

BLUEARTH PROGRAM AND THE OUTCOMES AND STANDARDS FRAMEWORK

Bluearth activities have been aligned with learning outcomes from the New South Wales *Personal Development, Health and Physical Education K–6 Syllabus*. To assist schools in meeting their requirements, the following tables detail the linkages between the *Personal Development, Health and Physical Education K–6 Syllabus* and the Bluearth Program.

STRAND	STRAND DESCRIPTION
Active Lifestyle	This strand is concerned with students adopting activity patterns that promote wellbeing and developing behavioural skills necessary to participate in regular physical activity.
Dance	This strand is concerned with developing student’s ability to express themselves through movement and their confidence to participate in dance activities.
Games and Sports	This strand is concerned with developing each student’s competence and confidence in a broad range of games and sports and the skills required to participate in them.
Growth and Development	This strand provides students with the opportunity to learn about their changing bodies and the factors that impact on this change and about their social and emotional selves.
Gymnastics	This strand enables students to explore what their bodies can do, the space within which their bodies can move, the effort involved in the movement and the environment within which such movement takes place.
Interpersonal Relationships	The focus of this strand is on developing the concepts of cooperation, collaboration and networking through learning experiences designed to promote the interpersonal skills of communication and group work.
Personal Health Choices	This strand encourages an informed and responsible approach to decision making that impacts on personal and community health.
Safe Living	This strand focuses on developing in students a commitment and an ability to act in ways that will keep themselves and others safe from harm.
Skills Outcomes	
The Personal Development, Health and Physical Education Key Learning area also develops the skills of communicating, decision-making, interacting, moving and problem solving	

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: Personal Development, Health & Physical Education

Level	Early Stage 1	Stage 1	Stage 2	Stage 3
Active Lifestyle	Develops a repertoire of physical activities in which they can participate.	Participates in physical activity, recognising that it can be both enjoyable and important for health.	Discusses the relationship between regular and varied physical activity and health.	Shows how to maintain and improve the quality of an active lifestyle.
Dance	Moves in response to various stimuli.	Performs simple dance sequences incorporating basic movement skills and patterns.	Performs familiar movement patterns in a variety of dance situations.	Performs a range of dance styles and sequences confidently.
Games and Sports	Demonstrates fundamental movement skills while playing with and sharing equipment.	Performs fundamental movement skills with equipment in minor games.	Participates and uses equipment in a variety of games and modified sports.	Applies movement skills in games and sports that require communication, decision-making, cooperation and observation of rules.
Growth and Development	Identifies how people grow and change.	Describes the characteristics that make them both similar to others and unique.	Describes life changes and associated feelings.	Explains and demonstrates strategies for dealing with life changes.
Gymnastics	Performs basic movement patterns to show actions of the whole body.	Follows a simple sequence that links basic movement patterns.	Demonstrates control in performing sequences of introductory gymnastic movements.	Demonstrates coordinated actions of the body when performing gymnastic sequences.
Interpersonal Relationships	Identifies how individuals care for each other.	Identifies the ways in which they communicate, cooperate and care for others.	Describes how relationships with a range of people enhance well-being.	Describes roles and responsibilities in developing and maintaining positive relationships.
Personal Health Choices	Displays basic positive health practices.	Recognises that positive health choices can promote well-being.	Discusses the factors influencing personal health choices.	Explains the consequences of personal lifestyle choices.
Safe Living	Demonstrates a developing awareness of the concepts of safe and unsafe living.	Recognises that their safety depends on the environment and the behaviour of themselves and others.	Discusses how safe practices promote personal well-being.	Describes safe practices that are appropriate to a range of situations and environments.

Active Lifestyle

Level	Strand Outcome Statement	Bluearth Program
Early Stage 1	Develops a repertoire of physical activities in which they can participate.	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.
Stage 1	Participates in physical activity, recognising that it can be both enjoyable and important for health.	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.
Stage 2	Discusses the relationship between regular and varied physical activity and health.	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.
Stage 3	Understands that personal health, safety and physical activity practices enhance the physical, mental, emotional and social aspects of their own and others' health.	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.

