

## **(no-code)**

**analyse, refine and transfer movement skills in a variety of**

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### **Elaborations**

- implementing feedback from a teacher to refine how they move within the playing or performance space
- using feedback from teammates in a game to know when to travel, mark or intercept to achieve and retain possession
- using feedback from a peer coach to adapt to create, use and defend space in invasion, net/court, striking and fielding, and target games
- refining a range of swimming strokes using feedback from a teacher, peers or video resources
- using feedback from others to refine the composition of a group dance sequence
- using feedback from others to safely and efficiently travel around, over, up, under and through natural or built obstacles

Students learn to:

**analyse, refine and transfer movement skills in a variety of movement situations**

(AC9HP8M01)

### **General capabilities and cross-curriculum priorities**

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

#### **Self-awareness**

- Reflective practice

#### **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-awareness**

- Reflective practice

#### **Self-management**

- Perseverance and adaptability

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#### **Self-awareness**

- Reflective practice

#### **Self-management**

- Perseverance and adaptability

#### **Related content**

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

AC9ADA8D01

#### **Resources**

## **Snapshot – Reflective practice**

### **Personal and Social capability: Self-awareness: Reflective practice**

#### **Content description**

AC9HP8M01

#### **Continuum extract**

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

- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

## **Snapshot – Reflective practice**

### **Personal and Social capability: Self-awareness: Reflective practice**

#### **Content description**

AC9HP8M01

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## **Snapshot – Perseverance and adaptability**

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

#### **Content description**

AC9HP8M01

#### **Continuum extract**

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

- 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
- devise, evaluate and adapt strategies to engage with unexpected or challenging situations

## **Snapshot – Reflective practice**

### **Personal and Social capability: Self-awareness: Reflective practice**

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AC9HP8M01

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## **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.

Download

## **AC9HP8M02**

**design and demonstrate how can be manipulated to improve movement outcomes**

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### **Elaborations**

- developing and implementing appropriate strategies for selected movement scenarios
- selecting strategies that have been successful previously and applying the most appropriate ones when solving new
- exploring similarities between the bases of support and flow of movements when performing different that require static and dynamic balance
- predicting the effectiveness of changes in tactics or strategies on scoring opportunities and suggesting reasons for any unexpected results

Students learn to:

**design and demonstrate how movement strategies can be manipulated to improve r**

(AC9HP8M02)

### **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

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#### **Reflecting**

- Transfer knowledge

#### **Reflecting**

- Transfer knowledge

#### **Resources**

#### **Snapshot – Transfer knowledge**

**Critical and Creative Thinking: Reflecting: Transfer knowledge**

#### **Content description**

AC9HP8M02

#### **Continuum extract**

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

- 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
- identify, plan and justify opportunities to transfer knowledge into new contexts

#### **Snapshot – Transfer knowledge**

**Critical and Creative Thinking: Reflecting: Transfer knowledge**

#### **Content description**

AC9HP8M02

### **Continuum extract**

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

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### **Snapshot – Transfer knowledge**

### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

#### **Content description**

AC9HP8M02

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### **Snapshot – Transfer knowledge**

### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

#### **Content description**

AC9HP8M02

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### **Snapshot – Transfer knowledge**

### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

#### **Content description**

AC9HP8M02

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- identify, plan and justify opportunities to transfer knowledge into new contexts

### **AC9HP8M03**

**demonstrate and explain how related to effort, space, time, objects and people can be manipulated to improve movement outcomes**

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#### **Elaborations**

- performing a range of movements and analysing technique based on understanding of effort in relation to take-off, body position and landing
- demonstrating an understanding of how to adjust the angle of release of an object and how this will affect the height and distance of flight
- creating, performing and appraising rhythmic that demonstrate variations in flow of movements, use of space and relationships to other performers
- designing and refining performances to demonstrate how to manipulate space and relationships

between players in the space to achieve successful movement outcomes

Students learn to:

**demonstrate and explain how movement concepts related to effort, space, time, objects and space can be manipulated to improve movement outcomes**

(AC9HP8M03)

### **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.

AC9ADA8C01

AC9S7U04

### **Resources**

#### **Snapshot – Evaluate actions and outcomes**

##### **Critical and Creative Thinking: Analysing: Evaluate actions and outcomes**

##### **Content description**

AC9HP8M03

##### **Continuum extract**

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

- 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
- evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

#### **Snapshot – Consider alternatives**

##### **Critical and Creative Thinking: Generating: Consider alternatives**

##### **Content description**

AC9HP8M03

##### **Continuum extract**

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

- 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
- consider alternatives by creatively revising and modifying ideas and recommendations when

circumstances change

### **Snapshot – Consider alternatives**

## **Critical and Creative Thinking: Generating: Consider alternatives**

### **Content description**

AC9HP8M03

### **Continuum extract**

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

- 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
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

### **Snapshot – Consider alternatives**

## **Critical and Creative Thinking: Generating: Consider alternatives**

### **Content description**

AC9HP8M03

### **Continuum extract**

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

- 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
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

### **Snapshot – Create possibilities**

## **Critical and Creative Thinking: Generating: Create possibilities**

### **Content description**

AC9HP8M03

### **Continuum extract**

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

- 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
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

### **Snapshot – Create possibilities**

## **Critical and Creative Thinking: Generating: Create possibilities**

### **Content description**

AC9HP8M03

### **Continuum extract**

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

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- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

### **AC9HP8M04**

**participate in physical activities designed to improve fitness and to investigate the impact of regular participation on health, fitness and**



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### **Elaborations**

- using to design personal programs that support regular participation and meet their individual health, and fitness goals
- designing and performing a fitness circuit they could implement at home (with minimal equipment) that improves one or more fitness components
- researching and participating in new activities to explore how they can enhance health, fitness and , such as yoga, mindfulness meditation, gym classes, HIIT sessions

Students learn to:

**participate in physical activities designed to improve fitness and wellbeing to investigate the impact of regular participation on health, fitness and wellbeing**

(AC9HP8M04)

### **General capabilities and cross-curriculum priorities**

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

#### **Generating**

- Create possibilities

#### **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**

- Create possibilities

#### **Creating and exchanging**

- Plan

#### **Generating**

- Create possibilities

#### **Generating**

- Put ideas into action

#### **Inquiring**

- Identify, process and evaluate information

### **Resources**

#### **Snapshot – Create possibilities**

##### **Critical and Creative Thinking: Generating: Create possibilities**

##### **Content description**

AC9HP8M04

##### **Continuum extract**

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

- 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
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

#### **Snapshot – Create possibilities**

##### **Critical and Creative Thinking: Generating: Create possibilities**

##### **Content description**

AC9HP8M04

##### **Continuum extract**

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

- 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

- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

## **Snapshot – Plan**

### **Digital Literacy: Creating and exchanging: Plan**

#### **Content description**

AC9HP8M04

#### **Continuum extract**

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

- select and use digital tools to develop and follow a plan to complete individual tasks and group projects
- use simple planning tools to develop and follow a plan to complete individual and collaborative projects
- use project management tools to develop and track a plan to complete individual and collaborative projects

## **Snapshot – Create possibilities**

### **Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9HP8M04

#### **Continuum extract**

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

- 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
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

## **Snapshot – Put ideas into action**

### **Critical and Creative Thinking: Generating: Put ideas into action**

#### **Content description**

AC9HP8M04

#### **Continuum extract**

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

- 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
- put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

## **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9HP8M04

#### **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
- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## AC9HP8M05

**participate in physical activities that utilise community spaces and outdoor settings, and evaluate strategies to support increased use of these spaces**

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### **Elaborations**

- evaluating different strategies used to manage and protect environments where physical activities take place, such as bushwalking trails, surf beaches, skate parks and sporting fields
- investigating different approaches to custodial responsibility for used by First Nations Australian communities to support the use of local settings and spaces for while protecting the environment
- designing and evaluating options that reimagine the use of community spaces to encourage more active lifestyles among their peer group
- promoting an understanding of minimal-impact outdoor recreation in the local area

Students learn to:

**participate in physical activities that utilise community spaces and outdoor settings**  
**strategies to support increased use of these spaces**

(AC9HP8M05)

### **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

#### **Futures**

- Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

#### **Country/Place**

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

#### **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.

#### **Generating**

- Put ideas into action

#### **Futures**

- Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

#### **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 – Identify, process and evaluate information**

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

**Content description**

AC9HP8M05

**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
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#### **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9HP8M05

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

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- evaluate the information selected to determine bias and reliability

#### **Snapshot – Put ideas into action**

### **Critical and Creative Thinking: Generating: Put ideas into action**

#### **Content description**

AC9HP8M05

#### **Continuum extract**

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- put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

