

THE BLUEARTH PROGRAM AND THE WESTERN AUSTRALIAN HEALTH AND PHYSICAL EDUCATION CURRICULUM FRAMEWORK CURRICULUM GUIDE

Bluearth activities have been aligned with learning outcomes from the Western Australian Health and Physical Education Curriculum Framework Curriculum Guide. To assist schools in meeting their requirements, the following tables detail the linkages between the Health and Physical Education Curriculum Framework Curriculum Guide and THE Bluearth Program.

The WA Health and Physical Education learning area has five outcomes. The content for **Knowledge and Understandings (Outcome 1)** describes the concepts that are utilised in achieving **Skills for Physical Activity (Outcome 3)**, **Self-management Skills (Outcome 4)** and **Interpersonal Skills (Outcome 5)**. The content for the **Attitudes and Values (Outcome 2)** is incorporated in the content for the other four outcomes. Content for all five outcomes can be integrated to promote a holistic approach to learning in Health and Physical Education. A balance of knowledge, skills, attitudes and values is achieved through selection of content for each of the outcomes.

| OUTCOME | OUTCOME STATEMENT |
|------------------------------|--|
| Knowledge and Understandings | Students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle. |
| Attitudes and Values* | Students exhibit attitudes and values that promote personal, family and community health, and participation in physical activity. |
| Skills for Physical Activity | Students demonstrate the movement skills and strategies for confident participation in physical activity. |
| Self-management Skills | Students demonstrate self-management skills which enable them to make informed decisions for healthy, active lifestyles |
| Interpersonal Skills | Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles. |

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."

- Content for the Attitudes and Values outcome (**Outcome 2**) is incorporated within the content for the *Knowledge and Understandings, Skills for Physical Activity, Self-management Skills* and *Interpersonal Skills* outcomes (**Outcomes 1, 3, 4 and 5**)

Outcome Statements: Health and Physical Education – Foundation to Level 4

| Level | Knowledge and understandings. | Skills for physical activity. | Self-management skills | Interpersonal skills |
|------------|--|--|--|---|
| Foundation | Demonstrates an awareness of the actions that maintain or improve their personal health and safety. | Responds to a range of physical activities. | Makes choices of personal relevance. | Uses socially acceptable behaviour when interacting with familiar people. |
| 1 | Recognises what it means to be healthy and the actions that can be taken to optimise personal health, safety and physical activity. | Demonstrates the fundamental movement skills of body management and locomotion in structured and creative play. | Uses basic self-management skills in familiar health and physical activity situations. | Uses basic communication and cooperation skills when interacting with familiar people. |
| 2 | Recognises that there are different aspects to personal health and how these contribute to their overall health, safety and physical activity. | Demonstrates a wide range of fundamental movement skills and an awareness of rules and other participants in simple games and physical activities. | Uses basic self-management skills and considers short-term consequences to meet personal health and physical activity needs. | Uses communication and cooperation skills to share feelings and meet basic needs when interacting with other people. |
| 3 | Understands that personal health, safety and physical activity practices enhance the physical, mental, emotional and social aspects of their own and others' health. | Performs controlled movement skills and demonstrates basic game strategies within rules in minor games and physical activities. | Uses basic self-management skills and considers longer-term consequences to meet personal health and physical activity needs. | Uses communication and cooperation skills that contribute to interpersonal and group interactions. |
| 4 | Understands how factors influence personal health behaviours and how to appraise their own and others' health, safety and physical activity practices. | Performs controlled movement skills and demonstrates a range of strategies in modified games, sports and physical activities. | Uses self-management skills, applies their knowledge of beliefs and values, and predicts the risks and benefits for the achievement of health and physical activity goals. | Selects and plans to use interpersonal processes and the related communication and cooperation skills to enhance interpersonal and group relationships. |

Knowledge and understandings

| Level | Outcome Statement | Bluearth Program |
|-------|--|--|
| F | Demonstrates an awareness of the actions that maintain or improve their personal health and safety | <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 social competence, self awareness, self acceptance, purposefulness and self responsibility.</p> <p>Students are regularly engaged in conversations about engaging in physical activity safely. They are encouraged to understand and demonstrate the need to follow rules and stay within set boundaries. They are also encouraged to talk about physical activity (including their favourite types) and the benefits that come from participating in regular physical activity.</p> |
| 1 | Recognises what it means to be healthy and the actions that can be taken to optimise personal health, safety and physical activity | <p>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>Through different activities, students become aware of the effect different types of activities can have on their bodies. They are also asked to describe these effects.</p> |
| 2 | Recognises that there are different aspects to personal health and how these contribute to their overall health, safety and physical activity. | <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>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.</p> |
| 3 | Understands that personal health, safety and physical activity practices enhance the physical, mental, emotional and social aspects of their own and others' health. | <p>Students are given the opportunity to implement and run their own activities to act on the physical activity intentions they may have developed. This also develops an awareness of the importance of rules etc in the activities they participate in.</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.</p> |
| 4 | Understands how factors influence personal health behaviours and how to appraise their own and others' health, safety and physical activity practices. | <p>To further develop their understanding of physical activity, students are given the opportunity to actively assess and provide assistance and feedback on their fellow student's performances. This is especially employed in Bluearth's Coordination, Agility & Core Movement activities.</p> |

Skills for Physical Activity

| Level | Outcome Statement | Bluearth Program |
|-------|--|---|
| F | Responds to a range of physical activities. | <p>Core Movement activities develop balance, flexibility, postural alignment and weight bearing ability that is essential to the effective and efficient learning of all movement and technical skills. Coordination and Agility develop a number of different types of locomotion including running, marching, skipping etc.</p> <p>Skills activities develop basic skills such as throwing, catching & kicking and 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. Coordination and Agility activities develop a number of different types of basic locomotion including running, marching, skipping etc. A number of Starters and Games allow students to develop these skills further in activities that see them involved in dodging, weaving, speed changes and responding to different stimuli and instructions.</p> <p>Core Movement activities continue to develop the balance, flexibility, postural alignment and weight bearing ability that is essential to the effective and efficient learning of all movement and technical skills. Exploration activities allow students to experiment and develop an affinity with different pieces of equipment.</p> |
| 1 | Demonstrates the fundamental movement skills of body management and locomotion in structured and creative play. | <p>In addition to the above, Skill Activities at this level aim to further develop motor skills such as throwing and catching with a greater emphasis on using correct techniques. Students are given the opportunity to continue exploration of various pieces of equipment and also to develop different activities involving those pieces of equipment. Students develop an awareness of rules and working cooperatively with others by being involved in small games and other small group activities.</p> |
| 2 | Demonstrates a wide range of fundamental movement skills and an awareness of rules and other participants in simple games and physical activities. | <p>Coordination & Agility activities continue to develop controlled movement skills in areas such as running, sprinting, jumping, hopping & skipping. An increased emphasis is placed on efficient and effective techniques. Increasing complex Core Movement postures along with an increased emphasis on correct execution add to the development of students' ability to move and participate efficiently and effectively in physical activity.</p> <p>Skill Activities continue to develop throwing, catching, kicking etc skills to enable effective participation in Games. Games allow the development of basic game strategies. Students are encouraged and given the opportunity to regularly talk with team-mates about strategies they can employ to improve their outcomes.</p> |
| 3 | Performs controlled movement skills and demonstrates basic game strategies within rules in minor games and physical activities. | <p>In addition to the above, students are encouraged to further explore with each other and the Bluearth Coach, a range of strategies that can be employed in different activities and modified games. They are encouraged to think about things such as offence & defence and position play. Students are also involved in creating and implementing their own small activities including the use of suitable rules etc.</p> |
| 4 | Performs controlled movement skills and demonstrates a range of strategies in modified games, sports and physical activities. | |

Self-management Skills

| Level | Outcome Statement | Bluearth Program |
|-------|--|---|
| F | Makes choices of personal relevance. | <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 social competence, self awareness, self acceptance, purposefulness and self management.</p> <p>Having a go and doing your best are encouraged and the program is built upon promoting activities that students find engaging and challenging and in which through individual and shared planning and effort they experience fun and success.</p> |
| 1 | Uses basic self-management skills in familiar health and physical activity situations. | <p>Students are encouraged to ask questions and express any willingness or lack of to participate in specific activities. This may include concerns about their ability to do some activities.</p> <p>Students are encouraged to take responsibility for their own actions within the program whether they are negative or positive.</p> |
| 2 | Uses basic self-management skills and considers short-term consequences to meet personal health and physical activity needs. | <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>In addition to the above, 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> |
| 3 | Uses basic self-management skills and considers longer-term consequences to meet personal health and physical activity needs. | <p>Students are involved in various discussions regarding physical activity including their preferences for certain types of activities. They are asked to develop an awareness of their strengths and weaknesses and how they can use this knowledge to the benefit of their lives e.g. setting goals to improve their areas of challenge.</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> |
| 4 | Uses self-management skills, applies their knowledge of beliefs and values, and predicts the risks and benefits for the achievement of health and physical activity goals. | <p>Within the context of a Bluearth session, coaches will ask and discuss with students 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> |

Interpersonal Skills

| Level | Outcome Statement | Bluearth Program |
|-------|---|---|
| F | Uses socially acceptable behaviour when interacting with familiar people. | <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 social competence, self awareness, self acceptance, purposefulness and self responsibility.</p> <p>Bluearth presenters are highly competent and consistently present as desirable role models as they promote fairness, caring, cooperation, sharing and inclusiveness.</p> |
| 1 | Uses basic communication and cooperation skills when interacting with familiar people. | <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>Different activities encourage students to work cooperatively with each other, including the sharing of equipment etc. These activities are also a forum for developing appropriate communication skills in and amongst the students.</p> |
| 2 | Uses communication and cooperation skills to share feelings and meet basic needs when interacting with other people. | <p>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. Fairness and consideration for others is developed and encouraged within all activities.</p> <p>Communication (speaking and listening) skills are developed by encouraging more in depth discussions of various topics e.g. the effect of not playing to the rules in a game; optimal movement strategies etc.</p> |
| 3 | Uses communication and cooperation skills that contribute to interpersonal and group interactions. | <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>Students are often involved in the explanation, set-up, modification and debrief of the games they engage in. An understanding of behaviour, rules, cooperation and teamwork and their effect on others is developed both through discussion and in practical implementation. This also requires students to develop their negotiation and cooperation skills.</p> |
| 4 | Selects and plans to use interpersonal processes and the related communication and cooperation skills to enhance interpersonal and group relationships. | <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.</p> |