pollution can cause irreparable damage to hearing and generate nervous stress) and the environment (eg a local park). Discuss what makes a particular environment polluted. Write a letter informing the local council of a particular pollution problem.

Organise for students to observe a collection of environmentally friendly products and alternative household products. Discuss why they are environmentally friendly and the advantages and disadvantages of the products.

Have students design a campaign to reduce pollution, eg noise pollution in the school and the community. Follow the action steps of decision making in developing a plan for action.
**Preventive Measures**

- Have students make a collage of sporting and television personalities wearing hats. Investigate the designs for a school hat. Make a class decision about ‘no hat, no play, play in the shade’ in designated school hot areas.

- Display and organise pictures to discuss and categorise a variety of body coverings, eg fur, scales, skin. Recite the poem ‘Everyone, Everywhere is Covered in Skin’. Have students collect a variety of types and colours of materials and cloths. Shine a torch through each and see which ones let the least or most light through. Draw conclusions about clothing materials most suitable for protection of skin against the sun. In groups, make a comic strip about ways of protecting the skin from the sun. Publish these comic strips in the classroom or school newsletter.

*Teacher Note:* The poem ‘Everybody, Everywhere is Covered in Skin’ is available from the NSW Cancer Council in the resource *Skin Safe*.

- In small groups, have students research a disease. Use the following headings: Characteristics of the disease, Ways it can be spread, How the spread of the disease can be controlled. Present findings to the class. Discuss and list practices that reduce the risk of contracting disease.

- Discuss the body’s outer defences against infection. Have students consider: What stops dust, dirt, water and other substances from entering the body? In small groups, draw diagrams of the body and label it to highlight the body’s natural defences, eg skin, tears, earwax. List ways to help keep outside defence systems healthy and effective, eg keeping body clean, not puncturing the skin.

- Have students list known diseases around body outlines. Research how these diseases were transmitted and identify how transmission can be prevented, eg cold: affects nose and is transmitted through air by sneezing, coughing etc; transmission can be prevented by covering mouth when coughing.

- Obtain a stethoscope. Have students listen to their heartbeat before exercising. Ask students to exercise energetically and then listen to their heartbeat again. Have students explain why the heart beats faster during and after exercise; why exercise is good for the heart; and what conditions the heart requires to remain healthy, eg exercise, adequate rest, appropriate food, no smoking, balance of stress. Construct a mural using pictures of active people playing different sports and activities suitable for people of all ages that help to keep the heart healthy.

- Provide opportunities for students to invent and play a board game such as ‘Sickly Snakes and Lifestyle Ladders’ (players go up ladders when indicating good health habits/showing consideration for others, and inversely go down snakes when poor health choices are made).

- Have students list or draw all the ways of keeping teeth clean, eg using dental floss for plaque, chewing apple or carrot after meals.

- Ask students to design and display a class chart titled ‘Our Healthy Habits’. List good hygiene habits and ideas, eg wash hands before eating, wash hands after going to the toilet, using tissues/handkerchiefs.

- Provide opportunities for students to examine best practice for good posture in the use of hand-held bags, shoulder bags and full-harness backpacks. Conduct trials adopting different methods of carriage in consultation with research on correct methods of carriage and subsequently practise best techniques.
Outcomes

Knowledge and Understanding

PHS3.12 Explains the consequences of personal lifestyle choices.

Skills

DMS3.2 Makes informed decisions and accepts responsibility for consequences.

Values and Attitudes

V4 Accepts responsibility for personal and community health.

Overview of Subject Matter in this Module

Making Decisions
- Decision-making process
- Influences on decision making
  - family/peers
  - other significant people
  - media
  - feelings and needs of others
- Considering the effect of decisions on others
- Supporting others in their decision making
- Making health decisions
- Risk taking and decisions
- Evaluating decisions

Nutrition
- Nutritional needs across lifespan
- Energy intake/energy expenditure
- Variety of food choices
- Food preparation, storage
- Special needs/considerations
- Salt/sugar intake
- Saturated fats

Health Services and Products
- Health information and services
- Influences of media
- Traditional and alternative health products and services

Drug Use
- Definition, legal and illegal
- Appropriate use, administration and storage of medicines
- Effects of drugs
  - caffeine
  - alcohol
  - tobacco
- Media and drugs
- Effects of drug use on the community
- Labelling of drugs

Environmental Health
- Energy conservation
- Global pollution
- Recycling
- Environmentally friendly products
- Planting programs

Preventive Measures
- Sun protection
- Disease prevention
  - immunisation
  - communicable diseases
  - sexually transmitted diseases including HIV/AIDS, blood-borne viruses
  - hereditary diseases
  - lifestyle diseases, eg heart disease

Student Assessment
- Appraise student research projects about alternative health services.
- Observe assertive refusal skills in role-plays involving offers of cigarettes.
- Test students using multiple choice format about healthy and unhealthy products and practices.
- Record student reaction to the actions of characters in moral dilemma situations.
- Observe students’ ability to categorise a series of effects of smoking as short or long term.
- Observe a debate on the relative worth of various health-related products.
- Appraise students’ ability to identify gimmicks in advertisements.

Program Evaluation
- Does the school canteen complement the intended outcomes?
- Did the learning experiences assist students to gain the knowledge and understanding, skills and attitudes necessary to make their own health choices and accept responsibility for these choices?
- Have students displayed attitudes and behaviours that show acceptance of responsibility for health choices?
- Do students exhibit a heightened awareness of the physical environment of the school?
Learning Experiences

Making Decisions

- Have students review the steps taken in making effective decisions.
  1. identify problem;
  2. gather information;
  3. consider alternatives;
  4. consider consequences of alternatives;
  5. make a decision;
  6. act on decision; and
  7. evaluate the decision.

- Have each student list personal responsibilities regarding the health of self, family and friends. Identify responsibilities of parents and teachers.

- Have students select one responsibility and work through the steps of the decision-making process.

- Ask students to identify some relevant issues such as:
  - keeping friends;
  - sexual safety, sexual danger;
  - drug use;
  - discrimination;
  - environment;
  - clothes;
  - food;
  - fitness; and
  - academic success.

  In groups, have students discuss who or what influences behaviour in these areas.

- Ask students to write, draw or use pictures to describe what it could be like to be thirty years old after making consistent good health choices, or after making poor health choices.

- Provide opportunities for students to listen to a dilemma or conflict situation. Have students work in groups to solve the problems of characters using the decision-making process. Report back to the class.

- Have each student record personal activities undertaken on a daily timetable. Mark with an asterisk those activities that require individual decisions. Circle the activities where decisions were made by others. Compile a class list of activities. Identify those who influenced others to decide on these activities. Brainstorm any other influences that might affect someone’s decision to do something.

- Have students record the decisions made during the school day. List the influences affecting each decision. Rank these in order of who or what had most influence or are considered of greatest importance.

- Have students formulate a personal safety plan for a regular or forthcoming independent activity.
**Nutrition**

- Provide students with a table showing various activities and the approximate number of kilojoules used in performing each activity. Have students calculate the number of kilojoules used for various activities for various lengths of time. Draw some conclusions about energy output compared with energy intake. What modifications may be necessary? Why?

  **Teacher Note:** Kilojoule counters are available from a variety of sources.

- Jointly construct a list of food types that provide enough energy for light, moderate, vigorous and strenuous activities.

- Have students trace the origins of particular foods to discover that all foods either originate from or depend on plants. Draw a food chain. Create a story map that traces one food from the source to the end product.

  **Teacher Note:** Students may like to draw a food web as an extension activity.

- Have each student complete a daily food inventory of foods eaten for breakfast, lunch and dinner, including all snacks and drinks, consumed over one week. Use this information to allocate foods to the ‘healthy diet pyramid’. Discuss the foods eaten in relation to the pyramid’s categories. Discuss the spread of foods and modifications necessary for improved choices.

- Jointly analyse the foods eaten by a variety of ethnic groups. Discuss the Hands on Food kit.

- Organise for students to participate in an ‘International Food Day’. Taste a variety of international foods. Record the foods liked or disliked and foods that would be chosen again. Discuss reasons for different choices, eg past experience, food eaten at home.

  **Teacher Note:** Students from all cultural backgrounds should be encouraged to contribute foods to the International Food Day. Local delicatessens may also be able to contribute.

- In groups, have students devise a menu for a new fast food outlet. Use as many foods as possible from the ‘healthy diet pyramid’. Design an advertising poster for one food item available on the menu.

- Introduce the Dietary Guidelines for Children and have students discuss the degree to which their nutritional practices reflect these.

- Organise for students to interview the school canteen manager and prepare questions to be asked such as:
  - Who determines what food is to be sold?
  - Which food lines are to be introduced or discontinued?
  - What are the reasons on which these decisions are based?
  - Is there a school canteen committee? What is its role?
  - How can the school canteen better support the concept of a health-promoting school?

- Have students investigate the dangers of people undereating or overeating. Consider:
  - What are the influences on people to control weight?
  - What are the effects of excessive dieting on the body and the mind?

- Discuss the need to adjust diets and food intakes during special periods of growth. Have students compare nutritional needs during early childhood, puberty, pregnancy, middle and old age. Discuss food requirements during periods of stress and physical activity.
Health Services and Products

- Have students collect pamphlets and/or advertisements from a variety of sources that relate to a wide variety of health services, e.g., health food stores, hospitals, health magazines, community health centres. Categorise these under the headings of Traditional or Alternative health services. Brainstorm the possible reasons for individuals choosing to use different health services. Consider:
  - Why would they choose this service?
  - What results would they expect from using this service?

- In groups, have students investigate an alternative health service and the beliefs on which the health service is based. Examine methods and practices that the particular health service uses. Report research findings to class.

- Ask students to use the telephone book to identify NSW State health services. Compile a list of services found in the local area and record the frequency of class use of each service on a bar graph.

- Provide students with advertisements from local and weekend newspapers. Have students sort them into groups. Identify how many advertisements are health related and what they are promoting. Discuss how effective the advertisement is by voting using a rating scale.

- Discuss the variety of products and services that are advertised. List ideas or reasons for advertising particular products.

- Ask students to collect a variety of packaged and tinned foods. Have students check labels for the name of the product, net weight, name of the manufacturer, cost, major ingredients, amount of sugar, salt, artificial colouring or flavouring and preservatives and how these are registered on the label. Decide from this information whether the food product is healthy or not. Record information in small groups and present conclusions to class.

- Invite a visiting health inspector or use pamphlets from the local council for students to find out about basic health regulations that relate to selling food in butchers, greengrocers, supermarkets, delicatessens and restaurants. Have students prepare fact cards and use them to play a game similar to 'Sale of the Century'.

- Provide a variety of bottles, packages and containers that contain potentially harmful products. Have students investigate the safety warnings and other features that protect the consumer. Design a container for a dangerous product with a warning symbol that provides first aid advice.
**Drug Use**

- Revise the definition of the term ‘a drug’ and jointly construct a class list of drugs that fit the class definition.

- Propose ways of grouping the substances on the list. Introduce group headings such as Prescription/Non-prescription, Medical/Non-medical, Legal/Illegal. Consider: Are some drugs able to fit under more than one heading? Develop a class collage of advertisements for drugs that fall into various groups.

- Clarify the meaning of ‘medicines’ and have students review types of medicines, where they are obtained and where they are stored. Have students write a procedure for taking medicines.

- Discuss how others, eg parents, peers, carers and other adults, influence smoking and/or non-smoking behaviours. Interview parents/carers or other significant adults about their attitudes towards smoking and non-smoking.

  **Teacher Note:** Sensitivity to parent rights and students’ fears for parent health needs to be considered. Note that cigarettes and other tobacco products can only be purchased by adults.

- Have students devise a true/false quiz about the short- and long-term effects of being a smoker and the benefits of being a non-smoker. List various body parts, eg throat, lungs, and beside each body part write down how the part is affected by smoking.

- In small groups, have students design a media campaign to promote responsible decision making related to alcohol or caffeine use. Consider designing or making stickers, posters, radio or television advertisements, songs, T-shirts etc. Display in the school or local community agencies, eg library, shopping centre.

- Research how growing, processing and smoking of tobacco has had an effect on local and world environments, eg littering of butts, deforestation, amount of paper used in manufacturing of cigarettes, smoke from fires.

