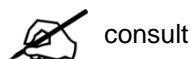


# Content for Stage 4

---



## Health, Wellbeing and Relationships

### Outcomes

#### A student:

- › examine strategies to manage current and future challenges PD4-1
- › examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others PD4-2
- › recognises behaviours and qualities of respectful relationships and explores strategies to address the abuse of power PD4-3
- › demonstrates strategies to effectively manage emotional situations PD4-9
- › applies and refines skills to assist themselves and others to build and manage relationships in various social situations PD4-10

**Related Life Skills outcomes:** PDLS-1, PDLS-2, PDLS-3, PDLS-9, PDLS-10

### Key Inquiry Questions

- How can change impact on our identity?
- What skills and strategies do people use to manage change, challenges and seek help?
- How does the quality of our relationships impact on our own and others health?

### Overview of Teaching and Learning

The strand *Health, Wellbeing and Relationships* focuses on developing the knowledge, understanding and skills students need to build respectful relationships, enhance personal strengths and explore personal identity to promote the health, safety and wellbeing of themselves and others. Students explore abuse, violence and how to protect themselves and others in a range of situations. The strand must be taught over each year and stage of learning. Teaching and learning activities should be age and stage appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context, ethos and needs of the students.

### Content Focus

Students investigate the impact of transition and change on identities and evaluate strategies to manage these changes. They recognise the benefits of respectful relationships and help-seeking strategies in affirming their own and others' health, safety and wellbeing. Students examine the impact of power in relationships and practise and apply strategies to seek help for themselves and others.

## Content

### How can change impact on our identity?

Students:

- investigate the impact of transition and change on identities: (ACPPS070)
  - investigate the changing nature of personal identity and how it can differ in various contexts eg home, school, sport, peers, online, due to emerging world issues **S** 🌐 🗣️ 📱
  - examine the impact of physical, social and emotional change during adolescence on gender, cultural and sexual identity **S** 🌐 🗣️
  - identify feelings and emotions associated with transition and change **I** 🌟 🗣️
  - practise self-management and help-seeking strategies to manage change, transition and associated responsibilities **S I** 🌟 🗣️ 📱

### What skills and strategies do people use to manage change, challenges and seek help?

Students:

- evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)
  - access and assess health information and services that support young people to effectively manage physical, social and emotional changes and transitions **S** 🌟 📱 🗣️
  - investigate the changing nature of peer and family relationships as one becomes more independent and propose strategies to manage these changes **I** 🌟 🗣️
  - analyse how roles and responsibilities change and evaluate strategies for managing these increasing responsibilities **I** 🌟 🗣️
  - discuss strategies for coping with grief and loss and ways of giving support to others **S** 🌟 🗣️
- practise and apply strategies to seek help for themselves and others (ACPPS072)
  - identify scenarios and associated thoughts and feelings that might alert us to a potentially dangerous situation **S** 🌟 🗣️
  - propose individual support networks of peers, adults and external support services **S** 🌟 📱 🗣️
  - collaborate with peers to suggest strategies they could use in various help-seeking scenarios and emergencies **S I** 🌟 🗣️
  - practise different communication techniques to persuade someone to seek help **S I** 🗣️ 🗣️
  - identify barriers to seeking help and propose strategies to overcome these barriers **S** 🌟 🗣️
  - recognise scenarios that involve change and challenge for young people and rehearse help-seeking strategies to overcome each situation eg when feeling depressed, when celebrating, break-down of a relationship **S I** 🌟 🗣️ 🗣️
  - communicate and practise strategies that could be used in emergencies **S I** 🌟 🗣️ 🗣️
  - demonstrate basic first aid principles and strategies eg DRSABCD, management of allergies and anaphylaxis **S I** 🌟 🗣️

### How does the quality of our relationships impact on our own and others' health?

Students:

- describe how rights and responsibilities contribute to respectful relationships
  - recognise types and variety of relationships **I** 🌟 🗣️
  - describe rights and responsibilities required in different relationships **I** 🗣️
  - discuss the characteristics of respectful relationships eg empathy, being inclusive, accepting differences **I** 🗣️
  - explore the features of unhealthy relationships eg abuse of rights **I** 🗣️
  - discuss how gender stereotypes can impact rights and responsibilities in relationships eg control of decision making **I** 🗣️ 🗣️

