BOARD OF STUDIES
NEW SOUTH WALES

Personal Development, Health and Physical Education Years 7–10

Advice on Programming and Assessment

Contents

1   Introduction

This support document has been designed to help teachers understand key aspects of the new *Personal Development, Health and Physical Education Years 7–10 Syllabus* and to provide guidance for implementation. The document shows how these aspects can be incorporated in teaching and learning programs, and how these programs are underpinned by the principles of *assessment for learning* (*PDHPE Years 7–10 Syllabus*, p 62).

The document provides advice about constructing a program that will cover the scope of PDHPE for a stage. It sets out a process for planning and sequencing units of work, and developing teaching and learning activities.

The sample stage program plans and the sample units of work in this document demonstrate ways in which teachers can build a teaching and learning program and develop units of work to ensure coverage of the scope of the syllabus.

The document contains four sample units of work:

Stage 4 units
- *Meeting new people – facing new challenges*: Designed for the beginning of Year 7 to assist students to develop understanding and skills to manage their transition into high school.
- *Moving along*: Students explore the features and elements of composition through a variety of planned and improvised individual and group movement activities.

Stage 5 units
- *Invasion games*: Students engage in a range of movement activities, which develop skills and concepts common to a variety of invasion games.
- *Risky business*: Students investigate the influences on risk behaviour and develop plans and take actions to reduce harm to themselves and others in potentially risky situations.

These sample units can be used as models for planning units of work. They include:
- relevant outcomes and content
- assessment activities that have been designed and integrated into the units of work
- different types of possible feedback
- a variety of teaching and learning experiences
- information about opportunities for student reflection.

An *assessment for learning* activity from each unit has been selected to show how assessment can fit into teaching and learning sequences. They are provided in some detail to illustrate the process of *assessment for learning*. Teachers would not provide this level of detail in day-to-day classroom situations. The units of work and activities may be modified or amended to suit the needs, interests and abilities of students.

For a small percentage of students with special education needs who are undertaking Life Skills outcomes and content, support materials will be provided which will assist in the development of a meaningful and relevant program of study related to the *PDHPE Years 7–10 Syllabus*. Units of work adapted for students undertaking PDHPE Life Skills will be included in a consolidated document that will be distributed to schools early in 2004.

2 Establishing a Scope and Sequence Plan

A fundamental step in the design of effective teaching and learning programs is the establishment of a scope and sequence plan. This plan provides an overview of the units to be taught from Years 7–10 and details the placement, sequence and duration of units. When establishing a scope and sequence plan teachers should consider the following.

Syllabus requirements
PDHPE Years 7–10 is an integrated course, designed so that students would typically achieve the standards described through the outcomes and content in 300 hours. When establishing a scope and sequence the following syllabus requirements need to be met:
- all strand and skill outcomes in each stage are to be addressed
- there must be study from each strand in each of the Years 7 to 10
- all essential 'learn about' and 'learn to' content must be taught.

Flexibility
The syllabus acknowledges that schools require the flexibility to design PDHPE programs that reflect their ethos and best meet their specific needs and circumstances. To assist with this, schools may:
- make decisions about the relative emphases placed on strands or areas of content
- transfer content across stages to address issues at a developmentally appropriate time for their students
- choose to draw on aspects of the additional content provided at the end of each strand and/or include their own additional content (reflecting local needs and interests) linked to the outcomes.

Further considerations
When designing a scope and sequence plan, schools also need to consider:
- the specific needs of their students
- system policies relating to PDHPE, eg child protection education and drug education
- involving students and members of the wider school community such as parents/caregivers
- complementing related community initiatives and resources, eg mental health week
- building on other relevant school events and programs, eg visiting drama productions, peer support programs.

Sample scope and sequence plans
The sample scope and sequence plans in sections 2.1 and 2.5 and the units of work in section 5 demonstrate ways in which teachers can build a teaching and learning program that ensures coverage of the syllabus requirements. Note that the sample scope and sequence plan:
- covers all the outcomes in each stage
- addresses each strand in each year
- has the scope to cover all the essential content
- includes opportunities for additional content
- allocates ample time to units to avoid superficial treatment of content and to provide opportunities for students to master higher order skills and acquire a deeper understanding of concepts
- integrates the theoretical content of units with practical applications
- has units which acknowledge the interrelationship of health issues rather than giving them isolated treatment
- promotes a wide range of movement experiences in Stage 4 with increased flexibility in Stage 5
- has units that provide opportunities for students to direct their own learning
- provides regular participation in enjoyable physical activity.

2.1 Sample Stage 4 Scope and Sequence Plan

Term	Week	Year 7		Year 8	
1	**1**	**Unit 7.1** Meeting new people – facing new challenges		**8.1** Net/basket games	**8.2** Health matters
	2				
	3				
	4				
	5	**7.2** Be active – be healthy		**8.3** Taking aim	
	6				
	7				
	8				
	9				
	10				
2	**1**	**7.3** Enhancing movement skills	**7.4** Managing change	**8.4** Moving along	**8.5** Supporting myself and others
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
3	**1**	**7.5** Physical activity options and opportunities	**7.6** Drugs – reality and risk	**8.6** Strike, catch and throw	**8.7** Take care – planning for safety
	2				
	3				
	4				
	5				
	6		**7.7** Healthy habits		
	7				
	8				
	9				
	10				
4	**1**	**7.8** Gymnastics	**7.9** Belonging	**8.8** Physical activity for health and fitness	**8.9** Reducing risk on the road
	2				
	3				
	4				
	5				
	6	**7.10** Summer fun		**8.10** Aquatics and first aid	
	7				
	8				
	9				
	10				

NOTE: Units 7.1 and 8.4 are described in detail in section 5 (pages 30–31 and 33–34).

2.2   Stage 4 Unit Overviews

The following overviews are of the units included in the sample scope and sequence plan (page 6). The overviews include:
- the outcomes that form the focus of the unit
- the 'learn about' content that will be examined in the context of the identified outcomes
- a short description which gives a sense of the unit's intent and highlights any key features.

Major and contributing outcomes

Outcomes that are considered central to the unit, and from which a significant amount of content is likely to be drawn, are classified as **major outcomes**. Outcomes that relate to the unit of work but are not developed in similar depth are included as **contributing outcomes**. To ensure adequate and balanced coverage, all outcomes receive a major emphasis at least once and play a contributing role in several other units. The mapping grids on pages 11 and 18 show how this is achieved in the scope and sequence plan provided.

Content

The 'learn about' content included in the units is mapped on pages 12–13 and 19–20. These mapping grids demonstrate that the units referred to in the sample scope and sequence plan cover the syllabus content for each stage with the potential to include additional content.

Year 7 unit overviews

7.1 – Meeting new people – facing new challenges

Major outcomes – 4.2, 4.13, 4.16	Contributing outcomes – 4.9, 4.10, 4.14
Students learn about: • changes and challenges • seeking help • personal benefits of participation in physical activity • lifelong physical activities	**Description** An introductory unit designed for the beginning of Year 7. Students explore the challenges of commencing high school and the support services available in the school setting. Physical activity is used as a medium for positive social interactions with their new classmates.

7.2 – Be active – be healthy

Major outcomes – 4.6, 4.9, 4.14, 4.15	Contributing outcomes – 4.10, 4.16
Students learn about: • the nature of health • components of a balanced lifestyle • personal benefits of participation in physical activity • physical activity levels • lifelong physical activities	**Description** In this unit students explore the relationship between physical activity and health. They analyse how they spend their time and plan for a balanced lifestyle. They participate in a range of enjoyable physical activities that promote health.

7.3 – Enhancing movement skills

Major outcomes – 4.4, 4.14	Contributing outcomes – 4.5, 4.13
Students learn about: • types of movement skills • aspects of movement skill development • influences on skill development and performance • contexts for specialised movement skills • the elements of composition	**Description** This unit builds on movement skills developed in K–6. Students participate in a variety of enjoyable and challenging modified activities to develop a range of movement skills. Running, jumping and throwing in the context of athletics and games are included in this unit.

7.4 – Managing change

Major outcomes – 4.1, 4.3, 4.16	Contributing outcomes – 4.2, 4.6, 4.11, 4.13
Students learn about: • a sense of self • adolescence and change • changes and challenges • types and nature of relationships • caring and respectful relationships • sexual health	**Description** Students have previously explored the challenges and demands of starting high school. This unit builds on this learning as it examines the physical, social and emotional changes that are experienced during adolescence.

7.5 –Physical activity options and opportunities

Major outcomes – 4.4, 4.10, 4.12, 4.14.	Contributing outcomes – 4.9, 4.13
Students learn about: • types of movement skills • contexts for specialised movement skills • personal benefits of participation in physical activity • lifelong physical activities	**Description** Students participate in a variety of competitive, non-competitive, individual and team physical activities. They analyse the characteristics of different physical activity options and make decisions regarding those that they prefer.

7.6 – Drugs – reality and risk

Major outcomes – 4.6, 4.7, 4.12.	Contributing outcomes – 4.2, 4.8, 4.11
Students learn about: • drug use • interpersonal communication • strategies to minimise harm • assessing health information products and services	**Description** In this unit students study the reasons for drug use, patterns and prevalence of drug use and the short-term and long-term effects. They analyse the influences on behaviour and describe strategies to minimise harm. They practise the personal skills that will assist them in situations involving drugs, eg assertive behaviour, refusal skills.

7.7 – Healthy habits

Major outcomes – 4.6, 4.8, 4.12	Contributing outcomes – 4.1, 4.15
Students learn about: • healthy food habits • factors that affect health • sense of self • accessing health information, products and services • assessing health information, products and services	**Description** Students explore the dietary habits of young people in relation to recommended dietary guidelines. They investigate the social and cultural influences on food choices and assess nutritional information including a critical analysis of media messages and food labelling. They develop planning skills as they design a healthy weekly meal plan for a family.

7.8 – Gymnastics

Major outcomes – 4.4, 4.5, 4.10, 4.14	Contributing outcomes – 4.13, 4.15
Students learn about: • types of movement skills • aspects of movement skill development • contexts for specialised movement skills • health-related components of fitness • skill-related components of fitness	**Description** Students enhance their body control and awareness through a range of locomotor and non-locomotor gymnastics movements and activities. They plan and perform a short gymnastics sequence. Students are introduced to the health and skill-related components of fitness that are developed through the activities (eg flexibility, muscular endurance, balance).

7.9 – Belonging

Major outcomes – 4.1, 4.2, 4.3, 4.11, 4.13	Contributing outcomes – 4.12, 4.16
Students learn about: • a sense of self • connectedness • interpersonal communication • types and nature of relationships • caring and respectful relationships	**Description** Students analyse the factors that contribute to caring and respectful relationships, including peers and family, and the influence of these interactions on one's sense of self. They develop interpersonal communication skills and examine the value of belonging or connectedness.

7.10 – Summer fun

Major outcomes – 4.4, 4.7, 4.10, 4.14, 4.15	Contributing outcomes – 4.12, 4.16
Students learn about: • types of movement skills • influences on skill development and performance • contexts for specialised movement skills • exploring risk • strategies to minimise harm • personal safety • health-related components of fitness	**Description** Students develop skills to keep themselves and others safe when enjoying water environments. Through the water safety activities they will develop health-related fitness. Students will also plan to minimise harm in other situations associated with summer, including sun exposure.

Year 8 unit overviews

8.1 – Net/basket games

Major outcomes – 4.4, 4.13, 4.14	Contributing outcomes – 4.5, 4.9, 4.11
Students learn about: • types of movement skills • aspects of movement skill development • influences on skill development and performance • contexts for specialised movement skills • skill-related components of fitness • physical activity levels	**Description** Students engage in a range of modified physical activities designed to enhance the skills that contribute to performance in court games such as netball and basketball.

8.2 – Health matters

Major outcomes – 4.6, 4.8, 4.12, 4.16	Contributing outcomes – 4.1, 4.7, 4.15
Students learn about: • factors that affect health • mental health • adolescence and change • sexual health • exploring risk • accessing health information, products and services • assessing health information, products and services	**Description** In this unit students explore the range of factors that influence health status, eg genetics, lifestyle. They identify the signs, symptoms and risk factors for health conditions common in young people. They analyse the information, services and products in relation to these. Students also examine the reasons why young people may not access appropriate support.

8.3 – Taking aim

Major outcomes – 4.4, 4.14	Contributing outcomes – 4.10
Students learn about: • types of movement skills • aspects of movement skill development • influences on skill development and performance • contexts for specialised movement skills • skill-related components of fitness	**Description** Students engage in a range of modified physical activities designed to enhance the skills that can be applied in target games. Target games include golf, croquet, lawn bowls, bocce and archery. Students design and participate in target games using alternative equipment, eg frisbee

8.4 – Moving along

Major outcomes – 4.4, 4.5. 4.14, 4.15	Contributing outcomes – 4.11, 4.13
Students learn about: • types of movement skills • aspects of movement skill development • contexts for specialised movement skills • the features of movement composition • the elements of composition	**Description** Through a variety of planned and improvised dance activities, students explore the features and elements of composition. Individually and in small groups they plan, perform and modify dance sequences. They may also apply the elements of composition in other contexts.