- Provide opportunities for students to research and present information on a drug, examining the short- and long-term effects and the costs to the community. Ask students to select an advertisement promoting alcohol use from a newspaper, magazine, television or video. Remake the advertisement so that the facts are exposed about the effects of alcohol on the body.

- Have students select an advertisement promoting caffeine or alcohol from a newspaper, magazine or video. Remodel the advertisement so that the facts about the effects of the drug on the body are exposed.

- Discuss the idea that there are often drug-free ways of meeting personal needs that are often met by drug use. List possible alternatives:
  - ways of relaxing, eg yoga;
  - safe ways of having fun, eg hobby, sport; and
  - relieving discomfort, eg consulting alternative medicine practitioners.
Environmental Health

- Provide opportunities for students to establish a pollution-free area in the school and conduct activities that:
  - will foster a healthy environment, e.g., plant bushes, make and use compost from canteen scraps, use water wisely; and
  - save natural resources, e.g., recycled paper bins, use both sides of paper, water.

- Have students identify current global issues, e.g., ozone depletion, affecting the environment. Select one global issue and research it. Describe the issue and where it is occurring and suggest possible solutions.

- After identifying a health issue, have students write a letter to the local council suggesting ways of improving the local environment.

- Encourage students to write a letter to the Prime Minister expressing how changes to better conserve the natural environment may improve the health of Australians.

Preventive Measures

- Discuss the beneficial and harmful effects of the sun. Survey the class to identify various skin types. Use the categories of very fair, fair, olive and dark. Discuss which skin types have the most in-built protection from the sun and why. Discuss the importance and correct use of sunscreen and compare to current practices. Why is wearing a hat particularly important?

- Have students investigate the concept of the body’s inner defence system by using an analogy of a country defending itself in war:
  - What would we do to defend ourselves? E.g., send forces to where the attack is, alert other parts of the country about the attack.
  - Discuss the body’s inner defence system.
  - Discuss important features of the body’s inner defence (or immune) system, e.g., blood clotting, white blood cells.
  - List things that can help the inner defence system, e.g., a healthy diet, exercise, rest, vaccinations.

- Organise for students to research understandings of vaccination, immunisation, inoculation, germs, antibodies, bacteria, virus. Display words and meanings on a language board for reference.

- Have students write a group play about the inner defence (immune) system, describing how it works to overcome disease that has invaded a human body. Rehearse the play then perform for the class.

- Organise for a doctor or community nurse to talk about immunisation. Have students question parents about vaccinations they were given when young. Use a worksheet to summarise the information about vaccinations.

- Jointly read and view information about HIV/AIDS and other blood-borne viruses. Discuss how these viruses are transmitted. List ways of preventing the spread of HIV/AIDS and other sexually transmitted diseases.

- Provide information from magazines, newspapers, posters and leaflets about behaviours that promote or detract from a healthy lifestyle. Have students list behaviours and respond with messages such as ‘don’t smoke’, ‘eat healthy foods’, ‘use drugs appropriately’.
Have students investigate one cardiovascular disease as a research topic, eg stroke, heart attack, angina. Use the following organisation:
- definition;
- symptoms;
- causes; and
- treatment of disease.
Sources of information could include:
- other teachers;
- library;
- school nurse;
- health organisations, eg Health Promotion Units;
- doctors;
- Internet, databases, CD-ROMs;
- books, videos, pamphlets;
- parents; and
- someone who has the particular disease.
Display findings on wall charts or present a report to the rest of the class.

**Care of the Body**

Discuss personal hygiene and special considerations needed during certain phases of puberty, eg acne, onset of menstruation, nocturnal emissions. Jointly write responses to dilemma situations about hygiene, puberty and self-esteem issues, eg clumsiness during the growth spurt, pimples and teasing from other students. Explore the issue of advertising and products that are directed towards young people during puberty.

**Teacher Note:** Puberty can be a time of uncertainty and confusion for students. It is essential to exercise sensitivity when dealing with issues related to puberty; however, it should be stressed that responsibility for hygiene is personal.

- Provide opportunities for students to research, observe videos or listen to a visiting speaker on the topic of puberty and the changes that the body undergoes.
- Provide for students a display of items such as deodorants, sanitary napkins, hair care products (including products for nits and dandruff), soaps and other skin care products to identify the function and importance of each item in helping to maintain a healthy body.
- Have students study the structure of a tooth and identify reasons for maintaining regular dental care.
- Jointly construct a list of some common health problems, diseases or illnesses. Have students research traditional and alternative health cures and products that combat specific diseases.
- Have students practise postural exercises to counter round shoulders, sway back, abnormal pelvic tilt and other common postural defects. Consider posture in the context of growth and development and, in pairs, conduct postural evaluation by observation of partner performing routine activities.
- Discuss and identify how personal hygiene and grooming is significant in communicating and relating to others. Have students list important aspects in relation to grooming for different audiences.
Strand: Safe Living

Description

Children and young people may sometimes be confronted by physical hazards or other people that threaten the safety of themselves and the environment. It is vital that students develop the ability to identify potentially dangerous situations and to take positive action to avoid or minimise possible risks. It is also important that students learn to accept some responsibility for the protection of themselves and other people and for the promotion of a safer environment.

This strand focuses on developing in students a commitment and an ability to act in ways that will keep themselves and others safe from harm. Students will be given opportunities to analyse various situations and investigate ways of behaving safely in these situations. They will learn how to deal with emergencies and how to minimise risks to themselves and others. Above all, students will learn that each and every one of them has the right to be safe and to feel safe at all times.

Major Considerations

Scope of Learning Experiences

Teaching in this strand will involve practical and theoretical sessions. Practical sessions will allow students to practise their safety skills using different machines, equipment and devices in a variety of environments such as the school, home, road and recreational facilities. Practical sessions should also provide students with the opportunity to practise basic first aid, water safety and lifesaving skills.

Theoretical sessions involve students in analysing hazardous situations and formulating strategies and principles to protect themselves, others and their environment.

The Importance of Role Models

Schools and teachers should demonstrate exemplary practices and provide role-models for students by taking action to minimise unnecessary risks in classrooms, buildings and playgrounds. Teachers should practise safe behaviours in their workplace, such as wearing hats when outdoors and wearing appropriate shoes for movement activities.

In teaching about safety, it is important that teachers structure safe learning environments. Practice of pedestrian safety, for example, should be undertaken in supervised, ‘real life’ situations to eliminate risk to students.

Child Protection Education

Safe Living provides a sound framework for aspects of child protection education. The nature of each child’s right to be safe from abuse and neglect and the skills for protecting oneself against abuse and neglect are covered in this strand.

In developing child protection education units, reference may be made to the Department of Education and Training’s Child Protection Education support documents (Sydney: NSW Department of Education and Training, 1998, Child Protection Education: Curriculum materials to support teaching and learning in Personal Development, Health and Physical Education Stages 1–3). When teaching about abuse, teachers need to be sensitive to the past experiences of students and need to monitor the impact of planned activities on students. Parents should be informed of the program’s content.
Links with other Strands

Safety is a major consideration when planning and teaching activities across all strands.

Growth and Development: The way that individuals view themselves and their environment will affect their ability to remain safe in a range of situations.

Interpersonal Relationships: Safety is promoted when individuals are able to establish and maintain positive, non-coercive relationships.

Personal Health Choices: The ability to live safely is dependent upon the outcomes of this strand in terms of the decisions that individuals make about their safety in a variety of situations.

Movement Strands: When planning and implementing practical aspects in fitness and recreation program, games, sports, gymnastics and dance activities safety is a fundamental consideration.

Links with other Key Learning Areas

**English**

This strand provides opportunities for students to create and interpret various text types including procedure, procedural recount, discussion and explanation. Students could develop understanding and skills in safety through:

- writing safety rules for the playground, classroom, at home and in public places;
- debating the need for rules and the types of rules needed in various situations, eg when playing games, crossing the road, swimming at the beach/in a pool; and
- planning and presenting advertising campaigns about safety issues;
- reading about characters in unsafe situations and reflecting on their actions.

**Mathematics**

Students could:

- survey traffic flow around the school neighbourhood, eg frequency of trucks and vans;
- time vehicles or bikes over set distances to assess speed;
- survey the use of helmets by students;
- investigate the effect of heat and cold on the body;
- sort or classify safety signs according to shape and colour; and
- use maps to design a safe route to somewhere of interest.

**Science and Technology**

Students could:

- discuss and compare materials used in protective equipment for sports and other activities, eg protective masks, shin pads, mouthguards;
- design and make protective clothing for use in particular situations;
- investigate the equipment used in rescue vehicles, eg ambulances;
- investigate colours and materials used specifically for safety purposes;
- design a warning system;
- discuss safety and the use of public communication systems, eg Internet;
design safety features for a vehicle or household device;
investigate ways of making the local transport environment safer; and
design and implement an action plan to improve the safety of students travelling to and from school.

**Human Society and Its Environment**

Students could:
- identify environmental hazards as components of natural, modified or built environments;
- investigate sources of pollution as indicators of human impact on the environment;
- construct maps that identify possible risk areas within the local environment, e.g., park;
- investigate the establishment of support organisations, e.g., St John Ambulance, Red Cross Society, as a method of satisfying needs;
- investigate the place of human beings within the environment;
- gain an understanding of how individual and group perceptions of environmental issues affect behaviour; and
- examine how the media and other influences modify perceptions of environmental issues.

**Creative and Practical Arts**

Students could:
- design safety posters incorporating rules, signs and symbols for different situations and in different environments, e.g., classroom, school, special rooms;
- write and perform advertising jingles to promote home safety, road safety or safe practices in the sun; and
- explore symbolic colours and designs used in warning signs.

**Suggested Resources**

A list of resources that teachers have found useful in implementing PDHPE K–6 programs may be found on the Board of Studies website: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
**Safe Living Outcomes and Indicators**

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<tr>
<td>Demonstrates an emerging awareness of the concepts of safe and unsafe living.</td>
<td>Recognises that their safety depends on the environment and the behaviour of themselves and others.</td>
<td>Discusses how safe practices promote personal wellbeing.</td>
<td>Describes safe practices that are appropriate to a range of situations and environments.</td>
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<td>• indicates a number of possible actions for safety, eg No-Go-Tell</td>
<td>• compares the characteristics of places where students feel safe and unsafe</td>
<td>• discusses why substances such as tobacco can be dangerous to the body</td>
<td>• demonstrates ways to improve unsafe environments, eg home, school, local parks</td>
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<td>• talks about feeling safe/unsafe</td>
<td>• role-plays what to do in an emergency, eg dial 000</td>
<td>• recognises behaviours that are risky and identifies people who can help</td>
<td>• practises emergency response procedures, eg basic first aid, dial 000</td>
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<td>• identifies people who keep them safe</td>
<td>• identifies things needed to play safely, eg helmets for bike riding, sun screen, taking turns on equipment</td>
<td>• describes certain behaviours that can create a safe environment for themselves, their school and community</td>
<td>• devises strategies to respond to risky and dangerous situations, such as where people may be misusing drugs, discarded needles and syringes</td>
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<td>• describes what is needed for them to travel to and from school safely and practises these things</td>
<td>• identifies people from whom they can seek advice and support in emergency situations</td>
<td>• formulates and practises action plans for accident and emergency situations in the home, school and local environment</td>
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<td>• recalls and uses playground rules</td>
<td>• describes dangerous things they can see, reach and touch, eg medicines</td>
<td>• describes what is needed for them to travel to and from school safely and practises these things</td>
<td>• plans how to take responsibility for their own safety and that of others, eg swim only in safe places</td>
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<td>• describes dangerous things they can see, reach and touch, eg medicines</td>
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<td>• identifies the potential hazards of various appliances in their environment</td>
<td>• identifies factors that may cause accidents, eg when a driver is under the influence of alcohol</td>
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<td>• creates a video on a particular safety issue, eg safe play, smoke-free areas</td>
<td>• uses safety devices and protective equipment in relevant situations, eg seatbelts, helmets</td>
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<td>• explains the need for rules and laws made for the protection of themselves and others</td>
<td>• identifies individuals and services in the community that help protect their wellbeing</td>
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<td>• compares the characteristics of people and situations that cause students to feel safe and unsafe</td>
<td>• describes the consequences of accidents for the individual and the community</td>
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## Safe Living Overview

### Early Stage 1

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### Home and Rural Safety

- hazards inside/outside home
  - poisons/fuels/guns
  - keeping safe around machines/appliances/animals
  - toys and games

### School and Play Safety

- appropriate behaviour in and around buildings/playground/equipment
- rules for safe play at home and at school
- sharing, taking turns, getting on with others

### Road Safety

- pedestrian safety
  - hold an adult’s hand
  - use of seatbelts and restraints
  - safety on wheels
- passenger safety
  - use of a seatbelt
  - safe place to ride

### Water Safety

- never swim alone
- water safety awareness

### Emergency Procedures

- seeking assistance
- identifying an emergency situation
- recognising an injury/seeking assistance
- contacting emergency services

### Water Safety

- in different water environments
- survival swimming skills

- basic first aid – DRABC
- contacting emergency services
**Outcomes**

**Knowledge and Understanding**

SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living.

