

THE BLUEARTH APPROACH MAPPED AGAINST THE AUSTRALIAN CURRICULUM FOR HEALTH AND PHYSICAL EDUCATION (HPE)

Five Australian states / territories are using the latest version of the **Australian Curriculum for HPE**.

- ACT
- NT
- QLD
- SA
- TAS

To view the Australian Curriculum for HPE go to:

<http://www.australiancurriculum.edu.au/health-and-physical-education/curriculum/>

The **Victorian Curriculum for HPE** is very closely related to the Australian Curriculum for HPE

The Content Descriptions are largely the same, and **Content Descriptor codes** start with VCHPE in the Victorian Curriculum and ACP in the Australian Curriculum. The addition of aquatics education to the Victorian Curriculum is a major difference.

To view the Victorian Curriculum for HPE go to the ACARA website:

<http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/curriculum/f-10>

The **Western Australian Curriculum for HPE** has been based on the AC: HPE however content is delivered and achievement is reported as two separate subjects.

To view the Western Australian Curriculum for HPE go to:

<http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education>

New South Wales is currently consulting on a reviewed PDHPE syllabus.

http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdhpe.html

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<p>Bluearth provides a broad and engaging physical activity program that aims to develop in students a lifelong love of movement and activity, active leisure pursuits and or sports of their choosing.</p> <p>Utilising a spectrum of movement from high energy dynamic activity to still and silent mindful practice, 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.</p> <p>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.</p>	<p>Bluearth activities address the key focus areas of; benefits of physical activity, mental health and wellbeing, relationships, safety, active play and minor games, fundamental movement skills and rhythmic and expressive movement.</p> <p>The Bluearth session consists of a variety of interdependent modules that provide students with enjoyable 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.</p> <p>The modules that may be used in a Bluearth session are listed in the table below.</p>
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Coordination and agility	Skill development	Movement challenges and games
Dynamic movement control	Moving in the environment	Core movement and mindfulness
Breathing and facilitation of the deep stabilising system	Balance and alignment	Individual, partner and small group activities
Exploring capacity in different contexts		

Preface

This curriculum mapping document draws upon the 69 content requirements related to the Australian Curriculum content area of Health and Physical Education for the Foundation Year through to Year 6. These content areas and their elaborations are mapped against the teaching and learning experienced by students engaged in the Bluearth program. These charts demonstrate the significant commonality between the experiences and outcomes of the Bluearth curriculum and the content areas of the Australian Curriculum for Health and Physical Education.

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Foundation Year Content Descriptions mapped against the Bluearth Program

Personal, social and community health		
Being healthy, safe and active	Elaborations	Bluearth Program
Identify personal strengths (ACPPS001)	<ul style="list-style-type: none"> identifying things they are good at and describing how these have changed over time participating in a range of minor games and exploring which ones they enjoy and what makes them enjoyable describing how they feel when they are learning a new skill and what strategies they can use to persist until they are successful identifying ways they can use their strengths to help themselves and others 	<ul style="list-style-type: none"> The Bluearth program is built around enjoyable and engaging 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 set and assess goals and are regularly engaged in conversations related to accepting challenges and achieving goals. Communication skills are promoted through team discussion, reflection sessions and self-evaluation/reflection discussions. 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.
Name parts of the body and describe how their body is growing and changing (ACPPS002)	<ul style="list-style-type: none"> recognising how bodies grow and change over time recording and mapping growth on individual and group growth charts or constructing a class height line identifying and labelling private parts of the body and understanding the contexts when body parts should be kept private 	<ul style="list-style-type: none"> Students are engaged in discussions of change and growth. Students become aware of the effect different types of activities can have on their bodies and are asked to describe these effects. The outcome of identifying and labelling private parts of the body and understanding the contexts when body parts should be kept private is not directly achieved through participation in the Bluearth program, although the teacher could readily incorporate this into a lesson.
Identify people and demonstrate protective behaviours that help keep themselves safe and healthy (ACPPS003)	<ul style="list-style-type: none"> identifying characters in different texts who help the main character to stay safe and healthy identifying protective behaviours that can help keep them safe identifying different relationships they have with people and which of these relationships make them feel loved, safe and supported naming trusted people in their community who can help them stay safe and healthy, and practising ways of asking for help in a range of different scenarios 	<ul style="list-style-type: none"> Bluearth coaches and teachers are trained to consistently present as desirable role models as they promote fairness, caring and inclusiveness and are highly attuned and responsive to individual student's needs. They communicate clear expectations to students and encourage and acknowledge student effort. 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 person's overall health. Many activities require students to respond to number instructions and use their knowledge of special arrangements to establish safe environments for activity. The outcome of identifying people and demonstrating protective behaviours that help keep students safe and healthy is not directly achieved through participation in the Bluearth program, although the teacher could readily incorporate this into a lesson.