8.5 – Supporting myself and others

Major outcomes – 4.1, 4.2, 4.3, 4.11, 4.16	Contributing outcomes – 4.12, 4.13
Students learn about: • caring and respectful relationships • recognising abuse • power in relationships • bullying and harassment • protective strategies • interpersonal communication • connectedness • seeking help • a sense of self	**Description** This unit builds on previous study in the areas of interpersonal relationships and child protection in K–6. The characteristics of caring and respectful relationships are explored with an emphasis on identifying and managing bullying and harassment. The key concepts in child protection education are addressed: recognising abuse, power in relationships and protective strategies.

8.6 – Strike, catch and throw

Major outcomes – 4.4, 4.5, 4.14	Contributing outcomes – 4.10, 4.13
Students learn about: • types of movement skills • aspects of movement skill development • influences on skill development and performance • contexts for specialised movement skills • the elements of composition • skill-related elements of composition	**Description** Students engage in a range of modified physical activities designed to enhance the skills that can be applied in striking/fielding games. Striking/fielding games include baseball, T-ball, softball, cricket and vigoro.

8.7 – Take care – planning for safety

Major outcomes – 4.6, 4.7, 4.11, 4.12, 4.15	Contributing outcomes – 4.1, 4.2, 4.8, 4.13
Students learn about: • a sense of self • drug use • sexual health • exploring risk • strategies to minimise harm • interpersonal communication • personal safety • accessing health information, products and services	**Description** Students explore the concept of risk in a range of settings relevant to them, eg at a party, travelling alone. In these contexts students design personal safety plans. They assess the possible risk scenarios and propose strategies to keep themselves and others safe, including accessing appropriate help in an emergency.

8.8 – Physical activity for health and fitness

Major outcomes – 4.9, 4.10, 4.14	Contributing outcomes – 4.13
Students learn about: • physical activity levels • lifelong physical activities • health-related components of fitness	**Description** In this unit students engage in a variety of lifelong physical activities that develop their understanding of the health-related components of fitness.

8.9 – Reducing risk on the road

Major outcomes – 4.6, 4.7. 4.12, 4.15	Contributing outcomes – 4.16
Students learn about: • road safety • exploring risk • strategies to minimise harm	**Description** Students explore risk-taking and planning for safety in relation to road use, specifically as a pedestrian, passenger and user of wheeled devices.

8.10 – Aquatics and first aid

Major outcomes – 4.4, 4.7. 4.12, 4.14, 4.16	
Students learn about: • types of movement skills • aspects of movement skill development • influences on skill development and performance • contexts for specialised movement skills • personal safety	**Description** Students build on the water safety skills developed in Year 7 and also engage in a range of enjoyable aquatic games and activities. They study areas of basic first aid, including DRABC.

2.3   Stage 4 Outcomes Mapping Grid

The following sample grid maps the coverage of outcomes across Stage 4 in relation to the scope and sequence plan provided. Schools may choose to develop similar grids to ensure that their PDHPE teaching and learning program addresses all outcomes in the stage, presents a comprehensive and balanced development of the key skills and includes content from each strand in each Year.

major outcome   contributing outcome

Outcomes		Y7-1	Y7-2	Y7-3	Y7-4	Y7-5	Y7-6	Y7-7	Y7-8	Y7-9	Y7-10	Y8-1	Y8-2	Y8-3	Y8-4	Y8-5	Y8-6	Y8-7	Y8-8	Y8-9	Y8-10
Strand 1	4.1				•			•		•			•			•		•			
	4.2	•			•		•			•						•		•			
	4.3				•					•						•					
Strand 2	4.4			•		•		•		•		•		•	•			•			•
	4.5			•				•				•			•			•			
Strand 3	4.6		•		•		•	•					•					•		•	
	4.7						•			•			•					•		•	•
	4.8						•	•					•					•			
Strand 4	4.9	•	•			•						•								•	
	4.10	•	•			•			•	•				•			•	•			
Skills	4.11					•		•		•		•			•	•		•			
	4.12					•	•	•		•	•		•			•		•		•	•
	4.13	•		•	•	•			•	•		•			•	•	•	•	•		
	4.14	•	•	•		•		•		•			•	•			•		•		•
	4.15		•					•	•	•			•			•		•		•	
	4.16	•	•		•				•	•			•			•				•	•

2.4　Stage 4 Content Mapping Grids

The following grids map the syllabus content for each unit presented in the sample scope and sequence plan in section 2. Teachers may adopt a similar strategy to ensure that all essential content is addressed in the teaching and learning program.

Strand 1: Self and relationships

Outcomes and content		Year 7 units										Year 8 units									
Students learn about:		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
4.1	a sense of self				✓			✓		✓						✓		✓			
	adolescence and change				✓								✓								
4.2	changes and challenges	✓			✓																
	connectedness									✓						✓					
	interpersonal communication						✓			✓						✓		✓			
	seeking help	✓														✓					
4.3	types and nature of relationships				✓					✓											
	caring and respectful relationships				✓					✓						✓					
	recognising abuse															✓					
	power in relationships															✓					
	bullying and harassment															✓					
	protective strategies															✓					

Strand 2: Movement skill and performance

Outcomes and content		Year 7 units										Year 8 units									
Students learn about:		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
4.4	types of movement skills			✓		✓			✓		✓	✓		✓	✓		✓				✓
	aspects of movement skill development			✓					✓			✓		✓	✓		✓				✓
	influences on skill development and performance			✓							✓	✓		✓			✓				✓
	contexts for specialised movement skills			✓		✓			✓		✓	✓		✓	✓		✓				✓
4.5	the features of movement composition														✓						
	the elements of movement composition			✓											✓		✓				

Strand 3: Individual and community health

Outcomes and content		Year 7 units										Year 8 units									
Students learn about:		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
4.6	the nature of health		✓																		
	factors that affect health							✓					✓								
	mental health												✓								
	healthy food habits							✓													
	drug use					✓													✓		
	sexual health				✓								✓						✓		
	road safety																			✓	
4.7	exploring risk										✓								✓	✓	
	strategies to minimise harm						✓				✓								✓	✓	
	personal safety										✓								✓		✓
4.8	accessing health information, products and services							✓					✓						✓		
	assessing health information, products and services						✓	✓					✓								

Strand 4: Lifelong physical activity

Outcomes and content		Year 7 units										Year 8 units									
Students learn about:		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
4.9	components of a balanced lifestyle		✓																		
	personal benefits of participation in physical activity	✓	✓			✓															
	physical activity levels		✓									✓								✓	
4.10	lifelong physical activities	✓	✓			✓														✓	
	health-related components of fitness								✓		✓									✓	
	skill-related components of fitness								✓			✓		✓			✓				

2.5   Sample Stage 5 Scope and Sequence Plan

Term	Week	Year 9		Year 10	
1	**1**	**Unit 9.1** Invasion games	**9.2** Shifting knowledge – health consumerism	**10.1** Recreational physical activities and opportunities	**10.2** Overcoming adversity
	2				
	3				
	4				
	5				
	6		**9.3** Images		
	7				
	8				
	9				
	10				
2	**1**	**9.4** Active for life	**9.5** Influences, decisions and consequences	**10.3** Passing games	**10.4** Risky business
	2				
	3				
	4				
	5				
	6	**9.6** Dance – you choose		**10.5** Gymnastics – sports aerobics	
	7				
	8				
	9				
	10				
3	**1**	**9.7** Making a difference		**10.6** Movement composition and appraisal	
	2				
	3				
	4				
	5				
	6	**9.8** Celebrating diversity		**10.7** Student-negotiated physical activities	**10.8** Student-negotiated advocacy project
	7				
	8				
	9				
	10				
4	**1**	**9.9** Life saving		**10.9** Organising and participating in physical activity	
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				

NOTE: Units 9.1 and 10.4 are described in detail in section 5 (pages 38–40 and 43–46).

2.6   Stage 5 Unit Overviews

Year 9 unit overviews

9.1 – Invasion games

Major outcomes – 5.4, 5.5, 5.12, 5.13, 5.14	Contributing outcomes – 5.9, 5.11, 5.16
Students learn about: • aspects of movement skill development • influences on skill development and performance • features of movement composition • elements of composition • appreciating movement composition and performance • lifelong physical activities	**Description** In this unit students participate in small-sided, full-sided and modified games to develop offensive skills, defensive skills and team play that can be applied in a variety of invasion game contexts. Invasion games include touch, oz tag, soccer, futsal, hockey, basketball, netball, water polo and ultimate frisbee.

9.2 – Shifting knowledge – health consumerism

Major outcomes – 5.7, 5.8, 5.12, 5.16	Contributing outcomes – 5.6, 5.15
Students learn about: • health consumerism • the nature of health knowledge • factors influencing access to health information, products and services by young people • influences on health decision-making and risk behaviours	**Description** This unit provides opportunities for students to investigate the dynamic nature of health information. They will develop critical literacy skills and plan to manage changing information using examples relevant to health issues affecting young people.

9.3 – Images

Major outcomes – 5.1, 5.6, 5.11, 5.12	Contributing outcomes – 5.2, 5.8, 5.16
Students learn about: • challenges and opportunities • healthy food habits • health consumerism • the interdependence between a sense of self and health and wellbeing • supporting yourself • mental health	**Description** Students investigate the relationship between physical and emotional health. They specifically examine the relationship between nutrition and body image, including the influence of the media.

9.4 – Active for life

Major outcomes – 5.9, 5.15, 5.16	Contributing outcomes – 5.4, 5.10, 5.13, 5.14
Students learn about: • lifelong physical activities • planning for regular physical activity • influences on skill development and performance • strategies for enhancing others' enjoyment of and participation in physical activity	**Description** Students design and participate in a range of enjoyable, contemporary physical activities. Planning and problem-solving skills are enhanced as students set activity goals, locate and evaluate facilities and resources, and propose strategies to overcome barriers to participation.

9.5 – Influences, decisions and consequences

Major outcomes – 5.6, 5.7, 5.12, 5.16	Contributing outcomes – 5.3, 5.8, 5.11
Students learn about: • influences on health decision-making and risk behaviours • drug use • sexual health • road safety • empowering individuals and communities • factors influencing access to health information, products and services • developing equal and respectful relationships	**Description** Students explore the range of influences on health behaviours and decisions, eg peers, family, gender. They examine the short-term and long-term implications of decisions and behaviours. These will be analysed in the context of health issues affecting young people, eg drug use, sexual health, road safety.

9.6 – Dance – you choose

Major outcomes – 5.4, 5.5	Contributing outcomes – 5.11, 5.14, 5.15
Students learn about: • aspects of movement skill development • features of movement composition • elements of composition • appreciating movement composition and performance	**Description** Students select and participate in dance styles of their choice, eg jazz, current. Opportunity is provided for students to design their own dance sequences using the features and elements of movement composition.

9.7 – Making a difference

Major outcomes – 5.1, 5.2, 5.7, 5.13, 5.15	Contributing outcomes – 5.4, 5.10, 5.14, 5.16
Students learn about: • challenges and opportunities • supporting others • recognising and responding to abusive situations • empowering individuals and communities • influences on skill development and performance • strategies for enhancing others' enjoyment of and participation in physical activity	**Description** Students explore current and future challenges, including work and other responsibilities. They investigate and propose ways in which they can support others in a range of contexts, including social and emotional wellbeing and participation in physical activity.

9.8 – Celebrating diversity

Major outcomes – 5.3, 5.11, 5.13	Contributing outcomes – 5.1, 5.9, 5.14
Students learn about: • developing equal and respectful relationships • affirming diversity • discrimination, harassment and vilification • supporting others • lifelong physical activities • planning for regular physical activity	**Description** This unit focuses on developing in students the skills and values to develop positive, inclusive relationships and also to challenge discrimination and vilification in the community. Students will experience a variety of dance and other physical activities with their origins in other cultures.

9.9 – Lifesaving

Major outcomes – 5.4, 5.12, 5.13, 5.14	Contributing outcomes – 5.7, 5.9, 5.15, 5.16
Students learn about: • aspects of movement skill development • influences on skill development and performance • applying mechanical principles to enhance performance • lifelong physical activities • influences on health decision-making and risk behaviours • empowering individuals and communities	**Description** Students develop knowledge and skills related to water safety and apply them to practical lifesaving activities. These may include qualifying for a formal lifesaving credential.

