

MAPPING BLUEARTH AND THE QUEENSLAND ESSENTIAL LEARNINGS

This document aligns the Bluearth curriculum with the *Health and Physical Education* (HPE) curriculum *Ways of Working* (WoW) and *Knowledge and Understanding*.

The Bluearth Curriculum	
<p>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.</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> <p>Bluearth curriculum activities fall into 6 categories: Coordination and Agility, Skill Activities, Movement Challenges and Games, Dynamic Movement Control, Parkour and Core Movement.</p>	
<p>Coordination and Agility Coordination and 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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>Parkour Parkour is a movement practice in which participants attempt to interact with obstacles in the most efficient and direct manner possible. School environments offer opportunities for students to move over, around, up, along and under both the built and natural obstacles.</p> <p>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.</p>

Essential Learnings to be mapped against the Bluearth curriculum

Health and Physical Education	By the end of Year 3	By the end of Year 5	By the end of Year 7	By the end of Year 9
<p>Learning and assessment focus</p>	<p>Students use their enthusiasm for physical activity and curiosity about how the human body works, relationships and feelings to explore their health and wellbeing.</p> <p>They develop an understanding that health is influenced by simple everyday actions of people, and by environments.</p> <p>They see the place of health, physical activity and personal development in people’s work and community lives.</p>	<p>Students use their enthusiasm for physical activity and curiosity about health and personal development to explore how the dimensions of health are influenced by personal, social, cultural and environmental factors.</p> <p>They understand that health, physical activity and personal development are influenced by individual and group actions and by environments.</p> <p>They are aware that people of all ages and backgrounds engage in work related to health, physical activity and personal development.</p>	<p>Students use their interests in health and physical activity to explore how the dimensions of health are interrelated and are influenced by the interaction of personal, social, cultural and environmental factors.</p> <p>They understand how to promote health and wellbeing, active engagement in physical activity and enhance personal development.</p> <p>They recognise people who work in occupations related to health, physical activity and personal development.</p>	<p>Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent.</p> <p>They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development.</p> <p>They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.</p>
<p>Assessable elements</p>	<p>Students demonstrate evidence of their learning over time in relation to the following assessable elements:</p> <ul style="list-style-type: none"> • knowledge and understanding • investigating • planning • implementing and applying • reflecting. 			

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By the end of Year 3	
Ways of Working	<p>Students are able to:</p> <ul style="list-style-type: none"> • pose questions and plan simple activities and investigations • identify and collect information and evidence • draw conclusions and make decisions • propose and take action to promote health and wellbeing, movement capacities and personal development • apply fundamental movement skills when participating in physical activities • create and sequence simple movement patterns in response to stimuli • apply personal development skills when interacting with others • follow guidelines to apply safe practices • reflect on and identify how behaviours, skills and actions influence health and wellbeing, movement capacities and personal development • reflect on learning to identify new understandings

By the end of Year 3	Health	Physical activity	Personal development
Knowledge and Understanding	<p>Health is multidimensional and influenced by everyday actions and environments.</p> <ul style="list-style-type: none"> • The dimensions of health include physical (relating to the body), social (relating to relationships) and emotional (relating to feelings) • Health behaviours and choices are influenced by personal factors, people and environments • Individual behaviour and actions, including adopting safe strategies at home, on and near roads, near water, and in relation to the sun, can promote health and wellbeing and safety • A selection of foods from the five food groups is necessary to support growth, energy needs, physical activity and health and wellbeing 	<p>Fundamental movement skills are foundations of physical activity.</p> <ul style="list-style-type: none"> • Development of body and spatial awareness improves movement and confidence in a variety of physical activities • Development of locomotor and non-locomotor movements and manipulative skills can improve the quality of physical performance and support participation in physical activities • Regular participation in physical activity develops movement capacity and promotes health and wellbeing 	<p>Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.</p> <ul style="list-style-type: none"> • Identity is shaped by personal characteristics and experiences • Establishing and maintaining relationships involves effective communication, being considerate of others and respecting differences • Everyday experiences and relationships give rise to different emotions in self and others

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By the end of Year 5	
Ways of Working	<p>Students are able to:</p> <ul style="list-style-type: none"> • pose and refine questions or issues, and plan activities • collect, organise and evaluate information and evidence • draw conclusions and make decisions by identifying connections • propose, justify and implement simple plans or actions to promote health and wellbeing, movement capacities, and personal development • apply fundamental and simple specialised movement skills when participating in physical activities • create and perform movement sequences by selecting and combining movement skills • apply personal development skills and strategies in team and group situations • identify and apply safe practices • reflect on and identify how their own and others' behaviours, skills and actions influence health and wellbeing, movement capacities and personal development • reflect on learning to identify new understandings and future applications.

