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