Year 10 unit overviews

10.1 – Recreational physical activities and opportunities

Major outcomes – 5.9, 5.10, 5.14, 5.15	Contributing outcomes – 5.13
Students learn about: • lifelong physical activities • planning for regular physical activity • roles in physical activity	**Description** Students participate in a variety of enjoyable physical activities, including contemporary recreational pursuits, and evaluate their potential as lifelong physical activities for them.

10.2 – Overcoming adversity

Major outcomes – 5.1, 5.2, 5.3, 5.15, 5.16	Contributing outcomes – 5.6, 5.11
Students learn about: • challenges and opportunities • strengthening resiliency • supporting yourself • discrimination, harassment and vilification • mental health	**Description** Students investigate challenges and opportunities and the action required to achieve positive outcomes. Through real-life case studies they identify and examine the qualities of resilient people and reflect on their attitude and approach to challenges in their lives.

10.3 – Passing games

Major outcomes – 5.4, 5.5, 5.13, 5.14	Contributing outcomes – 5.9, 5.10
Students learn about: • aspects of movement skill development • influences on skill development • applying mechanical principles to enhance performance • features of movement composition • elements of composition • lifelong physical activities • roles in physical activity	**Description** Students participate in a range of enjoyable small-sided, modified and full-sided activities to develop individual and team skills used in passing games such as Oz tag and touch.

10.4 – Risky business

Major outcomes – 5.6, 5.7, 5.12, 5.15, 5.16	Contributing outcomes – 5.1, 5.11
Students learn about: • influences on health decision-making and risk behaviours • the interdependence between a sense of self and health and wellbeing • mental health • drug use • sexual health • recognising and responding to abusive situations • road safety • empowering individuals and communities	**Description** Students analyse the range of factors that influence risk behaviours in young people, including the relationship between risk and an individual's sense of self and mental health. Students explore these influences in realistic contexts related to drug use, sexual health and road safety. Through their investigations they further develop their understanding of the interrelationship of these issues. Students propose realistic strategies to keep themselves and others safe in potentially harmful situations.

10.5 – Gymnastics – sports aerobics

Major outcomes – 5.4, 5.5, 5.13, 5.14	Contributing outcomes – 5.9, 5.15
Students learn about: • aspects of movement skill development • applying mechanical principles to enhance performance • features of movement composition • elements of composition • lifelong physical activities	**Description** Sport aerobics involves the performance of complex, high intensity and continuous movement patterns to music. Aerobic dance steps are combined with arm movements to produce sequences. Students develop routines in pairs or small groups.

10.6 – Movement composition and appraisal

Major outcomes – 5.5, 5.12, 5.13, 5.14, 5.15	Contributing outcomes – 5.4
Students learn about: • aspects of movement skill development • features of movement composition • elements of composition • appreciating movement composition and performance	**Description** Students apply the features and elements of composition in more complex individual and group movement contexts. Students also examine approaches to movement appraisal, eg objective, subjective, criteria.

10.7 – Student-negotiated physical activity

Major outcomes – 5.9, 5.10, 5.13, 5.14	
Students learn about: • lifelong physical activities • planning for regular physical activity • roles in physical activity	**Description** This unit provides students with the opportunity to negotiate participation in physical activities of their choice.

10.8 – Student-negotiated advocacy project

Major outcomes - 5.7, 5.8, 5.15, 5.16	Contributing outcomes – 5.1, 5.12, 5.13
Students learn about: • supporting others • empowering individuals and communities • factors influencing access to health information, products and services by young people	**Description** Individually or in groups students select an issue and complete an 'advocacy project' designed to raise awareness, gather support or affect change. In this unit students are required to use ICT.

10.9 – Organising and participating in physical activity

Major outcomes – 5.9, 5.10, 5.13, 5.14, 5.15	Contributing outcomes – 5.3, 5.4, 5.11, 5.16
Students learn about: • aspects of movement skill development • influences on skill development and performance • lifelong physical activities • planning for regular physical activity • roles in physical activity • developing equal and respectful relationships • strategies for enhancing others' enjoyment of and participation in physical activity	**Description** This unit provides students with the opportunity to participate in enjoyable physical activity and also take on the range of roles associated with the organisation and administration of physical activities. Students are given a variety of responsibilities including coach, trainer and referee/umpire as they organise and participate in a simulated 'season' in a game of their choice.

2.7   Stage 5 Outcomes Mapping Grid

Outcomes		Year 9 units									Year 10 units								
		1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Strand 1	5.1			•				•	•			•		•				•	
	5.2			•				•				•							
	5.3					•		•				•							•
Strand 2	5.4	•			•		•	•		•		•		•	•				•
	5.5	•					•					•		•	•				
Strand 3	5.6		•	•		•						•		•					
	5.7		•			•		•		•				•				•	
	5.8		•	•		•												•	
Strand 4	5.9	•			•				•	•	•			•			•		•
	5.10				•			•			•		•				•		•
Skills	5.11	•		•		•	•		•			•		•					•
	5.12	•	•	•		•				•				•		•		•	
	5.13	•			•			•	•	•	•		•		•	•	•	•	•
	5.14	•			•		•	•	•	•	•		•		•	•	•		
	5.15		•		•		•	•		•	•	•		•	•	•		•	•
	5.16	•	•	•	•	•		•		•		•		•				•	•

2.8 Stage 5 Content Mapping Grids

Strand 1: Self and relationships

Outcomes and content		Year 9 units									Year 10 units								
Students learn about:		1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
5.1	the interdependence between a sense of self and health and wellbeing			J										J					
	supporting yourself			J								J							
	supporting others							J	J									J	
5.2	challenges and opportunities			J				J				J							
	strengthening resiliency											J							
5.3	developing equal and respectful relationships					J		J											J
	recognising and responding to abusive situations							J						J					
	affirming diversity								J										
	discrimination, harassment and vilification								J			J							

Strand 2: Movement skill and performance

Outcomes and content		Year 9 units									Year 10 units								
Students learn about:		1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
5.4	aspects of movement skill development	J					J			J			J		J	J			J
	influences on skill development and performance	J			J			J		J			J						J
	applying mechanical principles to enhance performance									J			J		J				
5.5	features of movement composition	J					J						J		J	J			
	elements of composition	J					J						J		J	J			
	appreciating movement composition and performance	J					J									J			

Strand 3: Individual and community health

Outcomes and content		Year 9 units									Year 10 units								
Students learn about:		1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
5.6	mental health			J								J		J					
	healthy food habits			J															
	drug use					J								J					
	sexual health					J								J					
	road safety					J								J					
5.7	influences on health decision-making and risk behaviours		J			J				J				J					
	empowering individuals and communities					J		J		J				J				J	
5.8	health consumerism		J	J															
	the nature of health knowledge		J																
	factors influencing access to health information, products and services		J			J												J	

Strand 4: Lifelong physical activity

Outcomes and content		Year 9 units									Year 10 units								
Students learn about:		1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
5.9	lifelong physical activities	J			J				J	J	J		J		J		J		J
	planning for regular physical activity				J				J		J						J		J
5.10	roles in physical activity										J		J				J		J
	strategies for enhancing others' enjoyment of and participation in physical activity				J			J											J

3 Advice on Assessment

3.1 Assessment for Learning

The Board's revised syllabuses advocate *assessment for learning*. Assessment that enhances learning recognises that learners use their current understanding to discover, develop and incorporate new knowledge, understanding and skills. *Assessment for learning* helps teachers and students to know if that current understanding is a suitable basis for future learning.

Assessment occurs as an integral part of teaching and learning. Teacher instruction and assessment influence student learning and learning processes. This involves using assessment activities to clarify student understanding of concepts, and planning ways to remedy misconceptions and promote deeper understanding.

Assessment for learning encourages self-assessment and peer assessment. Students can develop and use a range of strategies to actively monitor and evaluate their own learning and the learning strategies they use.

The feedback that students receive from completing assessment activities will help teachers and students decide whether they are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills. Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

By integrating learning and assessment, the teacher can choose which aspects of a student's performance to record. These records can be used to monitor the student's progress, determine what to teach next and decide the level of detail to be covered. At key points, such as the end of the year, this information is also available for the teacher to use to form a judgement of the student's performance against descriptions of levels of achievement. This can be used to inform parents, the next teacher and especially the student, of the student's progress. Consequently, teachers using their professional judgement in a standards-referenced framework are able to extend the process of *assessment for learning* into their assessment of learning.

Principles of assessment for learning

Assessment for learning:

AP1   emphasises the interactions between learning and manageable assessment strategies that promote learning

AP2   clearly expresses for the student and teacher the goals of the learning activity

AP3   reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark

AP4   provides ways for students to use feedback from assessment

AP5   helps students take responsibility for their own learning
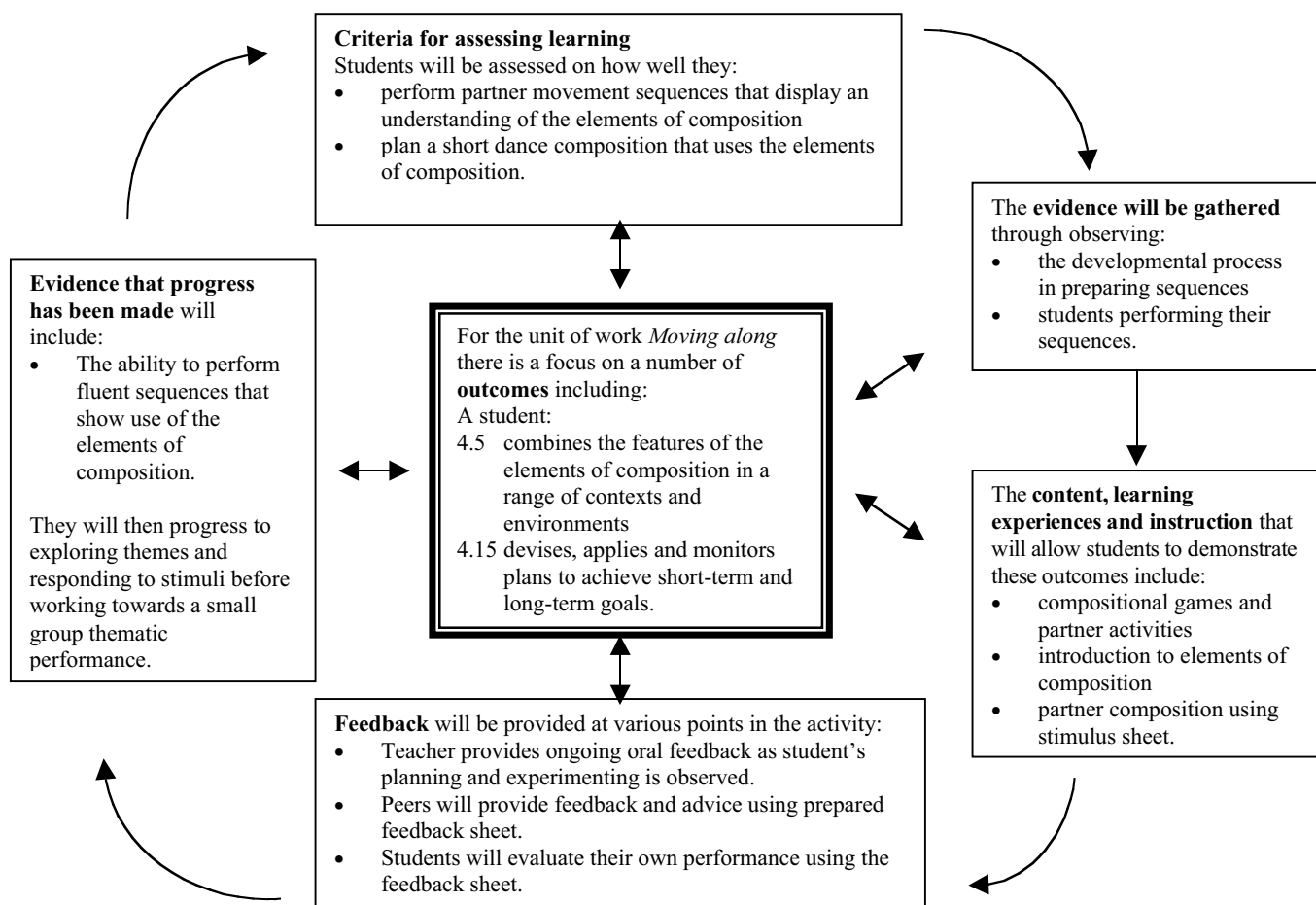
AP6   is inclusive of all learners.

Details on how these principles translate in practice can be found on page 62 of the *PDHPE Years 7–10 Syllabus*.

