

(no-code)

practise and apply them in a variety of

-
-

Elaborations

- performing locomotor movements using different body parts to travel in different directions
- selecting and implementing different movement skills to be successful in a range of games
- performing involving controlling objects with equipment and different parts of the body
- practising gliding forward and backward in the water using arm and kicking movements
- demonstrating balances and describing what helps to maintain stable positions

Students learn to:

practise fundamental movement skills and apply them in a variety of movement situations

(AC9HP2M01)

General capabilities and cross-curriculum priorities

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

Measurement and geometry

- Positioning and locating

Self-management

- Perseverance and adaptability

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-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.

AC9ADA2D01

AC9M1SP02

Resources

Snapshot – Positioning and locating

Numeracy: Measurement and geometry: Positioning and locating

Content description

AC9HP2M01

Learning progression extract

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

Position to self

- locates positions in the classroom relevant to self (e.g. hangs their hat on their own hook, puts materials in their own tray; says "my bag is under my desk")
- orients self to other positions in the classroom (e.g. collects a box of scissors from the shelf at the back of the classroom)
- follows simple instructions using positional language (e.g. "please stand near the door", "you can sit on your chair", "put your pencil case in your bag", "crawl through the tunnel")

Position to other

- uses positional terms with reference to themselves (e.g. "sit next to me", "you stood in front of me", "this is my left hand")
- interprets a simple diagram or picture to describe the position of an object in relation to other objects (e.g. "the house is between the river and the school")
- gives and follows simple directions to move from one place to another using familiar reference points (e.g. "walk past the flagpole around the vegetable patch and you will find Mr Smith's classroom")

Using informal maps and plans

- draws an informal map or sketch to provide directions (e.g. draws a dance map when planning choreography; sketches the pathway to provide directions for a robotic vehicle to move from one location to another within a space)
- describes and locates relative positions on an informal map or plan (e.g. locates the starting position for the cross-country race using an informal map of the course; uses a seating plan to describe where they sit relative to the teacher's desk)
- orients an informal map using recognisable landmarks and current location (e.g. orients a map to show the location of the audience and locates the entry and exit points of the school gymnasium)
- locates self on an informal map to select an appropriate path to a given location

Snapshot – Perseverance and adaptability

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

Content description

AC9HP2M01

Continuum extract

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

- demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed
- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure

Snapshot – Perseverance and adaptability

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

Content description

AC9HP2M01

Continuum extract

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

- demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed
- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure

Snapshot – Perseverance and adaptability

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

Content description

AC9HP2M01

Continuum extract

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

- demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed
- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure

Snapshot – Perseverance and adaptability

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

Content description

AC9HP2M01

Continuum extract

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

- demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed
- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure

Snapshot – Perseverance and adaptability

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

Content description

AC9HP2M01

Continuum extract

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

- demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed
- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure

Snapshot – Perseverance and adaptability

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

Content description

AC9HP2M01

Continuum extract

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

- demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed
- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure

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

AC9HP2M02

investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness

-
-

Elaborations

- demonstrating changes in speed, direction and level as they use locomotor and in sequences
- inventing new games, based on rules and equipment from familiar games, and drawing conclusions about whether the rules and choice of equipment provide for an interesting, challenging and enjoyable game
- using stimuli such as equipment, rhythm, music and words to create simple playground games and assessing which games they enjoy most
- using different types of equipment to create an original game or solve a movement challenge and evaluating the game or solution against a set of criteria
- participating in activities that require students to move around different outdoor spaces and discussing which types of movement are most appropriate to move around safely and efficiently

Students learn to:

investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness

(AC9HP2M02)

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

Reflecting

- Think about thinking (metacognition)

Self-management

- Perseverance and adaptability

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 .

Measurement and geometry

- Positioning and locating

Generating

- Create possibilities

Reflecting

- Think about thinking (metacognition)

Generating

- Create possibilities

Reflecting

- Think about thinking (metacognition)

Generating

- Create possibilities

Reflecting

- Think about thinking (metacognition)

Analysing

- Evaluate actions and outcomes

Reflecting

- Think about thinking (metacognition)

Related content

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

AC9ADA2D01

AC9M1SP02

AC9M2SP02

AC9S1U03

Resources

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9HP2M02

Continuum extract

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

- evaluate whether they are satisfied with the outcome of tasks or actions
- evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions
- evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9HP2M02

Continuum extract

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

- consider alternatives by suggesting a different way to approach a given task or problem
- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option

Snapshot – Think about thinking (metacognition)

Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)

Content description

AC9HP2M02

Continuum extract

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

- identify thinking and learning strategies used when completing activities and drawing conclusions
- identify and describe thinking and learning strategies they have used when completing activities and drawing conclusions
- select, describe and reflect on the thinking and learning strategies and processes used when completing activities and drawing conclusions

Snapshot – Perseverance and adaptability

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

Content description

AC9HP2M02

Continuum extract

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

- demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed
- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure

Snapshot – Positioning and locating

Numeracy: Measurement and geometry: Positioning and locating

Content description

AC9HP2M02

Learning progression extract

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

Position to self

- locates positions in the classroom relevant to self (e.g. hangs their hat on their own hook, puts materials in their own tray; says "my bag is under my desk")
- orients self to other positions in the classroom (e.g. collects a box of scissors from the shelf at the back of the classroom)
- follows simple instructions using positional language (e.g. "please stand near the door", "you can sit on your chair", "put your pencil case in your bag", "crawl through the tunnel")

Position to other

- uses positional terms with reference to themselves (e.g. "sit next to me", "you stood in front of me", "this is my left hand")
- interprets a simple diagram or picture to describe the position of an object in relation to other objects (e.g. "the house is between the river and the school")
- gives and follows simple directions to move from one place to another using familiar reference points (e.g. "walk past the flagpole around the vegetable patch and you will find Mr Smith's classroom")

Using informal maps and plans

- draws an informal map or sketch to provide directions (e.g. draws a dance map when planning choreography; sketches the pathway to provide directions for a robotic vehicle to move from one location to another within a space)
- describes and locates relative positions on an informal map or plan (e.g. locates the starting position for the cross-country race using an informal map of the course; uses a seating plan to describe where they sit relative to the teacher's desk)
- orients an informal map using recognisable landmarks and current location (e.g. orients a map to show the location of the audience and locates the entry and exit points of the school gymnasium)
- locates self on an informal map to select an appropriate path to a given location

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9HP2M02

Continuum extract

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

Snapshot – Think about thinking (metacognition)

Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)

Content description

AC9HP2M02

Continuum extract

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

- identify thinking and learning strategies used when completing activities and drawing conclusions
- identify and describe thinking and learning strategies they have used when completing activities and drawing conclusions
- select, describe and reflect on the thinking and learning strategies and processes used when completing activities and drawing conclusions

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9HP2M02

Continuum extract

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

Snapshot – Think about thinking (metacognition)

Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)

Content description

AC9HP2M02

Continuum extract

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

- identify thinking and learning strategies used when completing activities and drawing conclusions
- identify and describe thinking and learning strategies they have used when completing activities and drawing conclusions
- select, describe and reflect on the thinking and learning strategies and processes used when completing activities and drawing conclusions

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9HP2M02

Continuum extract

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

Snapshot – Think about thinking (metacognition)

Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)

Content description

AC9HP2M02

Continuum extract

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

- identify thinking and learning strategies used when completing activities and drawing conclusions
- identify and describe thinking and learning strategies they have used when completing activities and drawing conclusions
- select, describe and reflect on the thinking and learning strategies and processes used when completing activities and drawing conclusions

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9HP2M02

Continuum extract

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

- evaluate whether they are satisfied with the outcome of tasks or actions
- evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions
- evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions

Snapshot – Think about thinking (metacognition)

Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)

Content description

AC9HP2M02

Continuum extract

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

- identify thinking and learning strategies used when completing activities and drawing conclusions
- identify and describe thinking and learning strategies they have used when completing activities and drawing conclusions
- select, describe and reflect on the thinking and learning strategies and processes used when completing activities and drawing conclusions

AC9HP2M03

participate in a range of physical activities in natural and outdoor settings, and investigate factors and settings that make enjoyable

•

Elaborations

- recognising the physical features in a range of different environments, including natural and outdoor settings, that make in these spaces enjoyable
- participating in children's games from First Nations Australian cultures, such as Keentan played by the Kalkadoon People of the north-west central districts of Queensland, and discussing similarities with other games and activities they enjoy
- participating in a range of and exploring which ones they enjoy and what makes them enjoyable
- comparing the characteristics and benefits of physical activities that can take place in an outdoor setting to those that take place inside

Students learn to:

participate in a range of physical activities in natural and outdoor settings, and investigate factors and settings that make physical activity enjoyable

(AC9HP2M03)

General capabilities and cross-curriculum priorities

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

Self-awareness

- Personal 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 .

