

THE BLUEARTH APPROACH AND THE OUTCOMES AND STANDARDS FRAMEWORK

Bluearth activities have been aligned with learning outcomes from the South Australian *Health and Physical Education Primary Years Syllabus*. To assist schools in meeting their requirements, the following tables detail the linkages between the *Health and Physical Education Primary Years Syllabus* and Bluearth.

STRAND	Key Ideas of Strand
<p>Physical Activity and Participation</p>	<p>Physical activity and participation develops movement skills through active involvement in play, games, sport, dance, gymnastics, aquatics and outdoor activities in a variety of contexts, alone, with others and in teams. Students learn about the importance of regular activity to their physical, social, emotional and spiritual health. They learn about fitness and develop strategies to achieve good health.</p> <p>Students are encouraged to critically reflect on their own and varying community attitudes and beliefs towards physical activity and to acknowledge the wide diversity of abilities and preferences.</p>
<p>Personal and Social Development</p>	<p>This strand focuses on children’s increasing skills and knowledge, and changing attitudes and values, which assist the understanding of ‘self’ and ‘self and others’ as they each grow and develop, build a positive self-concept and establish relationships with others. This strand generates an understanding of the nature and importance of individual, group, team and community identity and the ability to work cooperatively.</p> <p>Students also learn about the physical, spiritual, social and emotional changes that occur over the life span, while developing skills and knowledge that will enhance their growth and that of others.</p>
<p>Health of Individuals and Communities</p>	<p>This strand aims to encourage students to consider what it means to be healthy. They realise that good health is important for all people; that there are many influences on the health of individuals, families and communities; and that the health of individuals is interdependent with local and global communities. Students critically reflect on community health practices and standards, and look at ways to take action to shape these communities.</p> <p>A vital component of this strand is the development of knowledge, skills and values in relation to safe behaviours.</p>

BLUEARTH APPROACH

The Bluearth Approach aims to provide a foundation that enables students to engage in lifelong physical activities, active leisure pursuits and a greater awareness of themselves.

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 Program.

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

Parkour

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."

Strand Content Outcome Statements: Health & Physical Education

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

Level	Standard 1	Standard 2	Standard 3
Physical Activity and Participation	<p>Demonstrates self-awareness and confidence in coordination and control of movement skills for widening involvement in physical activities in different settings.</p> <p>Achieves or seeks to achieve health-related fitness through exploring a range of developmentally appropriate physical activities, which contributes to greater self-awareness.</p>	<p>Confidently performs and repeats movement sequences with control, balance and coordination that in turn enhance their ability to plan for and participate in a wide range of physical activities.</p> <p>Articulates on the basis of personal participation, understandings about fitness through experience of the feelings and effects of different types of exercise on the body.</p>	<p>Demonstrates a range of specialised individual and team movement skills that enhance their sense of personal and group identity.</p> <p>Develops, through participation in health-related fitness activities, an understanding of those activities' appropriateness and effectiveness.</p>
Personal and Social Development	<p>Demonstrates a sense of self-worth and respect for others in social and working contexts and describes similarities and differences between themselves and others.</p> <p>Recognises diversity in growth patterns, can name body parts, and raises questions about new responsibilities and achievements that occur as they change and grow.</p> <p>Develops a range of capacities in social and working contexts by demonstrating skills of developing and maintaining effective relationships.</p>	<p>Establishes a sense of self-worth in a variety of contexts within the school, and communicates personal feelings in different situations.</p> <p>Describes different stages of the life span and the predictable sequences of growth.</p> <p>Understands different relationships and, through a variety of experiences, develops co-operative work and social skills.</p>	<p>Explains how different ways of describing people influences the way people value and treat themselves and others.</p> <p>Identifies physical, social and emotional changes associated with their growth and development, and appreciates differences between people of the same age.</p> <p>Assumes different roles when working as part of a cooperative group or team to achieve a shared goal and understands the effects on relationships.</p>
Health of Individuals and Communities	<p>Describes what it means to be healthy and the role of others in the community in supporting the health of its members.</p> <p>Understands and can demonstrate behaviours and strategies that promote their health and safety and that of others.</p> <p>Communicates understanding about foods they can eat to enhance their health and practises good hygiene when handling food.</p>	<p>Explains ways in which communities support their own and others' health.</p> <p>Plans and practises strategies to maintain safety in the home, school and community.</p> <p>Evaluates and reports about their diet and considers influences on their choice of foods for an active and healthy life.</p>	<p>Analyses a variety of community health issues that affect them and investigates community programs to address them.</p> <p>Identifies skills to deal with situations that pose a risk to their health and safety.</p> <p>Researches and shares findings about issues related to why individuals and groups have different eating patterns.</p>

Physical Activity and Participation

Standard	Strand Outcome Statement	Bluearth Program
<p>Standard 1</p>	<p>Demonstrates self-awareness and confidence in coordination and control of movement skills for widening involvement in physical activities in different settings.</p> <p>Achieves or seeks to achieve health-related fitness through exploring a range of developmentally appropriate physical activities, which contributes to greater self-awareness.</p>	<p>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.</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.</p>
<p>Standard 2</p>	<p>Confidently performs and repeats movement sequences with control, balance and coordination that in turn enhance their ability to plan for and participate in a wide range of physical activities.</p> <p>Articulates on the basis of personal participation, understandings about fitness through experience of the feelings and effects of different types of exercise on the body.</p>	<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> <p>Through different activities, 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 also undertake some difficult activities and discuss how learning something difficult may take some time.</p>
<p>Standard 3</p>	<p>Demonstrates a range of specialised individual and team movement skills that enhance their sense of personal and group identity.</p> <p>Develops, through participation in health-related fitness activities, an understanding of those activities' appropriateness and effectiveness.</p>	<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>Within the context of a Bluearth session, students will provide and 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>

Personal and Social Development

Standard	Strand Outcome Statement	Bluearth Program
<p>Standard 1</p>	<p>Demonstrates a sense of self-worth and respect for others in social and working contexts and describes similarities and differences between themselves and others.</p> <p>Recognises diversity in growth patterns, can name body parts, and raises questions about new responsibilities and achievements that occur as they change and grow.</p> <p>Develops a range of capacities in social and working contexts by demonstrating skills of developing and maintaining effective relationships.</p>	<p>The main aim of Bluearth 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>
<p>Standard 2</p>	<p>Establishes a sense of self-worth in a variety of contexts within the school, and communicates personal feelings in different situations.</p> <p>Describes different stages of the life span and the predictable sequences of growth.</p> <p>Understands different relationships and, through a variety of experiences, develops co-operative work and social skills</p>	<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.</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>
<p>Standard 3</p>	<p>Explains how different ways of describing people influences the way people value and treat themselves and others.</p> <p>Identifies physical, social and emotional changes associated with their growth and development, and appreciates differences between people of the same age.</p> <p>Assumes different roles when working as part of a cooperative group or team to achieve a shared goal and understands the effects on relationships.</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>

Health of Individuals and Communities

Level	Strand Outcome Statement	Bluearth Program
<p>Standard 1</p>	<p>Describes what it means to be healthy and the role of others in the community in supporting the health of its members.</p> <p>Understands and can demonstrate behaviours and strategies that promote their health and safety and that of others.</p> <p>Communicates understanding about foods they can eat to enhance their health and practises good hygiene when handling food.</p>	<p>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.</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>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>Standard 2</p>	<p>Explains ways in which communities support their own and others' health.</p> <p>Plans and practises strategies to maintain safety in the home, school and community.</p> <p>Evaluates and reports about their diet and considers influences on their choice of foods for an active and healthy life.</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.</p> <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.</p>
<p>Standard 3</p>	<p>Analyses a variety of community health issues that affect them and investigates community programs to address them.</p> <p>Identifies skills to deal with situations that pose a risk to their health and safety.</p> <p>Researches and shares findings about issues related to why individuals and groups have different eating patterns.</p>	<p>Note comment above about 'safety' matters. Also 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>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 outcome on different eating patterns is not directly achieved through the Bluearth Program.</p>

Literacy and Numeracy Skills Outcomes

Operational Skill	Skills Outcomes	Bluearth Program
<p>Literacy</p>	<p>Learners develop and use operational skills in literacy to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in different contexts.</p>	<p>Speaking and listening skills are developed by encouraging in depth discussions of various topics (e.g. the effect of not playing to the rules and optimal movement strategies). Team games also promote and demand good communication between students.</p> <p>Students are required to describe and explain games, movement activities or sports and use speech to interact collaboratively and to build and sustain teamwork.</p> <p>Different activities develop the ability of students to work and communicate cooperatively in small groups. Students are also encouraged to ask questions and request help if they are unsure of something. Starter activities such as Numbering the Lines, Pirate Ship & Grand Prix develop the ability to respond to visual and verbal cues.</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>
<p>Numeracy</p>	<p>Learners develop and use operational skills in numeracy to understand, analyse, critically respond to and use mathematics in different contexts.</p>	<p>Spatial awareness, counting and pattern awareness is developed through the program and its activities. Students will be involved in the set-up and running of different activities.</p> <p>Many activities require students to respond to number instructions and use their knowledge of special arrangements to establish safe environments for activity.</p> <p>Students are required to use numbering, patterning and ordering in physical activities and show understanding of the relationship between time, space and distance to analyse physical achievement.</p>
<p>Information and Communication Technologies</p>	<p>Learners develop and use operational skills in information and communication technologies to critically design and construct texts, search for and sort information, and communicate with others</p>	<p>This outcome is not directly achieved through the Bluearth Program.</p>