3.2   Planning for Effective Learning and Assessment

The following diagram summarises a model for developing integrated assessment activities. It emphasises that outcomes are central to the decisions teachers make about the learning to be undertaken and the evidence of learning that needs to be collected. This evidence enables teachers to determine how well students are achieving in relation to the outcomes and to provide students with feedback on their learning. Evidence of learning assists teachers and students to decide if students are ready for the next phase of learning or if teachers need to adapt programs to provide further learning experiences to consolidate students' knowledge, understanding and skills.
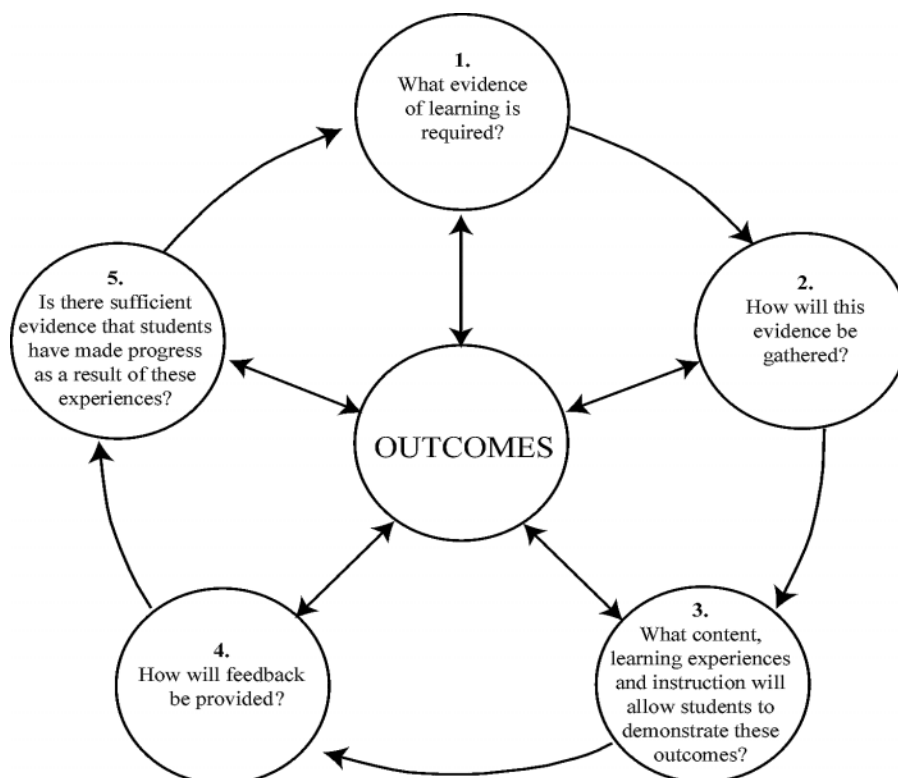
The diagram on the following page shows how this process has been applied in the design of the assessment activity 'Connect the movement', taken from the sample unit 'Moving along' (pages 33–37).

Criteria for assessing learning
Students will be assessed on how well they:
- perform partner movement sequences that display an understanding of the elements of composition
- plan a short dance composition that uses the elements of composition.

Evidence that progress has been made will include:
- The ability to perform fluent sequences that show use of the elements of composition.

They will then progress to exploring themes and responding to stimuli before working towards a small group thematic performance.

For the unit of work *Moving along* there is a focus on a number of **outcomes** including:
A student:
4.5 combines the features of the elements of composition in a range of contexts and environments
4.15 devises, applies and monitors plans to achieve short-term and long-term goals.

The **evidence will be gathered** through observing:
- the developmental process in preparing sequences
- students performing their sequences.

The **content, learning experiences and instruction** that will allow students to demonstrate these outcomes include:
- compositional games and partner activities
- introduction to elements of composition
- partner composition using stimulus sheet.

Feedback will be provided at various points in the activity:
- Teacher provides ongoing oral feedback as student's planning and experimenting is observed.
- Peers will provide feedback and advice using prepared feedback sheet.
- Students will evaluate their own performance using the feedback sheet.

3.3 Designing Effective Learning and Assessment

Designing effective learning experiences requires the selection of activities that develop students' knowledge, understanding and skills and that allow evidence of learning to be gathered. Methods of gathering evidence could include teacher observation, questioning, peer evaluation and self-evaluation, as well as more structured assessment activities. Assessment should be an integral part of each unit of work and should support student learning.
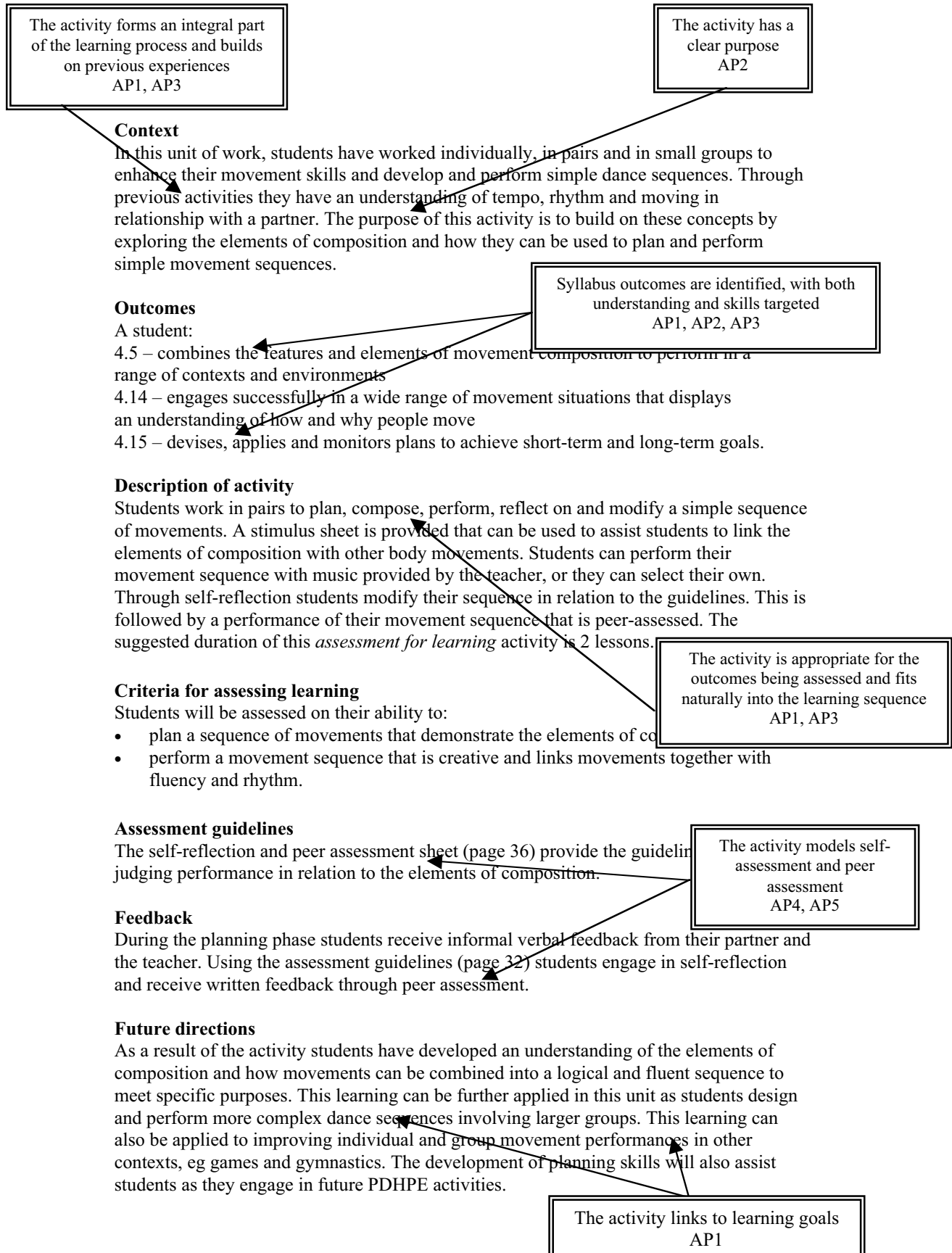
When designing learning and assessment activities teachers should consider whether the activity:
- has explicitly stated purposes that address the outcomes
- is integral to the teaching and learning program
- shows a clear relationship between the outcomes and content being assessed
- allows students to demonstrate the extent of their knowledge, understanding and skills
- focuses on what was taught in class and what students were informed would be assessed
- provides opportunities to gather information about what further teaching and learning is required for students to succeed
- provides valid and reliable evidence of student learning and is fair.

3.4 Annotated Assessment for Learning Activity

The *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practices. The Stage 4 sample assessment activity, 'Connect the movement', taken from the Year 8 sample unit 'Moving along', has been annotated on pages 23–24 to show these principles.

Sample assessment for learning activity: Connect the movement

> The activity forms an integral part of the learning process and builds on previous experiences
> AP1, AP3

> The activity has a clear purpose
> AP2

Context

In this unit of work, students have worked individually, in pairs and in small groups to enhance their movement skills and develop and perform simple dance sequences. Through previous activities they have an understanding of tempo, rhythm and moving in relationship with a partner. The purpose of this activity is to build on these concepts by exploring the elements of composition and how they can be used to plan and perform simple movement sequences.

> Syllabus outcomes are identified, with both understanding and skills targeted
> AP1, AP2, AP3

Outcomes

A student:

4.5 – combines the features and elements of movement composition to perform in a range of contexts and environments

4.14 – engages successfully in a wide range of movement situations that displays an understanding of how and why people move

4.15 – devises, applies and monitors plans to achieve short-term and long-term goals.

Description of activity

Students work in pairs to plan, compose, perform, reflect on and modify a simple sequence of movements. A stimulus sheet is provided that can be used to assist students to link the elements of composition with other body movements. Students can perform their movement sequence with music provided by the teacher, or they can select their own. Through self-reflection students modify their sequence in relation to the guidelines. This is followed by a performance of their movement sequence that is peer-assessed. The suggested duration of this *assessment for learning* activity is 2 lessons.

> The activity is appropriate for the outcomes being assessed and fits naturally into the learning sequence
> AP1, AP3

Criteria for assessing learning

Students will be assessed on their ability to:

- plan a sequence of movements that demonstrate the elements of co
- perform a movement sequence that is creative and links movements together with fluency and rhythm.

Assessment guidelines

The self-reflection and peer assessment sheet (page 36) provide the guidelin judging performance in relation to the elements of composition.

> The activity models self-assessment and peer assessment
> AP4, AP5

Feedback

During the planning phase students receive informal verbal feedback from their partner and the teacher. Using the assessment guidelines (page 32) students engage in self-reflection and receive written feedback through peer assessment.

Future directions

As a result of the activity students have developed an understanding of the elements of composition and how movements can be combined into a logical and fluent sequence to meet specific purposes. This learning can be further applied in this unit as students design and perform more complex dance sequences involving larger groups. This learning can also be applied to improving individual and group movement performances in other contexts, eg games and gymnastics. The development of planning skills will also assist students as they engage in future PDHPE activities.

> The activity links to learning goals
> AP1

CONNECT THE MOVEMENT: Self-reflection and peer assessment sheet

Names: _____

Self-reflection

Elements of Composition	Yes	No
Do we have movements that are:		
- locomotor and non-locomotor		
- at different levels (high, medium and low)		
- at different tempo (fast, slow)		
- using different amounts of space (wide, thin, floor pattern)		
- using different amounts of force (strong, light, heavy, soft)		
- showing how I move with my partner		
- in time with the music		

There is a close link between the guidelines and criteria for judging performance and the language is clear and explicit
AP2

The strengths of our movement sequence are:

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Our movement sequence can be improved by:

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Students use information gathered from assessment to improve performance
AP3, AP4

Peer Assessment

Watch the performance of the movement sequence and complete the table below to indicate whether the pair have demonstrated the elements of composition in their sequence.

Elements of Composition	Yes	No
This pair have movements that are:		
- locomotor and non-locomotor		
- at different levels (high, medium and low)		
- at different tempo (fast, slow)		
- using different amounts of space (wide, thin, floor pattern)		
- using different amounts of force (strong, light, heavy, soft)		
- showing how they move with their partner		
- in time with the music		

Assessment guidelines reflect the nature and intention of the activity
AP4

General comments

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Meaningful and useful assessment information relative to the outcomes is gathered and reported
AP4

Names of assessors: _____

3.5   Sharing Learning and Assessment Intentions

Students must be aware of what they need to do to demonstrate evidence of learning. This information could be conveyed informally or formally by the teacher, as appropriate for the learning activity. Students should be informed of the criteria that will be used to assess their learning. They should be clear about the meaning of the language used, and the subject-specific terminology. They also need to be clear about any sources or stimulus material that are appropriate to the activity. It may be helpful to give students models of good responses and templates, or procedures to help them demonstrate the extent of their knowledge, understanding and skills.