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Culture

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

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Resources

Snapshot – Personal awareness

Personal and Social capability: Self-awareness: Personal awareness

Content description

AC9HP2M03

Continuum extract

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

- identify their likes, dislikes, strengths, abilities and interests, and describe how these influence choices
- describe personal qualities and how these contribute to growth
- explain influences on personal qualities and how these contribute to personal growth

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9HP2M03

Continuum extract

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

- identify how their choices affect the development of personal abilities and achievements
- describe what they have discovered about themselves by engaging with feedback
- build on personal abilities and achievements using feedback and self-assessment

Snapshot – Identify, process and evaluate information

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

Content description

AC9HP2M03

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HP2M03

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HP2M03

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

Snapshot – Identify, process and evaluate information

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

Content description

AC9HP2M03

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

AC9HP2M04

co-construct and apply rules to promote in a range of physical activities

-
-

Elaborations

- discussing changes to rules that will make an activity fairer or more inclusive of all learners
- explaining how rules contribute to and applying them in group activities
- demonstrating turn-taking and sharing equipment when participating in and

Students learn to:

co-construct and apply rules to promote fair play in a range of physical activities

(AC9HP2M04)

General capabilities and cross-curriculum priorities

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

Responding to ethical issues

- Explore ethical issues

Understanding ethical concepts and perspectives

- Explore ethical concepts

Social management

- Leadership
- Decision-making
- Conflict resolution

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

- Explore ethical issues

Understanding ethical concepts and perspectives

- Explore ethical concepts

Responding to ethical issues

- Explore ethical issues

Understanding ethical concepts and perspectives

- Explore ethical concepts

Social management

- Collaboration

Resources

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HP2M04

Continuum extract

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

- identify different ethical problems or issues from examples such as stories
- identify different perspectives and approaches when discussing ethical issues from a given example
- use examples to describe how people may have different values and perspectives that they apply to an ethical issue

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9HP2M04

Continuum extract

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

- identify examples of ethical concepts such as right and wrong
- identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these
- identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour

Snapshot – Leadership

Personal and Social capability: Social management: Leadership

Content description

AC9HP2M04

Continuum extract

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

- practise self-leadership by taking responsibility for their own actions
- practise ways that they can lead self and others, and describe when it is appropriate to adopt a leadership approach
- guide and make leadership decisions with a view to how these influence others

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HP2M04

Continuum extract

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

- identify choices that meet the needs of themselves and others when making decisions
- practise individual and group decision-making
- describe factors that influence decision-making and predict outcomes of individual and group decisions

Snapshot – Conflict resolution

Personal and Social capability: Social management: Conflict resolution

Content description

AC9HP2M04

Continuum extract

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

- listen to conflicting perspectives and apply strategies to calm situations
- practise solving simple interpersonal problems, acknowledging there are many ways to prevent and solve conflict
- apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HP2M04

Continuum extract

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

- identify different ethical problems or issues from examples such as stories
- identify different perspectives and approaches when discussing ethical issues from a given example
- use examples to describe how people may have different values and perspectives that they apply to an ethical issue

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explore ethical concepts

Content description

AC9HP2M04

Continuum extract

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

- identify examples of ethical concepts such as right and wrong
- identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these
- identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9HP2M04

Continuum extract

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

- identify different ethical problems or issues from examples such as stories
- identify different perspectives and approaches when discussing ethical issues from a given example
- use examples to describe how people may have different values and perspectives that they apply to an ethical issue

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explore ethical concepts

Content description

AC9HP2M04

Continuum extract

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

- identify examples of ethical concepts such as right and wrong
- identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these
- identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour

affects actions and behaviour

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9HP2M04

Continuum extract

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

AC9HP2M05

apply strategies to work collaboratively when participating in physical activities

•

Elaborations

- working cooperatively with a partner when practising new skills
- describing and demonstrating how to include others in physical activities
- proposing and trialling how a game can be changed so that everyone can be included

Students learn to:

apply strategies to work collaboratively when participating in physical activities

(AC9HP2M05)

General capabilities and cross-curriculum priorities

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

Self-management

- Goal setting

Social awareness

- Community awareness

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 .

Social awareness

- Community awareness

Reflecting

- Transfer knowledge

Generating

- Put ideas into action

Resources

Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9HP2M05

Continuum extract

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

- co-create goals to assist learning when working independently or collaboratively
- collaboratively develop goals to improve learning
- plan for learning, by setting improvement goals

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HP2M05

Continuum extract

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

- describe the ways they are connected, and can contribute to their community groups
- describe how they contribute to their communities and how others care for and assist them
- describe the various communities beyond their own and what they can do to support them

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HP2M05

Continuum extract

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

- identify choices that meet the needs of themselves and others when making decisions
- practise individual and group decision-making
- describe factors that influence decision-making and predict outcomes of individual and group decisions

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HP2M05

Continuum extract

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

- describe the ways they are connected, and can contribute to their community groups
- describe how they contribute to their communities and how others care for and assist them
- describe the various communities beyond their own and what they can do to support them

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HP2M05

Continuum extract

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

- connect ideas and information between familiar learning experiences
- use ideas and information from a previous experience to inform similar learning experiences
- use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9HP2M05

Continuum extract

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

- put ideas into action through trial-and-error experiences
- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness