|  | **Level 3-4** | | **Personal, Social and Community Health Strand** | | | | | | | | | **Movement and Physical Activity Strand** | | | | | | | |
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|  | **Sub-Strand** | | **Being healthy, safe and active** | | | | **Communicating and interacting for health and wellbeing** | | | **Contributing to healthy and active communities** | | **Moving the body** | | | **Understanding movement** | | **Learning through movement** | | |
| **Key**  Classroom-based activities ◼  Water-based activities **◼** | **Content Description** | | Examine how success, challenge and failure strengthen personal identities | Explore strategies to manage physical, social and emotional change | Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe | Identify and practise strategies to promote health, safety and wellbeing | Describe factors that can positively influence relationships and personal wellbeing | Investigate how emotional responses vary in family situations and in friendship groups | Discuss and interpret health information and messages in the media | Describe strategies to make the classroom and playground healthy, safe and active spaces | Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing | Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings | Perform movement sequences which link fundamental movement skills | Practise and apply movement concepts and strategies | Examine the benefits of physical activity and physical fitness to health and wellbeing | Combine the elements of effort, space, time, objects and people when performing movement sequences | Adopt inclusive practices when participating in physical activities | Apply innovative and creative thinking in solving movement challenges | Apply basic rules and scoring systems, and demonstrate fair play when participating |
| **Sample swimming and water safety teaching and learning activities** | **Focus Area Code/s** | **Contribution towards Achievement Standard #** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Create a list of key safety messages for the aquatic environments such as a surf beach, river or lake. | S | **4** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Describe safety strategies that can be used in different aquatic environments, for example swim between the flags at the beach. | S | **4** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Develop a comic, poster or flyer to convey the key water safety messages to the class. | S | **4** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Describe how swimming and other aquatic activities promotes health. | HBPA | **5** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Perform a range of movement skills such as:   * propelling the body on the front and back using freestyle, backstroke, breaststroke and survival backstroke for 10 to 20 metres * performing a land-based rescue * swimming while controlling the movement of a ball | FMS, LLPA | **9** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Design and perform a movement sequence in the water that links elements such as sculling, the eggbeater kick, front crawl, entry and exit from the water etc. | FMS, LLPA | **9, 10** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Practice attacking and defensive strategies in a game of Flippa Ball. | GS | **9** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Create their own aquatic game that can be played in teams. | FMS, GS | **9** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Practice controlling objects in the water such as a beach ball in a beach ball relay. | FMS, AP, GS | **9, 10** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Work cooperatively in groups to perform a synchronised swimming sequence. | RE, AP, FMS | **7, 10** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Propose and test strategies to perform a land-based rescue. | S | **9** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Apply rules and scoring systems to a game of Flippa Ball. | GS | **7** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Levels 1 and 2 Achievement Standard** | **Levels 3 and 4 Achievement Standard** Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Levels 5 and 6 Achievement Standard** | **Focus Areas** | |
| By the end of Level 2   * Students describe changes that occur as they grow older. * They recognise how strengths and achievements contribute to identities. * They understand how emotional responses impact on others’ feelings. * They examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically active. * They identify areas where they can be active and how the body reacts to different physical activities. * Students demonstrate positive ways to interact with others. * They select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems. * They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. * They perform movement sequences that incorporate the elements of movement. | By the end of Level 4   * Students recognise strategies for managing change. (1) * They examine influences that strengthen identities. (2) * They investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities. (3) * Students interpret health messages and discuss the influences on healthy and safe choices. (4) * They understand the benefits of being fit and physically active. (5) * They describe the connections they have to their community and how these can promote health and wellbeing. (6) * Students apply strategies for working cooperatively and apply rules fairly. (7) * They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community. (8) * They refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges. (9) * They create and perform movement sequences using fundamental movement skills and the elements of movement. (10) | By the end of Level 6   * Students investigate developmental changes and transitions. * They understand the influences people and places have on personal identities. * They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. * They describe their own and others’ contributions to health, physical activity, safety and wellbeing. * They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. * They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment. * Students demonstrate skills to work collaboratively and play fairly. * They access and interpret health information. * They explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community. * They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. * They apply the elements of movement when composing and creating movement sequences. | * Alcohol and other drugs **(AD)** * Food and nutrition **(FN)** * Health benefits of physical activity **(HBPA)** * Mental health and wellbeing **(MH)** * Relationships and sexuality**(RS)** * Safety **(S)** | * Active play and minor games **(AP)** * Challenge and adventure activities **(CA)** * Fundamental movement skills **(FMS)** * Games and sports **(GS)** * Lifelong physical activities **(LLPA)** * Rhythmic and expressive activities **(RE)** |

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| **Sample Assessments\*** | | |
| **Activity** | **Assessment** | **Achievement Standard/s** |
| Perform a range of movement skills such as:   * propelling the body on the front and back using freestyle, backstroke, breaststroke and survival backstroke for 10 to 20 metres * performing a land-based rescue * swimming while controlling the movement of a ball | **Teacher Observation**  Develop a rubric or checklist which can be used to record observation of student skills in the water. For example, in relation to swimming freestyle for 10 to 20 meters, can the student::   * fully submerge their face * perform a freestyle arm action * perform a continuous kick action * rotate the head to the side to inhale * achieve a distance of at least 10 meters. | By the end of Level 4   * They refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges. (9) |

**\*Note the sample assessments listed don’t cover all of the sample activities identified.**