3.6   Effective Feedback to Students

The aim of feedback is to communicate to students how well their knowledge, understanding and skills are developing in relation to the outcomes. Feedback enables students to recognise their strengths and areas for development, and to plan with their teacher the next steps in their learning. They are then given opportunities to improve and further develop their knowledge, understanding and skills.

Teacher feedback about student work in relation to outcomes is essential for students and is integral to the teaching and learning process. Student self-reflection and peer evaluation will also provide valuable feedback to students. Students should be provided with regular opportunities to reflect on their learning. Feedback should focus on the activity and what was expected, provide meaningful information to students about their learning, correct misunderstandings, identify and reinforce students' strengths and state clearly how students can improve.

Forms of feedback include oral discussion with class, groups or individual students; written annotations; general comments to the class about those aspects of the activity in which students excelled and those aspects that still need addressing; examples of good responses; peer evaluation and self-evaluation.

3.7   Recording Evidence for Assessment

Recording student performance needs to be manageable. It need not occur after each *assessment for learning* activity. Teachers should make decisions about when student performance on an activity should be recorded, which aspects to record and in what format. The teacher can use this information to ascertain students' progress, what needs to be taught next and to what level of detail, and to form a judgement of student achievement at key points.

Record-keeping and reporting should reflect the reporting processes of the school and may take the form of individual comments or notations, or marks, grades or visual representations for the activities such as the example provided below. A scale such as the one below may be a useful way to summarise the extent of students' learning. This example shows how individual students performed on the same assessment activity.

Student	Activity – Connect the movement
A	x
B	x
C	x
D	x
E	x
F	x
G	x

Progressing   Satisfactory   High

This method can be adapted to capture evidence of an individual student's strengths and weaknesses on various elements of one activity, or the performance of a particular student, class, group or cohort of students, across a range of assessment activities.

4 Programming Units of Work

The *PDHPE Years 7–10 Syllabus* promotes an approach to programming that has the outcomes as the focus. The sample units of work in section 5 have been developed using the following process:

Step 1 Select outcomes

A manageable number of outcomes from within and across strands are combined with skill outcomes to form a focus for the unit. It is important that the outcomes integrate in a meaningful and cohesive manner in order to present a clear purpose. It may be possible at this point to identify those outcomes that will receive a major emphasis and those that will be contributing outcomes.

Step 2 Decide on the subject matter or focus of the unit of work

Once the outcomes have been selected the subject matter and context of the unit should be determined (eg invasion games, managing change, road safety). The subject matter will guide the anticipated evidence of learning and selection of relevant syllabus content.

Step 3 Decide on the evidence of learning

As the outcomes form the focus of the unit, it is necessary to identify the specific evidence of learning to be observed through the teaching, learning and assessment activities. This evidence will enable judgements to be made on achievement in relation to the outcomes and identified content.

Step 4 Select the relevant syllabus content

Content from the 'learn about' column relevant to the outcomes is selected and organised into a logical sequence. The amount of content selected should be manageable in the time allocated to the unit. Content relevant to the outcomes is then identified from the 'learn to' column. In some cases the 'learn to' statement has a direct relationship to a single 'learn about' statement. In other cases the 'learn to' statements are presented so that they can be applied across a range of content that students will learn about.

Step 5 Plan the teaching, learning and assessment activities

Assessment for learning activities occur as a normal part of the teaching process. Teachers plan the most suitable teaching, learning and assessment activities for the selected content, ensuring that they will provide the desired evidence of learning determined in Step 3. Teaching, learning and assessment activities should be student-centred, promoting the development of knowledge, understanding and skills. Teachers are encouraged to include creative and stimulating teaching and learning experiences that present the content in a meaningful context for students.

Step 6 Plan feedback opportunities

Feedback provides students with the necessary information and direction to progress their learning and occurs normally through good teaching practice, mostly in an informal manner. However, when planning units of work teachers should consider how to maximise feedback in the context of the teaching, learning and assessment activities and how the feedback contributes to student learning.

Step 7 Plan opportunities for teacher's reflection and evaluation

As teachers progress through the programming process, it is important to reflect on previous steps and evaluate the degree to which the unit has remained focused on the outcomes. Identifying the evidence of learning early in the process will assist in this. After the unit has been implemented it is also necessary to evaluate the degree to which students have progressed as a result of the experiences and what should be done next to assist them in their learning.

4.1 Sample Unit Proformas

Schools should design unit proformas that best meet their needs and circumstances. The samples provided have been annotated to highlight specific characteristics of each section.

Sample unit proforma 1

Unit title:		Year:	Unit duration:

Unit description:

Major outcomes	**Evidence of learning**
	•
	•
	•
	•
Contributing outcomes	•
	•

> Combine outcomes from within and across strands with skill outcomes. Identify major and contributing outcomes. Ensure they are manageable in number.

> Allocate appropriate time so that issues are dealt with in appropriate depth and that students have sufficient opportunity for feedback and improvement.

> Decide on the observable evidence that will allow judgements to be made on achievement in relation to the outcomes.

Students learn about:	**Students learn to:**
•	•
	•
•	•
	•
•	•

> Identify the content from the selected outcomes. Ensure it is manageable in the time allocated and allows the evidence of learning to be observed.

Teaching, learning and assessment activities

-
-
-
-
-

> Describe the teaching, learning and assessment activities best suited to the content and that allow students to provide the required evidence of learning in relation to the outcomes.

> Activities should promote the key skills that enhance learning in PDHPE.

> Activities should provide the context for regular and worthwhile feedback.

> Activities should incorporate the meaningful use of resources, including ICT.

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Sample unit proforma 2

Unit title: **Year:**   **Unit length:**

Outcomes

Combine outcomes from within and across strands with skill outcomes. Identify major and contributing outcomes. Ensure they are manageable in number.

Learn about	**Learn to**	**Teaching, learning and assessment activities**	**Evidence of learning**	**Feedback**

Identify the content from the selected outcomes. Ensure it is manageable in the time allocated.

Describe the teaching, learning and assessment activities best suited to the syllabus content and that allow students to provide the required evidence of learning in relation to the outcomes.

Decide on the observable evidence resulting from the activity that will allow judgements to be made on achievement in relation to the outcomes.

Identify the method/type of feedback and how it contributes to student's learning.

5   Sample Units of Work

The sample units of work that follow are designed to assist teachers in planning for the implementation of the *PDHPE Years 7–10 Syllabus*. The units provide programming ideas for selected syllabus content. Each unit of work relates to a particular area of the syllabus.

Within each unit *assessment for learning* activities are identified with an Ⓐ. Teachers may choose to record information collected at these points within the unit. By incorporating *assessment for learning* activities, these sample units show ways in which teachers can meet the needs, interests and abilities of their students, while assessing their progress towards demonstration of outcomes. The sample units also illustrate ways in which assessment activities may be integrated into the teaching and learning sequence.

They will assist teachers to:
•   be explicit about the outcomes and content they are addressing
•   be explicit about the evidence required to demonstrate student learning
•   give meaningful feedback to students
•   adapt teaching and learning programs to students' demonstrated needs
•   have a sound basis for modifying future teaching and learning programs (in light of students' demonstrated needs).

The sample units provide opportunities for students to engage in questioning and dialogue, self-assessment, peer assessment and reflection. Through these activities students can become clear about their own learning, understanding and needs.

Unit and assessment activity overview

Unit title	Year	Description	Assessment activity
Meeting new people – facing new challenges	7	Designed for the beginning of Year 7 to assist students to develop knowledge understanding and skills to manage their transition into high school. (Sample unit proforma 1)	Support network card • individual activity • teacher assessed • 1–2 lesson duration
Moving along	8	Students explore the features and elements of composition through a variety of planned and improvised individual and group movement activities. (Sample unit proforma 1)	Connect the movement • pairs activity • self-assessed and peer assessed • 2 lesson duration
Invasion games	9	Students engage in a range of movement activities that develop skills and concepts common to a variety of invasion games. (Sample unit proforma 1)	Skills analysis • small group activity • flexible assessment approach – self, peer and/or teacher
Risky business	10	Students investigate the influences on risk behaviour and develop plans and take actions to reduce harm to themselves and others in potentially risky situations. (Sample unit proforma 2)	Case study – risky business • individual activity • teacher assessed • 1–2 lesson duration

5.1 Sample Unit 1: Meeting new people – facing new challenges (7.1)   Year: 7   Unit length: 6–8 lessons

Unit description
This introductory unit is designed to assist students to manage their transition into high school. Enjoyable physical activities are used to promote positive and friendly social interactions between students. The challenges associated with starting high school and the people and resources available to students if they need help and advice are identified. Students examine the barriers that may prevent some students from accessing help and reflect on how students can support their peers.

Major outcomes	Evidence of learning
A student: 4.2 – identifies and selects strategies that enhance their ability to cope and feel supported 4.13 – demonstrates cooperation and support of others in social, recreational and other group contexts 4.16– clarifies the source and nature of problems and draws on personal skills and support networks to resolve them **Contributing outcomes** 4.9 – describes the benefits of a balanced lifestyle and participation in physical activity 4.10 – explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity 4.14 – engages successfully in a wide range of movement situations that displays an understanding of how and why people move	A student: • completes a 'support network card' that locates people and places within the school setting that provide advice and support • shows cooperation, teamwork and support of others in initiative and challenge activities • provides verbal responses in class discussion and role-play scenarios that demonstrate an understanding of ways to support their peers and encourage them to seek appropriate help • produces a mindmap that identifies the challenges associated with commencing high school • completes written responses that display an understanding of why students may not seek help • works with others to propose realistic strategies to overcome the barriers to seeking help

Students learn about:	Students learn to:

• changes and challenges
 	
• seeking help
 	
• personal benefits of participation in physical activity
 	
• lifelong physical activities
	• develop a realistic sense of their ability to respond to and cope with challenges
	• describe the current challenges that may face young people and predict future challenges
	
	• enhance their ability to seek help by:
	    - establishing individual support networks of adults and peers
	    - practising ways of accessing help, eg role-play, use of internet
	    - identifying barriers to seeking support, eg lack of confidentiality or trust
	    - proposing strategies to overcome barriers
	
	• participate in a range of lifelong physical activities to identify and appreciate the potential benefits
	
	• participate in initiative/challenge activities to develop teamwork, cooperation and problem-solving

Teaching, learning and assessment activities

- **Icebreaker activities**: students engage in group activities that encourage social interaction and promote teamwork, eg a question jigsaw – students ask each other set questions (eg favourite food); tin can pass – sitting down in a circle pass a large can around with feet only; circle the circle – in a circle, hands joined, pass hoops around the circle.

- Ⓐ **Mind map and discussion:** students complete a mind map of the challenges they face as they begin high school. Follow with a discussion using prompt questions: What are some of the challenges that may arise as you commence high school? Are you excited at the prospect of some challenges and fearful of others? Why? Personal reflection: students recall previous life experiences where they have been faced with new and challenging circumstances. They reflect on how these experiences may help them to manage the challenges of commencing high school? *FEEDBACK – verbal feedback from the teacher assures students that it is normal to have concerns at times of change and should address any misconceptions they may have in relation to the demands of high school.*

- **Collaborative group work:** in small groups list situations where support/help is required (eg left school bag on bus, feeling ill, being bullied, need to make a phone call). Using a map of the school or other similar stimulus materials, locate people/places where support is available and identify what areas they can provide support for.

- Ⓐ **Support Network Card**: students develop a 'Support Network Card'. This card includes information on the people, their location in the school, the type of support they can provide and potential barriers to accessing support. This activity is developed further on page 32. *FEEDBACK – teacher provides verbal feedback during the activity using the prompt questions and written feedback in accordance with the criteria and assessment guidelines.*

- Ⓐ **Acrostic:** in pairs students design an acrostic using the words 'helping others'. The words reflect ways students can provide support to other Year 7 students (eg H – hello: make an effort to welcome others, E – encouragement: encourage others to seek help/support if necessary, L – listen: always take the time to listen to your friends problems, P – preferred name: always refer to other students by their preferred name). Prompt questions could include: how do you know when someone needs your help? How can you encourage someone to seek help if they are reluctant to do so? When should you take the initiative to seek help for another person? Students can present their finished work to the class (eg poster, powerpoint presentation, rhyme or poem). *FEEDBACK – students reflect on the actions/behaviours that have assisted them to feel safe and welcome at high school. They also provide verbal feedback to their peers affirming those behaviours/actions that they have found valuable.*

- **Class discussion and group work**: discuss the possible reasons why people are reluctant to seek help if they have a problem. Highlight specific reasons and challenge students to explain how some of them have developed (eg gender expectations, embarrassment/fear of ridicule from peers, lack of confidentiality). In groups, propose realistic strategies to overcome potential barriers.

