

(no-code)

adapt and modify movement skills across a variety of situations

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Elaborations

- applying stability and to dodge and feint in different movement■situations
- performing activities that involve a transition from one skill to another, such as from dribbling to shooting or from leaping to■balancing,■in changing
- adapting kicking, striking and throwing skills to a variety of new games and activities
- combining surface propulsion and underwater skills in an aquatic environment
- composing and performing a range of static and dynamic balances on different body parts, rotating and pivoting■to change direction of movement

Students learn to:

adapt and modify movement skills across a variety of situations

(AC9HP6M01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Self-awareness

- Reflective practice

Self-management

- Goal setting

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Self-management

- Perseverance and adaptability

Self-awareness

- Reflective practice

Self-management

- Perseverance and adaptability

Self-management

- Perseverance and adaptability

Self-management

- Perseverance and adaptability

Self-management

- Perseverance and adaptability

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9ADA6D01

Resources

Work Samples

WS04 - Small group cricket

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9HP6M01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- build on personal abilities and achievements using feedback and self-assessment
- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences

Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9HP6M01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- plan for learning, by setting improvement goals
- select and use strategies to monitor own learning and refine goals to plan for further improvement
- use and refine strategies that contribute to regulating behaviour and achieving learning goals

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9HP6M01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks
- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9HP6M01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- build on personal abilities and achievements using feedback and self-assessment
- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9HP6M01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks
- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9HP6M01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks
- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9HP6M01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks
- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9HP6M01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks
- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts

Resource – Health and Physical Education focus areas

Health and Physical Education

Focus areas

The focus areas provide the breadth of learning across Foundation to Year 10 that students require to demonstrate the knowledge, understanding and skills described in the achievement standard for each band of learning.

Introduction

The content descriptions in the Australian Curriculum: Health and Physical Education must be taught through 12 focus areas:

- Alcohol and other drugs
- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships and sexuality
- Safety
- Active play and minor games
- Challenges and adventure activities
- Fundamental movement skills
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive activities

The focus areas provide the breadth of learning across Foundation to Year 10 that students require to demonstrate the knowledge, understanding and skills described in the achievement standard for each band of learning.

The band level descriptions provide guidance about how each focus area can be addressed in the band.

Content elaborations provide further detail about how and when elements of the focus areas can be addressed in bands of learning.

Decisions about the specific timing of individual aspects of each focus area being taught are the responsibility of schools and teachers. Planning decisions should consider local needs, available resources, students' readiness and community priorities.

Resource – WS04 - Small group cricket

By the end of Year 6, students explain how different factors influence identities. They propose strategies to manage emotions, developmental changes and transitions. They propose strategies to demonstrate respect, empathy and inclusion. They explain how stereotypes influence roles and responsibilities. Students explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline. They analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing. Students refine and modify movement skills and apply movement concepts across a range of situations. They transfer movement strategies between situations and evaluate the impact on movement outcomes. Students propose strategies to promote physical activity participation that enhance health, fitness and wellbeing. They describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts.

AC9HP6M01

adapt and modify movement skills across a variety of situations

AC9HP6M02

transfer familiar movement strategies to different movement situations

AC9HP6M03

investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes

AC9HP6M02

transfer familiar to different

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Elaborations

- adapting and transferring defensive or offensive strategies that have been successful in one game to another similar game
- examining and demonstrating how strategies used in one can be transferred to a new movement situation
- transferring strategies they have used to maintain balance to safely traverse a natural environment
- making judgements, based on agreed criteria, about the effectiveness of transferring strategies from one game to another

Students learn to:

transfer familiar movement strategies to different movement situations

(AC9HP6M02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reflecting

- Transfer knowledge

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Reflecting

- Transfer knowledge

Reflecting

- Transfer knowledge

Reflecting

- Transfer knowledge

Analysing

- Draw conclusions and provide reasons

- Evaluate actions and outcomes

Reflecting

- Transfer knowledge

Resources

Work Samples

WS04 - Small group cricket

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HP6M02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HP6M02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HP6M02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HP6M02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose

- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9HP6M02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9HP6M02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions
- evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions
- evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HP6M02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made

AC9HP6M03

investigate how different related to effort, space, time, objects and people can be applied to improve movement outcomes

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Elaborations

- demonstrating an understanding of how to adjust the force and speed of an object to improve accuracy and control
- creating a that demonstrates variations in flow and levels, and involves individuals moving together in time
- working with a partner to explore pushing and pulling movements and how these can be manipulated to generate and perform counterbalances
- developing strategies that exploit the playing space to create overlaps and extra attackers

Students learn to:

investigate how different movement concepts related to effort, space, time, objects be applied to improve movement outcomes

(AC9HP6M03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

- Evaluate actions and outcomes

Generating

- Consider alternatives

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Generating

- Consider alternatives

Generating

- Consider alternatives

Generating

- Create possibilities

Generating

- Create possibilities

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9ADA6D01

Resources

Work Samples

WS04 - Small group cricket

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9HP6M03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions
- evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions
- evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9HP6M03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9HP6M03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9HP6M03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9HP6M03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9HP6M03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

AC9HP6M04

participate in physical activities to investigate the body's reaction to different levels of intensity

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Elaborations

- performing activities of different intensities and measuring breathing rate, heart rate and other body responses to categorise activities into low, moderate and high intensity

- designing and modelling different warm-up and cool-down routines for the class and discussing their importance for reducing the chance of injuries or soreness after activity
- participating in and designing opportunities that support their health and fitness goals

Students learn to:

participate in physical activities to investigate the body's reaction to different levels of intensity

(AC9HP6M04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Inquiring

- Identify, process and evaluate information

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

- Identify, process and evaluate information

Generating

- Put ideas into action

Generating

- Create possibilities

Resources

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9HP6M04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9HP6M04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9HP6M04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
- put ideas into action by predicting potential or future outcomes and systematically testing a range of options
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9HP6M04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

AC9HP6M05

participate in physical activities that enhance health and in natural and outdoor settings, and analyse the steps and resources needed to promote participation

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Elaborations

- analysing how access to natural environments and the outdoors can influence participation in physical activities, and enhance health and
- learning traditional dances from local First Nations Australian community members and recognising the role dance in the lives of these communities
- researching the Australian 24-Hour Movement Guidelines for Children and Young People, comparing their daily habits of to the recommendations and proposing strategies for enhancing or maintaining their levels of activity
- discussing how a connection to a community space or special place can influence the types of options people will choose to participate in, such as links to skate parks, surf beaches or bushwalking trails

Students learn to:

participate in physical activities that enhance health and wellbeing in natural and outdoor settings, and analyse the steps and resources needed to promote participation

(AC9HP6M05)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

- Draw conclusions and provide reasons

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

- Identify, process and evaluate information

Systems

- Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.

Culture

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

Measurement and geometry

- Measuring time

Social awareness

- Community awareness

Systems

- Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.

Resources

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9HP6M05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9HP6M05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Measuring time

Numeracy: Measurement and geometry: Measuring time

Content description

AC9HP6M05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Relating units of time

- identifies the relationship between units of time (e.g. months and years; seconds, minutes and hours)
- uses am and pm notation to distinguish between morning and afternoon using 12 12 1 2 -hour time

- determines elapsed time using different units such as hours and minutes, weeks and days (e.g. when developing project plans, time schedules and tracking growth)
- interprets and uses a timetable
- constructs timelines using a time scale (e.g. chronologically sequences the history of the school)

Converting between units of time

- interprets and converts between 12 12 1 2 -hour and 24 24 2 4 -hour digital time, and analog and digital representations of time to solve duration problems
- converts between units of time, using appropriate conversion rates, to solve problems involving time (e.g. uses that there are 60 60 6 0 seconds in a minute to calculate the percentage improvement a 1500 1500 1 5 0 0 m runner made to their personal best time)
- uses rates involving time to solve problems (e.g. "travelling at 60 60 6 0 km/h, how far will I travel in 30 30 3 0 minutes?"; adjusts cooking or baking times based on weight or the size of the container)