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Personal, social and community health		
Communicating and interacting for health and wellbeing	Elaborations	Bluearth Program
Practise personal and social skills to interact with and include others (ACPPS004)	<ul style="list-style-type: none"> • accessing stories about characters who have been excluded from a group and discussing how the character could deal with the situation • discussing how it feels to be included in activities • practising personal skills such as expressing needs, wants and feelings, active listening and showing self-discipline to be an effective group member • listening and responding to others when participating in physical activities to achieve agreed outcomes 	<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. • 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 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. • Emphasis is placed on facilitating children's social skill development and cooperation is fostered through team games.
Identify and describe emotional responses people may experience in different situations (ACPPS005)	<ul style="list-style-type: none"> • identifying and describing the emotions of people who are happy, sad, excited, tired, angry, scared or confused • learning and using appropriate language and actions to communicate their feelings in different situations • recalling and sharing emotional responses to different situations and • representing this in a variety of ways 	<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. • 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.

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Foundation Year Content Descriptions mapped against the Bluearth Program

Personal, social and community health		
Contributing to healthy and active communities	Elaborations	Bluearth Program
Identify actions that promote health, safety and wellbeing (ACPPS006)	<ul style="list-style-type: none"> • identifying household substances that can be dangerous and suggesting examples of how they can be stored safely in the home • grouping foods into categories such as food groups and 'always' and 'sometimes' foods • recognising and following safety symbols and procedures at home and in water and road environments • understanding the importance of personal hygiene practices, including hand washing, face washing, nose blowing and toilet routines • recognising that being kind, fair and respectful to others can support class health and wellbeing 	<ul style="list-style-type: none"> • The main aim of the Bluearth program is the development of positive mental health in the students who are involved. This is achieved by engaging children in a physical activity environment that aims to develop self -awareness, self -acceptance, purposefulness and self- responsibility. • Students become aware of the effect different types of activities can have on their bodies and are asked to describe these effects. • In addition to the activities themselves, students are regularly engaged in conversations related to accepting challenges and achieving goals. Students are encouraged to accept themselves and develop along their own continuum. • Students participate in discussions that aim to develop their ability to add positively to the class environment. They are asked to think about things such as praise, empathy, consideration and support in relation to the different groups they may have to work with. They are also involved in different activities that encourage cooperative work in learning new skills and activities. Fairness and consideration for others is developed and encouraged within all activities. • The outcome of identifying household substances that could be dangerous and suggesting how they can be stored is not directly achieved through participation in the Bluearth program, although the teacher could readily incorporate this outcome into a lesson.
Participate in play that promotes engagement with outdoor settings and the natural environment (ACPPS007)	<ul style="list-style-type: none"> • exploring a range of ways to play and be active in outdoor or natural settings • understanding how to be safe in the outdoors through play in natural environments 	<ul style="list-style-type: none"> • Bluearth activities and games are designed for outdoor venues and if the weather is inclement they can be conducted indoors in a school hall or gymnasium. • Moving in the environment is a Bluearth practice in which participants attempt to interact with obstacles in the most efficient and direct manner possible. School environments offer amazing opportunities for exploration in this way. Students are taught how to move over, around, up, along, under and through the built and natural environment being efficient and fluid, and seeing obstacles as opportunities rather than barriers. • Safety as it relates to physical activity is taught and reinforced through the activity, skill building, games and core movement elements of the program.

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Foundation Year Content Descriptions mapped against the Bluearth Program

Movement and physical activity		
Moving our body	Elaborations	Bluearth Program
Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli (ACPMP008)	<ul style="list-style-type: none"> • performing loco-motor skills in any direction from one point to another • sending, controlling and receiving objects at different levels and in different ways • performing a range of water confidence skills • creating movement sequences without equipment • responding with movement to rhythm, beat, music and words 	<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. • Basic movement abilities (stability, locomotion, manipulation) are developed to the point where they are efficient (e.g. 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. Coordination & Agility activities teach students correct movement patterns for all forms of locomotion.
Participate in games with and without equipment (ACPMP009)	<ul style="list-style-type: none"> • participating in games that require students to be aware of personal safety and game boundaries • participating in games from other cultures • participating in games responding to stimuli, such as musical chairs, rhythm actions, alphabet shapes 	<ul style="list-style-type: none"> • Safety as it relates to physical activity is taught and reinforced through the activity, skill building, games and core movement elements of the program. • 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. • Exploration activities allow students to experiment and develop an affinity with different pieces of equipment. Increased complexity and challenge is introduced by changing tasks and the equipment used. • Students are supported to undertake movements that respond to music and various rhythms.

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Foundation Year Content Descriptions mapped against the Bluearth Program

Movement and physical activity		
Understanding movement	Elaborations	Bluearth Program
Explore how regular physical activity keeps individuals healthy and well (ACPMP010)	<ul style="list-style-type: none"> describing their feelings after participating in different physical activities describing how the body responds to participating in different physical activities sharing the things they enjoy about being physically active identifying how regular physical activity can help keep people healthy 	<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 become aware of the effect different types of activities can have on their bodies and are asked to describe these effects. Students are 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. 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 person's overall health. Different activities specifically encourage an awareness of the student's own activity levels and attitudes to physical activity. Students discuss their thoughts on different activities and their experiences from doing them. Students are encouraged to talk about all aspects of their participation in physical activity in an effort to fully develop their understanding of the issues surrounding physical activity.
Identify and describe how their body moves in relation to effort, space, time, objects and people (ACPMP011)	<ul style="list-style-type: none"> moving at different speeds and in different directions with others in a designated area demonstrating the difference between personal space and general space in physical activities describing body positions when performing a range of different movements 	<ul style="list-style-type: none"> Games and movement challenges require students to move at different speeds and in different directions with others in a designated area. 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. Core movement postures are taught through teacher demonstration or by the student demonstrating with the teacher pointing out important cues. Students are encouraged to develop a stable core by becoming familiar with the poses and practise them regularly. They describe and demonstrate the core poses. Clear expectations are communicated to students and student effort is encouraged and acknowledged by Bluearth coaches and teachers.

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Foundation Year Content Descriptions mapped against the Bluearth Program

Movement and physical activity		
Learning through movement	Elaborations	Bluearth Program
Cooperate with others when participating in physical activities (ACPMP012)	<ul style="list-style-type: none"> working with a partner or small group to complete a movement task or challenge mirroring a partner while moving to music using words and body language to communicate intentions clearly when playing minor games 	<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. Different activities develop the ability of students to work and communicate cooperatively in small groups and provide an opportunity for students to display an acceptance of class and activity rules. Students also become aware of the effect different types of activities can have on their bodies and are asked to describe these effects.
Test possible solutions to movement challenges through trial and error (ACPMP013)	<ul style="list-style-type: none"> attempting different ways to solve a movement challenge and discussing which ways were successful or not trailing a number of techniques when trying new movement activities making positive choices when faced with a decision about how they participate in a movement activity performing a new movement task for others in their group or class 	<ul style="list-style-type: none"> Core movement postures are taught through teacher demonstration or by the student demonstrating with the teacher pointing out important cues. Students are encouraged to feel a stable core and extension through the extremities. Teachers and students become familiar with the poses and practise them regularly. Movement activities are used to assist students develop an easy flow from one posture to the next. Activities undertaken by students gradually increase in complexity over time and are revisited regularly.
Follow rules when participating in physical activities (ACPMP014)	<ul style="list-style-type: none"> following instructions for personal safety and fair play responding to a whistle and commands when participating in physical activities identifying boundaries such as personal space and playing area demonstrating appropriate use of equipment 	<ul style="list-style-type: none"> 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. Safety as it relates to physical activity is taught and reinforced through the activity, skill building, games and core movement elements of the program.

