|  | **Foundation** | | **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** | | Identify personal strengths | Name parts of the body and describe how their body is growing and changing | Identify people and actions that help keep themselves safe and healthy | Practise personal and social skills to interact with others | Identify and describe emotional responses people may experience in different situations | Identify actions that promote health, safety and wellbeing | Participate in play that promotes engagement with outdoor settings including aquatic and the natural environment | Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings | Participate in games with and without equipment | Explore how regular physical activity keeps individuals healthy and well | Identify and describe how their body moves in relation to effort, space, time, objects and people | Cooperate with others when participating in physical activities | Use trial and error to test solutions to movement challenges | Follow rules 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 identify the aquatic activities that they are good at or enjoy | MH, AP | **2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ask students to describe their feelings when they learn a new aquatic skill, for example being scared, excited, happy or nervous. | MH, FMS | **2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Name trusted people who help to keep them safe near water, such as their parents, a lifeguard etc. | S | **3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Discuss why it is important to:   * always swim with an adult * wear a personal flotation device * swim between the flags. | S | **3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Show students a range of water safety signs, such as no swimming and deep water, and discuss what they mean | S | **3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Brainstorm for a range of aquatic environments where water activities could be undertaken, such as a pool, river, lake, dam or the sea. Identify possible hazards associated with these environments such as slippery edges and fast flowing water. | S | **3, 4** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Practice a range of water confidence skills such as:   * wade-in entry and exit from shallow water * float with a buoyancy aid * perform a basic leg kicking action with a buoyancy aid * recover from an unaided face down float * be rescued with a rope or stick. | FMS, S | **7, 8** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Perform movement skills in shallow water in response to music, for example aqua dance or musical floating. | AP, FMS, RE | **8** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Participate in aquatic games with or without equipment, such as aquatic Simon Says, or games using water noodles or balls. | AP, FMS | **8** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Practice floating by making the shapes of different letters while floating. | AP | **7, 8** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Describe their body’s response to participating in a swimming program; for example tired or puffed, etc. | HBPA | **5** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Share things they enjoy about swimming and playing in the water; for example splashing, getting wet, floating, keeping cool, being with friends, etc. | HBPA | **5** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Use words correctly to describe the movement of their body in water such as float, sink, dive, swim, tread water, wade, kick, etc. | AP, FMS | **5** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Demonstrate changes of direction, stopping and starting by moving through a water obstacle course. | AP, FMS | **8** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Introduce students to safety rules in and around the water, such as wearing a personal floatation device or not running round the pool. | S | **7** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Foundation Achievement Standard**  Separated by line. Number in brackets, E.g. (3), is used as an identifier in the table above. | **Levels 1 and 2 Achievement Standard** | **Focus Areas** | |
| By the end of Foundation Level   * Students recognise how they are growing and changing. (1) * They identify and describe the different emotions people experience. (2) * They identify actions that help them be healthy, safe and physically active. (3) * They identify different settings where they can be active and how to move and play safely. (4) * They describe how their body responds to movement. (5) * Students use personal and social skills when working with others in a range of activities. (6) * They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. (7) * They perform fundamental movement skills and solve movement challenges. (8) | By the end of Level 2   * Students describe changes that occur as they grow older. * They recognise how strengths and achievements contribute to identities. * They understand how emotional responses impact on others’ feelings. * They examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically active. * They identify areas where they can be active and how the body reacts to different physical activities. * Students demonstrate positive ways to interact with others. * 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. * They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. * They perform movement sequences that incorporate 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** |
| Discuss why it is important to:   * always swim with an adult * wear a personal flotation device * swim between the flags. | **Being safe near water**  Show students a number of images relating to water safety and ask students to identify the safety message or action.  Note: Aquatics and Recreation Victoria produce the AquaEd Kit which contains images relating to water safety - see pages 33 to 35 <http://www.aquaticsandrecreation.org.au/ARV_AquaEd_Kit_Level_1/?alias=ARV_AquaEd_Kit_Level_1#/32/> | By the end of Foundation Level:   * They identify actions that help them be healthy, safe and physically active. (3) |
| Practice a range of water confidence skills such as:   * wade-in entry and exit from shallow water * float with a buoyancy aid * perform a basic leg kicking action with a buoyancy aid * recover from an unaided face down float * be rescued with a rope or stick. | **Teacher observation**  Develop a rubric or checklist which can be used to record observation of student skills in the water. For example in relation to performing a basic leg kicking action with a buoyancy aid such as a kickboard, does the student:   * have a streamline body position * fully extend their arms * place their face in the water and blow bubbles * propel their body forward using a flutter kick | By the end of Foundation Level:   * They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. (7) * They perform fundamental movement skills and solve movement challenges. (8) |

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