|  | **Level 5-6** | | **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** | | Explore how identities are influenced by people and places | Investigate resources to manage changes and transitions associated with puberty | Investigate community resources and strategies to seek help about health, safety and wellbeing | Plan and practise strategies to promote health, safety and wellbeing | Practise skills to establish and manage relationships | Examine the influence of emotional responses on behaviour, relationships and health and wellbeing | Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours | Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities | Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment | Investigate how celebrating similarities and differences can strengthen communities | Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings | Design and perform a variety of movement sequences | Propose and apply movement concepts and strategies | Participate in physical activities designed to enhance fitness, and discuss the impact regular participation on health and wellbeing | Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences | Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities | Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges | Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities | |
| **Sample swimming and water safety teaching and learning activities** | **Focus Area Code/s** | **Contribution towards Achievement Standard #** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Complete the Royal Life Saving water safety online quiz. [www.watersafetyquiz.com.au](http://www.watersafetyquiz.com.au) | S | **4, 9** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Propose responses to water – based scenarios such as:   * when visiting the beach how do you decide where is safest to swim * what strategies can you use to stay safe in a boat. | S | **4, 9** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Analyse the safety messages of media campaigns such as Play it Safe by the Water, by describing what are the key messages and how are they being communicated.  <https://vimeo.com/54121720> | S | **8, 9** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Develop a safety plan for and participate in aquatic activities in outdoor environments such as canoeing or a beach program. | LLPA, CA, S | **4, 9** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Perform a range of specialised movement skills in aquatic environments such as:   * swimming competently for a continuous distance of 50 metres (25 meters in freestyle and 25 metres in another stroke). * demonstrating sound breathing and stroke techniques. * throwing a rope or buoyant object to a person at leave five metres from the side of the pool and pulling or instructing them to safety. | FMS, LLPA | **10** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Create and perform a movement sequence in water which combines a number of different skills. | RE, FMS, | **11** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Demonstrate defensive and offensive play in Flippa Ball. | GS | **10** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Perform survival techniques of sculling, treading water, floating and survival strokes for an extended time (four to six minutes), while clothed, in a pool and/or in open water. | FMS, LLPA, S | **10** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Discuss the health, skill and fitness benefits of participating in aquatic activities such as swimming, surfing or water polo. | HBPA | **5** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Participate in and examine the health and social benefits of water aerobics. | LLPA, HBPA | **5** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Explore centre of gravity while floating and treading water. | FMS | **10** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Levels 3 and 4 Achievement Standard** | **Levels 5 and 6 Achievement Standard**- Separated by line. Number in brackets, e.g. (3), is used as an identifier in various parts of the template. | **Levels 7 and 8 Achievement Standard** | **Focus Areas** | |
| By the end of Level 4   * Students recognise strategies for managing change. * They examine influences that strengthen identities. * They investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities. * Students interpret health messages and discuss the influences on healthy and safe choices. * They understand the benefits of being fit and physically active. * They describe the connections they have to their community and how these can promote health and wellbeing. * Students apply strategies for working cooperatively and apply rules fairly. * They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community. * They refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges. * They create and perform movement sequences using fundamental movement skills and the elements of movement. | By the end of Level 6   * Students investigate developmental changes and transitions. (1) * They understand the influences people and places have on personal identities. (2) * They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. (3) * They describe their own and others’ contributions to health, physical activity, safety and wellbeing. (4) * They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. (5) * They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment. (6) * Students demonstrate skills to work collaboratively and play fairly. (7) * They access and interpret health information. (8) * They explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community. (9) * They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. (10) * They apply the elements of movement when composing and creating movement sequences. (11) | 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. | * 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)** * 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** |
| Propose responses to water – based scenarios such as:   * when visiting the beach how do you decide where is safest to swim * what strategies can you use to stay safe in a boat. | **Victorian Water Safety Certificate**  Assess students against the swimming and water safety knowledge and skills identified in the [Victorian Water Safety Certificate](http://lsv.com.au/education/victorian-water-safety-certificate-2/) | By the end of Level 6   * They describe their own and others’ contributions to health, physical activity, safety and wellbeing. (4) * They explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community. (9) * They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. (10) |
| Perform a range of specialised movement skills in aquatic environments such as:   * swimming competently for a continuous distance of 50 metres (25 meters in freestyle and 25 metres in another stroke). * demonstrating sound breathing and stroke techniques. * throwing a rope or buoyant object to a person at leave five metres from the side of the pool and pulling or instructing them to safety. |
| Perform survival techniques of sculling, treading water, floating and survival strokes for an extended time (four to six minutes), while clothed, in a pool and/or in open water. |

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