THE BLUEARTH APPROACH MAPPED AGAINST THE AUSTRALIAN CURRICULUM FOR HEALTH AND PHYSICAL EDUCATION (HPE)

Year 1 and 2 Content Descriptions mapped against the Bluearth Program

Personal, social and community health		
Being healthy, safe and active	Elaborations	Bluearth Program
Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)	<ul style="list-style-type: none"> • describing personal achievements such as doing something on their own for the first time and sharing how they felt and how it influenced personal identities • accessing stories where characters demonstrate strengths, sharing how these strengths helped the character be successful and recognising which of these strengths they possess • participating in games and physical activities and describing how others' strengths contribute to successful outcomes 	<ul style="list-style-type: none"> • Students 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. They are involved in various discussions regarding physical activity including their preferences for certain types of activities. • Students are engaged in conversations about how activities and games can work better and be more effective and how they and their group can improve their game effectiveness. • 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.
Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)	<ul style="list-style-type: none"> • describing changes in their physical appearance now compared to when they were younger • identifying and describing significant relationships in their lives and how these have evolved or changed over time • discussing ways families and cultural groups acknowledge and celebrate major stages of development • discussing tasks they are allowed to do by themselves and explaining how these have changed since they were younger 	<ul style="list-style-type: none"> • The content goals for this area are not explicitly a feature of the Bluearth program but could be readily incorporated into a lesson conducted by the teacher.

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Year 1 and 2 Content Descriptions mapped against the Bluearth Program

Personal, social and community health		
Being healthy, safe and active	Elaborations	Bluearth Program
Practise strategies they can use when they need help with a task, problem or situation (ACPPS017)	<ul style="list-style-type: none"> identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult, reading basic signs and solving a problem with friends locating and recording phone numbers of local organisations they can contact in case of emergency and rehearsing a phone call to triple zero identifying situations that require the help of emergency services recognising photos and locations of safe places and people who can help 	<ul style="list-style-type: none"> The content goals for this area are not explicitly a feature of the Bluearth program but could be readily incorporated into a lesson conducted by the teacher. However, 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. Students are encouraged to seek assistance and to work collaboratively.
Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	<ul style="list-style-type: none"> identifying poison labels and medicine packaging and understanding to ask an adult before taking medicines exploring how eating healthy foods can influence health and wellbeing exploring benefits of regular physical activity and identifying opportunities when they can be active at school, at home and in the community describing actions to stay safe in a range of environments, including water, road, nature and outdoors 	<ul style="list-style-type: none"> 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 every day. 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. 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.

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Year 1 and 2 Content Descriptions mapped against the Bluearth Program

