

THE BLUEARTH APPROACH AND THE NORTHERN TERRITORY OUTCOMES AND STANDARDS FRAMEWORK

The Bluearth Approach activities have been aligned with learning outcomes from the Northern Territory Health and Physical Education Learning Area. To assist schools in meeting their requirements, the following tables detail the linkages between the Health and Physical Education Learning Area and The Bluearth Approach. The concepts of the Health and Physical Education Learning Area are organized into three strands, each making an equal contribution.

| STRAND | Elements of the Strand | The Bluearth Approach |
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| Promoting Individual and Community Health | <p>Individual and Community Health and Safety Learners focus on developing the actions needed to maintain and promote personal health and safety and the services available in the community to promote health and safety.</p> | <p>The Bluearth Approach aims to provide a foundation that enables students to engage in lifelong physical activities, active leisure pursuits or sports of their choosing.</p> <p>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.</p> |
| Enhancing Personal Development and Relationships | <p>People and Food Learners focus on developing strategies to optimise their personal food intake to benefit their health and well-being.</p> <p>Human Development Learners focus on the physical, social and emotional changes that occur throughout life and developing the skills to maintain relationships in a range of groups.</p> | <p>The Bluearth Approach activities fall into 6 categories; Coordination and Agility, Skill Activities, Movement Challenges & Games, Dynamic Movement Control, Parkour and Core Movement.</p> <p>Coordination and Agility: Coordination and agility activities are designed to improve efficiency and quality of movement; control and response of body equilibrium; assurance of movement; and protection against injury.</p> <p>Skill Activities: Skill activities provide opportunities to develop abilities that underpin more specific sport or physically demanding skills. Students gain an awareness and acceptance of their abilities and develop along their own continuum.</p> |

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| <p>Participating in Physical Activity and Movement</p> | <p>Movement Learners focus on developing movement sequences.</p> <p>Games Learners focus on developing the motor skills to participate proficiently, fairly and safely in games and sports.</p> <p>Fitness Learners focus on developing ways to improve and maintain aspects of fitness, such as cardio-respiratory, flexibility and strength.</p> <p>Participation Learners focus on developing strategies to increase participation in physical activity.</p> | <p>Movement Challenges & Games: Movement challenges awaken and prepare students physically and mentally by using feeling awareness. They involve partner, small group and whole group activities. Games are an opportunity to celebrate as a whole group and bring out strategies, decision-making, teamwork and the importance of the consequences of one's actions.</p> <p>Dynamic Movement Control (DMC): DMC exercises are designed to awaken the structure and the function of the body using rhythm. Students become aware of ease of movement, elasticity of the body, fluidity and control of the body in space.</p> <p>Parkour: Parkour is a set of principles combined in a way of moving within your environment and approaching obstacles of any kind, be they physical or mental. It assists students to move over, around, up, along, under and through the built and natural environment.</p> <p>Core Movement: Core movement is designed to bring awareness to the structure and function of the body. It develops alignment, connectivity, energetics, breathing and attentiveness.</p> |
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Strand Content Outcome Statements: Health & Physical Education

There are three levels of standard in the primary years. Band 1 reflects expectations towards the end of Year 2, Band 2 reflects expectations towards the end of Year 4 and Band 3 reflects expectations towards the end of Year 6,

