

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 5 and 6 and the program. The Bluearth outcomes have been mapped against the essential learning standards in Health and Physical Education, Interpersonal Development, Personal Learning, Interpersonal Development 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

VELS LEVELS 5 AND 6 STANDARDS

VELS: Health and Physical Education		
VELS Level	Movement and physical activity standards.	Health knowledge and promotion standards
5	<ul style="list-style-type: none"> • Proficiently perform complex movement and manipulative skills. • Combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance. • Use performance criteria to evaluate and improve their own performance and the performance of others. • Measure their own fitness and physical activity levels and identify factors that influence motivation to be physically active. • Maintain their activity levels and analyse and evaluate their level of involvement in physical activity. 	<ul style="list-style-type: none"> • Recognise changes that occur as a result of the adolescent stage of the lifespan • Describe the factors that influence their own development. • Analyse a range of influences on personal and family food selection • Identify major nutritional needs for growth and activity. • Identify outcomes of risk-taking behaviours and apply harm-minimisation strategies.
6	<ul style="list-style-type: none"> • Demonstrate proficiency in manipulative and movement skills during the execution of complex activities. • Demonstrate advanced skills in selected physical activities. • Employ and devise skills and strategies to counter tactical challenges in game situations. • Demonstrate skill learning and game sense, and display appropriate sporting behaviour. • Use training methods to improve their fitness level, • Participate in sports, games, recreational and leisure activities that maintain their activity levels. 	<ul style="list-style-type: none"> • Analyse a health promotion strategy and the personal and community behaviours and actions which result. • Identify and describe the positive and negative health outcomes of this strategy. • Explain how external influences affect personal values. • Demonstrate appropriate assertiveness and resilience strategies. • Identify mental health issues and factors which affect roles and responsibilities in sexual matters and sexual relationships. • Identify and differentiate between social and environmental determinants of individual and population health. • Identify and describe strategies that address areas of concern related to current trends in the nutritional status of Australians.

VELS: Interpersonal Development		
VELS Level	Building social relationships standards.	Working in teams standards
5	<ul style="list-style-type: none"> • Demonstrate respect for individuality and empathise with others in local and global contexts, acknowledging the diversity of individuals. • Recognise and describe peer influence on their behaviour. • Identify and use appropriate strategies to manage individual conflict and assist others in resolution processes. 	<ul style="list-style-type: none"> • Accept responsibility as a team member and support other members to share information, explore the ideas of others, and work cooperatively to achieve a shared purpose within a realistic time frame. • Reflect on individual and team outcomes and act to improve their own and the team's performance.
6	<ul style="list-style-type: none"> • Demonstrate awareness of complex social conventions and behave appropriately when interacting with others. • Describe how local and global values and beliefs determine their own and others' social relationships. • Evaluate their own behaviour in relationships, identify potential conflict and employ strategies to avoid and/or resolve it. 	<ul style="list-style-type: none"> • Work collaboratively, negotiate roles and delegate tasks. • Working with the strengths of a team they achieve agreed goals within set time frames. • Respect and build on the ideas and opinions of team members, • Reflect on the effectiveness of learning in a team and develop strategies for improvement.

VELS: Personal Learning		
VELS Level	The individual learner standards	Managing personal learning standards
5	<ul style="list-style-type: none"> • Identify their individual strengths and weaknesses and analyse how emotions affect their learning. • Use an expanded repertoire of learning strategies. • When learning with peers they develop effective relationships, providing and responding to constructive feedback. • Demonstrate an awareness of different cultural and societal beliefs, values, and practices, identifying and discussing the effect of ethical issues on learning. • Describe processes for making and justifying decisions, considering the impact on self and others. 	<ul style="list-style-type: none"> • Set realistic short- and long-term learning goals within a variety of tasks and describe their progress towards these. • Complete tasks within set time frames, prioritising their available time, demonstrating motivation, and considering both their own and others' needs when making decisions about suitable learning processes.
6	<ul style="list-style-type: none"> • Identify their strengths and use these to determine future learning needs, especially in relation to the post-compulsory school years. • They identify areas for improvement in their learning and initiate action to address them. • Working independently and with peers, students implement strategies to maximise their own and others' learning. • Identify the ethical frameworks that underpin their own and others' beliefs and values and how they affect learning. 	<ul style="list-style-type: none"> • Monitor their progress as learners • initiate personal learning goals and negotiate appropriate courses of action to achieve them. • Use a range of learning strategies, as appropriate, in given contexts. • Allocate appropriate time and resources to manage competing priorities and complete tasks within set time frames. • Use complex processes and strategies to meet the demands of tasks. • Make informed learning decisions based on ethical considerations, including the impact of such choices on themselves and others.