Personal, social and community health		
Communicating and interacting for health and wellbeing	Elaborations	Bluearth Program
Describe ways to include others to make them feel that they belong (ACPPS019)	<ul style="list-style-type: none"> • identifying and appreciating similarities and differences in people and groups • exploring how people feel when they are included and excluded from groups and activities • demonstrating appropriate language when encouraging others • demonstrating how to include others in physical activities when completing movement tasks or practising for performance • expressing appreciation and offering encouragement using a variety of communication techniques 	<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. • 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 engaged in conversations about how activities and games can work better and be more effective and inclusive. • 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.
Identify and practise emotional responses that account for own and others' feelings (ACPPS020)	<ul style="list-style-type: none"> • recognising own emotions & demonstrating positive ways to react in different situations • identifying the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses • predicting how a person or character might be feeling based on the words they use, their facial expressions and body language • understanding how a person's reaction to a situation can affect others' feelings 	<ul style="list-style-type: none"> • The content goals for this area are not explicitly a feature of the Bluearth program but could be readily incorporated into a lesson conducted by the teacher. • However, students set and assess goals and are regularly engaged in conversations related to accepting challenges and achieving goals. Communication skills are promoted through team discussion, reflection sessions and self-evaluation/reflection discussions. These reflection and self-evaluation activities provide students with the opportunity to discuss and share feelings and emotions.
Examine health messages and how they relate to health decisions and behaviours (ACPPS021)	<ul style="list-style-type: none"> • identifying advertisements they have encountered that contain health messages • identifying popular health slogans and discussing the behaviours these slogans are encouraging • creating their own positive health message and sharing it with the class 	<ul style="list-style-type: none"> • The content goals for this area are not explicitly a feature of the Bluearth program but could be readily incorporated into a lesson conducted by the teacher.

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Year 1 and 2 Content Descriptions mapped against the Bluearth Program

Personal, social and community health		
Contributing to healthy and active communities	Elaborations	Bluearth Program
Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)	<ul style="list-style-type: none"> • creating a bank of movement games and physical activity cards students can select from and play during lesson breaks and before or after school • exploring sustainable practices that students can implement in the classroom to improve health and wellbeing of the class • exploring how fruit and water breaks help support class health and wellbeing • recognising how their actions help keep classmates safe, including identifying things not to be shared due to potential of contamination, infection and anaphylaxis • explaining and demonstrating how being fair and respectful contributes to class health and wellbeing 	<ul style="list-style-type: none"> • Students discuss the effects 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 effects of a sedentary lifestyle. • 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. • 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 them to develop self-awareness and self-worth through creating and planning movement sequences, performing for others and responding to feedback. • The content goal of identifying things not to be shared due to potential of contamination, infection and anaphylaxis is not a specific feature of the Bluearth program but could be readily incorporated into a lesson conducted by the teacher.
Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023)	<ul style="list-style-type: none"> • recognising that physical activities can take place in a range of different environments, including natural and built settings • participating in physical activities within the built structures in the school and local community where physical activity takes place 	<ul style="list-style-type: none"> • A component of a Bluearth program is moving in the environment. This encourages students to move over, around, up, along, under and through the built and natural environment in the most efficient and direct manner possible. Teachers and students are encouraged to explore opportunities for moving through the environment presented by the school yard, adventure playgrounds (climbing, balancing), park benches (jumping or vaulting) and other built and natural elements in the local environment.

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Year 1 and 2 Content Descriptions mapped against the Bluearth Program

Personal, social and community health		
Contributing to healthy and active communities	Elaborations	Bluearth Program
Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)	<ul style="list-style-type: none"> • examining images or descriptions of different families, communities and cultural groups to identify the features that make them similar and different • sharing the things that make them similar to and different from others in the class • exploring the importance to different cultures of storytelling through dance, music and song, including Aboriginal Dreaming/Creation stories • discussing practices of their own culture used to pass on significant information from one generation to the next 	<ul style="list-style-type: none"> • The content goals for this area related to cultural awareness, identity and transmission are not explicitly a feature of the Bluearth program but could be readily incorporated into a lesson conducted by the teacher. • However, within all components of the program fairness and consideration for others is developed and encouraged. • 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 others. Students participate in discussions that aim to develop their ability to add positively to the class environment.
Movement and physical activity		
Moving our body	Elaborations	Bluearth Program
Perform fundamental movement skills in different movement situations (ACPMP025)	<ul style="list-style-type: none"> • performing loco-motor movements using different body parts to travel in different directions • performing fundamental movement skills involving controlling objects with equipment and different parts of the body • demonstrating balances and describing what helps to maintain stable positions • demonstrating how to transfer weight from one part of the body to another 	<ul style="list-style-type: none"> • Basic movement abilities (stability, locomotion, manipulation) are developed to the point where they are efficient (e.g. 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. • 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. Increased complexity and challenge is introduced by changing tasks and the equipment used.