### **AC9HP8M06**

#### **design and justify strategies to increase levels to achieve health and outcomes**

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#### **Elaborations**

- designing and monitoring a personal plan that proposes realistic strategies for increasing levels and reducing sedentary behaviours
- investigating which physical activities people engage in to maintain emotional and social , and designing a program of activities aimed at increasing social connection and
- comparing their current levels, amount of sleep and sedentary activity time with Australia's 24-Hour Movement Guidelines for Children and Young People and suggesting strategies for themselves and others to meet these recommendations

Students learn to:

#### **design and justify strategies to increase physical activity levels to achieve health and outcomes**

(AC9HP8M06)

#### **General capabilities and cross-curriculum priorities**

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

### **Generating**

- Put ideas into action

### **Writing**

- Creating texts

### **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

### **Writing**

- Creating texts

### **Inquiring**

- Identify, process and evaluate information

### **Reading and viewing**

- Understanding texts

### **Measurement and geometry**

- Measuring time

### **Resources**

## **Snapshot – Put ideas into action**

### **Critical and Creative Thinking: Generating: Put ideas into action**

#### **Content description**

AC9HP8M06

#### **Continuum extract**

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

- 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
- put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9HP8M06

#### **Learning progression extract**

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

#### **Crafting ideas**

- creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
- includes learnt ideas on a range of topics from learning areas
- stages text using typical or familiar features such as an introduction and body paragraphs
- supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
- uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

#### **Text forms and features**

- writes a range of compound and complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)
- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)

- groups sentences on related ideas into simple paragraphs
- uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
- correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
- applies learnt spelling generalisations
- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

### **Vocabulary**

- uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
- uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
- uses a range of learning area topic words (e.g. "environment", "equipment")

### **Crafting ideas**

- creates persuasive texts for a broader range of learning area purposes (e.g. designs a healthy food campaign)
- includes structural features appropriate to the type of text and task such as an introduction with a statement of position, body paragraphs and simple conclusion
- presents a position and supports it with one or a few simply stated arguments
- includes arguments and ideas which are relevant to the purpose of the text
- organises arguments into paragraphs to support the reader
- concludes by restating

### **Text forms and features**

- uses cohesive devices to link points in an argument (e.g. uses text connectives such as "however", "on the other hand")
- uses some rhetorical devices such as repetition
- uses adjectives to persuade (e.g. "dangerous behaviour")
- uses simple modal verbs and adverbs (e.g. "should", "will", "quickly")
- selects visual and audio features to expand argument in written texts (e.g. images, music)
- uses inclusive language (e.g. "we cannot allow this to happen")

### **Vocabulary**

- uses a range of learnt topic words to add credibility to arguments

### **Crafting ideas**

- creates persuasive texts that take a position and supports it with arguments (e.g. examines the benefits of physical activity to health and wellbeing)
- selects structural elements to suit the purpose (e.g. introduces an argument with a clearly articulated statement of position)
- includes 2 or more elaborated arguments
- develops a clear persuasive line through inclusion of a number of arguments with supporting points
- orients the reader to the persuasive premise of the text
- concludes by synthesising the arguments

### **Text forms and features**

- uses cohesive devices to link arguments, evidence and reasons (e.g. uses text connectives such as "therefore", "furthermore")
- includes salient visual and audio features to complement written ideas
- uses vocabulary to position the reader (e.g. precise nouns and adjectives)
- uses a broader range of modal verbs and adverbs (e.g. "definitely")

### **Vocabulary**

- uses words to express cause and effect (e.g. "consequently", "thus")
- selects vocabulary to persuade (e.g. uses words to introduce an argument such as "obviously")
- uses technical and topic specific words to add authority (e.g. "innovative design", "solution")

## **Snapshot – Put ideas into action**

### **Critical and Creative Thinking: Generating: Put ideas into action**

#### **Content description**

## **Continuum extract**

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

- 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
- put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9HP8M06

#### **Learning progression extract**

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

#### **Crafting ideas**

- creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
- includes learnt ideas on a range of topics from learning areas
- stages text using typical or familiar features such as an introduction and body paragraphs
- supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
- uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

#### **Text forms and features**

- writes a range of compound and complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)
- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)
- groups sentences on related ideas into simple paragraphs
- uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
- correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
- applies learnt spelling generalisations
- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

#### **Vocabulary**

- uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
- uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
- uses a range of learning area topic words (e.g. "environment", "equipment")