VELS: Communication		
VELS Level	Listening, viewing and responding standards	Presenting standards
5	<ul style="list-style-type: none"> • Show respect for others' ideas by modifying their verbal and non-verbal responses. • Interpret complex information and evaluate the effectiveness of its presentation. • When responding, they use specialized language and symbols as appropriate to the curriculum. • Consider their own and others' points of view • Apply prior knowledge to new situations • Challenge assumptions and justify their own interpretations. 	<ul style="list-style-type: none"> • Use the communication conventions, forms and language appropriate to the subject to convey a clear message across a range of presentation formats to meet the needs of the context, purpose and audience. • They provide and use constructive feedback and reflection to develop effective communication skills.
6	<ul style="list-style-type: none"> • Convey meaning by identifying how their message has been effectively communicated, considering alternative views, recognizing multiple interpretations and responding with insight. • Use complex verbal and non-verbal cues, subject-specific language, and a wide range of communication forms. • Students elaborate and clarify using pertinent questions to explore explicit and implicit meaning. 	<ul style="list-style-type: none"> • Make explicit the relationship between the suitability of the communication format, content and mode, and the resources and technologies selected to effectively communicate. • Use subject specific language and conventions in accordance with the purpose of their presentation to communicate complex information. • Provide and use feedback and reflection in order to inform their future presentations.

LEVEL 5 LEARNING STANDARDS MAPPED AGAINST BLUEARTH PROGRAM

Physical, Personal and Social Learning	Learning Standards	Bluearth Program
Health and Physical Education	<p>Movement and physical activity standards.</p> <ul style="list-style-type: none"> • Proficiently perform complex movement and manipulative skills. • Combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance. • Use performance criteria to evaluate and improve their own performance and the performance of others. • Measure their own fitness and physical activity levels and identify factors that influence motivation to be physically active. • Maintain their activity levels and analyse and evaluate their level of involvement in physical activity. <p>Health knowledge and promotion standards</p> <ul style="list-style-type: none"> • Recognise changes that occur as a result of the adolescent stage of the lifespan • Describe the factors that influence their own development. • Analyse a range of influences on personal and family food selection • Identify major nutritional needs for growth and activity. • Identify outcomes of risk-taking behaviours and apply harm-minimisation strategies. 	<ul style="list-style-type: none"> • Students undertake complex movement activities and discuss how learning something difficult may take some time. • The program combines passive and active physical learning, promotes teamwork and requires students to reflect on game and movement strategies and tactics. • Students are engaged in conversations about how activities and games can work better and be more effective. • 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. • The program establishes the conditions for students to increase their awareness of themselves and those round them • Journals and goal setting assists students to reflect upon and maintain and monitor their involvement in physical activity • Students are encouraged to ask questions and express any willingness or lack of to participate in specific activities. • An understanding of behaviour, rules, cooperation and teamwork and their effect on others are developed both through discussion and in practical implementation. • 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 throughout 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.

LEVEL 5 LEARNING STANDARDS MAPPED AGAINST BLUEARTH PROGRAM

Physical, Personal and Social Learning	Learning Standards	Bluearth Program
Interpersonal Development	<p>Interpersonal development standards.</p> <ul style="list-style-type: none"> • Demonstrate respect for individuality and empathise with others in local and global contexts, acknowledging the diversity of individuals. • Recognise and describe peer influence on their behaviour. • Identify and use appropriate strategies to manage individual conflict and assist others in resolution processes. <p>Working in teams standards</p> <ul style="list-style-type: none"> • Accept responsibility as a team member and support other members to share information, explore the ideas of others, and work cooperatively to achieve a shared purpose within a realistic time frame. • Reflect on individual and team outcomes and act to improve their own and the team’s performance. 	<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. • The program assists students 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 to gain an awareness of others. • 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, negotiation 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. • Students are assisted to reflect on how individual activities and team games can work better and be more effective. • Through different activities, students are given the opportunity to become aware of their own differing abilities to be able to perform different activities.