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Year 1 and 2 Content Descriptions mapped against the Bluearth Program

Movement and physical activity		
Moving our body	Elaborations	Bluearth Program
Construct and perform imaginative and original movement sequences in response to stimuli (ACPMP026)	<ul style="list-style-type: none"> demonstrating changes in speed, direction and level of movement in response to changes in music tempo creating, following, repeating and altering movement sequences in response to rhythm, music or words selecting and implementing different movement skills to be successful in a game 	<ul style="list-style-type: none"> Lessons typically incorporate the 6 activity areas and enable students to work individually, with a partner, in a small group and within the whole group. 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. Juggling promotes hand-eye coordination.
Create and participate in games (ACPMP027)	<ul style="list-style-type: none"> inventing games with rules using one or two pieces of equipment participating in games that use a number of different fundamental movement skills using stimuli such as equipment, rhythm, music and words to create games 	<ul style="list-style-type: none"> 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. Exploration activities allow students to experiment and develop an affinity with different pieces of equipment. Increased complexity and challenge is introduced by changing tasks and the equipment used. Having a go, problem-solving 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.

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Year 1 and 2 Content Descriptions mapped against the Bluearth Program

Movement and physical activity		
Understanding movement	Elaborations	Bluearth Program
<p>Discuss the body's reactions to participating in physical activities (ACPMPO28)</p>	<ul style="list-style-type: none"> • participating in activities of different intensity and comparing the body's reactions • identifying positive feelings they experience when participating in physical activities • participating in new and unfamiliar activities and describing how they felt about the experience 	<ul style="list-style-type: none"> • The Coordination and Agility activities in the Bluearth program are designed to improve the efficiency and quality of movement; control and response of body equilibrium, assurance of movement, and protection against injury. These activities assist students to develop their co-ordination and agility as a basis for successful motor learning in exercise and sport. Coordination and agility challenge the motor system through the control of weight shifts. • The program's Dynamic Movement Control (DMC) exercises and moving in the environment support students to develop greater ease of movement, elasticity of the body, fluidity, and control of the body in space. Dynamic Movement Control is designed to awaken the structure and function of the body using rhythm. • Movement challenges and game complexity increases to match the capacity of the group or in response to students' feedback. This ensures that movement activities and games continue to challenge students physically as well as mentally and motivate them to remain fully engaged. • 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 set and assess goals and are regularly engaged in conversations related to accepting challenges and achieving goals. Communication skills are promoted through team discussion, reflection sessions and self-evaluation/reflection discussions. These reflection and self-evaluation activities provide students with the opportunity to discuss and share feelings and emotions.

THE BLUEARTH APPROACH MAPPED AGAINST THE AUSTRALIAN CURRICULUM FOR HEALTH AND PHYSICAL EDUCATION (HPE)

Year 1 and 2 Content Descriptions mapped against the Bluearth Program

Movement and physical activity		
Understanding movement	Elaborations	Bluearth Program
Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMPO29)	<ul style="list-style-type: none"> comparing different types of movements and identifying which ones are easier and harder and why this might be the case performing movements under, over, through and between objects, people and equipment demonstrating how they can balance on different parts of the body and make different shapes 	<ul style="list-style-type: none"> In the Bluearth program as each phase of movement emerges, the earlier stages serve as a foundation and a support for more advanced actions. The fundamental principle of developmental movement is that the primary actions are integrated into and support the later actions. 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. Basic movement abilities (stability, locomotion, manipulation) are developed to the point where they are efficient (e.g. 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. The program's Dynamic Movement Control (DMC) exercises and moving in the environment support students to develop greater ease of movement, elasticity of the body, fluidity, and control of the body in space. Movement challenges and the moving in the environment components help to strengthen students' capacity to run, jump, crawl, climb and balance. Clear expectations are communicated to students and student effort is encouraged and acknowledged by Bluearth coaches and teachers.
Learning through movement	Elaborations	Bluearth Program
Use strategies to work in group situations when participating in physical activities (ACPMPO30)	<ul style="list-style-type: none"> working cooperatively with a partner when practising new skills describing and demonstrating how to include others in physical activity suggesting and trialling how a game can be changed so that everyone can be involved 	<ul style="list-style-type: none"> Emphasis is placed on facilitating children's social skill development and cooperation is fostered through team games. Students are also 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. 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 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.

THE BLUEARTH APPROACH MAPPED AGAINST THE AUSTRALIAN CURRICULUM FOR HEALTH AND PHYSICAL EDUCATION (HPE)

Year 1 and 2 Content Descriptions mapped against the Bluearth Program

Movement and physical activity		
<p>Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMPO31)</p>	<ul style="list-style-type: none"> • predicting possible outcomes of alternative actions and deciding which one is likely to be the most effective • asking for and responding to feedback from peers or teachers on their performance • reflecting on their performance and identifying and demonstrating ways they can perform a skill more successfully 	<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. • Having a go, problem-solving 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 they experience fun and success.
Learning through movement	Elaborations	Bluearth Program
<p>Identify rules and play fairly when participating in physical activities (ACPMPO32)</p>	<ul style="list-style-type: none"> • explaining why rules are needed in games and physical activities • demonstrating turn-taking and sharing equipment when participating in minor games • explaining how rules contribute to fair play and applying them in group activities 	<ul style="list-style-type: none"> • Fairness and consideration for others is developed and encouraged within all activities. • 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. • 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.

THE BLUEARTH APPROACH MAPPED AGAINST THE AUSTRALIAN CURRICULUM FOR HEALTH AND PHYSICAL EDUCATION (HPE)

Year 3 and 4 Content Descriptions mapped against the Bluearth Program

Personal, social and community health		
Being healthy, safe and active	Elaborations	Bluearth Program
Examine how success, challenge and failure strengthen personal identities (ACPPS033)	<ul style="list-style-type: none"> examining factors that support personal achievement and development of personal identities, such as the influence of family, friends and school suggesting ways to respond positively to challenges and failure, such as using self-talk, early help-seeking behaviours, and optimistic thinking persisting with new activities and examining how success through persistence can have positive outcomes and strengthen identities explaining how meeting challenges makes them feel good about themselves and builds confidence to try new things 	<ul style="list-style-type: none"> Bluearth coaches and teachers are trained to consistently present as desirable role models as they promote fairness, caring and inclusiveness and are highly attuned and responsive to individual student's needs. They communicate clear expectations to students and encourage and acknowledge student effort. Bluearth 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 them to develop self-awareness and self-worth through creating and planning movement sequences, performing for others and giving and responding to feedback. The structure of the Bluearth program creates a climate that encourages engagement in physical activity and promotes healthy individual development. This lays the foundation of intrinsic motivation to choose a health-promoting active lifestyle. Having a go, problem-solving 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. Students set and assess goals and are regularly engaged in conversations related to accepting challenges and achieving goals. Reflection and self-evaluation activities provide students with the opportunity to discuss and share feelings and emotions.
Explore strategies to manage physical, social and emotional change (ACPPS034)	<ul style="list-style-type: none"> discussing physical, social and emotional changes that occur as individuals get older, and exploring how these changes impact on how they think and feel about themselves and different situations exploring how friendships change as they grow older and identifying strategies to manage change identifying people or sources of information that they can access if they have questions about the changes that are occurring 	<ul style="list-style-type: none"> The content goals for this area are not explicitly a feature of the Bluearth program but could be readily incorporated into a lesson conducted by the teacher. For example, Bluearth 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. Feedback based on trust helps to promote self-awareness and self-worth.

