

## MAPPING BLUEARTH AND THE ACT ESSENTIAL LEARNING ACHIEVEMENTS

This document aligns the Bluearth curriculum with essential content descriptors in the following Essential Learning Achievements: *The student is physically skilled and active* (ELA 13 ); *The student contributes to group effectiveness* (ELA 5); *The student acts with integrity and regard for others* (ELA 4); *The student takes action to promote health* (ELA 12); and *The student manages self and relationships* (ELA 14).

### The Bluearth Curriculum

The Bluearth curriculum aims to provide a foundation that enables students to engage in lifelong physical activities, active leisure pursuits or sports of their choosing.

Through various activities, both physical and cognitive, the program aims to develop in students a conscious awareness and acceptance of themselves and their abilities. Activities aim to build a sense of purposefulness in students by developing an appreciation of how and why they are doing each activity. Building purposefulness allows students to exercise choice and intention and have a sense of control over their lives. However, having a sense of control requires being responsible for consequences. Teaching students to take responsibility for their actions and choices is therefore another key aim of the Bluearth Approach.

“Bluearth curriculum activities fall into 6 categories; Coordination & Agility, Skill Activities, Movement Challenges and Games, Dynamic Movement Control, Exploring Environment, Core Movement.

#### Coordination & Agility

Coordination & Agility activities aim to achieve optimal development of coordinative capability. This serves as a basis for successful motor learning in every sport or physically demanding activity, and the eventual performance of movements and technical skills at the highest level of mastery.

#### Skill Activities

Motor skill activities provide opportunities to develop abilities that underpin specific sport or performance skills. The focus during these activities is to gain awareness of what the movement currently is, so that it can develop along the continuum based on repetition and feedback.

#### Movement Challenges and Games

Movement challenges awaken us to physical reality by challenging balance, proprioception and cooperation. Games are an opportunity to cooperate as a whole group. They require strategies, decision-making, teamwork and the importance of consequence of one’s actions.

#### Dynamic Movement Control

Dynamic Movement Control is designed to awaken the structure and function of the body using rhythm. Dynamic Movement Control exercises give students the opportunity to become aware of ease of movement, elasticity of the body, fluidity, and control of the body in space.

#### Exploring Environment

School environments offer opportunities for students to move over, around, up, along and under both the built and natural obstacles.

#### Core Movement

The attainment of proficiency in each core movement pose will differ for each child. The quieter, more individualised nature of core movement activities provides an ideal opportunity for students to reflect and improve concentration, self focus, and composure.”

## Preface

This curriculum mapping document draws upon 100 ACT essential content requirements related to the content area of Health and Physical Education (ELA 12 takes action to promote health; ELA 13 is physically skilled and active and ELA 14 manages self and relationships) and to Interdisciplinary studies (ELA 4 acts with integrity and regard for others and ELA 5 contributes to group effectiveness).

The charts below (pages 3-7) list the 100 essential content components within five of the Essential Learning Achievements for the three stages of schooling (Early Childhood, Later Childhood and Early Adolescence) that the Bluearth program developers and coaches consider are most relevant for an analysis of the contribution that a Bluearth program can make towards the learning required of ACT students.

The essential content description charts are followed by a series of comparison charts (pages 8-12) that map the 100 ELA essential content areas against the teaching and learning that Bluearth program students' experience. These charts demonstrate the significant commonality between the experiences and outcomes of the Bluearth curriculum and a hundred of the essential learning content areas to be covered in ACT schools.

Essential Learning Achievements and essential content areas to be mapped against the Bluearth curriculum