- investigate the benefits of relationships and examine their impact on their own and others' health, safety and wellbeing (ACPPS074) **I** 🗣️ 🧑🏫
  - discuss how relationships with family and peers can impact behaviour, decision-making and responses in different situations **S I** 🗣️ 🧑🏫 🗣️
  - examine how family, culture and peer group can influence people's attitudes, behaviours, decisions and actions in relationships **S** 🗣️ 🧑🏫 🗣️
  - analyse how behaviours, actions, and responses to situations can change depending on who they are with 🗣️ 🗣️ 🗣️ 🗣️
  - understand and apply online and social protocols to enhance relationships and protect their own safety and wellbeing eg recognising and responding to offensive online material 🗣️ 🗣️ 🗣️ 🗣️ 🗣️
- explain how a sense of belonging and connection to their communities can enhance health, safety and wellbeing
  - identify individuals, groups, places or activities to which they feel a strong sense of belonging and explain how these help them to feel supported and connected **S I** 🗣️ 🗣️
  - explore how kinship and extended family structures in different cultures support and enhance health, safety and wellbeing **S I M** 🗣️ 🗣️ 🗣️ 🗣️ 🗣️
  - discuss how connection to Country/Place sustains and enhances the health and wellbeing of Aboriginal and Torres Strait Islander People and Communities **I** 🗣️ 🗣️ 🗣️ 🗣️
- explore skills and strategies needed to communicate and engage in relationships in respectful ways
  - practice skills that develop and maintain respectful relationships eg empathetic listening, problem-solving and decision making skills, assertiveness **S I** 🗣️ 🗣️
  - propose and practice strategies for maintaining respectful relationship using a range of online and offline methods of communication **I** 🗣️ 🗣️ 🗣️ 🗣️
  - demonstrate ways to resolve conflict in a range of contexts **I** 🗣️ 🗣️ 🗣️
- analyse factors that influence emotions and develop strategies to demonstrate empathy and sensitivity (ACPPS075)
  - investigate personal, social and cultural factors that influence the way individuals respond emotionally to different situations **S** 🗣️ 🗣️ 🗣️ 🗣️
  - explore the impact of different ways of communicating, how these impact on emotions and can show respect (or not) for self and others **S I** 🗣️ 🗣️ 🗣️ 🗣️
  - recognise and interpret emotional responses to challenging situations and propose strategies for managing these responses **S** 🗣️ 🗣️ 🗣️
  - explore different viewpoints, practise being sympathetic and consider alternate ways to respond **I** 🗣️ 🗣️ 🗣️ 🗣️
  - practise being respectful and empathetic to different viewpoints and plan alternative ways to respond to others **S I** 🗣️ 🗣️ 🗣️ 🗣️
  - explore and refine skills and strategies needed to communicate and engage in relationships in respectful ways **S I** 🗣️ 🗣️ 🗣️ 🗣️
  - propose ways to support others who are going through a challenging time and practise different communication techniques to persuade someone to seek help **S I** 🗣️ 🗣️ 🗣️ 🗣️
- discuss the impact of power in relationships and identify and develop skills to challenge the abuse of power
  - discuss the influence of family, media and peer attitudes to power and explore how these may lead to an abuse of power in relationships eg bullying, homophobia, intolerance, family and domestic violence **S** 🗣️ 🗣️ 🗣️

- recognise forms of bullying, harassment, abuse, discrimination and violence and how they impact health and wellbeing **S** ⚙️ 🧑
- devise help seeking strategies that address imbalance of power in relationships eg cyberbullying, family and domestic violence, emotional control **S** ⚙️ 🖥️ 🧑
- identify behaviours that display the positive use of power in relationships and develop skills to challenge the abuse of power **S I** ⚙️ 🧑

# Healthy, Safe and Active Lifestyles

## Outcomes

### A student:

- › examines strategies to manage current and future challenges PD4-1
- › examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others PD4-2
- › recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity PD4-6
- › investigates health practices, behaviours and resources to promote healthy, safe and active communities PD4-7
- › plans for and participates in activities that encourage lifelong physical activity PD4-8
- › demonstrates strategies to effectively manage emotional situations PD4-9
- › applies and refines skills to assist themselves and others to build and manage relationships in various social situations PD4-10

**Related Life Skills outcomes:** PDLS-1, PDLS-2, PDLS-6, PDLS-7, PDLS-8, PDLS-9, PDLS-10

## Key Inquiry Questions

- How can I promote my own and others health, safety, wellbeing and participation in physical activity in a range of real life situations?
- How can we connect, include and support one another?
- What positive actions contribute to the health, safety, wellbeing and physical activity levels of the wider community?