Measuring time with large and small timescales

- uses appropriate metric prefixes to measure both large and small durations of time (e.g. millennia, nanoseconds)
- constructs timelines using an appropriate scale (e.g. chronologically sequences historical events)

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HP6M05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe the various communities beyond their own and what they can do to support them
- explain the way their actions and the actions of others influence communities
- analyse roles and responsibilities of citizens within communities

AC9HP6M06

propose and explain strategies to increase and reduce sedentary behaviour levels in their lives

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Elaborations

- creating and participating in an activity circuit they could replicate at home that is designed to improve
- examining the benefits of for social health and mental , and researching options for participating in physical activities in the local area
- investigating the resources needed and steps required to set up a lunchtime sports competition, activity circuit or playground games aimed at increasing levels of among students and staff

Students learn to:

propose and explain strategies to increase physical activity and reduce sedentary behaviour levels in their lives

(AC9HP6M06)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

- Create possibilities

Speaking and listening

- Interacting

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

- Draw conclusions and provide reasons

Generating

- Create possibilities

Inquiring

- Identify, process and evaluate information

Reading and viewing

- Understanding texts

Analysing

- Interpret concepts and problems

Inquiring

- Develop questions

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9HP6M06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9HP6M06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9HP6M06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9HP6M06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9HP6M06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9HP6M06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)

- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Comprehension

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

Processes

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

Vocabulary

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

Comprehension

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

Processes

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

Vocabulary

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HP6M06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9HP6M06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise

AC9HP6M07

predict and test the effectiveness of applying different skills and strategies in a range of

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Elaborations

- predicting and systematically testing a range of solutions to unfamiliar to find out which solution is most appropriate or effective
- adapting movement skills and strategies from other to generate creative solutions to unfamiliar when participating in outdoor activities
- co-developing criteria to assess effectiveness of responses to , predicting the effectiveness of each, then testing and refining solutions against the criteria in order to achieve successful outcomes

Students learn to:

predict and test the effectiveness of applying different skills and strategies in a range of movement situations

(AC9HP6M07)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

- Create possibilities
- Consider alternatives

Social management

- Decision-making

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Generating

- Put ideas into action

Generating

- Create possibilities

Analysing

- Evaluate actions and outcomes

Generating

- Put ideas into action

Resources

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9HP6M07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9HP6M07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HP6M07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe factors that influence decision-making and predict outcomes of individual and group decisions
- explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions
- devise and analyse individual and group decision-making processes

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9HP6M07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
- put ideas into action by predicting potential or future outcomes and systematically testing a range of options
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9HP6M07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9HP6M07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions
- evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions
- evaluate the effectiveness of a course of action or the outcome of a task and account for expected

and unexpected results, including using a given or co-developed set of criteria to support decisions

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9HP6M07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
- put ideas into action by predicting potential or future outcomes and systematically testing a range of options
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

AC9HP6M08

devise and test alternative rules and game modifications to support and inclusive participation

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Elaborations

- proposing changes to rules and/or conditions to create a more inclusive game or to allow for a fairer contest
- recognising unfairness and exclusion in a game situation, and proposing strategies to overcome these issues
- discussing where and when they have witnessed fairness and inclusion in a game situation and explaining what factors led to the game being inclusive and fair
- investigating the effectiveness of rules used in traditional games of First Nations Australians to promote participation, such as Inkanyi: a cooperative running game played by the Pitjantjatjara / Yankunytjatjara of central Australia where there are no winners and Barambah gimbe: a throwing and catching game from the lands of the Wakka Wakka where catchers can be nominated to increase participation

Students learn to:

devise and test alternative rules and game modifications to support fair play and inclusive participation

(AC9HP6M08)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Responding to ethical issues

- Making and reflecting on ethical decisions

Social management

- Collaboration
- Leadership
- Decision-making

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Responding to ethical issues

- Making and reflecting on ethical decisions

Social management

- Collaboration
- Decision-making

Responding to ethical issues

- Making and reflecting on ethical decisions

Social management

- Decision-making

Responding to ethical issues

- Making and reflecting on ethical decisions

Inquiring

- Identify, process and evaluate information

Culture

- First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Resources

Snapshot – Making and reflecting on ethical decisions

Ethical Understanding: Responding to ethical issues: Making and reflecting on ethical issues

Content description

AC9HP6M08

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions
- consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9HP6M08

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Leadership

Personal and Social capability: Social management: Leadership

Content description

AC9HP6M08

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- guide and make leadership decisions with a view to how these influence others
- select and use different leadership approaches when acting as a sole leader or leading with others
- devise a plan for leading action and evaluate the appropriateness of various leadership approaches in the process

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HP6M08

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe factors that influence decision-making and predict outcomes of individual and group decisions
- explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions
- devise and analyse individual and group decision-making processes

Snapshot – Making and reflecting on ethical decisions

Ethical Understanding: Responding to ethical issues: Making and reflecting on ethical issues

Content description

AC9HP6M08

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions
- consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9HP6M08

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HP6M08

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe factors that influence decision-making and predict outcomes of individual and group decisions
- explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions
- devise and analyse individual and group decision-making processes

Snapshot – Making and reflecting on ethical decisions

Ethical Understanding: Responding to ethical issues: Making and reflecting on ethical decisions

Content description

AC9HP6M08

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions
- consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HP6M08

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe factors that influence decision-making and predict outcomes of individual and group decisions
- explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions
- devise and analyse individual and group decision-making processes

Snapshot – Making and reflecting on ethical decisions

Ethical Understanding: Responding to ethical issues: Making and reflecting on ethical decisions

Content description

AC9HP6M08

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions
- consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9HP6M08

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

AC9HP6M09

participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities

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Elaborations

- exploring and performing the different roles and responsibilities in physical activities that promote enjoyment, and positive outcomes for participants
- demonstrating negotiation skills when dealing with conflicts or disagreements in
- using reflective listening and assertive communication when working in small groups on movement tasks or challenges

Students learn to:

participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities

(AC9HP6M09)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Social management

- Communication
- Collaboration
- Leadership
- Decision-making

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

- Collaboration
- Leadership

Social management

- Collaboration

- Conflict resolution

Self-awareness

- Reflective practice

Social management

- Decision-making

Resources

Work Samples

WS01 - Team challenges

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9HP6M09

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9HP6M09

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Leadership

Personal and Social capability: Social management: Leadership

Content description

AC9HP6M09

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- guide and make leadership decisions with a view to how these influence others
- select and use different leadership approaches when acting as a sole leader or leading with others
- devise a plan for leading action and evaluate the appropriateness of various leadership approaches in the process

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HP6M09

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe factors that influence decision-making and predict outcomes of individual and group decisions
- explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions
- devise and analyse individual and group decision-making processes

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9HP6M09

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Leadership

Personal and Social capability: Social management: Leadership

Content description

AC9HP6M09

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- guide and make leadership decisions with a view to how these influence others
- select and use different leadership approaches when acting as a sole leader or leading with others
- devise a plan for leading action and evaluate the appropriateness of various leadership approaches in the process

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9HP6M09

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Conflict resolution

Personal and Social capability: Social management: Conflict resolution

Content description

AC9HP6M09

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts
- practise different strategies to prevent, defuse or resolve conflict, assessing the causes and effects of conflict
- select and apply conflict prevention and resolution strategies in a range of contexts, based on an evaluation of suitability and effectiveness

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9HP6M09

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- build on personal abilities and achievements using feedback and self-assessment
- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HP6M09

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe factors that influence decision-making and predict outcomes of individual and group decisions
- explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions
- devise and analyse individual and group decision-making processes

Resource – WS01 - Team challenges

By the end of Year 6, students explain how different factors influence identities. They propose strategies to manage emotions, developmental changes and transitions. They propose strategies to demonstrate respect, empathy and inclusion. They explain how stereotypes influence roles and responsibilities. Students explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline. They analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing. Students refine and modify movement skills and apply movement concepts across a range of situations. They transfer movement strategies between situations and evaluate the impact on movement outcomes. Students propose strategies to promote physical activity participation that enhance health, fitness and wellbeing. They describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts.

AC9HP6M09

participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities