

THE BLUEARTH APPROACH AND THE VICTORIAN ESSENTIAL LEARNING STANDARDS (VELS)

The Bluearth Approach to activities has been aligned with learning outcomes from the VELS. To assist schools in meeting VELS requirements, the following tables detail the linkages between VELS Levels 1 to 4 and the program. The Bluearth outcomes have been mapped against the essential learning standards in Health and Physical Education, Interpersonal Development, Personal Learning and Communication.

Bluearth Approach

Bluearth 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 program.

Bluearth activities fall into the following 3 divisions; Facilitated space (activity), Contemplative space (contemplation) and Shared space and discussion (understanding).

The Bluearth session consists of a variety of interdependent modules that provide students with experiences across the spectrum from stillness to capacity and from rhythm to relationship. These modules form the basis of a method and structure that fosters the development of internal authority, and participation in the world, whilst embodying a genuine way to interact. The modules that may be used in a Bluearth session are listed in the table below.

Breathing and facilitation of the deep stabilising system	Living principles for ideal alignment (centration)	Dynamic movement control exercises
Partner activities - developing inhalation/contraction and exhalation/relaxation ability	Partner - exploring mobilisation, rocking, shaking, vibrating bodywork	Partner/Small group activities and challenges
Exploring capacity in different contexts	Parkour - free running using obstacles in the environment as an opportunity for learning	Games

Level 1 Learning Standards mapped against the Bluearth Program

Physical, Personal and Social Learning	Learning Standards	Bluearth Program
<p>Health and Physical Education</p>	<p>Movement and physical activity standards.</p> <ul style="list-style-type: none"> • Perform basic motor skill and movement patterns, with or without equipment. • Engage in moderate to rigorous physical activity • Follow rules and procedures and use equipment and space safely • Use basic vocabulary to describe movement, the physical responses of their bodies to activity and their feelings about participation in physical activity 	<ul style="list-style-type: none"> • Fundamental motor skills such as throwing, catching, running, jumping and kicking are taught and applied in a wide variety of activity and game situations. • Exploration activities allow students to experiment and develop an affinity with different pieces of equipment. Safety as it relates to physical activity is taught and reinforced through the activity, skill building, games and core movement elements of the program. • 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. • Many activities require students to respond to number instructions and use their knowledge of special arrangements to establish safe environments for activity. • Students also become aware of the effect different types of activities can have on their bodies and are asked to describe these effects.
<p>Interpersonal Development</p>	<p>Interpersonal development standards.</p> <ul style="list-style-type: none"> • Identify the qualities of a friend and demonstrate care for other students. • Contribute to the development of positive social relationships in a range of contexts. • Use appropriate language and actions when dealing with conflict. Students describe basic skills required to work in groups. 	<ul style="list-style-type: none"> • 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. • An understanding of behaviour, rules, cooperation and teamwork and their effect on others are developed both through discussion and in practical implementation. • Students are required to participate individually, in pairs, in small groups and teams. This requires them to develop appropriate communication and relationship building skills. Fairness and consideration for others is developed and encouraged within all activities.

Level 2 Learning Standards mapped against the Bluearth Program

Physical, Personal and Social Learning	Learning Standards	Bluearth Program
<p align="center">Health and Physical Education</p>	<p>Movement and physical activity standards.</p> <ul style="list-style-type: none"> • Demonstrate basic motor skills and a number of more complex skills. • Combine motor skills and movement patterns during individual and group activities. • Demonstrate control when participating in locomotor activities requiring change of speed, direction and level. • Perform and create simple rhythmical movement sequences in response to stimuli. • Regularly engage in sessions of moderate to vigorous physical activity and describe the link between physical activity and health. • Explain the contribution rules and procedures make to safe conduct of games and activities. • Use equipment safely. 	<ul style="list-style-type: none"> • 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. <i>Coordination & Agility</i> activities teach students correct movement patterns for all forms of locomotion. • 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. • 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 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. • 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 number instructions and use their knowledge of special arrangements to establish safe environments for activity. • Exploration activities allow students to experiment and develop an affinity with different pieces of equipment.
<p align="center">Interpersonal Development</p>	<p>Building social relationships standards.</p> <ul style="list-style-type: none"> • Exhibit appropriate behaviour for maintaining friendships. • Identify the feelings and needs of others. • Recognise and accept that there are consequences for their actions. • Take steps to resolve conflict through appropriate behaviour. <p>Working in teams standards</p> <ul style="list-style-type: none"> • Work within teams in assigned roles to 	<ul style="list-style-type: none"> • Different activities develop the ability of students to work and communicate cooperatively in small groups. • 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. • 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 and relationship building skills. • Different activities develop the ability of students to work and communicate

	<p>stay on task and complete activities within set time frames.</p> <ul style="list-style-type: none">• Share resources fairly.• Describe their contribution to the activities of the team.	<p>cooperatively in teams.</p> <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.
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Level 3 Learning Standards mapped against the Bluearth Program

Physical, Personal and Social Learning	Learning Standards	Bluearth Program
<p>Health and Physical Education</p>	<p>Movement and physical activity standards.</p> <ul style="list-style-type: none"> • Demonstrate a wide variety of motor skills and apply them to basic, sport-specific situations. • Perform a broad range of more complex motor skills. • Create and perform coordinated movement sequences that contain a variety of motor skills and movement patterns. • Work with others to achieve goals in both cooperative and competitive situations, understand the concept of fair play, and respect the roles of officials. • Follow safety principles in games and activities. • Participate regularly in physical activities for the purpose of improving skill and health, and identify and describe the components of health-related fitness. <p>Health knowledge and promotion standards</p> <ul style="list-style-type: none"> • Identify basic safety skills and strategies, and describe methods for recognizing and avoiding harmful situations. 	<ul style="list-style-type: none"> • 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 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. • An understanding of behaviour, rules, cooperation and teamwork and their effect on others are developed both through discussion and in practical implementation. • 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. • 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. • 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. • Safety as it relates to physical activity is taught and reinforced through the activity, skill building, games and core movement elements of the program. 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>Interpersonal Development</p>	<p>Interpersonal development standards.</p> <ul style="list-style-type: none"> • Demonstrate respect for each other. • Support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences. • Work with others to identify, manage and 	<ul style="list-style-type: none"> • 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. • Different activities develop the ability of students to work and communicate cooperatively in small groups.