## Overview of Teaching and Learning

The strand *Healthy, Safe and Active Lifestyles* is an interrelated learning strand, designed to provide opportunities for students to participate in meaningful learning experiences that combine health, safety, wellbeing and physical activity concepts. Students explore the interrelationship between health and physical activity in maintaining a healthy, safe and active life. The strand must be taught over each year and stage of learning. Teaching and learning activities should be age and stage appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context, ethos and needs of the students.

## Content Focus

Students explore the interrelationship of health, safety, wellbeing and physical activity concepts. They are provided with opportunities to examine the impact of key health issues on themselves, others and the community. Students think critically about health information, resources and community connections available to them and how these can support and inform their behaviours, decisions and actions. An integral component is the focus on inclusivity, diversity and strategies to challenge discrimination and stereotypes. Students examine the benefits of a balanced lifestyle and explore strategies for promoting lifelong physical activity to lead healthy, safe and active lives,

## Content

### How can I promote my own and others' health, safety wellbeing and participation in physical activity in a range of real life situations?

Students:

- examine factors that influence health and wellbeing
  - describe health and discuss the multidimensional nature of health **I** 🌟 🌟 🌟
  - explore the term wellbeing and examine factors that contribute to overall wellbeing **I** 🌟 🌟 🌟
  - examine how contextual factors influence attitudes and behaviours towards health **I** 🌟 🌟 🌐
  - examine risk taking scenarios and discuss the outcome of positive and negative risk behaviour on health and wellbeing **I** 🌟
  
- propose and develop protective strategies to effectively manage their own personal health, safety and wellbeing (ACPPS073)
  - recognise the importance to trust their own feelings, thoughts and reading of different situations **S** 🌟
  - analyse how emotions, strengths and decision making can affect outcomes in different scenarios **S** 🌟 🌟 🌟 🌟
  - explore and develop interpersonal skills required to resolve conflict in a range of contexts **I** 🌟
  - practise ways to communicate concerns about safety and wellbeing to a variety of support people **I** 🌟 🌟 🌟
  - explore different approaches and develop personal plans for promoting their own mental health and wellbeing eg mindfulness, relaxation, sleep routine **S I** 🌟 🌟 🌟
  - recognise potential hazards and select appropriate responses when participating in physical activities in the natural environment **S I** 🌟 🌟 🌟
  
- recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real life situations:
  - examine strategies and develop plans to keep themselves and others safe when at a party, travelling alone, exposed to the sun, in water environments, experiencing unwanted sexual content, feeling depressed **S** 🌟 🌟 🌟
  - recognise forms of bullying, abuse, violence, harassment and discrimination and discuss safe and supportive upstander behaviours to promote the safety and wellbeing of themselves and others **I** 🌟 🌟 🌟 🌟
  - discuss ethical behaviour in relationships and recommend actions to promote their own and others' health eg consent **S I** 🌟 🌟 🌟
  - classify drugs and describe the short- and long-term effects of drug use on health and wellbeing **I** 🌟
  - investigate reasons why young people choose to use or not use drugs and propose strategies they and others can use to make safe and informed choices **S I** 🌟 🌟 🌟
  - devise a plan to assume responsibility for their own and others' safety when travelling eg as a pedestrian, passenger or user of wheeled devices **S** 🌟 🌟 🌟 🌟
  - discuss unsafe use of technology and develop safety strategies for promoting their own and others' health and safety eg social media, mobile devices, gaming **S** 🌟 🌟 🌟
  
- participate in physical activities that develop health-related and skill-related fitness components, and create and monitor fitness plans (ACPMP083)
  - perform physical activities that improve health- and skill-related components of fitness and analyse how the components are developed through these activities **S M** 🌟

- evaluate individual responses to a range of physical activities including heart rate, breathing rate, ability to talk and perceived exertion in order to monitor the body's reaction to a range of physical activities **S I M** 🌟 🗣️ 📱 🏠
- develop and evaluate a fitness plan for themselves, a peer or community group **S I M** 🌟 🗣️ 🏠

### How can we connect, include and support one another?

Students:

- appreciate and understand the nature of health and wellbeing as defined by their peers and the wider community
  - recognise how different cultures, including Aboriginal and Torres Strait Islander cultures, value the contribution of the mind-body-spirit connection to health and wellbeing **S I** 🗣️ 🌐 🏠 🌟
  - explore the different perceptions of health and wellbeing and examine the relationship between cognitive, physical, social, emotional and spiritual components of health **S** 🌟 🌐 🏠 🌟
- investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)
  - explore their own and others' values and beliefs towards issues of racism, discrimination, sexuality and investigate the impact of contextual factors on young people particularly those from diverse backgrounds, including Aboriginal and/ or Torres Strait Islander Peoples **S I** 🗣️ 🌟 🌐 🏠 🌟
  - research how stereotypes and prejudice are challenged in local, national and global contexts and discuss how challenging and resisting stereotypes can help young people to be themselves **S I** 🌟 🗣️ 🌐 🏠 🌟
  - describe how pro-social behaviour, respecting diversity, challenging racism and discrimination are inclusive ways of supporting and enhancing individual and community health and wellbeing **S** 🌟 🗣️ 🌐 🏠 🌟
- plan and implement inclusive strategies to promote health and wellbeing and to connect with their communities
  - identify and research local resources and environments where individuals and groups can connect as a community through participation in physical and social activities **S** 🌟 🗣️
  - describe the skills, strengths and strategies required to contribute to inclusive communities and implement strategies to challenge racist and prejudicial views of diversity within the community **S I** 🌟 🗣️ 🌐 🗣️ 🏠 🌟
  - propose strategies to address misconceptions and promote positive language and attitudes about mental health **S I** 🌟 🗣️ 🗣️ 🏠
  - refine interpersonal skills through undertaking a range of roles when participating and planning physical activities **I M** 🏠
  - apply ethical and inclusive behaviours to promote the health and wellbeing of themselves and others **S I** 🗣️ 🏠

### What positive actions contribute to the health, safety, wellbeing and physical activity levels of the wider community?

Students:

- examine influences on peoples' behaviours, decisions and actions (ACPPS074)
  - discuss the influence of contextual factors on individual decisions and actions eg response to emerging world issues, family and sexual relationships **I** 🌐 🏠 🌟
  - review the dietary patterns of young people in relation to the Australian Government dietary guidelines and advice for young people and discuss how contextual factors influence food choices and eating habits **S I** 🌐 🗣️ 🏠 🌟