- Ⓐ **Role-play –** students practise ways of assisting others to access help through role-play scenarios. Working in pairs, one student encourages a reluctant peer to access help (eg talking to the Year Adviser about being bullied). *FEEDBACK – peer verbal feedback is provided as they comment on the effectiveness of the strategy and suggest other approaches that could have been used.*

- **Initiative games and activities:** students participate in a range of initiative games that promote teamwork, problem-solving and effective interpersonal communication between group members.

- **Physical activities:** students participate in a variety of physical activities that promote social interaction and cooperation (eg chain tag, stuck in the mud, ultimate frisbee). Students can design and introduce rules to encourage positive social interactions (eg use of student's first name).

5.1.1   Sample assessment for learning activity: Support Network Card

Context
Students are engaged in an introductory unit of work that uses initiative games and physical activities to promote positive social interaction among students and also develop skills in teamwork and problem-solving. Students have previously identified some of the challenges associated with starting high school and through the use of a school map, or similar stimulus material, identified places and people within the school context that can provide them with help and advice where necessary.

Outcomes
A student:
4.2 – identifies and applies strategies that enhance their ability to cope and feel supported.
4.16 – clarifies the source and nature of problems and draws on personal skills and support networks to work with others to resolve them.

Description of activity
This is an individual activity that requires students to develop a Support Network Card that:
- identifies a range of possible situations in which help might be needed
- identifies the appropriate support personnel within the school in relation to each situation
- identifies where and how this support can be accessed
- describes the barriers that may prevent students from accessing appropriate support.

Criteria for assessing learning
Students will be assessed on their ability to clearly and accurately complete the Support Network Card and show an understanding of the range of barriers and reasons that may prevent students accessing help and support.

Assessment guidelines

Progressing	Students in this range identify some situations that may present a challenge to them as they commence high school. They demonstrate a limited understanding of the relevant support personnel available, the support they can provide and where they are located. They identify some barriers that may impact on access to these support services.
Satisfactory	Students in this range identify a range of challenges that may be faced by them as they start high school. They demonstrate a sound understanding of the relevant support as they identify the personnel available, the services they can provide and where they are located. They clearly describe barriers that may impact on access to these support services.
High	Students in this range identify a broad range of challenges, representing different aspects of school life. They demonstrate a comprehensive understanding of support networks as they clearly and accurately identify a variety of support personnel, the services they can provide and where they are located. They show a thorough understanding of barriers to access by describing a variety of relevant influencing factors.

Feedback
Students will receive teacher support/feedback during the completion of the activity, possibly through prompt questions (eg who could help you if you needed to make an urgent call to your parents? What circumstances may lead to your needing to make a phone call? What if there was no-one in attendance there to help you?) Students will also receive written and oral feedback from the teacher in accordance with the criteria and assessment guidelines.

Future directions
Students may investigate in greater depth the reasons why some may not access support. They propose strategies that can assist students to overcome these barriers and also reflect on how they can support their peers and encourage them to seek help if required. They may explore how the support services available at school may be able to assist them with challenges they are facing outside the school setting.

5.2   Sample Unit 2: Moving along (8.4)   Year: 8   Unit length: 10–12 lessons

Unit description
Students' work individually, in pairs and in small groups as they engage in a variety of planned and improvised dance activities. These activities assist them to understand the features and elements of composition, and how movement can be designed and sequenced for specific goals and purposes.

Major outcomes	**Evidence of learning**
A student: 4.4 – demonstrates and refines movement skills in a range of contexts and environments 4.5 – combines the features and elements of movement composition to perform in a range of contexts and environments 4.14 – engages successfully in a wide range of movement situations that displays an understanding of how and why people move 4.15 – devises, applies and monitors plans to achieve short-term and long-term goals **Contributing outcomes** 4.11 – selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations 4.13 – demonstrates cooperation and support of others in social, recreational and other group contexts	A student: • performs with control and creativity in rehearsed and improvised movement sequences • reflects on the quality of their movement sequences, communicates ideas for improvement and makes appropriate modifications to their performance • performs individual, partner and small group movement sequences that display an understanding of the features and elements of composition • uses movement to communicate themes, ideas and feelings • plans a short dance sequence using the elements of composition • reflects on and evaluates their plan and makes modifications to improve performance

Students learn about:
• types of movement skills
 	
• aspects of movement skill development
 	
• contexts for specialised movement skills
 	
• the features of movement composition
	Students learn to:
	• practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments
	• participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing
	• demonstrate movement skills through a range of experiences including dance
	
	• participate in a range of movement activities that demonstrate and enhance their ability to:
	  - understand the influence of purpose when composing movement
	  - respond creatively to stimuli, eg music, ideas, player movements
	  - communicate or achieve a set purpose using different subject matter, eg ideas from growing and changing, music
	  - improvise movements to solve problems, eg defending or attacking strategies, expressing ideas
	  - combine simple movement patterns into logical sequences or phases
	• provide and make use of constructive feedback to refine movement performance

Students learn about:	Students learn to:

• the elements of composition	• participate in individual and group movement activities which:
	  - demonstrate their ability to use space in different movement contexts
	  - explore force and flow
	  - use self-paced and externally paced movements to explore rhythm and timing
	  - explore relationships with a partner/group/team member, opposition players, equipment and apparatus, the performance environment.
	• use the elements of composition to create and perform dance compositions

Teaching, learning and assessment activities

- **Mirroring:** students work with a partner and mirror their movements. Students may also move in contrast or opposition to their partner.

- Ⓐ **Pass the movement:** students work in small groups and one person presents a shape. From this starting position the next student moves to a variation of the shape. A movement sequence is developed as students perform the previous movements and then add their own. *FEEDBACK – students reflect on their participation in the activity and discuss with their peers the characteristics that contribute to fluent and continuous movement sequences.*

- **Video analysis**: students view a current music video and analyse the dance sequences in relation to the elements of composition.

- **In time with the music:** students perform locomotor and non-locomotor movements at various tempos and experiment with the use of different levels and space (resources needed: CD player, music of various tempos). Students may provide their own music with various tempos using percussion instruments.

- Ⓐ **Connect the movement:** students work in pairs or small groups and use a stimulus sheet to connect movements and elements of composition in order to develop a movement sequence. Students can join with another pair or group to increase the number of movements and create more variations. This activity is developed further on page 35. *FEEDBACK – information on the movement sequence in relation to the elements of composition is provided through self-reflection and peer assessment.*

- **Theme movements:** students work in pairs and perform a movement sequence relating to a particular theme (eg machines, seasons of the year, outer space, at the beach, performing at the circus, celebrating an event). Sequences can be planned and/or improvised.

- Ⓐ **Image association:** students move in response to their interpretation of colours, objects, feelings, moods and actions. As they move students explore the use of dynamics in movement to communicate feelings and moods. Flashcards can be used as a stimulus. *FEEDBACK – peer and teacher verbal feedback is provided highlighting the movements that were most effective in communicating an idea.*

- **Moving words:** students use an alphabet stimulus resource with movements corresponding to specific letters. Students select a word and perform a movement that corresponds to each letter in the word. Students can combine into a group and join their words together to create variations.

- Ⓐ **Small group performance**: Students form groups of six and develop a movement composition using a variety of elements based around a particular theme or stimulus they have chosen. *FEEDBACK – teacher provides written feedback on the performance using criteria/guidelines.*

5.2.1   Sample assessment for learning activity: Connect the movement

Context

In this unit of work, students have worked individually, in pairs and in small groups to enhance their movement skills and also develop and perform simple dance sequences. Through previous activities they have developed an understanding of tempo, rhythm and moving in relationship with a partner. The purpose of this activity is to build upon these concepts by exploring the elements of composition, and how they can be used to plan and perform simple movement sequences.

Outcomes

A student:

4.5 – combines the features and elements of movement composition to perform in a range of contexts and environments

4.14 – engages successfully in a wide range of movement situations that displays an understanding of how and why people move

4.15 – devises, applies and monitors plans to achieve short-term and long-term goals.

Description of assessment for learning activity

Students work in pairs to plan, compose, perform, reflect on and modify a simple sequence of movements. A stimulus sheet is provided that can be used to assist students to link the elements of composition with a range of movements. Students perform their movement sequence with music provided by the teacher, or they can select their own. Through self-reflection students modify their sequence in relation to the guidelines. This is followed by a performance of their movement sequence which is peer-assessed. The suggested duration of this *assessment for learning* activity is 2 lessons.

Criteria for assessing learning

Students will be assessed on their ability to:

- plan a sequence of movements that demonstrate the elements of composition
- perform a movement sequence that is creative and links movements together with fluency and rhythm.

Assessment guidelines

The self-reflection and peer-assessment sheet (page 36) are used as guidelines for judging performance in relation to the elements of composition

Feedback

During the planning phase students receive informal verbal feedback from their partner and the teacher. Using the assessment guidelines (page 36) students engage in self-reflection and receive written feedback through peer assessment.

Future directions

As a result of the activity students have developed an understanding of the elements of composition and how movements can be combined into a logical and fluent sequence to meet specific purposes. This learning can be further applied in this unit as students design and perform more complex dance sequences involving larger groups. This learning can also be applied to improving individual and group movement performances in other contexts, eg games and gymnastics. The development of planning skills will also assist students as they engage in future PDHPE activities.

CONNECT THE MOVEMENT – Self-reflection and peer assessment sheet

Names: _____

Self-reflection

Elements of Composition	Yes	No
Do we have movements that are:		
- locomotor and non-locomotor		
- at different levels (high, medium and low)		
- at different tempo (fast, slow)		
- using different amounts of space (wide, thin, floor pattern)		
- using different amounts of force (strong, light, heavy, soft)		
- showing how I move with my partner		
- in time with the music		

The strengths of our movement sequence are:

………

………

………

Our movement sequence can be improved by:

………

………

………

Peer Assessment

Watch the performance of the movement sequence and complete the table below to indicate whether the pair have demonstrated the elements of composition in their sequence.

Elements of Composition	Yes	No
This pair have movements that are:		
- locomotor and non-locomotor		
- at different levels (high, medium and low)		
- at different tempo (fast, slow)		
- using different amounts of space (wide, thin, floor pattern)		
- using different amounts of force (strong, light, heavy, soft)		
- showing how they move with their partner		
- in time with the music		

General comments

………

………

………

………

Names of assessors: _____

Connect the movement – stimulus sheet

Plan a movement sequence by linking a circle (movement) with a diamond (element of composition), eg leap high – shake low – turn fast. Prepare a dance performance that reflects the planned sequence.

hop   leap   twirl   skip

high   slow   hard   big

spin   small   shake   low

fast   turn   strong   jump

sway   heavy   soft   side step

vibrate   twist   grapevine   slither

slide   wide   light   melt
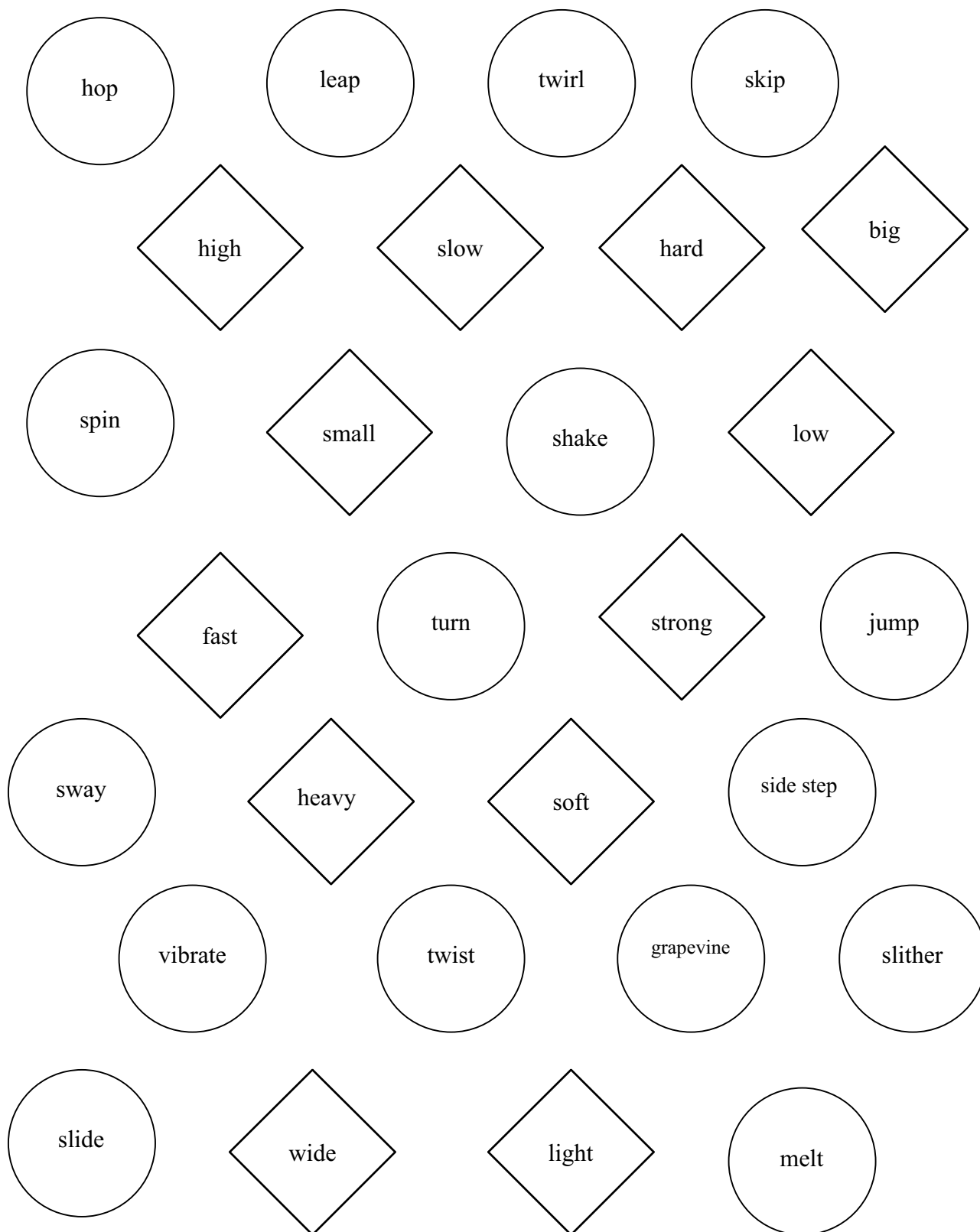
5.3   Sample Unit 3: Invasion games (9.1)   Year: 9   Unit length: 10–12 lessons

Unit description
In this unit students develop attacking and defending strategies and techniques in a range of invasion games. Invasion games share tactical problems, movements and skills, and students will sample different modified movement activities from the same category in order to understand similarities between games.

Major outcomes	**Evidence of learning**
A student: 5.4 – adapts, transfers and improvises movement skills and concepts to improve performance 5.5 – composes, performs and appraises movement in a variety of challenging contexts 5.12 – adapts and applies decision-making processes and justifies their choices in increasingly demanding contexts 5.13 – adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives 5.14 – confidently uses movement to satisfy personal needs and interests **Contributing outcomes** 5.9 – formulates goals and applies strategies to enhance participation in lifelong physical activity 5.11 – adapts and evaluates communication skills and strategies to justify opinions and feelings in increasingly complex situations 5.16 – predicts potential problems and develops, justifies and evaluates solutions	A student: • performs movement skills with accuracy and consistency in invasion games • performs movement skills across a range of invasion game activities • completes a self-analysis and peer analysis of attacking skills, defensive skills and team play. • makes suitable decisions in movement contexts • verbally identifies options and justifies decisions in game situations • participates with enthusiasm and encourages fellow players • contributes effectively to team goals in a range of situations, eg defence, attack, communication • reflects on the degree to which invasion games meet their physical activity needs and interests
Students learn about: • aspects of movement skill development • influences on skill development • the features of movement composition	**Students learn to:** • demonstrate movement skills in increasingly complex and challenging invasion game activities • adapt transfer and improvise movement in increasingly demanding contexts, eg varying space, rules, equipment and apparatus, time restrictions and rhythm • design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situations • participate in a range of increasingly complex and challenging movement activities to further develop their ability to use the features of movement composition

Students learn about:	Students learn to:
• the elements of composition	• use movement to effectively communicate and interact in group/team contexts • compose and perform increasingly complex and challenging movement sequences using the elements of composition
• appreciating movement composition and performance	• design and implement criteria to analyse the performance of self and others in a range of movement activities • use performance feedback to improve quality of movement in a variety of contexts
• lifelong physical activities	• participate in a range of physical activities that meet identified local needs and interests and evaluate their potential as a lifelong physical activity • participate in challenging physical activities to develop life skills such as leadership, teamwork, creativity, goal-setting and problem-solving

Teaching, learning and assessment activities

1. **Full-sided approach** – begin with two sides of equal size, in a chosen game, commence with a minimum of rules or a modified form of the game**.**
Progression 1.1: Teams have the objective to 'pass the ball to someone over the line'. Allow students to pass forward, run in possession, kick the ball. Include restrictions of no contact, and if a player is touched they must stop and pass.
Progression 1.2: First pass must go backwards
Progression 1.3: First, second and third pass must go backwards

2. **Small-sided approach** – begin with small groups, eg 2 v 2, 2 v 3, 3 v 4. Grid activities may be most appropriate.
Progression 2.1: In grid students pass the ball as often as possible in a given time frame. They can run with the ball and defenders can only play the ball in the air.
Progression 2.2: Students cannot run with the ball or return pass to the person they received it from.
Progression 2.3: Attacking team eliminates the defending team by tagging (not throwing) them with the ball. Attacking team cannot run with the ball.

3. **Games for outcomes approach** – begin with a specific outcome and ask the group to perform it.
Progression 3.1: 3 attackers versus 1 defender on a small court/field in a simulated raid
Progression 3.2: 2 attackers versus 1 defender
Progression 3.3: 3 attackers versus 2 defenders

The activities described in the three approaches can be modified to increase demand and complexity and also emphasise specific invasion game skills and/or concepts. Some suggested adaptations and variations are described on page 40.

Feedback – focus questions	Adaptations and variations
Throughout the activities, questions are posed to students that encourage them to reflect on the options available and the decisions made. Oral feedback is provided to the teacher in relation to the students understanding of invasion game concepts. Sample questions include: • What are you trying to do when you are the ball carrier? • Who did you pass to? Why? What made a successful pass? • What passing variations can be used? When are they best used? • What are you trying to do if you are a support player? • Where did support players stand or run to receive the ball? • What are you trying to do in defence? What strategies were most effective? • How can the attacking team create space? • Is it technique or tactics that are preventing success? • How can communication and teamwork contribute to success?	Adaptations and variations can be used to emphasise specific aspects of skill development and invasion game concepts. As students master activities, they can progress to more complex and challenging problem-solving and decision-making opportunities. Adaptations and variations include: • Play on different sized courts/fields, eg short and wide, long and thin. • Play with more than one goal or scoring area at each end. • Change the size and nature of goal or scoring areas. Play with a range of implements, eg different sized or shaped ball, Frisbee, vortex. • Modify rules to emphasise specific skills, eg roll the ball rather than pass. • Play with more than one ball. • Designate roles or areas for players. • Introduce time restrictions, handicaps or bonus scoring system.

Example of how various assessment approaches can be integrated through the unit.

Sample weekly program for invasion games unit		Assessment for learning approaches
Week 1 : Full-sided activities	Progressions 1–2	The 'skills analysis' assessment guidelines (page 42) can be applied in this unit in different ways.
Week 2 : Full-sided activities	Progressions 1–3	
Week 3 : Small-sided activities	Progressions 1–2	It can be used at set points through the unit as a self, peer and/or teacher assessment. For example, self-assessment can occur in week 3, peer assessment in week 6 and teacher assessment in week 9.
Week 4 : Small-sided activities	Progressions 1–3	
Week 5 : Games for outcomes	Progressions 1–2	
Week 6 : Games for outcomes	Progressions 1–3	Another method that could be used is to focus on a specific component. For example, offensive skills can be assessed in week 3, defensive skills in week 6 and team play in week 9. Using this method, variations can be progressively added to the activity to emphasise a specific aspect, eg when assessing offensive skills the defender numbers can be increased, the grid size reduced, and passing replaced with rolling.
Week 7 : Full-sided activities	Modified full-sided game	
Week 8 : Invasion games	Play a range of invasion games, eg basketball, ultimate frisbee, Oz tag	
Week 9 : Invasion games		
Week 10 : Invasion games		

5.3.1 Sample assessment for learning activity: Skills analysis

Context
Students are participating in a unit that develops movement skills and concepts common to invasion games. This task identifies these skills and concepts under the categories of 'offensive skills', 'defensive skills' and 'team play'. The activity could be undertaken in whole or part at several points throughout the unit as a self, peer or teacher assessment, or a combination of these.

Outcomes
A student:

5.4 – adapts, transfers and improvises movement skills and concepts to improve performance

5.5 – composes, performs and appraises movement in a variety of challenging contexts

5.12 – adapts and applies decision-making processes and justifies their choices in increasingly demanding contexts

5.13 – adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives.

Description of assessment for learning activity
Students will:
- participate in a unit of work on invasion games that involves small-sided, full-sided and games for outcomes approaches
- conduct a peer assessment of a nominated partner using the criteria at set points through the unit.

Variations – the task can also be completed as a self-assessment or teacher assessment or a combination. It can be completed as a whole or various activities can focus on specific components, eg offensive skills.

Criteria for assessing performance
Students will be assessed on their ability to:
- perform the offensive skills of invasion games
- perform the defensive skills of invasion games
- perform as a member of a team and display an understanding of tactics and strategies in invasion games.

Assessment guidelines
The skills criteria sheet will be used as guidelines for judging student achievement (page 42).

Feedback
Students will be provided with ongoing verbal feedback from the teacher throughout all activities in the unit. The teacher will be provided with verbal feedback from the students as they respond to focus questions. The student will receive written feedback from their peers and/or teacher on their performance based on the criteria (page 42).

Future directions
As a result of developing skills and concepts for performance in invasion games students are able to participate in future game units with greater proficiency and success.

Invasion games skills analysis   Name:

Offensive skills	These include: • passing and receiving • keeping possession		• progressing in the required direction • using and creating space • principles of attack
Passes with limited accuracy and power and receives good passes successfully when not under pressure. Maintains possession in simple and predictable situations and can progress the ball in small stages down the court or field. Takes some advantage of the available space but cannot create or find space effectively. Only makes contact with the ball in essential circumstances.	Passes successfully to the target on most occasions and receives successfully when under little or no pressure. Maintains possession in most situations and can progress the ball through simple opposition defences. Displays the ability to find space to receive a pass but limited ability to create space for supporting players. Contributes regularly to attacking play.	Passes and receives successfully in most game situations and occasionally improvises. Maintains possession in all game situations and has the skill to progress the ball through organised opposition defences. Displays the ability to find and use space. Contributes significantly to team attack in all areas of the field or court.	Passes and receives with a high degree of accuracy and consistency and uses a variety of techniques to achieve success. Maintains possession in pressure situations and can progress the ball using a variety of approaches against organised and intense defence. Finds, uses and creates space for themselves and others. Is able to create scoring opportunities from unlikely circumstances.
Feedback			

Defensive skills	These include: • marking/covering • intercepting		• anticipation • effort and recovery • principles of defence
Positioning provides simple opposition offensive opportunities. Rarely intercepts or dispossesses opposition player. Makes contact with the attack only when necessary and remains stationary for lengthy periods. Displays limited ability to anticipate opposition and adapt to transitional phases in the game.	Can position themselves to restrict opposition attack in simple situations but rarely anticipates an opposition movement. Intercepts successfully when in correct position and can dispossess unaware players. Makes some effort in defence and on transition.	Moves positively in defence and shows awareness of other team members to restrict opposition attack in most game situations. Can anticipate some opposition plays resulting in intercepts and changes of possession. Can use different defensive patterns depending on circumstances.	Can operate effectively individually or as part of a team to shut down the opposition attack in most game situations. Can anticipate well and force opposition errors. Regularly intercepts and dispossesses the opposition. Takes initiative on occasions when opposition appears likely to score.
Feedback			

Team play	These include: • communication • encouragement		• strategies and tactics • patterns of play • rules
Limited involvement in game and rarely communicates or provides positive support and encouragement for team members. Limited knowledge and application of strategies, tactics and rules.	Sometimes involved, enthusiastic and cooperative. Provides some support to teammates. Understands the game, knows and respects the rules but limited understanding of complex strategies and tactics.	Regularly involved and enthusiastic. Always positive and encourages teammates. Displays a good knowledge of the game. Can use tactics and strategies in attack and defence to improve team performance.	Constantly involved and enthusiastic. Always positive and encourages teammates. Displays an excellent knowledge of the game. Can design and use creative and effective tactics and strategies in attack and defence to improve team performance.
Feedback			

5.4 Sample Unit 4: Risky business (10.4)   Year: 10   Unit length: 8–9 lessons

Major outcomes

A student:

5.6 – analyses attitudes, behaviours and consequences related to health issues affecting young people

5.7 – analyses influences on health decision-making and develops strategies to promote health and safe behaviours

5.12 – adapts and applies decision making processes and justifies their choices in increasingly demanding contexts

5.15 – devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively.