	<p>resolve conflict.</p> <p>Working in teams standards</p> <ul style="list-style-type: none"> • Cooperate for agreed purposes, taking roles and following guidelines established within the task. • Describe and evaluate their own contribution and the team's progress towards the achievement of agreed goals. 	<ul style="list-style-type: none"> • 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 and relationship building skills. • 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.
<p>Personal Learning</p>	<p>The individual learner standards</p> <ul style="list-style-type: none"> • Identify personal learning style preferences and actively seek assistance as required. • Contribute to the development of protocols that create a positive learning environment in the classroom. • Work cooperatively with peers, seeking and giving relevant feedback. <p>Managing personal learning standards</p> <ul style="list-style-type: none"> • Set short-term, achievable goals and make and justify some decisions about their learning. • Complete short tasks by planning and allocating appropriate time and resources. • Demonstrate a positive attitude towards their learning. 	<ul style="list-style-type: none"> • 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. • 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. • 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. • 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 planning and implementation skills. • The program builds positive attitudes to learning and encourages students to take responsibility for their own learning and for supporting the learning of others.

Level 4 Learning Standards mapped against the Bluearth Program

Physical, Personal and Social Learning	Learning Standards	Bluearth Program
<p>Health and Physical Education</p>	<p>Movement and physical activity standards.</p> <ul style="list-style-type: none"> • Perform confidently and efficiently in a range of movement environments (indoor, outdoor, and aquatic). • Demonstrate basic and complex motor skills and apply these skills in increasingly complex games and activities. • Effectively use strategic thinking to improve game performance. • Participate effectively in teams and work with both more and less-skilled peers. • Work independently to improve performance, and provide constructive feedback based on performance criteria to assist skill development in a partner. • Describe and analyse the various roles required in competitive sports. • Maintain activity levels and monitor exercise intensity. • Work in a group to create a game, and establish rules and procedures for its safe conduct. • Explain the process for improving health-related fitness. 	<ul style="list-style-type: none"> • 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. They are also encouraged to set up and manage activities. • 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. • Team games encourage strategic thinking and student participation in setting up and running activities builds planning and implementation skills. • 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 are asked to be aware of how much physical activity they undertake everyday. • Students are encouraged to think of ways they can increase the level and the different activities they may be able to do. • Students are given the opportunity to implement and run their own activities and to act on the physical activity intentions they may have developed. • Many activities require students to respond to number instructions and use their knowledge of special arrangements to establish safe environments for activity. • Students discuss the relationship between physical activity and health and experience and understand ways of improving their health related fitness. • Students are also asked to consider the short and long term affects on health of a sedentary lifestyle.

<p>Interpersonal Development</p>	<p>Building social relationships standards</p> <ul style="list-style-type: none"> • Demonstrate, through their interactions, respect for a diverse range of people and groups. Students describe the impact of bullying and display empathy for others' points of view and feelings. • Identify and use effective strategies to manage conflict. <p>Working in teams standards</p> <ul style="list-style-type: none"> • Work effectively in different teams and take on a variety of roles. • Work cooperatively to allocate tasks and develop timelines. • Accept responsibility for their role and tasks. • Explain the benefits of working in a team and provide feedback on their own and the team's performance 	<ul style="list-style-type: none"> • 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. • 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. • Students are encouraged to take responsibility for their own actions within the program whether they are negative or positive and to implement and run their own activities. Games and activities, particularly those involving groups and teams require students to exercise decision-making skills and strategies. • Students are required to participate individually, in pairs, in small groups and teams. This requires them to develop appropriate communication and relationship building skills. • 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. • 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.
<p>Personal Learning</p>	<p>The individual learner standards</p> <ul style="list-style-type: none"> • Identify their preferred learning styles and describe factors which promote learning. • Demonstrate the ability to learn independently and with peers, and respond positively to, and act upon, constructive feedback. • Persist when experiencing difficulty with learning tasks. • Actively contribute to the creation of a positive learning environment in the classroom. <p>Managing personal learning standards</p> <ul style="list-style-type: none"> • Monitor and describe progress in their learning. 	<ul style="list-style-type: none"> • 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 why they may wish to undertake different activities and their different preferences for 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. It assists them to develop self-awareness and self-worth through creating and planning movement sequences, performing for others and responding to feedback. • 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 participate in discussions that aim to develop their ability to add positively to the class environment. • 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.

Interdisciplinary Learning	Learning Standards	Bluearth Program
<p>Communication</p>	<p>Listening, viewing and responding standards</p> <ul style="list-style-type: none"> • Ask clarifying questions, develop interpretations and provide reasons for them. • Describe the purpose of a range of communication strategies, including non-verbal strategies, and evaluate their effectiveness for different audiences. 	<ul style="list-style-type: none"> • 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. • 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. • Students are required to describe and explain games, movement activities or sports and use speech to interact collaboratively and to build and sustain teamwork. • 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. • Students are engaged in conversations about how activities and games can work better and be more effective. • Students are required to participate individually, in pairs, in small groups and teams. This requires them to develop appropriate communication and relationship building skills.