- evaluate the influence of nutritional value, value for money and sustainability on personal food choices and behaviours **S** 🌱 🍷 🍷 🍷 🍷
  - examine the relationship between protective factors, environments, laws and rules in determining road user decisions and behaviour **S I** 🚗 🌐 🗺️ 🗺️
  - examine how cultural groups have influenced sport, physical activity and outdoor recreation pursuits **I** 🌱 🌐 🗺️ 🗺️ 🗺️ 🗺️
- explore the relationship between various health, safety and physical activity issues affecting young people and assess the impact it has on the health, safety and wellbeing of the community
    - evaluate the interrelationship between nutrition, mental health and physical activity and explain how this impacts on the health and wellbeing of the community **S I** 🌱 🗺️ 🗺️
    - assess the impact of drug use on young peoples' decisions and behaviours in various contexts and predict how this might affect the future health, safety and wellbeing of individuals and the community eg sexual decisions, road user behaviours **S** 🌱 🚗 🗺️ 🗺️ 🗺️
    - examine the impact that body image and personal identity have on young people's mental health, drug use, sexual health and participation in physical activity **S I** 🌱 🚗 🌐 🗺️ 🗺️ 🗺️
    - appreciate the contribution that participation in physical activity makes to the development of self-management, interpersonal and movement skills and explore the impact this has on health and wellbeing **S I** 🌱 🗺️ 🗺️
  - investigate the benefits of a balanced lifestyle and explore strategies that contribute to community health, wellbeing and participation in lifelong physical activity
    - participate in a variety of culturally significant physical activities from a range of cultures including Aboriginal and Torres Strait Islander to around the world and explore the connections to culture and heritage of the country of origin of these activities (ACMP085) **M I** 🗺️ 🌐 🗺️ 🗺️
    - describe the components of a balanced lifestyle and use ICT tools to promote the contribution of regular physical activity to health and wellbeing **S I** 🌱 🗺️ 🗺️ 🗺️
    - discuss the physical, social, emotional and spiritual benefits of being active in outdoor and natural settings to community health and wellbeing **S I** 🌱 🌐 🗺️ 🗺️ 🗺️ 🗺️
    - research and participate in a variety of lifelong physical activities and investigate the degree to which they meet the needs and interests of the local community **S I** 🌱 🌐 🗺️ 🗺️ 🗺️
    - set goals that enable them to achieve personal success in physical activities and enhance health and wellbeing **S I** 🌱 🗺️ 🗺️ 🗺️
    - assess their current physical activity levels and suggest strategies for increasing opportunities for physical activity for themselves and others **S I** 🌱 🗺️
    - analyse how fitness components are developed through physical activities, and propose realistic strategies for maintaining and monitoring fitness, health and wellbeing **S I** 🌱 🗺️
  - develop health literacy skills and promote health information that is aimed at assisting young people to address health issues
    - assess health products, information and advertising to expose myths and fallacies eg understanding food labels **S** 🌱 🚗 🗺️ 🗺️
    - propose strategies for young people and those from diverse backgrounds and circumstances to improve access to health information, products and services **S I** 🗺️ 🌱 🚗 🌐 🗺️ 🗺️ 🗺️
    - evaluate the credibility of media messages conveyed by different sources in terms of bias, reliability and validity eg media messages associated with gambling, fad diets **S** 🌱 🚗 🗺️ 🗺️
    - promote and apply credible health messages and information to positively influence the decisions of their peers and the wider community **S I** 🌱 🚗 🗺️ 🗺️
    - identify and promote various health information, products and services designed to address the health needs of young people using ICT tools **S I** 🌱 🗺️ 🗺️ 🗺️ 🗺️



- investigate and promote agencies that provide consumer protection regarding health products and services for young people **S I** ⚙️ ⚖️ 🌐 🤝 🌱
- plan and use health practices, behaviours and resources to enhance the health, safety, wellbeing and physical activity participation of their communities (ACPPS077)
  - investigate issues relating to poor mental health facing young people and explore preventive health practices and protective strategies relevant to these issues eg depression, anxiety, coping with stress **S I** 📺 🏠 🌱
  - research and plan a variety of nutritional and physical activity options to promote the health of young people in the wider community **S** ⚙️ 📺 🤝 🏠
  - identify and apply preventive health practices and behaviours that assist in protection against disease eg blood borne viruses, sexually transmissible infections **S I** ⚙️ ⚖️ 🏠 🌱
  - design and implement health promotion activities targeting preventive health practices relevant to young people and those with diverse backgrounds or circumstances eg diversity of culture, gender or sexuality **S I** 📺 🌐 🌱

# Movement Skill and Performance

## Outcomes

### A student:

- › refines, applies and transfers movement skills in a variety of dynamic physical activity contexts PD4-4
- › transfers and adapts solutions to complex movement challenges PD4-5
- › applies and refines skills to assist themselves and others to build and manage relationships in various social situations PD4-10
- › demonstrates how movement skills and elements of movement can be adapted and transferred to enhance and solve movement challenges PD4-11

**Related Life Skills outcomes:** PDLs-4, PDLs-5, PDLs-10, PDLs-11

## Key Inquiry Questions

- How can we evaluate movement competence, adapt movement skills and apply these skills in dynamic movement situations?
- How can we make decisions to adapt to changing circumstances in different movement contexts?
- How can we apply our skills to collaborate, communicate, solve problems and include others in physical activity?

## Overview of Teaching and Learning

The strand *Movement Skill and Performance* promotes an approach that focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence, competence and motivation to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Students are provided with opportunities to explore, strengthen and refine self-management and interpersonal skills in movement contexts. The strand must be taught over each year and stage of learning. Teaching and learning activities should be age and stage appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to address content in a manner reflective of their own school context, ethos and needs of students.