5.16 – predicts potential problems and develops, justifies and evaluates solutions.

Contributing outcomes

5.1 – analyses how they can support their own and others' sense of self

5.11 – adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations

Learn about	Learn to	Teaching learning and assessment activities	Evidence of learning	Feedback
- influences on health decision-making and behaviour	- recognise that health decisions and risk behaviours are not simply an individual responsibility but are shaped by a range of influences - analyse the range of influences that impact on an individual's ability to behave in healthy and safe ways in relation to: • mental health • drug use • sexual health • road use	• **Brainstorm and discussion**: students brainstorm unsafe behaviours of young people, eg travelling in a crowded motor vehicle and not wearing a seatbelt. Teacher prompts discussion with questions including: - in what context does risk behaviour often occur? - is all risk behaviour negative? - what factors pressure young people to engage in risk behaviours? - explain why some of these influencing factors may be difficult to control. • **Personal reflection**: students recall experiences in their lives where they have engaged in unsafe behaviour. They reflect on: - the factors that influenced their decisions/behaviour - the possible consequences that may or may not have resulted - what alternatives were available in the circumstances - how they would behave if they found themselves in a similar situation. Students may volunteer to share their experiences, but the purpose of the activity is personal reflection. • Ⓐ **Media review**: locate, analyse and report on magazine articles or TV programs to determine how they influence young people's health behaviour. Debate the degree to which the media create an image of 'acceptable' behaviour for young people in respect to drug use, sexual health and road use.	Students' verbal responses demonstrate an understanding of risk behaviour, the factors that can influence it and the degree of control young people have over those influences. Verbal responses demonstrate students' ability to interpret media messages and evaluate how they influence the health behaviours of young people.	. Self-evaluation and reflection on life experiences and how these can assist them to keep themselves safe in the future. The teacher provides verbal feedback that ensures students can discern images and messages based on stereotypes.

Learn about	Learn to	Teaching learning and assessment activities	Evidence of learning	Feedback
- the interdependence between a sense of self and health and wellbeing - mental health - drug use	- analyse how a positive sense of self can influence behaviour in social contexts relevant to young people - examine the consequences of alcohol use on the individual and community - describe the short-term effect and long-term consequences of illicit drug use on the individual and community	• **Case studies**: through case studies/scenarios students explore the relationship between mental health and risk behaviour (eg low self-worth as opposed to positive and confident). Students explain how a positive sense of self can contribute to healthy and safe decisions and behaviours. Students propose strategies that could be adopted to strengthen confidence and self-esteem and reduce the likelihood of risk behaviours. • **Video**: 'The Party' (Rethinking Drinking resource). Using the video as stimulus, identify and discuss the consequences of alcohol use on relationships and sexual behaviour. Discuss how an individual's sense of self has influenced their behaviour at the party. • **Mind map**: construct a mind map of the possible consequences that each of the people who came to harm in the video may experience. Identify what the consequences could have been if the party was supervised. • **Class discussion**: discuss the potential for illicit drugs to influence a young person's decisions and behaviour in circumstances similar to those detailed in the video.	Students' written responses to questions developed from case studies/scenarios reveals their understanding of the relationship between a sense of self and healthy decisions and behaviours.	Teacher verbal feedback emphasises the influence of a positive sense of self on avoiding risk behaviour and promoting the safe behaviour of others.
- empowering individuals and communities	- propose and evaluate strategies that take into account influences on health decision-making and support young people to behave in healthy and safe ways	• Ⓐ **Alternative scenarios**: Identify situations in the video where someone could have intervened to maintain the safety and wellbeing of others. Discuss the barriers that may prevent young people from acting in this way. Take a scene from the video and write a short alternative script based on a successful intervention by an individual or group. • **Role-play:** students devise and perform role-play situations that require them to be assertive and take appropriate action to avoid illicit drug use.	Verbal responses in discussion and written scripts indicate students' understanding of strategies that can be used to support themselves and others in potentially risky situations.	Peer feedback focuses on the intervention strategies that could have been adopted by young people at the party and the barriers that exist.
- sexual health	- identify and evaluate safe sexual health practices, including methods of contraception	• **Card sort**: students brainstorm risk behaviours and harms related to sexual health. They then work in small groups to read through a range of safe and unsafe sexual health behaviours. Students distinguish between those that are safe and those that are unsafe. Compare their choices with other groups and justify their selections.		Peer feedback assists students to clarify the risk associated with sexual behaviours.

Learn about	Learn to	Teaching, learning and assessment activities	Evidence of learning	Feedback
- sexual health (cont**)**	- analyse how sexual attitudes, behaviours and sexuality are influenced by gender expectations and assumptions	• **Discussion:** why would some young people engage in unsafe sexual health behaviours? Students identify from their cards (previous activity), sexual health behaviours that a person may engage in under the influence of alcohol, other drugs or as a result of pressure from a partner or peers.		Teacher verbal feedback reinforces the social and emotional harm that can result from unsafe sexual behaviour.
- recognising and responding to abusive situations	**-** identify situations – such as in a crowd, at a party, going out with others in cars, at work – in which forms of abuse may occur and suggest possible protective strategies	• **Planning to be safe** – in pairs students develop plans to avoid engaging in unsafe sexual behaviours by examining strategies to reduce effects of alcohol, other drug use or pressure on their sexual behaviour. They explore protective strategies that can be used to prevent unwanted sexual contact and/or violence while on a date.	Written plans demonstrate students' understanding of the factors that influence unsafe sexual behaviour and the range of protective strategies that could be used.	
- influences on health decision-making and risk behaviours	- analyse the range of influences that impact on an individual's ability to behave in healthy and safe ways in relation to: • mental health • drug use • sexual health • road use	• Ⓐ **Case study – risky business**: students examine a beach party scenario and assess risk, predict potential harms and devise strategies/plans to keep themselves and others safe. This activity is developed further on page 47.	Written responses to questions based on the case study indicate a students' understanding of the factors influencing risk behaviour, the consequences of risk behaviour and the strategies that could be adopted to promote safety and wellbeing.	Written feedback is provided by the teacher according to the assessment guidelines (page 47).
- empowering individuals and communities	- propose and evaluate strategies that take into account influences on health decision-making and support young people to behave in healthy and safe ways			

Students learn about	Students learn to	Teaching, learning and assessment strategies	Evidence of learning	Feedback
- road safety	- propose and present strategies designed to promote safe road-use attitudes and behaviours	• **Peer teaching**: in small groups, students research laws, policy and strategies relating to driving risk behaviour (eg speeding, drink driving, seatbelts, fatigue) and describe how this has impacted on driving attitudes and behaviour. Students are reorganised into groups to include an 'expert' from each research area. The 'experts' then report back and explain their findings to the rest of their new group.	Teacher observation of group work indicates students' understanding of the impact of different strategies of road safety.	
		• **Have you ever**: students sit in a circle with one in the middle. The teacher states a range of road safety scenarios, eg 'have you ever been in a car with a driver who has been drinking', 'have you ever been a passenger in an overcrowded car and not worn a seatbelt'. Students who have been in the situation must change seats with another student who has also been in that situation. The aim is not to be caught in the middle. At the conclusion of the activity the teacher prompts discussion with questions including: - were you surprised by the number of students who had placed themselves at risk on the road ? - what influences young people to engage in these behaviours? - to what degree do young people consider the possible consequences ?		The teacher provides verbal feedback that highlights the rate of young people in road accidents and directs students to explore the link between a sense of self and dangerous road behaviours, eg showing off, road rage, impatience.
- empowering individuals and communities	- propose and evaluate strategies that take into account influences on health decision-making and support young people to behave in healthy and safe ways	• **Physical continuum**: students are given different cards with a specific coping strategy and need to make a decision about how effective it would be in different situations. Students move between 'very useful', 'useful' and 'not very useful' depending on the situation given and their feelings and attitudes about the strategy.	Students' actions and verbal responses demonstrate their ability to evaluate coping strategies in different contexts.	
		• **Group work**: students reflect on their experiences through this unit and in small groups design a set of 'safety principles' to promote the safety and wellbeing of themselves and others in potentially risky situations, eg look out for each other, stay in control.	Through the development of written safety principles students demonstrate their ability to prioritise and plan for the safety and wellbeing of themselves and others.	Personal reflection on those strategies that they feel will prove useful to them in future social contexts.

5.4.1 Sample assessment for learning activity: Case study – risky business

Context
In this unit students have identified and analysed the influences on risk behaviour in contexts relevant to young people. They have also explained the consequences of unsafe drug use and sexual behaviours. Through the use of a scenario this activity presents students with a realistic context in which to further analyse the influences on risk behaviour and propose strategies to keep themselves and others safe.

Outcomes
5.6 – A student analyses attitudes, behaviours and consequences related to health issues affecting young people.

5. 7 – Analyses influences on health decision-making and develops strategies to promote health and safe behaviours.

5.12 – A student adapts and applies decision-making processes and justifies their choices in increasingly demanding contexts

5.15 – Predicts potential problems and develops, justifies and evaluates solutions.

Description of assessment for learning activity
Students read a case study that represents a realistic risk situation for young people. They complete a series of questions that require them to analyse the social situation outlined, to assess risk and determine appropriate action to ensure their own and others safety. The activity should be completed in 1–2 lessons, or as a homework task.

Criteria for assessing learning
Students will be assessed on their ability to:
- describe the factors that are impacting on the health behaviours of individuals
- predict the consequences of potentially harmful situations
- place themselves in the scenario and justify their choices and behaviours
- develop strategies which promote safe behaviour

Assessment guidelines

Progressing: Elementary knowledge, understanding and skills are demonstrated through responses which: • make little or no reference to the factors which influence the behaviour of young people • identify an obvious consequence of a risk behaviour in the scenario • show limited capacity to justify their behaviour in similar circumstances • display minimal understanding of strategies that could be adopted to promote safe behaviour at the party	**Satisfactory:** Satisfactory knowledge, understanding and skills are demonstrated through responses which: • identify a limited range of factors influencing risk behaviour, eg emphasis on peer influence • describe the consequences of some of the risk behaviours but are limited in range, eg emphasis on the physical harms • provide a brief description of how they would act in similar circumstances • identify some basic strategies that could be adopted to promote safe behaviour at the party
High: Thorough knowledge, understanding and skills are demonstrated through responses which: • describe factors influencing risk behaviour and make reference to the relationship between them • describe some physical, social and emotion harms related to behaviours in the scenario • provide a justification of how they would act that reflects an understanding of skills, eg communication, problem-solving • describe sound strategies that could be adopted to promote the safety of self and others at the party.	**Very high:** Extensive knowledge, understanding and skills are demonstrated through responses which: • describe a range of factors influencing risk behaviour and display an excellent understanding of the relationship between them • describe a range of physical, social and emotion harms related to behaviours in the scenario • provide a clear justification of how they would act that reflects an excellent understanding of skills, eg communication, problem-solving • describe creative, realistic and effective strategies that could be adopted to promote the safety of self and others.

Feedback
Written feedback is provided by the teacher according to the criteria and assessment guidelines. This may be followed by the teacher leading a class discussion on the better responses and how these strategies may be of benefit to the students.

Future directions
Students can explore other risk situations that may be encountered by young people.

CASE STUDY – 'WE'LL BE OK'

The situation
A group of friends are going to the beach to meet other young people for a 16th birthday party. There will not be any adult supervision at the party and the group of friends have informed their parents/guardians that they are going to see a movie.

At the party

7:00 pm
It is still daylight and everyone is chatting in small groups with people that they know. A few people enter the surf and have a swim, while others are sitting or standing around drinking soft drinks and alcohol and eating some snack foods. Some people are smoking cigarettes. There are several CD players with different music playing.

9:00 pm
Many people are showing some effects of excessive alcohol consumption, such as slurred speech, difficulties coordinating movement, poor decision-making and losing their inhibitions. The number of people at the party has increased significantly and there are a lot of uninvited/unfamiliar people. There are a number of people smoking cannabis and offering it around. Some of the friends are tempted to try cannabis, while the others are trying to convince them against it.

11:00 pm
Some of the friends are now feeling the effects of alcohol while the others chose to try cannabis and are feeling the effects. The friends are expected home in 30 minutes and they know that their parents will be waiting for them. Some of the friends are invited down to the water's edge by a group of people they don't know, while others are offered a lift home from an older person who they know has been drinking.

Questions
1. Describe the influences on young people that may be leading to the type of risk-taking behaviour occurring in the scenario.
2. Predict the potential harms that may occur in the scenario.
3. Justify how you would behave in a similar situation.
4. Develop three strategies to promote safe behaviour at the party.