|  | | **Level 9-10** | | | **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** | | | Evaluate factors that shape identities, and analyse how individuals impact the identities of others | Examine the impact of changes and transitions on relationships | | Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others’ health, safety and wellbeing may be at risk | | Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices | | | Investigate how empathy and ethical decision-making contribute to respectful relationships | Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing | Evaluate and apply health information from a range of sources to health decisions and situations | | Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities | Plan and evaluate new and creative interventions that promote their own and others’ connection to community and natural and built environments | | Critique behaviours and contextual factors that influence the health and wellbeing of their communities | | | Perform and refine specialised movement skills in challenging movement situations | Evaluate own and others’ movement compositions, and provide and apply feedback in order to enhance performance situations | Develop, implement and evaluate movement concepts and strategies for successful outcomes | | Design, implement and evaluate personalised plans for improving or maintaining their own and others’ physical activity and fitness levels | Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences | Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time | | Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams | Transfer understanding from previous movement experiences to create solutions to movement challenges | Reflect on how  fair play and  ethical behaviour  can influence  the outcomes of  movement  activities | | |
| **Sample swimming and water safety teaching and learning activities** | | **Focus Area Code/s** | **Contribution towards Achievement Standard #** | |  | |  | |  | |  | |  |  |  | |  |  |  | | | |  |  |  | |  |  |  | |  |  |  | | |
| Analyse factors that contribute to males aged 15-24 years have a greater risk of drowning compared to females. | | S | **1** | |  | |  | |  | |  | |  |  |  | |  |  |  | | | |  |  |  | |  |  |  | |  |  |  | | |
| Analyse cultural and gender factors that influence safety behaviours in relation to aquatic activities. | | S | **1** | |  | |  | |  | |  | |  |  |  | |  |  |  | | | |  |  |  | |  |  |  | |  |  |  | | |
| Participate in training to develop skills needed in an emergency such as CPR, first aid and lifesaving skills. | | S, LLPA | **9, 12** | |  | |  | |  | |  | |  |  |  | |  |  |  | | | |  |  |  | |  |  |  | |  |  |  | | |
| Evaluate media reports of aquatic emergencies such as boating rescues or incidence of drowning and identify risk factors for such events and actions that could have been taken to prevent the incident. | | S | **4, 9** | |  | |  | |  | |  | |  |  |  | |  |  |  | | | |  |  |  | |  |  |  | |  |  |  | | |
| Research and evaluate factors that contribute to water safety in the community, such as pool fence legislation or the qualifications needed by personnel in aquatic recreation and leisure industries. | | S | **9** | |  | |  | |  | |  | |  |  |  | |  |  |  | | | |  |  |  | |  |  |  | |  |  |  | | |
| Research and critique the water safety services provided by organisations such as Life Saving Victoria or a local aquatic facility. | | S | **9** | |  | |  | |  | |  | |  |  |  | |  |  |  | | | |  |  |  | |  |  |  | |  |  |  | | |
| Develop and implement a plan for safe participation in challenging aquatic activities in the outdoors such as canoeing, kayaking, snorkelling, sailing, rafting, surfing or windsurfing. | | S, CA | **9, 12** | |  | |  | |  | |  | |  |  |  | |  |  |  | | | |  |  |  | |  |  |  | |  |  |  | | |
| Record in a journal the challenges, successes and feelings experienced when completing challenging aquatic activities in the outdoors. | | CA | **3** | |  | |  | |  | |  | |  |  |  | |  |  |  | | | |  |  |  | |  |  |  | |  |  |  | | |
| Explore media messages about aquatic activities in the outdoors and analyse the representation of challenge, competence, real and perceived risk. | | S, CA | **6** | |  | |  | |  | |  | |  |  |  | |  |  |  | | | |  |  |  | |  |  |  | |  |  |  | | |
| Analyse the stroke technique of a partner and make recommendations about how to improve performance. | | LLPA | **11** | |  | |  | |  | |  | |  |  |  | |  |  |  | | | |  |  |  | |  |  |  | |  |  |  | | |
| Design and implement a plan to train for participation in a triathlon. | | HBPA, CA | **5** | |  | |  | |  | |  | |  |  |  | |  |  |  | | | |  |  |  | |  |  |  | |  |  |  | | |

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| **Levels 7 and 8 Achievement Standard** | **Levels 9 and 10 Achievement Standard**  Separated by line. Number in brackets, E.g. (3), is used as an identifier in the table above. | **Focus Areas** | |
| By the end of Level 8   * Students investigate strategies and resources to manage changes and transitions and their impact on identities. * Students evaluate the benefits of relationships on wellbeing and respecting diversity. * They analyse factors that influence emotional responses. * They gather and analyse health information. * They investigate strategies that enhance their own and others’ health, safety and wellbeing. * They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. * They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing. * Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. * They justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community. * Students demonstrate control and accuracy when performing specialised movement skills. * They apply and refine movement concepts and strategies to suit different movement situations. * They apply the elements of movement to compose and perform movement sequences. | By the end of Level 10   * Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. (1) * They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. (2) * They evaluate the outcomes of emotional responses to different situations. (3) * 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. (4) * Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. (5) * They examine the role physical activity has played historically in defining cultures and cultural identities. (6) * Students identify and analyse factors that contribute to respectful relationships. (7) * They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. (8) * They compare and contrast a range of actions that could be undertaken to enhance their own and others’ health, safety and wellbeing. (9) * They apply and transfer movement concepts and strategies to new and challenging movement situations. (10) * They apply criteria to make judgments about and refine their own and others’ specialised movement skills and movement performances. (11) * They work collaboratively to design and apply solutions to movement challenges. (12) | * 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** |
| Develop and implement a plan for safe participation in challenging aquatic activities in the outdoors such as canoeing, kayaking, snorkelling, sailing, rafting, surfing or windsurfing. | **Journal of outdoor activity**  Ask students to record their experiences and thoughts about undertaking aquatic activities in a journal. Their journal should include:   * identification of challenges, successes and the emotions they experienced * the strategies they and/or their tem used to overcome challenges and a reflection on the success of these * evaluation of their safety plan for the activity conducted. | By the end of Level 10   * They evaluate the outcomes of emotional responses to different situations. (3) * They compare and contrast a range of actions that could be undertaken to enhance their own and others’ health, safety and wellbeing. (9) * They work collaboratively to design and apply solutions to movement challenges. (12) |
| Record in a journal the challenges, successes and feelings experienced when completing aquatic activities in the outdoors |

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