Essential Learning Achievements	Early Childhood (Pre-school - Year 2)	Later Childhood (Years 3-5)	Early Adolescence (Years 6-8)
<p>13. The student is physically skilled and active</p>	<p>In the early childhood band of development, students have opportunities to understand and learn about: 13.EC.1 fundamental movement skills and the language used to describe them (e.g. balance, run, vertical jump, catch, hop, side gallop, skip, over-arm throw, leap, kick, two-hand strike and dodge) 13.EC.2 cooperative and safe practices in physical activity.</p> <p>In the early childhood band of development, students have opportunities to learn to: 13.EC.3 perform the fundamental movement skills of balance, run, vertical jump and catch 13.EC.4 explore movement in a variety of physical activities, individually and in groups, with and without equipment 13.EC.5 use fine motor skills including grasping, manipulating and hand-eye coordination 13.EC.6 play, create and move using different types of equipment 13.EC.7 develop movement sequences using various parts of the body and in response to different stimuli (e.g. patterns, rhythms). 13.EC.8 respond to simple instructions in play and game situations 13.EC.9 cooperate with others and share equipment and space.</p>	<p>In the later childhood band of development, students have opportunities to understand and learn about: 13.LC.1 fundamental movement skills in different types of physical activity (e.g. balance, run, vertical jump, catch, hop, side gallop, skip, over-arm throw, leap, kick, two-hand strike and dodge) 13.LC.2 the effects of physical activity on the body 13.LC.3 how their levels of skill and fitness can influence their participation in physical activity 13.LC.4 correct use of sports equipment 13.LC.5 the concept of fair play and the functions of rules in games.</p> <p>In the later childhood band of development, students have opportunities to learn to: 13.LC.6 perform the fundamental movement skills of hop, side gallop, skip, over-arm throw, leap, kick, two-hand strike and dodge 13.LC.7 apply and transfer fundamental movement skills in minor and modified games situations 13.LC.8 practise the application of fundamental movement skills to create movement sequences in a range of physical activities (e.g. aquatics, minor and modified games, dance, gymnastics, track and field) 13.LC.9 identify personal needs and preferences for physical activity.</p>	<p>In the early adolescence band of development, students have opportunities to understand and learn about: 13.EA.1 the relationship between physical activity, fitness and health 13.EA.2 the relationship between nutrition and physical activity (i.e. energy intake and energy expenditure) 13.EA.3 ways to improve physical skill proficiency (e.g. technique, control, anticipation, timing) 13.EA.4 planning for regular physical activity as part of daily life 13.EA.5 the variety of roles that contribute to successful participation in physical activity (e.g. player, captain, coach, referee, scorer, administrator)</p> <p>In the early adolescence band of development, students have opportunities to learn to: 13.EA.7 practise, refine, combine and apply fundamental and specialised movement skills in familiar and new activities and games 13.EA.8 demonstrate movement skill proficiency in different physical activities (e.g. aquatics, games and sports, dance, gymnastics, track and field, outdoor recreation) 13.EA.9 devise and implement strategies for playing games 13.EA.10 monitor their participation in physical activity 13.EA.11 set personal physical skill and activity goals, develop a program to meet those goals and evaluate its success.</p>

Essential Learning Achievements	Early Childhood (Pre-school - Year 2)	Later Childhood (Years 3-5)	Early Adolescence (Years 6-8)
<p>5. The student contributes to group effectiveness</p>	<p>In the early childhood band of development, students have opportunities to:</p> <ul style="list-style-type: none"> <li>5.EC.1 ask questions and seek clarification from peers</li> <li>5.EC.2 play and work with others in pairs or small groups</li> <li>5.EC.3 make decisions in small groups to achieve common goals</li> <li>5.EC.4 listen actively when working in groups</li> <li>5.EC.5 show care for and encourage other members of a group or team</li> <li>5.EC.6 communicate feelings and needs appropriately in a group situation</li> <li>5.EC.7 take turns and share equipment in pairs and small groups</li> <li>5.EC.8 talk about their role in completing a group task.</li> </ul>	<p>In the later childhood band of development, students have opportunities to:</p> <ul style="list-style-type: none"> <li>5.LC.2 participate in a range of groups to complete specified tasks within a given timeframe</li> <li>5.LC.3 take on a range of roles within a group (e.g. recorder, timekeeper, leader) and participate in group decisions and tasks</li> <li>5.LC.4 divide the workload effectively in a group by following guidelines for roles</li> <li>5.LC.5 set and achieve goals in cooperative and competitive games situations</li> <li>5.LC.6 respect and build on other learners' ideas and opinions as well as their own, and provide and accept positive and encouraging feedback in group situations</li> <li>5.LC.7 communicate ideas and opinions effectively in a group situation</li> <li>5.LC.8 use basic criteria to reflect on the effectiveness of teams and groups in which they participate</li> <li>5.LC.9 play a range of team games, explore the rules of some team games and the concept of 'competition'</li> <li>5.LC.10 implement some strategies for resolving conflicts.</li> </ul>	<p>In the early adolescence band of development, students have opportunities to:</p> <ul style="list-style-type: none"> <li>5.EA.2 display cooperation and flexibility in allocating and undertaking varying roles and tasks in groups</li> <li>5.EA.3 act in ways that respect and support the ideas and feelings of others (e.g. fair play, consideration, encouragement, peer facilitating)</li> <li>5.EA.4 develop and apply criteria for evaluating their own and the group's performance and provide useful feedback</li> <li>5.EA.5 use effective strategies to achieve clarity of communication when working in groups (e.g. paraphrasing their comments and the comments of others)</li> <li>5.EA.6 take on formal and informal leadership roles in small groups</li> <li>5.EA.7 use a variety of strategies to manage and resolve conflict (e.g. negotiation, conflict resolution, assertiveness).</li> </ul>