## Content Focus

Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students refine a range of specialised knowledge, understanding and skills in relation to their movement competence and confidence. Students should be provided with opportunities to explore complex and challenging movement activities in the following contexts: rhythmic and expressive movement, individual/group/team; initiative/challenge activities, aquatics and lifelong physical activities. Students reflect on and refine personal and social skills as they participate in a range of physical activities.

## Content

### How can we evaluate movement competence, adapt movement skills and apply these skills in dynamic movement situations?

Students:

- participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing
  - practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments **M** ✨
  - participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts **M** ✨
  - demonstrate movement skills through a range of experiences including rhythmic and expressive movement activities, games and sports, outdoor recreation, lifelong physical activities **M** ✨
  - perform a range of water safety and water confidence skills, eg safely enter and exit deep water and demonstrate flotation using a personal flotation device, perform a shallow dive, rotate vertically and horizontally in deep water **M** ✨
  - propel the body in water with rhythmic breathing and coordinated leg and arm actions **M** ✨
  
- use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080)
  - analyse their own and others' performance using ICT and implement feedback to enhance performance **S I M** 📺 📱
  - participate in activities which develop an understanding of the role of different forms of feedback on performance including verbal, visual and kinaesthetic feedback **S I M** ✨ 🗣️ 📺
  - create and perform movement sequences that solve tactical problems including creating, using and defending space and achieving and retaining possession **S M** ✨ 🗣️ 📺
  - compose and perform a group dance sequence in response to a piece of music or other stimuli **I M** ✨ 🗣️ 📺
  
- demonstrate and explain how the elements of effort, space, time, objects and people can enhance the movement sequences (ACPMP084)
  - perform a range of movements and analyse techniques based on understanding of take-off, body position and landing **M** ✨ 📺
  - demonstrate refinement of movement concepts and strategies to enhance movement sequences **M** ✨ 📺
  - evaluate and provide feedback about the quality of movement of self and others, focused on effort, space and time and relationships **S I M** ✨ 🗣️ 📺
  - explain how changes to movement elements can improve performance **I M** ✨ 🗣️ 📺
  
- practice, apply and transfer movement concepts and strategies with and without equipment (ACPMP082)
  - demonstrate their ability to use space, explore force and flow in different movement contexts **M** ✨
  - examine and demonstrate the similarities of tactics and strategies used in different physical activities and how they can be transferred to new movement situations **I M** ✨
  - select strategies that have been successful previously and apply the most appropriate ones when solving new movement challenges with and without equipment **S M** ✨
  - explore similarities in the bases of support and flow of movements when performing movement sequences **M** ✨ 📺

### How can we make decisions to adapt to changing circumstances in different movement contexts?

Students:

- evaluate and justify reasons for decisions and choices of actions when solving movement challenges (ACPMP087)
  - explain and justify the movement concepts and strategies selected in response to movement challenges **S I M** 🎯 🏆 🏅
  - identify factors that enabled them to achieve success in movement activities and explain how these factors can be transferred to other learning contexts **S I M** 🎯 🏆 🏅
  - demonstrate to others the approach taken to solve movement challenges **M** 🏆
  - identify strategies and tactics that are similar and transferable across different movement contexts **M** 🎯 🏆

### How can we apply our skills to collaborate, communicate, solve problems and include others in physical activity?

Students:

- practice and apply interpersonal skills when undertaking a range of roles in physical activities (ACPMP086)
  - participate in initiative/challenge activities designed to develop teamwork, cooperation and problem solving **S I M** 🎯 🏆 🏅
  - adopt roles and responsibilities that support and enhance planning of physical activities, team cohesion and lead to successful movement outcomes **I M** 🎯 🏆 🏅
  - apply an understanding of verbal, physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group **I M** 🎯 🏆 🏅
  - participate in physical activities including competitive and non-competitive, individual and team activities and evaluate the degree to which they meet their needs and interests **S I M** 🎯 🏆 🏅
- modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088)
  - recognise potential safety concerns and select appropriate responses when engaged in physical activities **S M** 🎯 🏆 🏅
  - develop scoring systems to assess movement performances consistently and fairly **S M** 🎯 🏆 🏅
  - apply behaviours that illustrate ethical and inclusive behaviours for other students during physical activity **I M** 🏆 🏅
  - modify rules, equipment or scoring systems to allow all participants to enjoy and succeed **S I M** 🎯 🏆 🏅