#### **Crafting ideas**

- creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork)
- includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least 2 body paragraphs
- includes ideas which are relevant to the topic and purpose of the text
- organises information into paragraphs to support the reader
- includes a relevant graphic to support the reader (e.g. diagram or photo)

#### **Text forms and features**

- uses cohesive devices to signpost sections of text (e.g. uses text connectives such as "finally",

"as a result", "in addition")

- uses present or timeless present tense consistently throughout text (e.g. "bears hibernate in winter") (see Grammar)
- selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images)
- uses adjectives to create more accurate description (e.g. "the warm-blooded mammal") (see Grammar)

### **Vocabulary**

- uses a range of technical and subject specific words to add detail and authority to information (e.g. "hibernate" instead of "sleep")

### **Crafting ideas**

- creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created)
- selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)
- orients the reader to the topic or concept using a definition or classification
- develops ideas with details and examples
- uses ideas derived from research
- uses written and visual supporting evidence

### **Text forms and features**

- uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms)
- uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")
- includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)
- uses language to compare (e.g. "alternatively", "whereas")
- uses formatting appropriately to reference and label graphics

### **Vocabulary**

- uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")
- uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

## **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9HP8M06

#### **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
- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Understanding texts**

### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9HP8M06

#### **Learning progression extract**

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

#### **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)

### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

## **Snapshot – Measuring time**

### **Numeracy: Measurement and geometry: Measuring time**

#### **Content description**

AC9HP8M06

#### **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)

## **AC9HP8M07**

**propose and evaluate and skills that would be most effective in different**

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### **Elaborations**

- evaluating factors that enabled them to achieve success in movement activities and justifying how these factors can be transferred to other learning
- explaining and justifying the selected in response to when participating in outdoor or nature-based activities such as rope courses, bushwalking, orienteering or canoeing
- putting their movement solutions into action by predicting outcomes and testing the approach proposed to achieve successful movement outcomes

Students learn to:

**propose and evaluate movement strategies and skills that would be most effective in movement situations**

(AC9HP8M07)

### **General capabilities and cross-curriculum priorities**

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

#### **Generating**

- Create possibilities

#### **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 .

#### **Analysing**

- Draw conclusions and provide reasons

#### **Reflecting**

- Transfer knowledge

#### **Reflecting**

- Transfer knowledge

#### **Generating**

- Put ideas into action

### **Resources**

### **Work Samples**

## **WS01 - Journal**

### **Snapshot – Create possibilities**

**Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9HP8M07

#### **Continuum extract**

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

- 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
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

### **Snapshot – Decision-making**

**Personal and Social capability: Social management: Decision-making**

#### **Content description**

AC9HP8M07

### **Continuum extract**

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

- 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
- develop and apply criteria to evaluate the outcomes of individual and group decisions

### **Snapshot – Draw conclusions and provide reasons**

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

##### **Content description**

AC9HP8M07

### **Continuum extract**

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

- 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
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

### **Snapshot – Transfer knowledge**

#### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

##### **Content description**

AC9HP8M07

### **Continuum extract**

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

- 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
- identify, plan and justify opportunities to transfer knowledge into new contexts

### **Snapshot – Transfer knowledge**

#### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

##### **Content description**

AC9HP8M07

### **Continuum extract**

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

- 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
- identify, plan and justify opportunities to transfer knowledge into new contexts

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9HP8M07

### **Continuum extract**

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

- 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
- put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

## Resource – WS01 - Journal

By the end of Year 8, students analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. They analyse how stereotypes, respect, empathy and valuing diversity influence relationships. Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline. They analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing. Students apply and transfer movement skills and movement concepts across a range of situations. They implement and evaluate the effectiveness of movement strategies on movement outcomes. Students propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes. They select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.

### AC9HP8M07

propose and evaluate movement strategies and skills that would be most effective in different movement situations

### AC9HP8M08

**investigate modifications to equipment, rules and scoring systems that support and inclusive participation**

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#### Elaborations

- modifying rules, equipment or scoring systems to allow all participants to enjoy success in physical activities
- applying and adapting scoring systems in activities to assess movement performances consistently and fairly
- analysing the benefits and potential drawbacks of activities where players, rather than an independent official, are responsible for officiating the game
- exploring rules, equipment and scoring systems of traditional games of First Nations Australians and investigating how they support skill development and fair and inclusive

Students learn to:

**investigate modifications to equipment, rules and scoring systems that support fair and inclusive participation**

(AC9HP8M08)