Essential Learning Achievements	Early Childhood (Pre-school - Year 2)	Later Childhood (Years 3-5)	Early Adolescence (Years 6-8)
<p>4. The student acts with integrity and regard for others</p>	<p>In the early childhood band of development, students have opportunities to:</p> <p>4.EC.2 consider the purpose of rules</p> <p>4.EC.3 recognise the feelings of characters in stories or real life situations and describe how those feelings make people behave</p> <p>4.EC.4 discuss what behaviours such as being caring and trustworthy, respectful and fair might look, feel and sound like in a range of real-life situations (e.g. playing with friends, caring for pets)</p> <p>4.EC.6 make behaviour choices that respect the rules of the class (e.g. rules about sharing and taking turns)</p> <p>4.EC.8 demonstrate respectful behaviours towards people whom they identify as different.</p>	<p>In the later childhood band of development, students have opportunities to:</p> <p>4.LC.2 discuss ethical concepts (e.g. fairness, compassion)</p> <p>4.LC.3 consider what being honest, trustworthy, considerate and respectful means in terms of their own behaviour and actions</p> <p>4.LC.4 define actions that are wrong within personal contexts (e.g. bullying and mistreatment of animals)</p> <p>4.LC.8 find alternatives to practices they consider unfair or unjust</p> <p>4.LC.10 identify discrimination against people on the basis of their ability, physical or intellectual attributes, gender or race in texts and in actual situations and suggest counter-measures.</p>	<p>In the early adolescence band of development, students have opportunities to:</p> <p>4.EA.8 analyse the purpose and use of codes of ethics in sports, business and other professions</p> <p>4.EA.9 identify strategies and actions that allow people to feel respected and cared for</p> <p>4.EA.10 devise self-reflection strategies for their interactions with other people and evaluate whether or not their actions match their emerging convictions</p> <p>4.EA.11 identify the personal advantages of valuing diversity and engaging with other groups</p>

Essential Learning Achievements	Early Childhood (Pre-school - Year 2)	Later Childhood (Years 3-5)	Early Adolescence (Years 6-8)
<p><b>12. The student takes action to promote health</b></p>	<p>In the early childhood band of development, students have opportunities to understand and learn about:            12.EC.1 the components of a healthy lifestyle (e.g. sleep, rest, physical activity, healthy food choices)            12.EC.2 good personal hygiene practices</p> <p>Safety            12.EC.7 ways to protect themselves from the sun            12.EC.9 rules for safe play and appropriate behaviour at home and at school</p> <p>In the early childhood band of development, students have opportunities to learn to:            12.EC.12 recognise safe and unsafe situations</p>	<p>In the later childhood band of development, students have opportunities to understand and learn about:            12.LC.1 the factors that influence personal health choices (e.g. media, family, peers)</p> <p>Safety            12.LC.10 when and how to protect themselves from the sun</p> <p>In the later childhood band of development, students have opportunities to learn to:            12.LC.17 assess options and consequences in responding to unsafe situations            12.LC.18 identify risk situations, people and places and ways to respond            12.LC.19 plan how to take responsibility for their own safety and that of others (e.g. swim only in safe places, wear seatbelts and helmets)</p>	<p>In the early adolescence band of development, students have opportunities to understand and learn about:            12.EA.1 factors that influence health (e.g. environment, lifestyle, medical conditions, genetics)            12.EA.2 the influence of lifestyle behaviours on their health now and in later life</p> <p>Safety            12.EA.11 strategies to minimise harm (e.g. acquiring knowledge, safe attitudes, developing personal skills, identifying support networks)</p> <p>In the early adolescence band of development, students have opportunities to learn to:            12.EA.19 recognise unsafe situations and make judgements about when it is necessary to seek help from others.</p>

Essential Learning Achievements	Early Childhood (Pre-school - Year 2)	Later Childhood (Years 3-5)	Early Adolescence (Years 6-8)
<p><b>14. The student manages self and relationships</b></p>	<p>In the early childhood band of development, students have opportunities to understand and learn about:</p> <p>Personal identity 14.EC.1 similarities and differences between themselves and others (e.g. experiences, appearance, abilities, needs, wants, feelings)</p> <p>Relationships 14.EC.4 ways of encouraging and caring for others 14.EC.5 making and keeping friends.</p> <p>In the early childhood band of development, students have opportunities to learn to: 14.EC.7 identify and describe their personal abilities and strengths 14.EC.9 compare similarities and differences between people as they grow and develop 14.EC.11 identify the feelings of others and practise the skills involved in making and maintaining friends.</p>	<p>In the later childhood band of development, students have opportunities to understand and learn about:</p> <p>Personal identity 14.LC.1 factors that influence their self-esteem 14.LC.3 some differences in growth and development between individuals</p> <p>Relationships 14.LC.7 the characteristics of effective communication (e.g. active listening) and factors that influence communication (e.g. feelings, peer pressure) 14.LC.10 how friendship and trust are developed in relationships.</p> <p>In the later childhood band of development, students have opportunities to learn to: 14.LC.13 assess the effects of actions that enhance (e.g. active listening, showing care) or diminish (e.g. judging people negatively, bullying, violence) relationships 14.LC.14 express their needs and feelings in appropriate ways 14.LC.15 make friends and relate to different people.</p>	<p>In the early adolescence band of development, students have opportunities to understand and learn about:</p> <p>Personal identity 14.EA.1 factors that influence a sense of self during early adolescence (e.g. impact of body image, views of what it means to be male or female, personal abilities and talents) 14.EA.2 strategies for building resilience and seeking help.</p> <p>Relationships 14.EA.10 the dynamic nature of relationships 14.EA.11 forms of abuse, bullying and harassment and their impact on relationships.</p> <p>In the early adolescence band of development, students have opportunities to learn to: 14.EA.13 critically reflect on factors that influence their perceptions of their own capacity and potential 14.EA.16 identify strategies and behaviours for negotiating positive and respectful relationships in a range of settings 14.EA.17 identify strategies to address the abuse of power in relationships and ways they could help themselves and others in this situation 14.EA.18 recognise forms of bullying and harassment (including sexual harassment and homophobic bullying) and identify strategies for seeking help and support.</p>

Essential Learning Achievements and essential content areas mapped against the Bluearth curriculum.

Essential Learning Achievement	Essential Learning Content	Bluearth Approach
<p>13. The student is physically skilled and active</p>	<p>Students are to understand and learn about or learn to:</p> <ul style="list-style-type: none"> <li>• fundamental movement skills (13.EC.1, 3, 4 5, 13.LC.1, 6, 7, 8)</li> <li>• ways to improve physical skill proficiency (13.EA.3)</li> <li>• play, create and move using different types of equipment (13.EC.6)</li> <li>• develop movement sequences using various parts of the body and in response to different stimuli (13.EC.7)</li> <li>• respond to simple instructions in play and game situations (13.EC. 8, 13.LC.4) devise and implement game strategies (13.EA.9)</li> <li>• cooperate with others and use and share equipment and space (13.EC. 9)</li> <li>• cooperative and safe practices in physical activity (13.EC.2)</li> <li>• the effects of physical activity on the body (13.LC.2)</li> <li>• how their levels of skill and fitness can influence their participation in physical activity (13.LC.3)</li> <li>• the concept of fair play and the functions of rules in games (13.LC.5).</li> <li>• the relationship between nutrition, physical activity, fitness and health (13.EA.1 and 13.EA.2)</li> <li>• planning for regular physical activity as part of daily life (13.EA.4)</li> <li>• the variety of roles that contribute to successful participation in physical activity (13.EA.5)</li> <li>• practise, refine, combine and apply fundamental and specialised movement skills in familiar and new activities and games (13.EA.7)</li> <li>• monitor their participation in physical activity (13.EA.10)</li> <li>• set personal physical skill and activity goals, develop a program to meet those goals and evaluate its success (13.EA.11).</li> </ul>	<ul style="list-style-type: none"> <li>• Basic movement abilities (stability, locomotion, manipulation) are developed to the point where they are efficient (e.g. throwing over arm, body rolling, kicking, hitting, catching, jumping rope, bouncing balls, landing, dodging, weaving) and are utilised in a wide range of games, modified sports and physical activities. Coordination &amp; Agility activities teach students correct movement patterns for all forms of locomotion.</li> <li>• The whole program is built around engagement in physical activity. Students are encouraged to ask questions and express any willingness or lack of to participate in specific activities. The relationship between physical activity and health is discussed and reinforced throughout the program.</li> <li>• Students discuss healthy behaviours and activities they can undertake to stay healthy and are also encouraged to extend these discussions to their family and friends.</li> <li>• Students are asked to be aware of how much physical activity they undertake everyday. They are encouraged to think of ways they can increase the level and the different activities they may be able to do.</li> <li>• Safety as it relates to physical activity is taught and reinforced through the activity, skill building, games and core movement elements of the program.</li> <li>• Many activities require students to respond to instructions and use their knowledge to establish safe environments for activity.</li> <li>• Exploration activities allow students to experiment and develop an affinity with different pieces of equipment.</li> <li>• Students are also involved in discussions about physical activity and why they may wish to undertake different activities.</li> <li>• Students undertake some difficult activities and discuss how learning something difficult may take some time.</li> <li>• Students are engaged in conversations about how activities and games can work better and be more effective.</li> <li>• Students are involved in different activities that encourage cooperative work in learning new skills and activities. They are also assigned roles to perform in teams and small groups.</li> </ul>

Essential Learning Achievement	Essential Learning Content	Bluearth Approach
<p>5. The student contributes to group effectiveness</p>	<p>Students are to understand and learn about or learn to:</p> <ul style="list-style-type: none"> <li>• ask questions and seek clarification from peers (5.EC.1) and communicate ideas and opinions effectively in a group situation (5.LC.7, 5.EA.5)</li> <li>• play and work with others in pairs or small groups (5.EC.2) to complete specified tasks within a given timeframe (5.LC.2)</li> <li>• make decisions in small groups to achieve common goals (5.EC.3)</li> <li>• listen actively when working in groups (5.EC.4)</li> <li>• show care for and encourage other members of a group or team (5.EC.5) respect and support the ideas and feelings of others (5.EA.3)</li> <li>• communicate feelings and needs appropriately in a group situation (5.EC.6) and provide and accept positive and encouraging feedback (5.LC.6)</li> <li>• take turns and share equipment in pairs and small groups (5.EC.7)</li> <li>• take on a range of roles within a group and participate in group decisions and tasks (5.LC.3, 5.EA.2, 5.EA.6)</li> <li>• divide the workload effectively in a group by following guidelines for roles (5.LC.4) and talk about their role in completing a group task (5.EC.8)</li> <li>• set and achieve goals in cooperative and competitive games situations (5.LC.5)</li> <li>• use criteria to reflect on the effectiveness of teams and groups in which they participate (5.LC.8 and 5.EA.4)</li> <li>• play a range of team games, explore the rules of some team games and the concept of 'competition' (5.LC.9)</li> <li>• implement strategies for resolving conflicts (5.LC.10, 5.EA.7)</li> </ul>	<ul style="list-style-type: none"> <li>• Students are involved in different activities that encourage cooperative work in learning new skills and activities. They are also assigned a variety of roles to perform in teams and small groups.</li> <li>• Activities also aim to develop and provide an opportunity for students to display an acceptance of class and activity rules. Students are involved in different activities that encourage cooperative work in learning new skills and activities.</li> <li>• Fairness and consideration for others is developed and encouraged within all activities.</li> <li>• Students are required to participate individually, in pairs, in small groups and teams. This requires them to develop appropriate communication and relationship building skills.</li> <li>• Different activities develop the ability of students to work and communicate cooperatively in teams.</li> <li>• Activities are designed to encourage students to provide each other with feedback and support, to build team skills and to engage in physical activities in games in ways that are inclusive and considerate of others. It assists them to develop self-awareness and self-worth through creating and planning movement sequences, performing for others and responding to feedback.</li> <li>• Students are engaged in conversations about how activities and games can work better and be more effective.</li> <li>• Students are asked to think about things such as praise, empathy, consideration and support in relation to the different groups they may have to work with. They are also involved in different activities that encourage cooperative work.</li> <li>• Students are required to interact, to form groups, to cooperate, to identify roles and responsibilities and to use communication and negotiation skills to clarify actions and expectations</li> </ul>

