|  | **Level 7-8** | | **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** | | Investigate the impact of transition and change on identities | Evaluate strategies to manage personal, physical and social changes that occur as they grow older | Examine barriers to seeking support and evaluate strategies to overcome these | Investigate and select strategies to promote health, safety and wellbeing | Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing | Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity | Develop skills to evaluate health information and express health concerns | Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities | Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities | Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity | Use feedback to improve body control and coordination when performing specialised movement skills | Compose and perform movement sequences for specific purposes in a variety of contexts | Practise, apply and transfer movement concepts and strategies | Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans | Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance | Participate in and investigate the cultural and historical significance of a range of physical activities | Practise and apply personal and social skills when undertaking a range of roles in physical activities | Evaluate and justify reasons for decisions and choices of action when solving movement challenges | Modify rules and scoring systems to allow for fair play, safety and inclusive participation |
| **Sample swimming and water safety teaching and learning activities** | **Focus Area Code/s** | **Contribution towards Achievement Standard #** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Propose and evaluate strategies that could be used in water-based emergencies such as:   * being caught in a RIP or a strong current * a friend jumping into water only to find they are out of their depth * finding someone unconscious in a pool * being in a boat that starts to take on water. | S | **5, 9** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Practice first aid strategies relevant to aquatic accidents such as CPR. | S | **5** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Collect and present information about opportunities to participate in water-based physical activities within their community. | HBPA, LLPA, CA | **7** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Investigate safe practices for aquatic activities conducted in swimming pools, inland waterways and beach environments. | S | **5** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Explore the impact of peers on behaviour and actions and how this could contribute to safe practices in aquatic environments. | S | **5, 9** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Develop their swimming stroke techniques and proficiency in a range of water safety skills such as:   * swimming for a continuous distance of 150 metres * changing between freestyle, backstroke, breaststroke or survival backstroke * performing correct survival techniques while clothed, including sculling, treading water, floating and survival strokes for an extended period of time. | LLPA, S | **10** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Compose and perform a synchronised swimming routine. | RE | **12** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Explore how strategies used in soccer could be applied to water polo. | GS | **6, 11** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Create a simple fitness plan relevant to swimming, lifesaving or other aquatic activities. | LLPA, HBPA | **6** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Develop a code of practice appropriate to aquatic activities such as swimming or boating. | S, LLPA, CA | **9** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Explore and participate in aquatic activities that are an important part of Australian culture. | LLPA, CA, GS | **7** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Levels 5 and 6 Achievement Standard** | **Levels 7 and 8 Achievement Standard**  Separated by line. Number in brackets, E.g. (3), is used as an identifier in the table above. | **Levels 9 and 10 Achievement Standard** | **Focus Areas** | |
| 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. | By the end of Level 8   * Students investigate strategies and resources to manage changes and transitions and their impact on identities. (1) * Students evaluate the benefits of relationships on wellbeing and respecting diversity. (2) * They analyse factors that influence emotional responses.(3) * They gather and analyse health information.(4) * They investigate strategies that enhance their own and others’ health, safety and wellbeing.(5) * They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes.(6) * They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.(7) * Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity.(8) * They justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community.(9) * Students demonstrate control and accuracy when performing specialised movement skills.(10) * They apply and refine movement concepts and strategies to suit different movement situations.(11) * They apply the elements of movement to compose and perform movement sequences.(12) | By the end of Level 10   * Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. * They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. * They evaluate the outcomes of emotional responses to different situations. * Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community. * Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. * They examine the role physical activity has played historically in defining cultures and cultural identities. * Students identify and analyse factors that contribute to respectful relationships. * They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. * They compare and contrast a range of actions that could be undertaken to enhance their own and others’ health, safety and wellbeing. * They apply and transfer movement concepts and strategies to new and challenging movement situations. * They apply criteria to make judgments about and refine their own and others’ specialised movement skills and movement performances.   They work collaboratively to design and apply solutions to movement challenges. | * 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)** | * Challenge and adventure activities **(CA)** * Games and sports **(GS)** * Lifelong physical activities **(LLPA)** * Rhythmic and expressive activities **(RE)** |

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| **Sample Assessments\*** | | |
| **Activity** | **Assessment** | **Achievement Standard/s** |
| Propose and evaluate strategies that could be used in water-based emergencies such as:   * being caught in a RIP or a strong current * a friend jumping into water only to find they are out of their depth * finding someone unconscious in a pool * being in a boat that starts to take on water. | **Case Study**  Provide students with a case study describing a water-based emergency. Ask students to identify a range of actions or strategies that could be undertaken and to justify which action or strategy would lead to a safe outcome. | By the end of Level 8   * They investigate strategies that enhance their own and others’ health, safety and wellbeing.(5) * They justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community.(9) |
| Explore and participate in aquatic activities that are an important part of Australian culture. | **Audio or Visual presentation**  Students create an audio or visual presentation that discusses the cultural and historical significance of swimming and/or other aquatic activities in Australia. Students should include a reflection on their participation in this activity. Some useful online resources include:  Australian Government, Australia’s modern swimmers and ocean baths  <http://www.australia.gov.au/about-australia/australian-story/australias-modern-swimmers>  National Museum Australia Discovering the beach [www.nma.gov.au/exhibitions/between\_the\_flags/discovering\_the\_beach](http://www.nma.gov.au/exhibitions/between_the_flags/discovering_the_beach) | By the end of Level 8   * They examine the cultural and historical significance of physical activities....(7) |

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