By the end of Year 5	Health	Physical activity	Personal development
Knowledge and Understanding	<p>Health is multidimensional and influenced by everyday actions and environments.</p> <ul style="list-style-type: none"> • Health includes physical, social, emotional and cognitive (relating to thought processes, reasoning and intuition) dimensions • Personal, social, cultural and environmental factors influence behaviours and choices including eating and physical activity • Individual and group action can promote health and wellbeing, including safety • Energy balance can be achieved by selecting a range of foods from the five food groups, in amounts that reflect personal factors, age and activity levels. 	<p>Fundamental movement skills are elements of physical activity.</p> <ul style="list-style-type: none"> • Application of appropriate techniques for fundamental and simple specialised movement skills can enhance physical performance and participation in physical activities • Working cooperatively, and being aware of others and fair play, can enhance the experience of physical activities for individuals and groups • Regular participation in physical activity can improve movement capacities, personal development and health and wellbeing 	<p>Personal identity, relationships and self-management are influenced by beliefs, behaviours and social factors, and shape personal development.</p> <ul style="list-style-type: none"> • Identity is influenced by personality traits, responses in a variety of social contexts, responsibilities and accomplishments • Representations of people, including stereotypes, influence the beliefs and attitudes that people develop about themselves and others • Positive interpersonal behaviours and respecting cultural protocols promote effective interactions and relationships in groups

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By the end of Year 7			
Ways of Working	<p>Students are able to:</p> <ul style="list-style-type: none"> • identify issues and plan investigations and activities • collect, analyse and evaluate information and evidence • draw conclusions and make decisions supported by information and evidence • propose, justify, implement and monitor plans or actions to promote health and wellbeing, movement capacities and personal development • apply movement concepts and make purposeful refinements to movement skills • create and perform movement sequences through modifying and combining movement skills and applying movement concepts • identify risks and justify and apply safe practices • select and demonstrate appropriate personal development skills and strategies in team and group situations • reflect on and identify the impact of diverse influences on health and well being, movement capacities and personal development, including the best use of positive influences • reflect on learning, apply new understandings and identify future applications. 		
By the end of Year 7	Health	Physical activity	Personal development
Knowledge and Understanding	<p>Health is multidimensional and influenced by individual, group and community actions, and environments.</p> <ul style="list-style-type: none"> • Health has physical, social, emotional, cognitive and spiritual (relating to beliefs) dimensions, which are interrelated • Family, peers and the media influence health behaviours • Individuals, groups and communities act on the advice in health promotion campaigns to promote health and wellbeing, including safety, and contribute to management of health risks • Food groups are rich in particular nutrients, and food intake can be adapted to meet changing needs during adolescence 	<p>Fundamental and specialised movement skills, movement concepts, tactics and strategies are elements of physical activity.</p> <ul style="list-style-type: none"> • Modifying techniques and selectively applying movement concepts can enhance physical performance and increase enjoyment in physical activities • Refining teamwork, tactics and strategies in a variety of contexts improves movement capacities, and physical performance, and enhances participation in physical activity • Regular participation in physical activity can enhance cardio-respiratory endurance, muscular strength and endurance, flexibility, and health and wellbeing 	<p>Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.</p> <ul style="list-style-type: none"> • Identity and self-image are influenced by environmental factors, including the media, and social expectations of age, gender and culture • Assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, develops positive identity and self-esteem • Life events and transitions can be dealt with through meaning-making, resilience strategies, and use of personal and community resources

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By the end of Year 9	
Ways of Working	<p>Students are able to:</p> <ul style="list-style-type: none"> • identify issues and inequities and plan investigations and activities • research, analyse and evaluate data, information and evidence • draw conclusions and make decisions to construct arguments • propose, justify, implement and monitor plans or actions to achieve goals, address inequities and promote health and wellbeing, movement capacities and personal development • refine movement skills and apply movement concepts, and the principles of training • create and perform movement sequences by manipulating and combining movement skills and applying movement concepts • identify risks and devise and apply safe practices • select and apply positive, respectful and inclusive personal development skills and strategies • reflect on health inequities, and identify the impact of diverse influences on health and well being, movement capacities and personal development, and the best use of positive influences • reflect on learning, apply new understandings and justify future applications.

