|  | **Level 1-2** | **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** | Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities | Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these | Practise strategies they can use when they need help with task, problem or situation at home and/or at school | Recognise situations and opportunities to promote health, safety and wellbeing | Describe ways to include others to make them feel that they belong | Identify and practise emotional responses that account for own and others’ feelings | Examine health messages and how they relate to health decisions and behaviours | Explore actions that help make the classroom a healthy, safe and active place | Identify and explore natural and built environments in the local community where physical activity can take place | Perform fundamental movement skills in different movement situations | Construct and perform imaginative and original movement sequences in response to stimuli | Create and participate in games | Discuss the body’s reactions to participating in physical activities | Incorporate elements of effort, space, time, objects and people in performing simple movement sequences | Use strategies to work in group situations when participating in physical activities | Propose a range of alternatives and test their effectiveness when solving movement challenges | Identify rules and play fairly when participating in physical activities |
| **Sample swimming and water safety teaching and learning activities** | **Focus Area Code/s** | **Contribution towards Achievement Standard #** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ask students to describe their own and others achievements in aquatic education. | MH | **2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Discuss safe and unsafe aquatic environments, including the role of the lifeguard and the importance of swimming between the flags. | S | **4** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Discuss why it is important to Slip, Slop, Slap, Seek and Slide when participating in aquatic activities. | S | **4** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ask students to name activities undertaken in different aquatic environments such as a pool, river, lake, dam or the sea. Identify the safety rules for these activities, for example read and obey signs, be aware of boats in waterways. | S | **4, 5** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Practice safety skills such as:* using a distress signal to show they need help in the water
* grasping a floatation aid for support
* floating for 60 seconds then kicking to safety.
 | S, AP, FMS | **7, 8** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Perform a range of movement patterns in aquatic environments, which could include:* combining arm and leg movements to move through water on the front and back for 10 metres
* performing a torpedo on the front for three to five metres
* pushing off the bottom or side of the pool
* gliding both with and without flotation aid
* treading water.
 | AP, FMS | **8** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Design and perform a simply synchronised swimming routine connecting three-four different movement skills. | RE, AP, FMS | **8, 9** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Perform movements such as picking up objects from under the water. | FMS, AP | **8, 9** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Explain why it is important to follow rules in aquatic activities. | S | **7** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Navigate through an aquatic obstacle course, for example using a kick board to steer around markers and submerging underwater though a hoop, etc. | FMS, AP | **8, 9** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Foundation Achievement Standard**  | **Levels 1 and 2 Achievement Standard** Separated by line. Number in brackets, E.g. (3), is used as an identifier in the table above | **Levels 3 and 4 Achievement Standard** | **Focus Areas** |
| By the end of Foundation Level* Students recognise how they are growing and changing.
* They identify and describe the different emotions people experience.
* They identify actions that help them be healthy, safe and physically active.
* They identify different settings where they can be active and how to move and play safely.
* They describe how their body responds to movement.
* Students use personal and social skills when working with others in a range of activities.
* They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities.
* They perform fundamental movement skills and solve movement challenges.
 | By the end of Level 2* Students describe changes that occur as they grow older. (1)
* They recognise how strengths and achievements contribute to identities. (2)
* They understand how emotional responses impact on others’ feelings. (3)
* They examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically active. (4)
* They identify areas where they can be active and how the body reacts to different physical activities. (5)
* Students demonstrate positive ways to interact with others. (6)
* 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. (7)
* They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. (8)
* They perform movement sequences that incorporate the elements of movement. (9)
 | 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.
 | * 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)**
* Fundamental movement skills **(FMS)**
* Rhythmic and expressive activities **(RE)**
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| **Sample Assessments\*** |
| **Activity** | **Assessment** | **Achievement Standard/s** |
| Ask students to name activities undertaken in different aquatic environments such as a pool, river, lake, dam or the sea. Identify the safety rules for these activities, for example read and obey signs, be aware of boats in waterways. | **Safety poster**In relation to a specific aquatic scenario (for example visiting a lake), ask students to write an appropriate safety rule and to draw a picture that illustrates this safety rule. | By the end of Level 2* They ... describe how to help keep themselves and others healthy, safe and physically active. (4)
* They identify areas where they can be active.... (5)
 |
| Practice safety skills such as:* using a distress signal to show they need help in the water
* grasping a floatation aid for support
* floating for 60 seconds then kicking to safety.
 | **Teacher observation**Develop a rubric or checklist which can be used to record observation of student water safety skills. For example is the student able to:* hold the floatation aid securely for support
* float for 60 seconds
* signal for help by raising one hand
 | By the end of Level 2* 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. (7)
* They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. (8)
 |

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