**Skills**

COES1.1 Expresses feelings, needs and wants in appropriate ways.
INES1.3 Relates well to others in work and play situations.
DMES1.2 Identifies some options available when making simple decisions.

**Values and Attitudes**

V4 Accepts responsibility for personal and community health.

**Overview of Subject Matter in this Module**

**Personal Safety**
- Protection
- Warning signals
- Safe/unsafe situations
- Touching
- People who can help
- Safety Houses
- Assertiveness (No-Go-Tell)
- Telling (persistence)
- Responding to unsafe situations

**School and Play Safety**
- Appropriate behaviour in and around buildings/playground/equipment
- Rules for safe play at home and at school
- Sharing, taking turns, getting on with others

**Home and Rural Safety**
- Hazards inside/outside home
  - poisons/fuels/guns
- Keeping safe around machines/appliances/animals
- Toys and games

**Road Safety**
- Pedestrian safety
  - hold and adult’s hand
- Passenger safety
  - use of seat belts and safety restraints
  - safe entry and exit from vehicle
- Safety on wheels
  - safe place to play on wheels

**Water Safety**
- never swim alone
- Water safety awareness

**Emergency Procedures**
- Identifying an emergency situation
- Seeking assistance

**Student Assessment**
- Collect student artwork of themselves observing a safe practice in a safe location.
- Observe students role-playing ways to act safely in a variety of situations.
- Conduct knowledge tests on various safety procedures.
- Test student responses to a ‘scenario’ requiring some emergency action.
- Observe students’ safety behaviours during class, at lunchtime, at play, while travelling to and from school.
- Observe students safely entering and leaving school grounds

**Program Evaluation**
- Were there sufficient opportunities for all students to actively participate?
- Were guest speakers of value in achieving desired outcomes?
- Do the students apply safe practices when undertaking activities?
- Does each student understand their right to be safe?
- Was sufficient time given for students to practise safety skills?
- Was there a reasonable balance of theory and practice?
Learning Experiences

**Personal Safety**

- Ask students to listen to the story *Hansel and Gretel*, or a similar story, and discuss feelings about being safe/unsafe. Draw pictures that show when Hansel and Gretel are safe and unsafe and discuss situations that relate to personal experiences.

- Discuss the ‘Safety House’ sign and the reasons for Safety Houses. Have students identify where Safety Houses exist in the local community.

- Rewrite the story *Jack and the Beanstalk* as a choose-your-own-ending story. Incorporate No-Go-Tell strategies.

- Discuss and identify bodily reactions to danger, eg shaking, feeling sick, racing heartbeat.

- Jointly construct a list of adults that most students in the class would know, eg school staff members, parents, community members. Tick those on the list that students trust, have safe feelings about. Circle the names of adults whom most students feel they could go to and tell about unsafe situations or unhappy secrets.

- Provide opportunities for students to practise saying YES or NO in a strong way to a series of ‘What if …’ questions as the teacher reads them. Instruct students to respond as clearly and strongly as they can, eg What if a big kid said, ‘Give me your money’? What if your friends were saying, ‘Come on! Jump off the top of the climbing equipment’? What if your brother told you to let the dog out? What if your mother asked you, ‘Do you want to go to the zoo tomorrow’?

- Ask students to give examples of when they wanted to talk to someone but felt that the person did not listen. List the reasons why, eg they were in a hurry, too busy, too tired. Create a simple, shared definition of the term ‘persistence’. Explain the need to be persistent if you need help.

- Brainstorm words that describe different kinds of touch, eg kiss, rub, kick, punch, shake. In small groups, ask students to copy and illustrate a ‘touch’ word. Create a class display or a ‘touch’ book.

**Home and Rural Safety**

- Provide an audio tape of sounds common to the home, eg a door slamming, bottle breaking, kettle whistling. Have students identify any danger associated with each sound and suggest possible actions to reduce the potential danger.

- Have students draw the safe and unsafe places found on a farm after a farm visit or a farm story.

- Organise for the class to view the Pete and Penny video (MBF) *Safety Inside the Home!*. Discuss Pete and Penny’s advice and play the sharp objects identification game demonstrated in the video.

- Have students mime how to use specific household items, toys and games safely. Play a game of guessing how particular household items are being used.

-Nominate a favourite class game and play it with the whole group. Ask students to list and describe the safety rules associated with the game. Pose the question: What would happen if we played the game without rules? Include an active and passive game as an example.
**School and Play Safety**

- Discuss safe and unsafe places for doing particular things around the school. Ask students to suggest safe places for the following activities, both at school and at home:
  - building with Lego blocks;
  - chasing a friend;
  - playing cricket;
  - reading; and
  - skipping.

- Jointly construct a list of school rules to keep people safe. Have students categorise the safety rules into lists for outdoor and indoor activities.

- Have students role-play what to do if involved in a playground accident. Ask students to demonstrate where to take a friend who is hurt.

- List and illustrate students’ solutions to these situations:
  - Where should sharp scissors and razor blades be kept?
  - What would you do if you found a broken bottle in your home?
  - Should students be allowed to use tools?

- Use teacher-shot photographs of individuals playing to create a photograph display board 'Play It Safe'. Have students draw a picture/write a sentence/label (with teacher assistance) explaining where, what and why particular places are safe places to play. Display the label underneath the photograph.

- Discuss games that students find enjoyable. Brainstorm the different places where games can be played, both outdoors and indoors. Discuss the meaning of the term ‘safe place’. Have students draw or paint pictures of self and friends playing in a safe place at home, in the neighbourhood or at school.

- Have students play an active game, eg ‘Rob The Nest’ or ‘Greedy Birds’. Discuss the safety practices observed while playing the game. Consider reorganising the game, eg place to play, equipment to use, spacing of nests.

- Ask students to identify all the things in the classroom that use electricity. Explain the dangers associated with electricity and those classroom procedures that keep them safe from this danger, eg Do not touch a power point; Store leads so that they cannot be tripped over.

**Road Safety**

**Pedestrian Safety**

- Have students brainstorm ideas about when and why we need to hold a grown-up’s hand, eg when we want to feel safer, when we need help, in the traffic environment. Identify the people whose hands are held in different situations, eg going to and from school, walking to shops, crossing the road.

- Ask students to cut out pictures of grown-ups from magazines, paste them onto a chart and label with characteristics of grown-ups, eg they are tall, they can drive, they work, they may go to high school.

- Reinforce the message of always holding a grown-up’s hand in the traffic environment. Have students trace around their own hand and decorate the template with the names of grown-ups who supervise them in the traffic environment.

- Encourage students to role-play alighting from the bus safely. Include a parent and a high school sibling waiting at the bus stop, on the same side of the road. Wait until the bus has been driven away before choosing the safest place to cross the road while holding an adult’s hand. Include a scenario where no one is waiting to meet the child at the bus stop. Role-play the correct crossing procedure without an adult.

- Explain and discuss with students the idea that the safest place to cross the road can change, eg a marked crossing is safe but not if we run out without waiting for cars to stop.
Passenger Safety

- Have students name all the people who wear seatbelts. Ask students to pretend to be one of these people, eg an astronaut, and role-play safety precautions such as putting on a seatbelt correctly.
- Discuss which seatbelt is best for each family member travelling in a car, eg baby, toddler, child, adults.
- Have each student make a personal picture book showing observation of specific safety practices, eg wearing a seatbelt when travelling in a car, getting in and out of a car onto the footpath, holding an adult’s hand when boarding a bus or crossing the road.
- Jointly identify features of the rail system, eg platform, tracks, ticket office, signals. Discuss appropriate behaviours for commuters.
- Have students identify features of the water transport system, eg wharf, ticket office, other boats etc.
- Discuss types of behaviour that responsible ferry users should demonstrate.

Safety on Wheels

- Have students decorate a prepared worksheet of a child’s face. Cut out and glue a large, brightly coloured helmet to cover the head of the template. Discuss why it is important to wear a helmet every time you ride on wheels, ie a bicycle, a wheeled toy, skateboard, inline skates or rollerblades.
- Using a child-sized helmet to show correct fitting procedure, demonstrate on selected students, ensuring that this helmet:
  - fits firmly without wobbling or slipping to the side;
  - is buckled up firmly under the chin; and
  - protects the forehead by sitting on the top of the head, not on the back of the head.
- Have students investigate the importance of conspicuous clothing as a protective measure. Predict which colours would be easiest to see. Conduct an experiment by dressing in dark colours and then bright colours in a dark classroom. Rate viewing to determine which colours were easiest to see.
- Organise for students to participate in a ‘Safety Day’, eg students and teachers wear yellow or bright, conspicuous colours. Discuss the advantages of being brightly dressed when riding on wheeled toys.
- Discuss and list the safest local places to play on wheels, ie away from the road, vehicles or driveways; places with a fence and gate to ensure you can stop before rolling onto the road, bicycle paths. Reinforce the idea of adult supervision while playing on wheeled toys.

**Teacher Note:** Remind students that students under nine years should not ride on the road and that it is a legal requirement that riders must wear an approved helmet.

Water Safety

- Organise for class to view the Pete and Penny video (MBF) Safety Around Water. Discuss the key points in keeping safe in and around different water environments. Make an illustrated retrieval chart to summarise key points, eg swim between the flags at the beach; wear suitable clothing; keep flotation aids near pools; supervise children near or in water.
- Provide pictures of water scenes, eg swimming pools, the beach, rocky foreshores, dams and rivers. Have students think of one rule to be obeyed when near the water (eg never swim alone) and draw a picture to illustrate this. Compile a number of pictures to make a class mural/water safety book.
Emergency Procedures

- Provide opportunities for students to practise following teacher directions during fire drills and other school evacuation procedures.

- Discuss those people in our community who help others in emergency situations (eg police). Consider who these people are and how they can be recognised:
  - Do they wear uniforms?
  - What do they do in emergencies?
  - How do they stop people getting hurt?

- Organise a visit the local fire station. Have students listen to the station officer explain how individuals can assist them, eg:
  - learning how to pass on messages;
  - precautions that can be taken in the home, eg smoke alarms;
  - obeying the rules; and
  - setting a good example.

- Develop a class telephone notebook with the contact names, telephone numbers and addresses of community helpers, eg police, fire brigade, ambulance. Encourage students to role-play using the telephone to contact these people in an emergency.
Strand: Safe Living

Module Title: Watch Your Step

Outcomes

Knowledge and Understanding

SLS1.15 Recognises that their safety depends on the environment and the behaviour of themselves and others.

Skills

COS1.1 Communicates appropriately in a variety of ways.
INS1.3 Develops positive relationships with peers and other people.
DMS1.2 Recalls past experiences in making decisions.

Values and Attitudes

V4 Accepts responsibility for personal and community health.

Overview of Subject Matter in this Module

Personal Safety
- Protection
- Warning signals
- Safe/unsafe situations
- Kinds of touch
- People who can help
- Safety Houses
- Assertiveness (No-Go-Tell)
- Secrets
- Telling (persistence)
- Responding to unsafe situations

Home and Rural Safety
- Hazards inside/outside home
  - poisons/fuels/guns
- Keeping safe around machines/appliances/animals
- Safe handling of substances/animals
- Toys and games
- Recreation activities

School and Play Safety
- Appropriate behaviour in and around buildings/playground/equipment
- Rules for safe play at home and at school

Road Safety
- Pedestrian safety
  - places to cross safely
  - safe crossing procedure
- Passenger safety
  - use of a seat belt
  - safe entry and exit from a vehicle
- Safety on wheels

Water Safety
- Safe places to swim and play near water
- Survival strategies

Emergency Procedures
- What to do in the event of an emergency

Student Assessment
- Ask students to illustrate themselves observing a safe practice in a safe location.
- Direct students to make a warning sign to alert someone to a potential danger.
- Observe students role-playing ways to act safely in various situations.
- Develop short answer knowledge tests on various safety procedures.
- Present students with a ‘scenario’ requiring some emergency action and ask them to write respond to the situation.
- Teacher observation of students’ safety behaviours during class, at lunchtime, at play, while travelling to and from school.

Program Evaluation
- Were there sufficient opportunities for all students to actively participate?
- Do the students apply safe practices when undertaking activities?
- Does each student understand their right to be safe?
- Was sufficient time given for students to practise safety skills?
- Was there a reasonable balance of theory and practice?
- Were all available resources used effectively?
Learning Experiences

**Personal Safety**

- Have students draw and label things that keep us safe, eg pedestrian crossings, seatbelts, pool safety fences etc. Make a similar list for things that could be harmful, eg poisons, knives, bullies, traffic etc. Share responses and display drawings as a class safety mural.

- Have students brainstorm words that describe feelings in safe and unsafe situations. Compile a class list of feelings, eg safe, happy, comfortable, scared, frightened, nervous etc. In small groups, discuss a time when students have experienced some of these feelings. Share with the whole class who or what made them feel better.

- Display pictures of a variety of warning signals in different situations, eg poisons symbol, traffic sign, smoke-free zone, beach closed. Ask students to identify the signs and name where they would expect to find them.

- Listen to a teacher read a story about someone in an unsafe situation, eg *Red Riding Hood*. Consider what to do if caught in an unsafe situation. Have students write the possible conclusion to the story, eg saying ‘No’, observing certain rules or practices, contacting someone who can be trusted.

- Display the Safety House sign. Discuss the reasons for Safety Houses and identify where Safety Houses exist in the local community.

- Have each student list people to contact if help is needed at home. Write the names and phone numbers of these people on a card, which could be placed near the telephone at home.

**Home and Rural Safety**

- Create a questionnaire about home safety for students to ask parents. Include questions such as: Do you have a rubber mat in the bath so that you don’t slip? What kind of heating do you use? Where are medicines kept? Graph results of the survey. List and illustrate ways to keep students safe at home.

- Have students identify household appliances and categorise these into rooms where they are used. Draw one of these appliances and write/tell how to use it safely. Discuss the dangers of using electrical appliances that have frayed cords, near water etc.

- In groups, have students make a data bank of all the sharp objects around the home and school. Role-play ways of using them safely. Dramatise an accident with a sharp object. Discuss how it could have been prevented.

- Discuss and identify common symbols for poison on products such as turpentine, paint, dishwasher powder and medications. Have students identify each object and its safe use. Discuss safe use of each object and where they should be stored for safety purposes.

- Provide a ‘safe’ and ‘unsafe’ table for poisons. Cover the safe table with green and the unsafe table with red.

- Have students observe a variety of pictures of farm situations, eg dams, machinery, stockyards. Ask students to identify the hazards that exist and share any personal experiences. Create a set of rules for safe behaviour in rural situations.
School and Play Safety

- Provide a school map and mark the areas where students should walk and run. Ask students to give reasons for particular school safety rules. Use puppets to demonstrate the dangers of running around corners. On the school map, mark with crosses where this type of accident may occur.

- Have students demonstrate the correct side to walk up and down stairs. Build a staircase in class for use in role-play situations.

- Walk around the school and have students identify safe and unsafe places to play. Discuss the potential dangers for students if they play in an unsafe area at school. Design a sign to warn others of the dangers of playing in these areas. Visit out-of-bounds areas and ask for reasons for this rule, eg play behind buildings – out of sight of teacher.

- In small groups, have students identify potential hazards in the school environment, eg seat with sharp edges or corners, loose bolts, protruding nails, broken glass, splintered wood. Ask students to give reasons as to why these hazards are potentially dangerous and how they can be fixed. Prepare a class letter to deliver to the school principal with suggestions.

- Have students design a poster for peers about playground safety or dangerous situations in the playground. Consider dangerous places other than the playground and use old magazines to cut out pictures that identify dangerous places. Make the pictures into a class collage called ‘Danger Zones’.

- Create a photograph display board entitled ‘Play It Safe’. Have students bring in photographs of themselves playing. Underneath each one write a sentence explaining what they were doing, where they were playing and why they consider it a safe place to play.

- Take students to an adventure playground. Have them perform a quick safety check of all the equipment. Discuss the safety rules they would recommend to others for using each piece of equipment. In the classroom, make up an illustrated list of safety rules for adventure playgrounds based on students’ personal experiences.

- Take students into the playground and play a familiar whole-class game, eg Here, There, Everywhere or Bin Ball. At the end of play, ask students to name all the safety practices they observed while playing the game. If they were in charge of organising the game, what other safety aspects would they need to consider, eg place to play, organising equipment, fair play practices etc?

- Discuss and identify the variety of protective equipment used in sporting activities. Display a range of examples for students to handle and wear. Discuss how each piece of equipment protects the body. Have students distribute an outline of the body to each student. Ask them to choose one sporting activity, then label and sketch the appropriate protective equipment for the activity on their body shape.
Road Safety

Pedestrian Safety

- Jointly investigate the local traffic environment to identify signs and symbols used to convey warnings, e.g., stop signs, pedestrian crossings, pedestrian lights, etc. Tally the types of signs observed. Discuss the shapes, colours and use of pictures in communicating the message. Have students design a warning sign or symbol that is particularly relevant to their local environment.

- Encourage students to role-play crossing the road in a variety of situations, e.g., at the school crossing, at a railway station, near a bus stop, at unmarked crossing places, at pedestrian lights with changing symbols flashing. Discuss correct road crossing procedure in each scenario. Ensure that the students include the Hold a grown-up’s hand message every time they role-play a situation.

- Ask students to explain what makes particular places more or less safe for crossing the road. Introduce and discuss the role of a crossing supervisor. Cut out a model of a crossing supervisor and decorate with safety features, e.g., warning sign, bright vest.

- Make a carpark using boxes for cars. Have students identify potential hazards for child pedestrians in car parks, e.g., cars, delivery trucks reversing, obstructed vision of drivers, crowds, etc. In pairs, ask students to role-play holding an adult’s hand in the carpark with the ‘child’ walking on his/her knees rather than feet. Swap roles and discuss the differences in vision at each height.

- Discuss the importance of getting out of a car by the rear, kerbside door. Take the class for a walk in the school grounds to identify ‘kerb’ and ‘rear door’ of a car. Have students draw a picture of them getting out of their car by the correct door and write why it is important to always get out on the footpath side.

Passenger Safety

- Have students write a story about being a safety-conscious racing car driver.

- Ask students to discuss how to persuade someone to wear a seatbelt.

- Provide opportunities for students to make toy cars out of shoeboxes. Use black elastic, ribbon or electrical tape to restrain toy people, dolls or teddy bear passengers. Test the safety of passengers when the toy cars are used both inside and outside the classroom.

- Draw a face on an egg and place the egg in a suitable toy car. Using masking tape as a seatbelt have students observe what happens when:
  - the vehicles and passengers come to a sudden halt;
  - the vehicles and passengers make sudden, sharp turns; and
  - the vehicles and passengers crash into a stationary object.

- Discuss the results and record them on a class chart. Using this chart as a prompt, jointly list the reasons for wearing seatbelts. Introduce the concept of personal responsibility of each passenger for wearing a seatbelt.

- Have students devise a poster to show all aspects of safe rail user behaviour.

- Ask students what they know about ferry services.
Safety on Wheels

- Discuss safe cycling rules. Remind students that students under nine years should not ride on the road. Have students draw themselves riding their bike in a safe place such as a yard, park or bike track under adult supervision.
- Have students make a poster that communicates an important rule when riding a bike.
- Have each student colour in a handout of a head to look like themselves. Cut out and glue on a brightly coloured helmet. Design safety slogans to decorate the helmet. Make a list of reasons why it is important to wear a helmet when cycling.
- Have students draw a bike, inline skates or other wheeled toy. Add arrows with labels to show the safety features.

Water Safety

- Have students write a story about going to the beach and the safety aspects they need to follow. Include the need for protection from the sun and swimming with an adult between the flags.
- Discuss the things that students enjoy about summer, eg swimming. Ask students with backyard pools to describe them. List safety features, eg fences, adult supervision. Compare the rules for backyard pools to rules for public pools. Establish a ‘Do’s and Don’ts’ list, including how to enter and exit the water safely.
- Use poles, brooms, towels, floating objects to demonstrate how to rescue or assist someone in distress without getting into the water. Have students rehearse the steps involved in land rescues and in seeking help.

Emergency Procedures

- Brainstorm a list of people in the local community who the students think keep them safe. Prompt with questions such as:
  - Do they wear uniforms?
  - Can we describe them?
  - How do we recognise helpers if they do not have uniforms?
  - What kind of job is it?
  - What do they do in emergencies?
  - What do they do every day?
  - What do they do to stop people getting hurt?
- In groups, have students collect pictures from magazines identifying people in the community who help us. Develop a shoebox mobile of people collages.
- Have students rehearse procedures for managing unusual emergency situations, eg a fire in the kitchen, a fallen electrical wire, rising floodwater.
Strand: Safe Living  Stage 2  Module Title: Safety First

### Outcomes

**Knowledge and Understanding**

SLS2.13 Discusses how safe practices promote personal wellbeing.

**Skills**

PSS2.5 Uses a range of problem-solving strategies.
DMS2.2 Makes decisions as an individual and as a group member.
COS2.1 Uses a variety of ways to communicate with and within groups.

**Values and Attitudes**

V4 Accepts responsibility for personal and community health.

### Overview of Subject Matter in this Module

#### Personal Safety
- Protection
- Warning signals
- Safe/unsafe situations
- Organisations and networks
  - people who can help
- Assertiveness (No-Go-Tell)
- Influences on safety choices
- Identifying and responding to unsafe situations
- Reducing/eliminating risks
- Secrets
- Bribes and threats

#### Home and Rural Safety
- Safe and unsafe places
- Working with machines/appliances/animals/substances safely
- Responsibility for younger students

#### School and Play Safety
- Need for safety rules around school/playground
- Modelling fair and safe behaviour

#### Road Safety
- Pedestrian safety
  - safe crossing procedures
  - using traffic facilities
- Passenger safety
  - safe passenger behaviour
- Safety on wheels
  - safe places to ride
  - safety equipment

#### Water Safety
- Water rescue skills
- Safety skills
  - water entry and exit

#### Emergency Procedures
- Recognising an injury/seeking assistance
- Contacting emergency services

### Student Assessment

- Read student journals to assess their understanding of safe practices.
- Observe student role-play responses to a variety of emergency situations.
- Student demonstration in role-plays involving No-Go-Tell situations.
- Checklist students’ behaviours and attitudes to others in group situations such as games, sport and play.
- Have students analyse school rules, identifying those that promote safety.
- Observe students’ safe crossing procedures during excursions.

### Program Evaluation

- Do the school policies and practices complement the syllabus outcomes?
- Have the students demonstrated a change in safe/unsafe behaviours in and around the school?
- Were the activities challenging and interesting?
- Was there enough time for skills practice?
- Do students understand that safety practices relate to all aspects of life?
Learning Experiences

Personal Safety

- Organise for students to listen to a scary story/poem. Discuss the early warning signs you might feel in a dangerous or scary situation.

- Discuss the following:
  - Are all friendships safe?
  - What would you do if you had a friend who was doing unsafe things or tried to make others do unsafe things?
  - In small groups, examine teacher-developed or student-presented dilemma situations then as a whole class propose resolutions.

- Ask students to identify a network of people who can be trusted. Have students name and describe why each person was chosen.

- Discuss ‘safe’ places. Consider the characteristics that make places safe. Draw or make a collage showing safe places.

- Consider situations where physical abuse occurs (ie when someone physically hurts someone and it is not an accident). Discuss:
  - How do you get safe?
  - How do you stay safe?