Essential Learning Achievement	Essential Learning Content	Bluearth Approach
<p>4. The student acts with integrity and regard for others</p>	<p>Students are to understand and learn about or learn to:</p> <ul style="list-style-type: none"> <li>• consider the purpose of rules (4.EC.2) and make behaviour choices that respect the rules of the class (e.g. rules about sharing and taking turns) (4.EC.6)</li> <li>• recognise the feelings of others and describe how those feelings make people behave (4.EC.3) and identify strategies and actions that allow people to feel respected and cared for (4.EA.9)</li> <li>• discuss and promote caring and trustworthy, respectful and fair behaviours (4.EC.4, 4.LC.3) and find alternatives to practices they consider unfair or unjust (4.LC.8)</li> <li>• demonstrate respectful behaviours towards people whom they identify as different (4.EC.8, 4.LC.10)</li> <li>• devise self-reflection strategies for their interactions with other people and evaluate whether or not their actions match their emerging convictions (4.EA.10)</li> <li>• identify the personal advantages of valuing diversity and engaging with other groups (4.EA.11)</li> </ul>	<ul style="list-style-type: none"> <li>• Activities aim to develop and provide an opportunity for students to display an acceptance of class and activity rules.</li> <li>• Students are involved in different activities that encourage cooperative work in learning new skills and activities.</li> <li>• Students are asked not only to understand and comply with rules and guidelines for the different activities they undertake, but also to understand why they exist in terms of safety, enjoyment etc.</li> <li>• Fairness and consideration for others is developed and encouraged within all activities.</li> <li>• Different activities develop the ability of students to work and communicate cooperatively in teams.</li> <li>• Activities are designed to encourage students to provide each other with feedback and support, to build team skills and to engage in physical activities in games in ways that are inclusive and considerate of others.</li> <li>• Students develop self-awareness and self-worth through creating and planning movement sequences, performing for others and responding to feedback.</li> <li>• Students are asked to think about things such as praise, empathy, consideration and support in relation to the different groups they may have to work with. They are also involved in different activities that encourage cooperative work.</li> <li>• All activities are undertaken in an environment of acceptance of all students and all levels of ability.</li> </ul>