By the end of Year 9	Health	Physical activity	Personal development
Knowledge and Understanding	<p>Health is multidimensional and dynamic, and influenced by actions and environments.</p> <ul style="list-style-type: none"> • Health has physical, social, emotional, cognitive and spiritual dimensions, which are dynamic, interrelated and interdependent • The interaction between personal, social, cultural and environmental factors influences health behaviours, including nutrition and physical activity choices • Individual, group and community action, that enables people to adopt health promotion strategies, can address inequities and promote health and wellbeing, including safety, can help people manage health risks • Adolescents can meet their specific nutritional needs through eating foods that reflect the dietary guidelines 	<p>Regular active and purposeful participation in physical activity promotes health and wellbeing, and supports the achievement of goals.</p> <ul style="list-style-type: none"> • Developing and refining specialised movement skills through applying movement concepts supports improved physical performance and participation in physical activities • Developing teamwork, tactical knowledge and strategic thinking supports and enhances physical performance and participation in physical activities • Individual physical activity programs that reflect personal interests and goals, and the principles of training, can enhance performance capacities and health and wellbeing 	<p>Diverse social, cultural and environmental factors, values, beliefs and behaviours influence relationships and self-management, and shape personal development.</p> <ul style="list-style-type: none"> • Identity, health and wellbeing are interdependent and influenced by social and cultural factors • Effective communication skills, including reflective listening, considering alternative views, respecting cultural protocols and expressing ideas in a way that is sensitive to others, help people establish and maintain relationships • Conflict resolution strategies, including negotiation, are used to manage intrapersonal and interpersonal situations

The Health and Physical Education essential *Ways of Working* and *Knowing and Understanding* areas mapped against the Bluearth curriculum.

Essential Learnings	Synopsis of Ways of Working	Bluearth Approach
Ways of Working	<p>Students are to:</p> <ul style="list-style-type: none"> • pose questions, identify issues plan activities and investigations • identify, collect, organise, analyse and evaluate information and evidence • examine evidence, draw conclusions and make decisions to construct arguments • propose, justify, implement and monitor plans or actions to achieve goals, address inequities and promote health and wellbeing, movement capacities and personal development • Apply and refine fundamental and specialised movement skills and apply movement concepts, and the principles of training • create and perform movement sequences by modifying and combining movement skills and applying movement concepts • Follow guidelines, identify risks and devise, justify and apply safe practices • select and apply positive, respectful and inclusive personal development skills and strategies • reflect on health inequities, and identify the impact of diverse influences on health and well being, movement capacities and personal development, and the best use of positive influences • reflect on learning and how to identify new understandings, apply new understandings and justify future applications 	<ul style="list-style-type: none"> • Students are encouraged to ask questions and express any willingness or lack of to participate in specific activities. • Students are asked to be aware of and monitor 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. • 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 & Agility activities teach students correct movement patterns for all forms of locomotion. • Safety as it relates to physical activity is taught and reinforced through the activity, skill building, games and core movement elements of the program. • Many activities require students to respond to instructions and use their knowledge to establish safe environments for activity. • Exploration activities allow students to experiment and develop an affinity with different pieces of equipment. • Students are involved in discussions about physical activity and why they may wish to undertake different activities. • Students undertake some difficult activities and discuss how learning something difficult may take some time. • Students are engaged in conversations about how activities and games can work better and be more effective. • Activities aim to develop and provide an opportunity for students to display an acceptance of class and activity rules. • 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. • Different activities develop the ability of students to work and communicate cooperatively in teams. • Students are regularly engaged in conversations related to accepting challenges and achieving goals.

The Health and Physical Education essential *Ways of Working* and *Knowing and Understanding* areas mapped against the Bluearth curriculum.

Essential Learnings	Synopsis of Health Knowledge and Understanding	Bluearth Approach
Health	<p>As students progress through school they understand that:</p> <ul style="list-style-type: none"> • Health has physical (body), social (relationships), emotional (feelings), cognitive and spiritual (beliefs) dimensions, which are dynamic, interrelated and interdependent • Health behaviours and nutrition and physical activity choices are influenced by the interactions between personal factors, people and environments as well as family, peers and the media. • Individual, group and community action, that enables people to adopt health promotion strategies, can address inequities and promote health and wellbeing, and the management of health risks including safety • A selection of foods from the five food groups is necessary to support growth, energy needs, physical activity and health and wellbeing and that adolescents can meet their specific nutritional needs through eating foods that reflect the dietary guidelines <p>By the end of Year 9 students understand that:</p> <ul style="list-style-type: none"> • Health is multidimensional and dynamic, and influenced by actions and environments. 	<ul style="list-style-type: none"> • The relationship between physical activity and health is discussed and reinforced throughout the program. • 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. • Students are involved in different activities that encourage cooperative work in learning new skills and activities. • 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. • 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. • 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. • Within the context of a Bluearth session, 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>Diet and nutrition is not directly addressed in the Bluearth curriculum, but is addressed in general discussions with students about leading a healthy and active lifestyle.</p>

The Health and Physical Education essential *Ways of Working* and *Knowing and Understanding* areas mapped against the Bluearth curriculum.

Essential Learnings	Synopsis of Physical Activity Knowledge and Understanding	Bluearth Approach
<p>Physical Activity</p>	<p>As students progress through school they understand that:</p> <ul style="list-style-type: none"> • Development of body and spatial awareness, the application of appropriate techniques for fundamental and simple specialised movement skills and applying movement concepts supports improved physical performance, enjoyment and participation in physical activities • Development of locomotor and non-locomotor movements and manipulative skills, working cooperatively, and being aware of others and fair play can improve the quality of physical performance • Refining teamwork, tactics and strategies in a variety of contexts improves movement capacities, and physical performance, and enhances participation in physical activity • Regular participation in physical activity can improve movement capacities, personal development and enhance cardio-respiratory endurance, muscular strength and endurance, flexibility, and health and wellbeing • Individual physical activity programs that reflect personal interests and goals, and the principles of training, can enhance performance capacities and health and wellbeing <p>By the end of Year 9 students understand that:</p> <ul style="list-style-type: none"> • Regular active and purposeful participation in physical activity promotes health and wellbeing, and supports the achievement of goals. 	<ul style="list-style-type: none"> • 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 & Agility activities teach students correct movement patterns for all forms of locomotion. • As fundamental motor skills are mastered, they are applied in activities, games and sports. Students are engaged in conversations about how activities and games can work better and be more effective and are assisted to analyse tactics and strategies. • 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. • 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. • Students become aware of the effect different types of activities can have on their bodies. They are also asked to describe these effects. • Students discuss how activities and games can be improved. • 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. • Students are given the opportunity to become aware of their own differing abilities to be able to perform different activities. Students are also involved in discussions about physical activity and why they may wish to undertake different activities. • Students are encouraged 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.

The Health and Physical Education essential *Ways of Working* and *Knowing and Understanding* areas mapped against the Bluearth curriculum.

Essential Learnings	Synopsis of Personal Development Knowledge and Understanding	Bluearth Approach
<p>Personal Development</p>	<p>As students progress through school they understand that:</p> <ul style="list-style-type: none"> • Identity, health and wellbeing are interdependent and influenced by personal characteristics and experiences, social and environmental factors, including the media, and social expectations of age, gender and culture • Establishing and maintaining relationships involves effective communication, being considerate of others and respecting differences • Effective communication skills, including reflective listening, considering alternative views, respecting cultural protocols and expressing ideas in a way that is sensitive to others, help people establish and maintain relationships • Assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, develops positive identity and self-esteem • Positive interpersonal behaviours and respecting cultural protocols promote effective interactions and relationships in groups • Life events and transitions can be dealt with through meaning-making, resilience strategies, and use of personal and community resources • Conflict resolution strategies, including negotiation, are used to manage intrapersonal and interpersonal situations <p>By the end of Year 9 students understand that:</p> <ul style="list-style-type: none"> • Diverse social, cultural and environmental factors, values, beliefs and behaviours influence relationships and self-management, and shape personal development. 	<ul style="list-style-type: none"> • 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. • Fairness and consideration for others is developed and encouraged within all activities. • 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. • Different activities develop the ability of students to work and communicate cooperatively in teams. • 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. • 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. • 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. • All activities are undertaken in an environment of acceptance of all students and all levels of ability. • Students are encouraged to accept themselves and develop along their own continuum. • The program builds positive attitudes to learning and encourages students to take responsibility for their own learning and for supporting the learning of others. • Emphasis is placed on facilitating children’s social skill development skills • Students are encouraged to take responsibility for their own actions within the program whether they are negative or positive • Students develop self-awareness and self-worth through creating and planning movement sequences, performing for others and responding to feedback. • An understanding of behaviour, rules, cooperation and teamwork and their effect on others are developed both through discussion and in practical implementation.