#### 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

## **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**

AC9HP8M08

##### **Continuum extract**

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

- 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
- analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9HP8M08

##### **Continuum extract**

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

- 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
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Leadership**

#### **Personal and Social capability: Social management: Leadership**

##### **Content description**

AC9HP8M08

##### **Continuum extract**

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

- 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
- propose, implement and evaluate strategies to address needs at local, regional, national or global levels

### **Snapshot – Decision-making**

#### **Personal and Social capability: Social management: Decision-making**

##### **Content description**

AC9HP8M08

##### **Continuum extract**

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

- 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
- develop and apply criteria to evaluate the outcomes of individual and group decisions

## **Snapshot – Making and reflecting on ethical decisions**

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

#### **Content description**

AC9HP8M08

#### **Continuum extract**

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

- 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
- analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions

## **Snapshot – Collaboration**

### **Personal and Social capability: Social management: Collaboration**

#### **Content description**

AC9HP8M08

#### **Continuum extract**

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

- 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
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

## **Snapshot – Decision-making**

### **Personal and Social capability: Social management: Decision-making**

#### **Content description**

AC9HP8M08

#### **Continuum extract**

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

- 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
- develop and apply criteria to evaluate the outcomes of individual and group decisions

## **Snapshot – Making and reflecting on ethical decisions**

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

#### **Content description**

AC9HP8M08

#### **Continuum extract**

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

- 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
- analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions

## **Snapshot – Decision-making**

### **Personal and Social capability: Social management: Decision-making**

#### **Content description**

AC9HP8M08

#### **Continuum extract**

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

- 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
- develop and apply criteria to evaluate the outcomes of individual and group decisions

## **Snapshot – Making and reflecting on ethical decisions**

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

#### **Content description**

AC9HP8M08

#### **Continuum extract**

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

- 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
- analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions

## **AC9HP8M09**

### **practise and apply leadership, collaboration and group decision-making processes when participating in a range of physical activities**

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#### **Elaborations**

- adopting roles and responsibilities that support and enhance team cohesion and lead to successful movement outcomes
- applying an understanding of verbal, physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group
- reflecting on their role and articulating how the actions they initiated in that role led to the achievement of successful outcomes
- undertaking various roles as a leader or collaborator to support the planning of physical activities for their team or peer group

Students learn to:

### **practise and apply leadership, collaboration and group decision-making processes in a range of physical activities**

(AC9HP8M09)

#### **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

#### **Social management**

- Leadership



## **Resources**

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9HP8M09

##### **Continuum extract**

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

- 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
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9HP8M09

##### **Continuum extract**

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

- 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
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Leadership**

#### **Personal and Social capability: Social management: Leadership**

##### **Content description**

AC9HP8M09

##### **Continuum extract**

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

- 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
- propose, implement and evaluate strategies to address needs at local, regional, national or global levels

### **Snapshot – Decision-making**

#### **Personal and Social capability: Social management: Decision-making**

##### **Content description**

AC9HP8M09

##### **Continuum extract**

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

- 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
- develop and apply criteria to evaluate the outcomes of individual and group decisions

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9HP8M09

##### **Continuum extract**

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

- 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
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Leadership**

#### **Personal and Social capability: Social management: Leadership**

##### **Content description**

AC9HP8M09

##### **Continuum extract**

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

- 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
- propose, implement and evaluate strategies to address needs at local, regional, national or global levels

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9HP8M09

##### **Continuum extract**

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

- 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
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Conflict resolution**

#### **Personal and Social capability: Social management: Conflict resolution**

##### **Content description**

AC9HP8M09

##### **Continuum extract**

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

- 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
- generate, apply and evaluate strategies to prevent and/or resolve interpersonal and intergroup conflicts

### **Snapshot – Reflective practice**

#### **Personal and Social capability: Self-awareness: Reflective practice**

##### **Content description**

AC9HP8M09

##### **Continuum extract**

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

- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

### **Snapshot – Decision-making**

#### **Personal and Social capability: Social management: Decision-making**

##### **Content description**

AC9HP8M09

### **Continuum extract**

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

- 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
- develop and apply criteria to evaluate the outcomes of individual and group decisions

### **Snapshot – Leadership**

### **Personal and Social capability: Social management: Leadership**

#### **Content description**

AC9HP8M09

### **Continuum extract**

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

- 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
- propose, implement and evaluate strategies to address needs at local, regional, national or global levels