Essential Learning Achievement	Essential Learning Content	Bluearth Approach
<p>12. The student takes action to promote health</p>	<p>Students are to understand and learn about or learn to:</p> <ul style="list-style-type: none"> <li>the components of a healthy lifestyle (e.g. sleep, rest, physical activity, healthy food choices) (12.EC.1) and the factors that influence health and personal health choices (12.LC.1, 12.EA.1, 12.EA.2)</li> <li>good personal hygiene practices (12.EC.2)</li> <li>ways to protect themselves from the sun (12.EC.7, 12.LC.10)</li> <li>rules for safe play and appropriate behaviour at home and at school (12.EC.9)</li> <li>recognise safe and unsafe situations (12.EC.12), identify ways to respond (12.LC.18) and make judgements about when it is necessary to seek help from others (12.EA.19)</li> <li>the influence of lifestyle behaviours on their health now and in later life (12.EA.2)</li> </ul>	<ul style="list-style-type: none"> <li>Students discuss healthy behaviours and activities they can undertake to stay healthy and are also encouraged to extend these discussions to their family and friends.</li> <li>Students are asked to be aware of how much physical activity they undertake everyday. They are encouraged to think of ways they can increase the level and the different activities they may be able to do.</li> <li>Safety as it relates to physical activity is taught and reinforced through the activity, skill building, games and core movement elements of the program.</li> <li>Many activities require students to respond to number instructions and use their knowledge of special arrangements to establish safe environments for activity.</li> <li>The relationship between physical activity and health is discussed and reinforced throughout the program.</li> <li>Students are involved in discussions about their level of involvement in physical activity, the make-up of that activity and the affects that participation in physical activity can have on different aspects of their lives. Different activities encourage students to think about and develop personal intentions in relation to their participation in physical activity.</li> <li>Students discuss the affects of physical activity on a wider scale. They are asked to consider the benefits on their health, families, social networks, education etc. Conversely, they are also asked to consider the short and long term affects of a sedentary lifestyle.</li> </ul>

Essential Learning Achievement	Essential Learning Content	Bluearth Approach
<p>14. The student manages self and relationships</p>	<p>Students are to understand and learn about or learn to:</p> <ul style="list-style-type: none"> <li>• similarities and differences between themselves and others (e.g. experiences, appearance, abilities, needs, wants, feelings) (14.EC.1) and some differences in growth and development between individuals (14.LC.3)</li> <li>• factors that influence their self-esteem (14.LC.1) and strategies for building resilience and seeking help (14.EA.2)</li> <li>• ways of encouraging and caring for others (14.EC.4)</li> <li>• the characteristics of effective communication (and factors that influence communication (14.LC.7)</li> <li>• making and keeping friends (14.EC.5) and how friendship and trust are developed in relationships (14.LC.10)</li> <li>• identify and describe their personal abilities and strengths (14.EC.7) and express their needs and feelings in appropriate ways (14.LC.14)</li> <li>• compare similarities and differences between people as they grow and develop (14.EC.9)</li> <li>• identify the feelings of others and practise the skills involved in making and maintaining friends (14.EC.11) and relating to different people (14.LC.15)</li> <li>• recognise forms of bullying and harassment (14.EA.18), identify strategies to address the abuse of power in relationships and ways they could help themselves and others in this situation (14.EA.11, 14.EA.17)</li> </ul>	<ul style="list-style-type: none"> <li>• Students discuss healthy behaviours and activities they can undertake to stay healthy and are also encouraged to extend these discussions to their family and friends.</li> <li>• Fairness and consideration for others is developed and encouraged within all activities.</li> <li>• Students are required to participate individually, in pairs, in small groups and teams. This requires them to develop appropriate communication, relationship building and conflict resolution skills.</li> <li>• Different activities develop the ability of students to work and communicate cooperatively in teams.</li> <li>• Activities are designed to encourage students to provide each other with feedback and support, to build team skills and to engage in physical activities in games in ways that are inclusive and considerate of others.</li> <li>• Students are assisted to develop self-awareness and self-worth through creating and planning movement sequences, performing for others and giving and responding to feedback.</li> <li>• Students are asked to think about things such as praise, empathy, consideration and support in relation to the different groups they may have to work with.</li> <li>• All activities are undertaken in an environment of acceptance of all students and all levels of ability.</li> <li>• Students are regularly engaged in conversations related to accepting challenges and achieving goals.</li> <li>• Students are encouraged to accept themselves and develop along their own continuum.</li> <li>• The program builds positive attitudes to learning and encourages students to take responsibility for their own learning and for supporting the learning of others.</li> <li>• Emphasis is placed on facilitating children’s social skill development skills</li> <li>• Students are encouraged to take responsibility for their own actions within the program whether they are negative or positive</li> </ul>