  Make posters that highlight safety strategies, eg say ‘No’, get away, don’t keep an unhappy secret, get help from network, distract, tell a trusted person.

- In role-play situations, have students practise using the telephone by rehearsing dialogue used when calling emergency numbers, eg someone is badly hurt, there is a fire, someone you consider threatening approaches you.

  **Teacher Note:** Impress upon students the importance of calling 000 for actual emergencies.

- Organise for students to play a language game, ‘Who Am I?’, which focuses on the protective equipment different people wear, eg I wear a rubber suit to protect me and I have air tanks on my back – a deep sea diver. Develop examples, eg apron – chef; earmuffs – roadworker. Discuss the benefits of the safety equipment and the various parts of the body the equipment is designed to protect.

- In groups, have students discuss and record responses to one of the following questions:
  - What items or equipment help protect our health and safety? (medicines, hats, sun cream, lifejackets);
  - Name some people who help protect our health and safety? (parents, caregivers, teachers, road crossing supervisor); and
  - What rules, laws and information help to protect our health and safety? (swim between flags, seatbelts save lives, cross at marked crossings).

  Share group discussions with whole class.

- Ask students to recall and describe a safe/unsafe activity they have undertaken. In small groups discuss and prepare responses by considering the following:
  - What was the safe/unsafe activity?
  - What made it safe/unsafe?
  - How did you feel?
  - What was the best/worst thing about taking the risk?

  Record responses on a cassette tape or in journals to form a class book about adventure.
In small groups, have students brainstorm all the safety choices that students may make, eg wearing a helmet/seatbelt/sun protection. Collect, discuss and record group responses in a whole-class situation. Next to each choice, record factors that influence students’ decisions, eg family, habits, friends, advertising, cost, personal taste, availability.

In groups, ask students to take one of the factors influencing choice and prepare a chart showing ways in which it influences our choice. Display group charts for whole-class discussion.

Provide opportunities for students to role-play trying to influence someone to wear a helmet when cycling, cross the road at a marked crossing or swim between the flags at the beach.

Home and Rural Safety

Provide a variety of household cleaning products. Investigate the safety measures that the manufacturer has introduced in the product design, such as the:
- type of container;
- type of seal used;
- warning label;
- layout of messages for product use; and
- first aid advice.

Have students design a safe container for a household cleaning product. Draw the product and label the safety features of the product. Develop a jingle or slogan to promote the safety features of the product.

Ask students to draw a picture of an unsafe situation or a potential hazard in the home, eg tablets out of package, unlabelled substance in soft drink bottle, dangling power cord. In pairs, swap illustrations and analyse the situation. Make recommendations as to how the situation could be corrected. Share conclusions with all class members.

Jointly list hazards for different situations on a farm, eg stockyards/animals, silos, storage sheds, farm vehicles, open railways, shearing shed. Have students identify the types of machinery on a farm and consider:
- what the machinery is used for
- the safety precautions needed around familiar and unfamiliar machinery; and
- the dangers that open railways in farmland present to young students, farm workers and stock.

Have students brainstorm a list of appliances used in both indoor and outdoor situations at home. Record their function, eg lawnmower – to cut the grass. Outline the potential hazards of using each appliance.

In pairs, have students sketch an appliance and label the safety features of the product. Develop a sequence of instructions or cautionary note that would ensure the safe use of the product, eg toaster – never place in water or poke with a knife. Make a class ‘appliance guide’ with illustrations to highlight safety features of the products.

Discuss accidents experienced at home/on the farm. Identify the location of accidents, eg in the bathroom, kitchen or shed. Graph results on a class poster. Have students write a report about how each room in a house could be made safer.

Listen to a visiting electrician discuss safe practices when using electricity in and around the home. Have students prepare questions to ask other technicians about safe work practices and fax questions to identified community experts.
School and Play Safety

- Have students interview students from a variety of classes to develop a list of injuries that have occurred at school. Describe:
  - the type of injury;
  - where it happened; and
  - the reason for the injury.

Analyze the data to determine whether each of the injuries could have been avoided and provide a report for the school principal that includes a list of safe practices for minimizing the risk of injury at school.

- In groups, have students examine accident locations and identify potential hazards in the school playground. Design and display safety posters about these locations and post on a safety bulletin board.

- Discuss the school rules. In groups, have students identify the rules that are designed to help keep people safe. Collate information and make recommendations to the school council about rules that should be deleted or amended.

- Have students outline the immediate action that should be taken if a friend was involved in an accident at school or on a school excursion. Develop a procedural action plan to display in class.

- Ask students to draw a map of the playground and mark positions of rubbish bins, fixed play equipment, quiet areas, ball areas, entrances and exits. Make cards with warning symbols to remind students about safety in the playground, e.g.:
  - slippery when wet;
  - close door carefully; and

  Cover the cards with a sealer such as Contact and display in the relevant areas.

- Jointly create an award called ‘Playground Safety Award’ to be presented to individuals at school assemblies each week.

- Discuss the dangers of playing near overhead wires, Have students apply decision-making processes to determine the most suitable action if a kite got caught in powerlines.

Road Safety

Pedestrian Safety

- Investigate safe places to cross the road near the school. Have students devise a series of steps to follow when crossing the road. Make these rules into a poster for display and use to explain rules to peers.

- Discuss and investigate how animals use camouflage, e.g. how a tiger’s stripes look like blades of long grass. Discuss the following: What happens if you put a polar bear in a jungle? A parrot in the snow? Consider responses in relation to the need to be conspicuous when crossing roads.

- Walk around the local traffic environment in various groups, e.g. ‘the class ears’ and ‘the class eyes’, and record what is heard or seen. Discuss the importance of using senses in the traffic environment.

- Have students establish a school mini-traffic environment. Discuss the need for cooperation of all road users and incorporate pedestrians, cyclists, skateboard riders and people rollerblading.
Passenger Safety

- Discuss and experiment with toy vehicles. Put a restrained egg as passenger in one car and an egg without restraint in another. Crash the cars and jointly record the results. Have students write a report on the experiment.

- Read local newspapers for articles concerning accidents. Rewrite a newspaper article, changing the story to show how the accident could have been avoided. Collect the articles and develop a class book.

- Have students invent a character who doesn’t like wearing a seatbelt. Brainstorm all the possible excuses this character could give for not wearing a seatbelt, eg ‘I’m in a hurry’, ‘My mum forgot to tell me’, ‘We’re only going to the shops’. Reply to each of the excuses, emphasising the need for and importance of wearing a seatbelt. Consider the consequences of accidents for those who travel without wearing a seatbelt.

- Review the school’s bus safety rules and routines. Jointly list safe behaviour rules while on the bus, eg sit on a seat, remain wholly inside the bus, put your bag and materials out of the way, do not disturb the driver. Next to each rule, ask students to write a reason for the rule. Display their responses on a ‘Bus Passenger Safety Chart’.

- In pairs, students list safe car passenger behaviours and discuss why they are important. Students develop a class list of car safety features that assist in safe travel, eg seatbelts, airbags, childproof locks. Draw a car and write safe passenger behaviour messages, labelling the safety features on the car.

Safety on Wheels

- Hold a ‘Bicycle Skills Day’ at school. Have students design a course that emphasises the observance of road rules, and giving hand signals rather than using speed to complete the course.  

  **Teacher Note:** Remind students that students under nine years should not ride on the road.

- Discuss the benefits of protecting heads with helmets when cycling, rollerskating or using any wheeled toys. Survey the colours of helmets owned. Tally the results. Discuss the most common colour and possible reasons for this.  

  **Teacher Note:** It is a legal requirement that riders wear an approved helmet and chin straps should be adjusted for correct fitting.

- Provide stimulus pictures outlining surface hazards that may affect a person using a wheeled toy. Have students locate hazards near home/school and devise a plan to deal with each hazard. Use a map to identify the safest route to a friend’s home/school. Remind students that the safest place to ride on wheels is away from the roads and traffic.

- Have students identify places in the local area that are safe for play and riding on wheels.
Water Safety

- Develop a list of safety rules and procedures when in and around water, eg:
  - go with a friend, swim together, stay together;
  - float and wave; and
  - if someone needs help – stay out of the water, call or go for help.

Have students design posters and display around the school.

- Discuss different water environments and potential dangers/hazards. Include:
  - bath/shower;
  - pool (private/public);
  - beach/rocky foreshores/rock platforms/headlands;
  - creeks/rivers; and
  - dams/tanks/lagoons/ponds.

- Brainstorm potentially hazardous water situations. Have each student write a personalised poetry acrostic to reflect the safety practices when around water. For example, a student named Sue might produce the following:
  - Swim with an adult supervising;
  - Use a stick to reach someone in trouble; and
  - Exercise care at the pool.

- Listen to a local beach inspector/lifeguard explain safe swimming, surfing and fishing practices at the beach. Discuss safe practices for walking on rock platforms, headlands and breakwaters.

- Discuss and identify the different types of entries into water and the reason for each one, eg:
  - wade-in entry (shallow water at edge but depth further out unknown);
  - slide-in entry (depth and state of bottom are unknown);
  - stride-in entry (when hand needs to be kept above water); and
  - dive entry (water is clear, depth known, sufficient water for dive to be performed safely).

Have students illustrate a cartoon strip-style sticker to show understanding of each entry.

- In groups, have students make a flow chart to show safety procedure for a person who accidentally falls into the water, eg assume the tuck position – place hands on top of head – protect face and chest with arms.

Emergency Procedures

- Encourage students to design a quiz with question cards about hazardous situations. Contestants have to recommend appropriate safety practices for each question about dangerous situations.

- Examine situations that could be considered emergencies in a variety of settings, eg home, school or farm. Have students brainstorm the appropriate health services that should be contacted to assist in these emergencies, eg police, ambulance, and use telephone directories to locate the telephone numbers of the emergency services. Develop an emergency telephone checklist and publish on computer printout to take home.

- Discuss the need to communicate clearly in an emergency. Examine the key details to be communicated. Working in groups, have students role-play responding to a variety of emergency situations.

- Visit the local ambulance service to talk about the types of emergencies they respond to and which emergencies could have been avoided. Have students write a procedure outlining the steps taken when an ambulance responds to a particular emergency.

- Have students propose action plans for dealing with fictitious hazardous situations.
Strand: Safe Living  
Stage 3  
Module Title: Safety First

Outcomes

**Knowledge and Understanding**

SLS3.13 Describes safe practices that are appropriate to a range of situations and environments.

**Skills**

DMS3.2 Makes informed decisions and accepts responsibility for consequences.
PS3.5 Suggests, considers and selects appropriate alternatives when resolving problems.
COS3.1 Communicates confidently in a variety of situations.

**Values and Attitudes**

V4 Accepts responsibility for personal and community health.

**Overview of Subject Matter in this Module**

**Personal Safety**
- Protection
- Warning signs and signals
- Identifying risk situations, people and places
- Reacting to unsafe situations
- Assertiveness
- Rights and responsibilities
- Maintaining/extending networks
- Responding to risk situations
- Bribes, threats
- Safety plans

**Home and Rural Safety**
- Safety with machines, appliances, animals and substances
- Reducing and eliminating hazards
- Promoting safety awareness
- Responsibility for self and others
- Bribes, threats
- Safety plans

**School and Play Safety**
- Minimising hazards around the school and in the playground
- Modelling fair and safe behaviour
- Promoting safety awareness at school and in play situations

**Road Safety**
- Pedestrian safety
  - rights and responsibilities of a pedestrian
  - safe practices near buses
- Passenger safety
  - responsibility as a passenger
- Safety on wheels
  - using bicycles, skateboards and rollerblades safely
  - safety equipment

**Water Safety**
- In different water environments
- Survival swimming skills

**Emergency Procedures**
- Basic first aid – DRABC
- Contacting emergency services

**Student Assessment**
- Test students’ first aid knowledge for the treatment of minor injuries.
- Observe student responses to emergency scenarios involving riding a bicycle or swimming at beach/pool/river.
- Observe student safety behaviours in a range of settings including during physical activity, on school excursions, while travelling to and from school.
- Keep a checklist of students’ individual work and group contributions.

**Program Evaluation**
- Do the school policies, practices and programs complement the syllabus outcomes?
- Were the activities organised to ensure the safety of all students?
- Did the activities reflect a broad safety aspect?
- Were the resources and stimulus material appropriate?
- Did the students find the activities enjoyable, challenging and worthwhile?
- Were parents/community groups able to participate effectively?
Learning Experiences

Personal Safety

- Write the word ‘SAFE’ in large, block letters on large paper. In small groups, have students write around the page:
  - synonyms for ‘safe’;
  - feelings that people experience when they consider themselves safe;
  - times and situations when individuals feel safe;
  - places where individuals feel safe; and
  - early warning signs that indicate unsafe situations.

- Have each student write a real or imaginary letter about a difficult situation for a friend or self. Discuss the situation with a partner.

  Teacher Note: Introduce the concept that there are times when it is easier to write about something before talking about it.

- Have students list four positive qualities about people. Name five people who have all of these qualities and relate these to a network of people who can be trusted. Map personal networks as a story map.

- Present situations, eg ‘Mum didn’t arrive to take me home’ and brainstorm ways of dealing with each situation. Jointly develop an advertisement, poster or jingle that advises other students about steps to take in the identified potentially unsafe situations.

- Organise the class into pairs, with each student designated A or B. For 30 seconds each pair has a conversation; A may only say ‘Yes’ in responses; B may only say ‘No’. In same pairs, A asks B questions – B must answer ‘Yes’ all the time. Reverse the roles (for one minute). Form small groups and discuss the following:
  - Was it easier to say ‘Yes’ or ‘No’? Give reasons. Write down questions that were hard to answer with ‘No’;
  - Is it always easy to say ‘No’? Why do people say ‘Yes’ when they really want to say ‘No’;
  - what are some things you are entitled to say ‘No’ about? eg lending things, dangerous behaviour, being offered a cigarette. Make a list for classroom display.

- Jointly construct definitions of the terms ‘passive’, ‘assertive’ and ‘aggressive’.

- Arrange the class in groups. Provide each group with a discussion card that asks them to list their responses to a particular situation. Some examples of situations include:
  - someone continually kicks the back of your seat at the movies;
  - a friend borrowed money from you and seems to have forgotten to pay you back; and
  - you and your friend have messed up your room after playing and your friend has to go home.

  Allow each group to report back to the class and examine the consequences of each suggested response. Ask the class to classify each response into a category titled Passive, Assertive or Aggressive, ie:

  Passive – being taken advantage of; doing nothing;
  Aggressive – infringing on the rights of others;
  Assertive – sticking up for own rights but not infringing on the rights of others.

  In groups, formulate assertive responses to other situations. Role-play responses to the class. Students may suggest further situations for follow-up.
Discuss the concept of personal safety and ways of protecting ourselves from danger. Present a number of situations to the class and ask them to respond by placing themselves on a continuum, from not worried – cautious – terrified, eg staying at home by yourself, going out at night, performing in front of the class, trying a new skill, meeting new people. Give reasons for your position on the continuum, eg cautious – I always lock every window and door when I’m alone. What sorts of protective behaviour might allow you to move from one position on the continuum to another? Discuss safety plans that individual students follow.

Research and discuss organisations in the community that provide help and support to children.

List the rights that children have. Make a corresponding list of responsibilities that go with these rights.

**Home and Rural Safety**

Have students draw a map of the main rooms in their homes. Indicate safe locations in each room for storing medicines and other potentially dangerous items, eg bathroom cabinet, shed, high shelf.

*Teacher Note:* If the school is in a rural setting, include buildings on the farm in addition to the home.

Provide a collection of bottles and packages that contain potentially harmful products. Have students identify the warning signs or symbols displayed on the labels to alert people to potential dangers, eg flammable liquid. Determine the categories for each product, eg medicine, cleaning agents, personal needs, garden needs, car needs and others. As a home task, ask students to visit a local supermarket to investigate the types of products that display warning symbols. Record products observed in these categories, gather data and write a report on your findings.

Jointly construct a list of machinery used on different farms, eg wheat harvester. Have students draw a diagram or flow chart showing how the wheat is harvested and what safety precautions must be taken at each stage of the process.

Discuss situations relating to driving vehicles on private property. Consider: How is this different to driving on the road? Brainstorm the different hazards that might exist on a property and what safety precautions should be taken.

Organise for students to observe the steam rising from a boiling kettle. Discuss situations involving exposure to hot liquids, steam and fire. Examine types of burns and how each type is treated.

Have students design a ‘Home of the Future’ incorporating safety features for each room and household appliances.

Prepare a class meal to examine the safe use of electrical appliances such as a blender, oven and toaster.
School and Play Safety

- Discuss and establish a school Student Safety Council. Appoint individual safety patrollers (students) to investigate safety areas. In groups, locate on a map of the school:
  - potential hazards in and around the school buildings, e.g., tree stumps, cracked windowpanes;
  - potential hazards with electrical equipment, e.g., broken switches, faulty power points;
  - entry and exit points for students travelling to and from school and appropriate locations for storage of bicycles and bicycle helmets;
  - potential hazards in school corridors; and
  - exit directions and procedures for each class in the event of fire.

- Present map, checklist, information and/or recommendations to the Student Safety Council and school executive to advocate improved safety.

- Have students identify areas in the playground that provide shelter from the sun. Design and present plans to the school principal for a shelter that protects students from the sun, wind and rain.

- Provide pictures of poorly designed play equipment. Have students list the potential hazards. Students choose one item and sketch a new design to make it safe.

- Discuss and identify a variety of sports played at school or in the community. Discuss the place of rules in the game. Select a sport and outline the rules, equipment and facilities needed to play this game safely. Suggest what might occur if some rules were ignored.

- Have students develop an outdoor game. Consider safety in relation to:
  - rules;
  - environment;
  - equipment; and
  - number of players and roles.

  Trial the game and make appropriate rule modifications. Introduce the game to a peer or ‘buddy’ class. Play the game with them, incorporating all the safety factors.

Road Safety

Pedestrian Safety

- Jointly construct a list of the different types of roads, e.g., highways, laneways, unsealed roads. Have students write about the possible dangers in crossing each road.

- Adopt the role of town planner. Ask students to map out a section of your local community, marking in potential danger spots for road crossings. Using a key, identify suitable pedestrian facilities to assist students to cross in these danger spots, e.g., traffic lights, overhead walkways, marked crossings.

- Have each student use simple illustrations and a minimum of script and/or language bubbles to create cartoons about safe behaviour in the traffic environment.

- Discuss personal experiences in the road traffic environment that have been potentially hazardous. Have students check the local newspaper for related articles about pedestrian accidents. Plan a debate about a school-related road crossing situation.
Passenger Safety

- Revise safe passenger behaviours. Discuss the ways in which poor passenger behaviour can affect the safety of others, including bus and car travel. Encourage students to discuss the effect on the driver and other passengers. Students form groups to list people who are drivers and those who are passengers and determine the rights and responsibilities of all these people.

- In groups, have students write a 30-second radio script that stresses the importance of wearing a seatbelt. Include voices, sound effects, jingles and an important slogan. Produce the radio advertisement and tape for playback.

- Provide pictures of a variety of vintage and modern cars. Discuss the features of these cars and list ways in which designers have modified the vehicles to improve passenger safety. Have students devise ways that designers could make existing family cars safer.

- Have students compare the costs of bus/ferry/rail/car travel.

- Have students research and report on the environmental advantages of commuters using buses and ferries instead of private vehicles.

Safety on Wheels

- From memory, have students sketch a bicycle and label the parts, including safety equipment. Build a class word bank of bicycle parts, eg tyre, brakes. In groups, label the bicycle parts that need to be checked and maintained. Take home a maintenance checklist to check bicycles at home.

- Read the poem ‘Mulga Bill’s Bicycle’. Discuss the factors that could have contributed to Mulga Bill’s accident, such as:
  - behaviour (reckless riding);
  - clothing (loose clothing);
  - environment (roads); and
  - human error (showing off).

In groups, reread the poem to identify the factors that influenced Mulga Bill’s accident. Write a letter to Mulga Bill advising of the safety issues to remember while cycling.

- Explain the brain, its functions and its relationship to the skull and spinal cord. Drop a watermelon or egg on a hard surface and observe the results. Have students predict what would happen if a head hit the road or concrete. Work in groups to devise methods of protecting a fresh egg that is to be dropped from a two-metre height onto a hard surface. Remind students that it is a legal requirement for all people using wheeled toys to wear an approved helmet.

- Have students investigate light reflection. Using a mirror, flash a message from one side of the playground to another. Predict which parts of a bicycle and bicycle helmet would reflect light. In a darkened room, use a torch to identify the parts of these objects that reflect light. Discuss why reflective parts are placed on motor vehicles and bicycles.

- Have students identify safe environments that exist in the local area, eg cycle ways, bicycle paths, BMX tracks. In groups, students discuss safe and unsafe places to ride or play on bicycles, rollerblades or skateboards. Write conclusions under the following headings: ‘What makes a safe off-road riding place?’; ‘Which places are unsafe for off-road cycling?’.
Water Safety

- Listen to a guest speaker discuss unsafe practices in water environments and the consequences of unsafe behaviours.
- Discuss the dangers of diving into shallow water. Consider: What types of injuries can be caused by diving into shallow water? What should be checked before entering unknown waters, especially creeks, dams and rivers?
- Discuss the potential dangers when using boats, canoes or surf craft. Develop a class list of precautions that should be taken when using different water craft.
- Discuss the reasons why fences are required around pools. In groups, design a fence that will protect inquisitive students. Write to the local council to discover the regulations for pool fences and the penalties for failing to erect a pool fence. Write to a pool construction company to enquire about the safety features of their pools.
- Have students practise land and water safety drills and rescues. Use towels, ropes, sticks and floating objects to help rescue swimmers having difficulty in the water.
- Visit the beach to identify potential hazards, eg rocks, tides, rips, marine creatures. Have students question the beach inspector/lifeguard and observe a demonstration of a water rescue. Discuss the role of lifeguards and how they react if they get into trouble carrying out their work.
- In groups, have students make a retrieval chart of potential hazards in various water environments, eg beach, river, dams, waterholes, creeks, pools. Display and discuss similarities and differences.

Emergency Procedures

- Have students write to the local doctor or hospital, and request information regarding the major categories of child injuries treated. Compare class data with the medical data provided. Explore the major categories of accidental deaths for various age groups of students 0–14 years. Design a parent information pamphlet advising parents of this data.
- Research first aid steps to address various types of injuries and medical conditions, eg burns, falls, cuts, poisoning, asthma and diabetes. Discuss the special actions that would be needed if electricity or other dangers were involved. Have students mime an accident and demonstrate the first aid procedures appropriate to the injury. Prepare a class wall chart identifying emergency situations and procedures or steps to take in a variety of situations.
- Have students write a media report about an accident that contains the following information:
  - where the accident occurred;
  - who was involved in the accident;
  - how the accident happened;
  - what emergency steps were taken; and
  - what advice could prevent further similar accidents.

Teacher Note: Instruction and examination of students for resuscitation, emergency care, first aid awards must be carried out by persons approved by the group awarding those certificates.
Introduction

Samples of student work can assist in the development of a common understanding about standards of achievement. Specifically, work samples:

- add to the teachers’ understanding of syllabus outcomes;
- assist teachers to make judgements about students’ achievement of syllabus outcomes;
- show a variety of ways in which students might demonstrate their achievement of syllabus outcomes; and
- provide examples of student achievement as the student works towards achievement of outcomes for the stage.

The work samples in this document are used to illustrate what students know and can do in Early Stage 1, Stage 1, Stage 2, and Stage 3. They are authentic texts and photographs collected from students in NSW schools and provide examples of how students progress towards the achievement of syllabus outcomes.

It is difficult to present work samples in print form that demonstrate a range of movement experiences in PDHPE. However, three work samples that use movement experiences as the medium for teaching and learning have been included.

Each work sample includes a brief description of the task undertaken by the student. This information provides the context for teaching and learning within which the work samples were developed.

Each work sample is accompanied by relevant outcomes and indicators. The indicators are statements of behaviour that students might display as they work towards the achievement of syllabus outcomes. It is important to note that the indicators in the K-6 PDHPE syllabus are not prescriptive statements. The indicators provided in relation to these work samples include those drawn directly from the syllabus and others that have been modified to reflect the specific teaching/learning experience.

A comment box includes observations and remarks about the work sample. The comments focus on those aspects of the work sample that demonstrate student achievement related to the specified syllabus outcomes.

A ‘Where to from here?’ box describes future learning opportunities aimed at further developing the knowledge, understanding, skills or values demonstrated by the students.
Unit Title: I can play

**Strands and Skills:**

<table>
<thead>
<tr>
<th>Active Lifestyle</th>
<th>Games and Sports</th>
<th>Interacting</th>
<th>Moving</th>
</tr>
</thead>
</table>

**Context:**

As part of a ‘getting active’ unit Kindergarten students were introduced to a range of movement options that they could incorporate in their free play. The students were provided with the opportunity to use, through exploration, a variety of equipment that included stilts, skipping ropes, sand trays and climbing equipment. Students were asked to find ways to use the equipment and share their ideas with others.

**Outcome/s working towards:**

- **ALES1.6** Develops a repertoire of physical activity in which they can participate.
- **GSES1.8** Demonstrates fundamental movement skills while playing with and sharing equipment.
- **MOES1.4** Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.
- **INES1.3** Relates well to others in work and play situations.

**Indicators:**

- takes part in different types of physical activity, e.g. climbing, jumping, walking, skipping.
- runs, skips and hops with equipment.
- climbs up, through, under and over apparatus.
- shares equipment, materials and workspace.

**Comment:**

While watching Shirin in a free play situation, the following anecdotal notes were made in the teacher’s log book:

- Uses a variety of equipment
- Takes turns
- Shares
- Interacts with others, including them in the activity
- Demonstrates a variety of gross motor skills
- Appears to enjoy participating in physical activity
- Persists with activities to achieve success
Where to from here?

- Begin to structure play sessions to include minor games with basic rules.
Unit Title: Healthy Habits

Strand:
Safe Living

Context:
Students brainstormed a list of words they thought of when considering the term ‘poison’. (Meanings were clarified when necessary.) Secondly, students discussed the effects of poisons on the body and finally they created a word wheel showing their understanding of poisons.

Outcome/s working towards: SLESI.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living.

Indicators:
• recalls some terms associated with the word ‘poison’.

Comment:
The student was able to indicate some thoughts about poison that clarified its unsafe nature eg sick, deadly, dangerous. In subsequent discussions the student identified some things that might be poisons, including the need to be cautious with “sprays and liquids”.

Where to from here?
- Class discussion on safe storage of poisons and medications.
Unit Title: Sun Safe

**Strands:**

*Personal Health Choices*  *Safe Living*

**Context:**

Students had completed a unit of work about sun safety. They participated in a blindfold game moving in and out of shaded areas and identifying body changes as they did so. The students wrote and published an acrostic poem to bring together what they had learnt in the unit.

**Outcome/s working towards:**

- PHS1.12 Recognises that positive health choices can promote wellbeing.
- SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.

**Indicators:**

- makes personal health choices and gives reasons for their choices.
- identifies environmental factors that impact on health eg sun.
- identifies things needed to play safely, eg hats and sunscreen.

**Comment:**

The student made elementary links between health strategies eg slip,slop slap, wearing a hat and factors impacting on health eg exposure to the sun. When asked what type of hat should be worn the student responded “one like in my picture because it gives shade to my face”.

**Slip slop slap!**

The sun is out today.

**Keep your hat on all day.**

In the sun you should have your hat on

**National Hat Day!**

**Where to from here?**

- Continued reinforcement of the Sun Safe message through school policies and practices.
- Explore other issues related to sun, eg need to drink water when active, do not leave a pet in a locked car even for a short period of time.
Unit Title: Having a go.

**Strand and Skill:**

*Active Lifestyle*  *Interacting*

**Context:**

As part of a “Getting Active” unit, students were placed into groups of four and asked to play ‘one against three’. Three of the students join hands to make a circle. One of the three is chosen as ‘it’. The fourth player is the ‘chaser’. Maintaining the circle, the three move in different directions trying to protect ‘it’ from the ‘chaser’. The student observed (Peter) was eager to participate in both roles, contributing to the enjoyment of the activity by all involved in his group.

**Outcome/s working towards:**

| ALS1.6 | Participates in physical activity recognising that it is enjoyable and important for health. |
| INS1.3 | Develops positive relationships with peers and other people. |

**Comment:**

Peter was observed happily participating in the structured activity. He demonstrated an awareness of his own positioning in relation to the positions of the other group members. The manner in which the student participated in the activity indicated that he:

- has a positive relationship with the members of his group, cooperating with team mates and enjoying the challenge it provided
- enjoyed participating with vigour in the activity

**Indicators:**

- engages in a planned activity.
- displays cooperation in group activities, eg taking turns.
- observes rules regarding group conduct.
Where to from here?

- Have the students design their own physical activity experiences. Add equipment to play games and sports.
- Introduce modified games that involve dodging, running and changes of direction.
Unit Title: How Rules Help Us

**Strands and Skills:**

<table>
<thead>
<tr>
<th>Personal Health Choices</th>
<th>Safe Living</th>
<th>Interacting</th>
<th>Problem Solving</th>
</tr>
</thead>
</table>

**Context:**

Students discussed what rules are and listed rules used at school and in other settings. Students then placed the rules into the categories of courtesy, organisation, health and safety.

**Outcome/s working towards:**

- PHS1.12 Recognises that positive health choices can promote wellbeing.
- SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.
- INS1.3 Develops positive relationships with peers and other people.
- PSS1.5 Draws on past experience to solve familiar problems.

**Indicators:**

- describes what people do to stay healthy eg wash your hands, be nice to other people.
- identifies safe actions.
- lists rules associated with group conduct
- classifies information appropriately.

**Comment:**

This student was observed discussing the rules that she confronts in a variety of lifestyle contexts. She was able to communicate her ideas clearly to other students. Many of the rules generated discussion as the other students either agreed or communicated contrasting expectations. When required to categorise the rules she had listed, the student demonstrated a capacity to organise her list appropriately.

The student’s list shows a broad understanding of safety issues in the environment and related behaviour eg standing under trees in a thunderstorm, don’t take other people’s medicine; an understanding of those practices that enhance relationships eg share, don’t call names; and practices that promote wellbeing eg wash hands, bed by 8.30

**Safety**

- don’t run inside
- don’t take other peoples medicine
- don’t talk on your phone
- don’t talk to strangers
- it’s dangerous to stand under a tree during a thunder storm
- tell the teacher where your going if you wish to leave the room

**Courtesy**

- don’t call people names
- share your talent
- don’t speak when someone is speaking
- always have good manners
- be nice to other people

**Health**

- wash your hands after you go to the toilet
- put your rubbish in the bin

**Organisation**

- help clean up
- go to bed by 8.30

**Where to from here?**

- Compare rules and places where students feel safe and unsafe.
- Identify potential hazards in the school environment.
Unit Title: Care of our Bodies

Strands and Skills:

Personal Health Choices  Decision Making

Context

Students were involved in a class discussion about cleaning their teeth. They were then put in groups to role play correct techniques. Finally, the students cut up sentences describing the cleaning of teeth and arranged them on another page showing correct sequences of actions.

Outcome/s working towards:

PHS1.12 Recognises that positive health choices can promote wellbeing.

DMS1.2 Recalls past experiences in making decisions.

Comment:

The student undertook this activity in an ordered fashion, demonstrating a sense of the need to plan. She was observed spreading the sentences across her workspace before attempting to sequence them correctly. On each occasion the student considered the progression of activities before either progressing to include another sentence or deciding she had created an incorrect sequence and modified her choice appropriately. In the ensuing discussion the student explained that keeping teeth clean “kept them healthy” and rinsing and wiping with a towel is an important health habit.

Where to from here?

- Discuss other personal hygiene practices, eg washing hands etc.
- Identify the people who help keep me healthy and the products that can assist.

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Outcome/s working towards:

Indicators:

- describes what people do to stay healthy, eg care of teeth.
- appropriately sequences actions for cleaning teeth.
Unit Title: Bike Safety

**Strand and Skill:**

Safe Living Problem Solving

**Context:**

As a part of a unit about using bicycles for personal transport the students were involved in a series of discussions and activities involving safe cycling. This lesson followed a visit by the owner of a local bike shop who talked about what to look for in a helmet and the parts of a bike that need to be checked before riding. The students then worked in small groups and discussed the rules for safe riding for children under 10 before individually developing a wall chart relating safety checks for specific bike parts.

**Outcome/s working towards:**

- PSS1.5 Draws on past experiences to solve familiar problems.
- SLS1.13 Recognises that their safety depends on the environment and the behaviours of themselves and others.

**Indicators:**

- follows basic safety procedures.
- identifies things needed to play safely eg helmets for bike riding.
- identifies safety features of a bicycle.

**Comment:**

While working in groups the students became engaged in an impromptu discussion about the rules imposed on them by their parents regarding the wearing of helmets and shoes. This student has included a part of that message on the chart. That is, ‘you must wear a helmet no matter what’. The wall chart shows an accurately labelled bicycle and communicates appropriate safety messages. The student has highlighted a number of key behaviours for safe riding eg wear a helmet, make sure the helmet is approved, have an adult help with a bike safety check.

**Where to from here?**

- Students will identify places in and around their home environment that would be safe places to ride their bicycles, skateboards and other wheeled toys, eg scooters, rollerblades.
- Discuss how bicycle rules can apply to other equipment.
Unit Title: Who can I trust?

Strands:

Interpersonal Relationships
Safe Living

Context:

This unit focussed on situations where they need support and the people who could provide this support. In small groups, the students discussed issues and feelings related to feeling safe. Each group reported back to the whole class before students were required to organise their thoughts on the worksheet provided. Finally, students identified the people in their support network.

Outcome/s working towards:

IRS2.11 Describes how relationships with a range of people enhance wellbeing.
SLS2.13 Discusses how safe practices promote personal wellbeing.

Indicators:

• identifies people from whom they can seek advice and support.
• compares the characteristics of people and situations that cause students to feel safe and unsafe.

Comment:

This student was observed contributing freely to group discussion in the initial activity. When working independently on the worksheets the student demonstrated an understanding of the key issues discussed. The work sample provides evidence of understanding of the relationship between "safe" and personal wellbeing eg safe- happy, secure, free, relaxed. The student has also identified the positive aspects of particular relationships eg a sense of belonging, comfort, happy. The student also indicated a strong personal support network of family members.

Where to from here?

Each person on the student’s network should be approached and asked to initial their name to acknowledge their role in supporting the student.
Unit Title: My Friends

Strand and Skill:
Interpersonal Relationships Communicating

Context:
The unit included identifying the qualities of a friend, the needs that are met by friends and how friendships are formed. Students discussed and listed why some friendships change or end while others remain throughout our lives. The students were then asked to develop a timeline showing their changing friendship networks.

Outcome/s working towards:
IRS2.11 Describes how relationships with a range of people enhance wellbeing.
COS2.1 Uses a variety of ways to communicate with and within groups.

Comment:
This student approached the task with confidence. He demonstrated good recall when identifying friends from his past and was able to accurately place the names of his friends on the timeline. The student communicates an understanding of how friendships begin eg social settings such as sport or with neighbours and the benefits of friendships eg they help, they are kind. He is also able to consider the impact of changes to his own interpersonal skills on his ability to initiate friendships eg confidence to talk to others.

Where to from here?
- Describe the factors influencing the development of friendships and how positive relationships are maintained.
- Practice and demonstrate communication skills that enhance relationships in various contexts.
Unit Title: How my body works.

Strand and Skill:
Personal Health Choices Decision Making

Context:
In this unit Year 3 students were introduced in general terms to the various parts of the body and their functions. Students were asked to complete a research activity on a specific body part, describing what it does, and how its owner can best care for it. Reference materials were provided.

Outcome/s working towards:
PHS2.12 Discusses the factors influencing personal health choices.
DMS2.2 Makes decisions as an individual and as a group member.

Comment:
This student demonstrated an ability to access a variety of sources of reference material, selecting information that would be useful in completing the task. She then organised the information into a discussion about the heart and its functions. She shows a limited awareness of the factors that influence heart health eg food choice, regular exercise. She makes a number of simple statements that reflect personal health choices eg do not smoke.

Where to from here?
- The class will construct a large body model, label it and describe the functions of the body’s organs.
- Introduce similarities and differences between individuals and between girls and boys.
Unit Title: Tobacco and our bodies

Strand and Skill:
Personal Health Choices  Communicating

Context:
In this context the students considered the effects of smoking and passive smoking on the body. This task involved students constructing a discussion in response to the question ‘should smoking be banned in public places?’

Outcome/s working towards:

PHS3.12 Explains the consequences of personal lifestyle choices.

COS3.1 Communicates confidently in a variety of situations.

Indicators:
- identifies substances that have a negative effect on the body.
- identifies the effects of their decisions on themselves, others and the environment.
- presents an argument with confidence.

Comment:
This student is a confident communicator. He demonstrates an understanding of some of the effects of smoking on individuals eg smell, sickness, asthma and is able to express a point of view that is supported by discussion related to everyday occurrences.

SMOKING
Should smoking be banned in public places?

I think smoking should be banned in public places because other people who don’t smoke breathe in smoke from the cigarettes and this can make them very sick. Smoke leaves an unpleasant odour on smokers and people that are standing next to them don’t like it. When you’re on a train or bus and someone next to you is smoking it could make your eyes water and if you have asthma it can trigger your asthma. This is because there is no fresh air, and the smoke hangs around in the air for a very long time. For these reasons I think smoking should be banned from public places.

Where to from here?
- The students will develop role plays to demonstrate how they can say “no” to smoking and peer group pressure.
Unit Title: Take a hoop

Strand and Skill:
Gymnastics Moving

Context:
Following a number of skills sessions with hoops the students were asked to design a sequence that they could perform using a hoop. The use of music was optional. The teacher observed the performance of this routine and noted that the student was able to demonstrate it with competence and confidence.

Outcome/s working towards:
GY3.10 Demonstrates coordinated actions of the body when performing gymnastic sequences.

MOS3.4 Refines and applies movement skills creatively to a variety of challenging situations.

Comment
The student observed creating and then demonstrating the routine showed she was able to link individual movements and use a piece of equipment in doing so. The routine involves a combination of non-locomotor skills that incorporate various levels. The skill level in the routine was suitably challenging. The routine has an obvious beginning and end.

Where to from here?
- Modify the routine as a result of practice and in response to peer and self appraisal and teach the routine to a small group of students.
Unit Title: Safe Crossing Procedures

Strands and Skills:

Safe Living | Problem Solving | Interacting
---|---|---

Context:
Students were involved in a unit of work that focussed on ‘Safe Crossing Procedures’. They were required to plan worksheets, posters, poems or songs that would communicate appropriate messages to Kindergarten students. The Year 6 students then worked with the kindergarten students in peer tutoring situations.

Outcome/s working towards:

SLS3.13 Describes safe practices that are appropriate to a range of situations and environments.

PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems.

INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations.

Indicators:

- plans how to take responsibility for their own safety and that of others.
- proposes appropriate solutions to a given problem.
- interacts effectively with younger students.

Comment:
During initial groupwork the student observed showed that she has a reasonable understanding of safety issues. Additionally, she interacted with peers effectively, contributing to discussion. When placed in a peer tutoring situation with younger students, the student observed demonstrated an ability to communicate effectively by successfully describing the requirements of each of the tasks and using the worksheet as a stimulus for discussing safety near the road. The materials she developed for working with the kindergarten students introduced some important things to be observed to support safety near the road, eg traffic lights, pedestrian crossing, children crossing signs. On this worksheet students are required to circle the things that make it a safe place to cross.
Where to from here?

- Debrief class through discussion about how they:
  - thought the activity was received by the Kindergarten children; and
  - might improve the activity.
- Return to the Kindergarten class and talk to their groups about Safe Crossing Procedures, introducing concepts such as holding a grown up's hand, observing the crossing supervisor's instructions.
Unit Title: Positives and negatives of drugs.

Strand and Skill:

Personal Health Choices   Decision Making

Context:

This unit introduced students to the broad range of drugs used in society and the reasons for drug use. Using books, pamphlets, encyclopedias and the internet as reference, students were asked to list the effects of drugs on the body under the categories ‘positives’ and ‘negatives’.

Outcome/s working towards:

PHS3.12 Explains the consequences of personal lifestyle choices.

DMS3.2 Makes informed decisions and accepts responsibility for resulting consequences.

Indicators:

- identifies the positive and negative effects of various substances on the body.
- hypothesises about the effects of some drugs on the body.
- gathers and classifies information from reliable sources.

Comment:

The student observed scanned a number of sources for information before selecting appropriate accurate information and categorising it correctly. The list of positives shows a good range of ways that approved use of drugs can be beneficial. The list of negatives about drugs demonstrates a good understanding of the consequences of choices and forms a sound foundation for informed decisions. The lists also clarified understanding of complex issues, eg drugs that enhance performance may be viewed as positive in one sense but definitely negative in another sense.

What I Think About Drug Use

Positives

- Prescription drugs can cure illness.
- Can stop infections in the body.
- Help you breathe better - asthma sprays.
- They give temporary relief from pain.
- Can modify behaviour and slow down eg if someone has A D D they may use ritalin.
- Can help in operations - anaesthetics.
- Can boost performance in athletics.

Negatives

- Drug overdoses can kill you.
- Can make you sick by taking too many pills.
- Drug taking by pregnant women can cause their baby to be born unhealthy and an addict.
- Drugs can affect your brain and reflexes - alcohol.
- Athletes being disgraced by using performance enhancers.
- You can become addicted and dependent on drugs.
- People turn to crime to get money to buy drugs. This effects their families and the people they steal from.

Where to from here?

Decision making in the context of drug use. Students will be given scenarios to work through identifying the issues, alternative actions and consequences of the alternatives. They will be required to decide on a course of action and finally, evaluate the effectiveness of their choice.
Unit Title: Lifestyles of the young and healthy

Strand and Skill:

Personal Health Choices  Communicating

Context:

A dictogloss was used as a final activity in this unit of work. A short paragraph was read by the teacher at normal speed. The students wrote down key words and then attempted to reconstruct the passage from their general understanding of the text.

Outcome/s working towards:

PHS3.12 Explains the consequences of personal lifestyle choices.

COS3.1 Communicates confidently in a variety of situations.

Indicators:

- draws parallels between personal health practices and health status.
- identifies key health issues.
- communicates health messages effectively.

Comment:

This student was partially successful in reconstructing the text read by the teacher. The intent of the student’s message is similar, indicating that the student has a general understanding of the health message communicated. The student is able to identify and communicate key health messages eg physical activity is fun, participation in leisure activities reduces stress.

Where to from here?

- Discussion of how people/media influence body image and food intake.
- Group work to develop role plays demonstrating appropriate ways to respond to peer pressure.

**Lifestyles of the Young and Healthy**

**Dictagloss**

Living a healthy and well balanced life is important. Keeping fit, eating a well balanced diet and making time for rest and relaxation are the main factors of a healthy mind and body.

A regular fitness routine gives you energy, strengthens and tones muscles, burns off fat, gets the blood pumping and can be fun.

A well balanced diet, where you eat a variety of foods from the 5 Food Groups and you eat in moderation, not to excess, “feeds” all different parts of your body. Also, the vitamins and minerals in the foods gives you energy.

Equally as important is giving your body and mind time each day for rest and relaxation. Your body needs to sleep. That is its time to “recharge its batteries”. Also participating in a variety of leisure activities helps to relieve stress, takes your mind off your worries, refreshes your mind and body because you are doing something different and fun.

Living a healthy lifestyle now means you are happy and healthy now and ensures you will be happy and healthy in the future.

**Lifestyles of the young and healthy**

Living a healthy and a well balanced life is important. Keeping fit, eating a well balanced diet or making time for rest and relaxation are the 3 main factors to a healthy mind and body. Regular fitness routine gives energy to strengthen and tone muscles, burn fat and keep blood pumping, it can also be fun. There are millions of recipes from all over the world, there are 5 food groups. Vitamin and Minerals are equally important to our body and mind. Our body need sleep to recharge our batteries. Participating in leisure activities always shows
Unit Title: Drug Education- Tobacco and Smoking

**Context:**
As a final activity for this drug education unit students were required to develop an acrostic poem which demonstrated their knowledge of effects of smoking.

**Outcome/s working towards:**
- COS3.1 Communicates confidently in a variety of situations.
- PHS3.12 Explains the consequences of personal lifestyle choices.

**Indicators:**
- presents accurate information in written form.
- identifies the effects of their decisions on themselves, others and the environment.
- lists the consequences of smoking on the body.

**Comment:**
While creating this acrostic poem this student referred to worksheets and personal notes in order to pick up key ideas and terminology.

The poem shows that the student can organise information, sequencing ideas and factual information appropriately. She has identified a range of consequences of smoking eg cancer, emphysema, circulation, coughs and colds, effects on the environment.

**Smoking**

C airbon M onoxide is in cigarettes.
O xygen is restricted to the brain.
N icotine is a very harmful drug.
S moking gives you lung cancer.
E very cigarette is doing you harm.
Q uit now while your ahead.
U lcers may appear in your stomach.
E mphysema gives you shortness of breath.
N ever start and you will never have to stop.
C oughs and colds occur more regularly.
E veryone around you breathes it in and it could make them sick.
S moking gives off harmful gases which harm other people and the environment.

**Where to from here?**
- Small group work for discussion about ‘why people smoke’, ‘why we have smoke free zones’ and ‘saying no to drugs.'
**Unit Title:** “000”

**Strands and Skills:**

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<tr>
<th>Safe Living</th>
<th>Communicating</th>
<th>Interacting</th>
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**Context:**

In this unit the students had discussed emergency situations and observed demonstrations of actions necessary to maintain life until help arrives, eg DRABC and EAR. Following the demonstrations, the students formed groups and were required to develop a role play demonstrating how they would react if they were first to arrive at the scene of an accident. The student observed demonstrated an understanding of and competence in applying appropriate steps when responding to an emergency situation.

**Outcome/s working towards:**

- **SLS3.13** Describes safe practices that are appropriate to a range of situations and environments.
- **COS3.1** Communicates confidently in a variety of situations.
- **INS3.3** Acts in ways that enhance the contribution of self and others in a range of cooperative situations.

**Indicators:**

- formulates and practises action plans for accident and emergency situations.
- understands emergency response procedures eg basic first aid, dial 000.
- responds to risky and dangerous situations.
- uses negotiation skills in group activities.
- demonstrates actions that support the rights and feelings of others eg encouragement,
  initially focussed on pulse before breathing

**Comment:**

SI demonstrated effective interpersonal skills as he was observed facilitating the involvement of group members in the activity. He initiated discussion, demonstrated knowledge of correct procedure and confidently justified direction he suggested.

SI also showed some knowledge of safe practices, eg sequence of assessment, observation to check for breathing, but was lacking in precise understanding of some procedures eg breathing rates, initially focussed on pulse before breathing.
S1: “Who wants to be the one on the floor?”
S2: “Me! I bags first.”
S1: “Okay. Lie on the floor in the middle.”
S3: “Straighten her up.”
S4: “No. You shake or shout at her like this.
Hey, are you all right?
What happened?”
S1: “Roll her over.”
S4: “No, put her hand across her chest.”
(He begins placing the S2 in the recovery
position).
S3: “Bend her leg. Now roll her over.”
S4: “Check this first.”
S1: “What?”
S4: “Her pulse.”

S3: “No, no. Clean her mouth out.” (S4 agrees).
S1: “Yeah. She’s got false teeth. Take them
out.”
S4: “No. don’t worry about them.”
S1: “Roll her back.”
S3: “Breath.”
S4: “Turn your head to the side.”
S1: “What for?”
S4: “To see if she’s breathing.”
S3: “How many breaths do we do?”
S4: “I don’t know. Just keep going.”
S1: “That’ll do. Come on, my turn.”
S4: “Okay. I’ll check the pulse now.”

Where to from here?

- Have students perform their role play for the rest of the class. Discuss pressures and influences on
  individuals to take risks and distinguish between heroic and reckless behaviour.
- Revise emergency procedures and discuss situations that complicate emergency situations.