| Level | Learners within Band 1 | Learners within Band 2 | Learners within Band 3 |
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| Promoting Individual and Community Health | <ul style="list-style-type: none"> participate in assisted self-care activities and acknowledge carers. (HP KPG1.1 Individual and Community Health and Safety) use their senses to explore a range of textures, environments and flavours (HP KPG1.2 People and Food) | <ul style="list-style-type: none"> demonstrate self-care skills, identify ways of staying safe and indicate people who can help to keep us safe and well (HP KPG2.1 Individual and Community Health and Safety) participate in activities associated with food (HP KPG2.2 People and Food) | <ul style="list-style-type: none"> describe and demonstrate actions and identify the people and products needed to maintain and promote health and safety (HP KPG3.1 Individual and Community Health and Safety) prepare and try a variety of foods and discuss ways to group them (HP KPG3.3 People and Food) |
| Enhancing Personal Development and Relationships | <ul style="list-style-type: none"> recognise features of themselves and respond to significant people in their lives. (PD KGP1.1 Human Development) | <ul style="list-style-type: none"> discuss the physical stages of growth and development, identify the groups they belong to and demonstrate appropriate social conventions in these groups (PD KGP2.1 Human Development) | <ul style="list-style-type: none"> describe how people change as they grow older and demonstrate skills needed to initiate and maintain relationships in various groups. (PD KGP3.1 Human Development) |
| Participating in Physical Activity and Movement | <ul style="list-style-type: none"> engage in activities in a structured environment using a range of body movements (PA KGP1.1 Movement) co-actively participate in a range of appropriate games (PA KGP1.2 Games) participate in activities that explore the use of their bodies and senses. (PA KGP1.3 Fitness) respond to physical activity. (PA KGP1.4 Participation) | <ul style="list-style-type: none"> move around a structured environment and perform simple whole body movements (PA KGP2.1 Movement) participate in organised activities where equipment is shared (PA KGP2.2 Games) participate in a variety of fun activities that encourage cardiovascular endurance (PA KGP2.3 Fitness) participate in a range of physical activities (PA KGP2.4 Participation) | <ul style="list-style-type: none"> demonstrate simple movement patterns using various parts of the body (PA KGP3.1 Movement) display confidence and safe practices in sharing equipment and playing games (PA KGP3.3 Games) identify their feelings during and after activities and games in a range of environments (PA KGP3.3 Fitness) discuss ways to ensure all the class are included in games and activities (PA KGP3.4 Participation) |

Promoting Individual and Community Health

| Band | Band Outcome Statement | The Bluearth Approach |
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| <p>Band 1</p> | <p>Learners in Band 1:</p> <ul style="list-style-type: none"> ▪ apply basic elements of health care and explain the importance of achieving a balance between the dimensions of health; identify health-care providers and services in the community and describe their role in keeping us healthy and safe. (HP 1.1 Individual and Community Health and Safety) ▪ identify a variety of foods and their benefit to individual health and well-being. (HP 1.2 People and Food) | <p>The Bluearth Approach 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.</p> <p>Students discuss healthy behaviours and activities they can undertake to stay healthy. Students are also encouraged to extend these discussions to their family and friends.</p> <p>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.</p> |
| <p>Band 2</p> | <p>Learners in Band 2:</p> <ul style="list-style-type: none"> ▪ demonstrate ways in which health and well-being can be enhanced and maintained including investigating products, services and information (HP 2.1 Individual and Community Health and Safety) ▪ investigate nutritional value and costs of meals. (HP 2.2 People and Food) | <p>Through discussions, students are given the opportunity to freely talk about physical activity to help develop an increased awareness of the contribution physical activity can have on a persons overall health. Different activities specifically encourage an awareness of the student's own activity levels and attitudes to physical activity.</p> <p>Safety as it relates to physical activity is taught and reinforced through the activity, skill building, games and core movement elements of the program. 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.</p> |
| <p>Band 3</p> | <p>Learners in Band 3:</p> <ul style="list-style-type: none"> ▪ analyse images of health, develop strategies to promote personal safety and well-being and investigate the health services available to different groups in the community (HP 3.1 Individual and Community Health and Safety) ▪ plan strategies for optimising personal food intake. (HP 3.2 People and Food). | <p>Through discussion and reflection students are assisted to understanding different notions of what it means to be healthy and how this involves balancing physical, emotional, mental, spiritual and social aspects of living, including maintaining an appropriate diet.</p> <p>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.</p> <p>The outcomes on investigating products and health services and costing meals are not directly achieved through The Bluearth Approach.</p> |

Enhancing Personal Development and Relationships

| Band | Band Outcome Statement | The Bluearth Approach |
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| Band 1 | <p>Learners in Band 1:</p> <ul style="list-style-type: none"> compare people at different stages of development, identify the qualities of healthy friendships and participate in activities that encourage cooperation. (PD 1.1 Human Development) | <p>The main aim of The Bluearth Approach is the development of positive mental health in the students who are involved. This is achieved by engaging children in a physical activity environment that aims to develop self awareness, self acceptance, purposefulness and self responsibility. In addition to the activities themselves, students are regularly engaged in conversations related to accepting challenges and achieving goals. Students are encouraged to accept themselves and develop along their own continuum.</p> <p>Students are engaged in conversations about how activities and games can work better and be more effective. An understanding of behaviour, rules, cooperation and teamwork and their effect on others are developed both through discussion and in practical implementation.</p> |
| Band 2 | <p>Learners in Band 2:</p> <ul style="list-style-type: none"> identify the changes in growth and development that occur throughout life and identify factors that enhance personal relationships. (PD 2.1 Human Development) | <p>Students are encouraged to be aware of what they are feeling and activities are undertaken in an environment of acceptance of all students and all levels of ability. Emphasis is placed on facilitating children's social skill development and cooperation is fostered through team games. Students become aware of the effect different types of activities can have on their bodies and are asked to describe these effects.</p> <p>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.</p> |
| Band 3 | <p>Learners in Band 3:</p> <ul style="list-style-type: none"> identify the physical, social and emotional changes that occur during puberty and plan actions to manage these changes; explain how taking on different roles affects relationships and behaviours. (PD 3.1 Human Development) | <p>Bluearth coaches and teachers are trained to consistently present as desirable role models as they promote fairness, caring and inclusiveness and are highly attuned and responsive to individual students needs. They communicate clear expectations to students and encourage and acknowledge student effort.</p> <p>Different activities develop the ability of students to work and communicate cooperatively in small groups and provide an opportunity for students to display an acceptance of class and activity rules. Students also become aware of the effect different types of activities can have on their bodies and are asked to describe these effects.</p> <p>Students participate in discussions that aim to develop their ability to add positively to the class environment. They 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 in learning new skills and activities. Fairness and consideration for others is developed and encouraged within all activities.</p> |

Participating in Physical Activity and Movement

| Level | Band Outcome Statement | The Bluearth Approach |
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| Band 1 | <p>Learners in Band 1:</p> <ul style="list-style-type: none"> ▪ use simple movement sequences individually, in groups or teams (PA 1.1 Movement) ▪ demonstrate basic motor skills in using equipment safely in a variety of play activities and games (PA 1.2 Games) ▪ compare aspects of both short and continuous periods of exercise on self and others (PA 1.3 Fitness) ▪ identify ways of increasing own participation in physical activity. (PA 1.4 Participation) | <p>Lessons typically incorporate the 6 activity areas and enable students to work individually, with a partner, in a small group and within the whole group. Fundamental motor skills such as throwing, catching, running, jumping and kicking are taught and applied in a wide variety of activity and game situations. For example, starter activities such as a number of the tag games have students moving from one static position to another with the aim of developing movement skills such as dodging and weaving. Juggling promotes hand-eye coordination.</p> <p>Students are taught skills of ball handling, passing, throwing, and kicking as well as coordination and agility activities such as skipping, running, sprinting, marching, lunging, jumping and hopping and apply these skills in a variety of games and activities. Exploration activities allow students to experiment and develop an affinity with different pieces of equipment. Increased complexity and challenge is introduced by changing tasks and the equipment used.</p> |
| Band 2 | <p>Learners in Band 2:</p> <ul style="list-style-type: none"> ▪ demonstrate control in performing sequences of simple movement patterns (PA 2.1 Movement) ▪ apply motor skills with equipment in skill activities and minor games using safe and fair practices (PA 2.2 Games) ▪ actively participate in activities designed to develop aspects of fitness, such as cardio-respiratory, flexibility and strength (PA 2.3 Fitness) ▪ identify and discuss physical activities that family and friends participate in to be physically active. (PA 2.4 Participation) | <p>Basic movement abilities (stability, locomotion, manipulation) are developed to the point where they are efficient (eg 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.</p> <p>Students are given the opportunity to implement and run their own activities and to act on the physical activity intentions they may have developed. Team games encourage strategic thinking and student participation in setting up and running activities builds problem-solving skills.</p> |
| Band 3 | <p>Learners in Band 3:</p> <ul style="list-style-type: none"> ▪ safely perform movement sequences incorporating equipment and displaying consistency and control (PA 3.1 Movement) ▪ perform motor skills proficiently and participate fairly and safely in modified games and sports (PA 3.2 Games) ▪ actively participate in a range of games, activities and sports that develop aspects of fitness (PA 3.3 Fitness) ▪ explore influences that affect their own and others' participation in physical activity. (PA 3.4 Participation) | <p>Students are involved in discussions about physical activity and why they may wish to undertake different activities. Students also undertake some difficult activities and discuss how learning something difficult may take some time.</p> <p>Students are given the opportunity to freely talk about physical activity to help develop an increased awareness of the contribution physical activity can have on a persons overall health. Different activities specifically encourage an awareness of the student's own activity levels and attitudes to physical activity.</p> <p>Students discuss their thoughts on different activities and their experiences from doing them. Students are encouraged to talk about all aspects of their participation in physical activity in an effort to fully develop their understanding of the issues surrounding physical activity.</p> |