|  | **Level 5-6** | **Personal, Social and Community Health Strand** | **Movement and Physical Activity Strand** |
| --- | --- | --- | --- |
|  |  **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** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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)**
 |

|  |
| --- |
| **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.**