Dance

Level	Strand Outcome Statement	Bluearth Program
Early Stage 1	Moves in response to various stimuli.	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. Students engage in a wide variety of activities that require both movement and stillness.
Stage 1	Performs simple dance sequences incorporating basic movement skills and patterns.	See above.
Stage 2	Performs familiar movement patterns in a variety of dance situations.	Dance styles and sequences are supported by the <i>Coordination & Agility</i> activities in which students are taught correct movement patterns for all forms of locomotion.
Stage 3	Performs a range of dance styles and sequences confidently.	See above.

Games and Sports

Level	Strand Outcome Statement	Bluearth Program
Early Stage 1	Demonstrates fundamental movement skills while playing with and sharing equipment.	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.
Stage 1	Performs fundamental movement skills with equipment in minor games.	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.
Stage 2	Participates and uses equipment in a variety of games and modified sports.	All Bluearth games have an objective that requires the use of various motor skills to be successful. Games and activities use equipment such as soft balls, hoops, basketballs, tennis balls, cones, frisbees, skipping ropes, bean bags, skittles, bats, shuttlecocks, hand paddles, hand balls and racquets.
Stage 3	Applies movement skills in games and sports that require communication, decision-making, cooperation and observation of rules.	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.

Growth and Development

Level	Strand Outcome Statement	Bluearth Program
Early Stage 1	Identifies how people grow and change.	This outcome is not directly achieved through the Bluearth Program.
Stage 1	Describes the characteristics that make them both similar to others and unique.	This outcome is not directly achieved through the Bluearth Program.
Stage 2	Describes life changes and associated feelings.	This outcome is not directly achieved through the Bluearth Program.
Stage 3	Explains and demonstrates strategies for dealing with life changes.	This outcome is not directly achieved through the Bluearth Program.

Gymnastics

Level	Strand Outcome Statement	Bluearth Program
Early Stage 1	Performs basic movement patterns to show actions of the whole body.	<i>Core Movement</i> poses are designed to challenge student's balance and involve varying degrees and planes of rotation, as well as using varying sizes and bases of support. Students will often sequence these poses as a further developmental tool.
Stage 1	Follows a simple sequence that links basic movement patterns.	Exploration activities, Coordination and Agility activities and Games combine to provide students with opportunities to learn and demonstrate simple sequences that link basic movement patterns.
Stage 2	Demonstrates control in performing sequences of introductory gymnastic movements.	The Core Movement poses assist students to develop core stability, flexibility, strength and correct posture.
Stage 3	Demonstrates coordinated actions of the body when performing gymnastic sequences.	This outcome is not directly achieved through the Bluearth Program.

Interpersonal Relationships

Level	Strand Outcome Statement	Bluearth Program
Early Stage 1	Identifies how individuals care for each other.	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.
Stage 1	Identifies the ways in which they communicate, cooperate and care for others.	See above.
Stage 2	Describes how relationships with a range of people enhance well-being.	This outcome is not directly achieved through the Bluearth Program.
Stage 3	Describes roles and responsibilities in developing and maintaining positive relationships.	This outcome is not directly achieved through the Bluearth Program.

Personal Health Choices

Level	Strand Outcome Statement	Bluearth Program
Early Stage 1	Displays basic positive health practices.	The program generates student engagement in and enjoyment of regular physical activity.
Stage 1	Recognises that positive health choices can promote well-being.	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.
Stage 2	Discusses the factors influencing personal health choices.	See above.
Stage 3	Explains the consequences of personal lifestyle choices.	See above.

Safe Living

Level	Strand Outcome Statement	Bluearth Program
Early Stage 1	Demonstrates a developing awareness of the concepts of safe and unsafe living.	Safety as it relates to physical activity is taught and reinforced through the activity, skill building, games and core movement elements of the program.
Stage 1	Recognises that their safety depends on the environment and the behaviour of themselves and others.	See above.
Stage 2	Discusses how safe practices promote personal well-being.	See above.
Stage 3	Describes safe practices that are appropriate to a range of situations and environments.	See above.

Skills Outcomes

Level	Skills Outcomes	Bluearth Program
Early Stage 1 to Stage 3	Communicating	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.
Early Stage 1 to Stage 3	Decision-making	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.
Early Stage 1 to Stage 3	Interacting	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.
Early Stage 1 to Stage 3	Moving	The whole program is based around skill development, coordination, agility, games and core movement. Coordination and Agility activities develop a number of different types of basic locomotion including running, marching and skipping and Games allow students to develop these skills further. As students progress through the program their movement skills are honed and applied in increasingly challenging ways.
Early Stage 1 to Stage 3	Problem Solving	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.