LEVEL 5 LEARNING STANDARDS MAPPED AGAINST BLUEARTH PROGRAM

Physical, Personal and Social Learning	Learning Standards	Bluearth Program
Personal Learning	<p>The individual learner standards</p> <ul style="list-style-type: none"> • Identify their individual strengths and weaknesses and analyse how emotions affect their learning. • Use an expanded repertoire of learning strategies. • When learning with peers they develop effective relationships, providing and responding to constructive feedback. • Demonstrate an awareness of different cultural and societal beliefs, values, and practices, identifying and discussing the effect of ethical issues on learning. • Describe processes for making and justifying decisions, considering the impact on self and others. <p>Managing personal learning standards</p> <ul style="list-style-type: none"> • Set realistic short- and long-term learning goals within a variety of tasks and describe their progress towards these. • Complete tasks within set time frames, prioritising their available time, demonstrating motivation, and considering both their own and others' needs when making decisions about suitable learning processes. 	<ul style="list-style-type: none"> • Students are engaged in conversations about how activities and games can work better and be more effective. • Students are assisted to take more responsibility for their learning, to set goals and to reflect on their attitudes and approaches to learning • 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. • 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. • The program assists students to develop self-awareness and self-worth through creating and planning movement sequences, performing for others and responding to feedback. • Journals and goal setting assists students to reflect upon and maintain and monitor their involvement in physical activity • 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.

LEVEL 5 LEARNING STANDARDS MAPPED AGAINST BLUEARTH PROGRAM

Interdisciplinary Learning	Learning Standards	Bluearth Program
<p>Communication</p>	<p>Listening, viewing and responding standards</p> <ul style="list-style-type: none"> • Show respect for others’ ideas by modifying their verbal and non-verbal responses. • Interpret complex information and evaluate the effectiveness of its presentation. • When responding, they use specialized language and symbols as appropriate to the curriculum. • Consider their own and others’ points of view • Apply prior knowledge to new situations • Challenge assumptions and justify their own interpretations. <p>Presenting standards</p> <ul style="list-style-type: none"> • Use the communication conventions, forms and language appropriate to the subject to convey a clear message across a range of presentation formats to meet the needs of the context, purpose and audience. • They provide and use constructive feedback and reflection to develop effective communication skills. 	<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. • Communication 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) and through individual and group feedback and reflection sessions. • Students are taught the names of activities and processes, of the key concepts of the underpinning philosophy of the program and assisted to find words to describe the feelings they are experiencing. • Team and paired activities promote and demand good communication between students. • Students are required to describe and explain games, movement activities or sports and to use speech to build cooperation and sustain teamwork. • Different activities develop the ability of students to work and communicate cooperatively in small groups. • Students are encouraged to ask questions and request help if they are unsure of something. Activities also develop students’ 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. • Students are engaged in conversations about how activities and games can work better and be more effective and provide each other with feedback on performance.

LEVEL 6 LEARNING STANDARDS MAPPED AGAINST BLUEARTH PROGRAM

Physical, Personal and Social Learning	Learning Standards	Bluearth Program
Health and Physical Education	<p>Movement and physical activity standards.</p> <ul style="list-style-type: none"> • Demonstrate proficiency in manipulative and movement skills during the execution of complex activities. • Demonstrate advanced skills in selected physical activities. • Employ and devise skills and strategies to counter tactical challenges in game situations. • Demonstrate skill learning and game sense, and display appropriate sporting behaviour. • Use training methods to improve their fitness level, • Participate in sports, games, recreational and leisure activities that maintain their activity levels. <p>Health knowledge and promotion standards</p> <ul style="list-style-type: none"> • Analyse a health promotion strategy and the personal and community behaviours and actions which result. • Identify and describe the positive and negative health outcomes of this strategy. • Explain how external influences affect personal values. • Demonstrate appropriate assertiveness and resilience strategies. • Identify mental health issues and factors which affect roles and responsibilities in sexual matters and sexual relationships. • Identify and differentiate between social and environmental determinants of individual and population health. • Identify and describe strategies that address areas of concern related to current trends in the nutritional status of Australians. 	<ul style="list-style-type: none"> • Movement skills are applied in activities, games and sports that cater for different physical capacities. • Challenging movement tasks are established for students to promote their self awareness and to develop their physical proficiency. • Students are engaged in conversations about how activities and games can work better and be more effective and a are assisted to analyse tactics and strategies. They are also encouraged to set up and manage activities. • 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. • Many activities require students to respond to number instructions and use their knowledge of special arrangements to establish safe environments for activity. • 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 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. • Students are assisted to become increasingly aware of their thoughts, feelings and sensations. • The relationship between physical activity and health is discussed and reinforced throughout the program.

LEVEL 6 LEARNING STANDARDS MAPPED AGAINST BLUEARTH PROGRAM

Physical, Personal and Social Learning	Learning Standards	Bluearth Program
Interpersonal Development	<p>Building social relationships standards</p> <ul style="list-style-type: none"> • Demonstrate awareness of complex social conventions and behave appropriately when interacting with others. • Describe how local and global values and beliefs determine their own and others' social relationships. • Evaluate their own behaviour in relationships, identify potential conflict and employ strategies to avoid and/or resolve it. <p>Working in teams standards</p> <ul style="list-style-type: none"> • Work collaboratively, negotiate roles and delegate tasks. • Working with the strengths of a team they achieve agreed goals within set time frames. • Respect and build on the ideas and opinions of team members, • Reflect on the effectiveness of learning in a team and develop strategies for improvement 	<ul style="list-style-type: none"> • 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. • 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. • 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 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, negotiation 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. • Students are assisted to reflect on how individual activities and team games can work better and be more effective.

LEVEL 6 LEARNING STANDARDS MAPPED AGAINST BLUEARTH PROGRAM

Physical, Personal and Social Learning	Learning Standards	Bluearth Program
Personal Learning	<p>The individual learner standards</p> <ul style="list-style-type: none"> • Identify their strengths and use these to determine future learning needs, especially in relation to the post-compulsory school years. • They identify areas for improvement in their learning and initiate action to address them. • Working independently and with peers, students implement strategies to maximise their own and others' learning. • Identify the ethical frameworks that underpin their own and others' beliefs and values and how they affect learning. <p>Managing personal learning standards</p> <ul style="list-style-type: none"> • Monitor their progress as learners • initiate personal learning goals and negotiate appropriate courses of action to achieve them. • Use a range of learning strategies, as appropriate, in given contexts. • Allocate appropriate time and resources to manage competing priorities and complete tasks within set time frames. • Use complex processes and strategies to meet the demands of tasks. • Make informed learning decisions based on ethical considerations, including the impact of such choices on themselves and others. 	<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. • Journals and goal setting assists students to reflect upon and maintain and monitor their involvement in physical activity, their attitudes towards physical activity and their feelings about themselves and the group • 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 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.

LEVEL 6 LEARNING STANDARDS MAPPED AGAINST BLUEARTH PROGRAM

Interdisciplinary Learning	Learning Standards	Bluearth Program
<p>Communication</p>	<p>Listening, viewing and responding standards</p> <ul style="list-style-type: none"> • Convey meaning by identifying how their message has been effectively communicated, considering alternative views, recognizing multiple interpretations and responding with insight. • Use complex verbal and non-verbal cues, subject-specific language, and a wide range of communication forms. • Students elaborate and clarify using pertinent questions to explore explicit and implicit meaning. <p>Presenting standards</p> <ul style="list-style-type: none"> • Make explicit the relationship between the suitability of the communication format, content and mode, and the resources and technologies selected to effectively communicate. • Use subject specific language and conventions in accordance with the purpose of their presentation to communicate complex information. • Provide and use feedback and reflection in order to inform their future presentations. 	<ul style="list-style-type: none"> • Students are engaged in conversations about how activities and games can work better and be more effective. • Different activities develop the ability of students to work and communicate cooperatively in small groups and develop the ability to respond to visual and verbal cues. • 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. • Questioning and clarifying discussion is used when creating and planning movement sequences, performing for others and giving 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. • Students are taught the names of activities and processes, of the key concepts of the underpinning philosophy of the program and assisted to find words to describe the feelings they are experiencing. • Journals, feedback sessions and goal setting tasks provide opportunities for providing feedback on presentation standards.