THE BLUEARTH APPROACH MAPPED AGAINST THE AUSTRALIAN CURRICULUM FOR HEALTH AND PHYSICAL EDUCATION (HPE)

Year 3 and 4 Content Descriptions mapped against the Bluearth Program

Personal, social and community health		
Being healthy, safe and active	Elaborations	Bluearth Program
Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)	<ul style="list-style-type: none"> recognising physical responses that indicate they are feeling uncomfortable or unsafe rehearsing assertive behaviours and strong non-verbal communication skills identifying and practising appropriate responses to unsafe situations in relation to drugs and drug use indicating on a local map the location of safe places and people who can help examining protective behaviours to stay safe in different situations, including near water or roads, in the park or when someone makes them feel uncomfortable or unsafe 	<ul style="list-style-type: none"> The content goals for this area are not explicitly a feature of the Bluearth program but could be readily incorporated into a lesson conducted by the teacher. Safety as it relates to physical activity is taught and reinforced through the activity, skill building, games and core movement elements of the program.
Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)	<ul style="list-style-type: none"> identifying how medications and other substances can be stored safely in the home and at school examining their own eating patterns by researching <i>The Australian Guide to Healthy Eating</i> and identifying healthier food choices proposing changes they can make to their daily routines to reduce sedentary behaviour and increase physical activity levels identifying and practising ways of behaving in the playground that ensure the safety of themselves and others 	<ul style="list-style-type: none"> 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 every day. They are encouraged to think of ways they can increase the level and the different activities they may be able to do at school and at home. Safety as it relates to physical activity is taught and reinforced through the activity, skill building, games and core movement elements of the program. 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. Students discuss the effects 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 effects of a sedentary lifestyle.

THE BLUEARTH APPROACH MAPPED AGAINST THE AUSTRALIAN CURRICULUM FOR HEALTH AND PHYSICAL EDUCATION (HPE)

Year 3 and 4 Content Descriptions mapped against the Bluearth Program

Personal, social and community health		
Communicating and interacting for health and wellbeing	Elaborations	Bluearth Program
Describe how respect, empathy and valuing difference can positively influence relationships (ACPPS037)	<ul style="list-style-type: none"> describing behaviours that show empathy and respect for the rights of others creating an online connection with another school and identifying similarities and differences between students predicting and reflecting on how other students might feel in a range of challenging situations, and discussing what they can do to support them recognising that bullying behaviour can take many forms, not only physical 	<ul style="list-style-type: none"> Bluearth sessions include specific discussions about behaviours that show empathy and respect for the rights of others. The program requires 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 content goal of creating an online connection with another school and identifying similarities and differences between students is not a feature of the Bluearth program but could be readily incorporated into a lesson conducted by the teacher
Investigate how emotional responses vary in depth and strength (ACPPS038)	<ul style="list-style-type: none"> recognising own emotional responses and levels of their response in different situations understanding that emotional responses vary across cultures and differ between people and different situations analysing scenarios and identifying possible triggers and warning signs to predict emotional responses describing strategies they can use to identify and manage their emotions before making a decision to act 	<ul style="list-style-type: none"> The content goals for this area are not explicitly a feature of the Bluearth program but could be readily incorporated into a lesson conducted by the teacher. However, the use of student reflection and feedback strategies within the program contribute to a student's growing awareness of themselves and of others.
Discuss and interpret health information and messages in the media and on the Internet (ACPPS039)	<ul style="list-style-type: none"> accessing different sources of health information and examining the accuracy of these sources examining health messages from different sources and exploring choices, behaviours and outcomes conveyed in these messages investigating how health messages influence health decisions 	<ul style="list-style-type: none"> The content goals for this area are not explicitly a feature of the Bluearth program but could be readily incorporated into a lesson conducted by the teacher.

THE BLUEARTH APPROACH MAPPED AGAINST THE AUSTRALIAN CURRICULUM FOR HEALTH AND PHYSICAL EDUCATION (HPE)

Year 3 and 4 Content Descriptions mapped against the Bluearth Program

Personal, social and community health		
Contributing to healthy and active communities	Elaborations	Bluearth Program
Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)	<ul style="list-style-type: none"> identifying how regular physical activity promotes health, and recognising and accessing opportunities to be active while they are at school creating promotional posters to display around the school containing positive health and physical activity messages establishing a small fruit and vegetable garden for the class that can be used to create healthy lunches or snacks exploring and developing responsible and sustainable classroom practices such as recycling, composting and energy saving 	<ul style="list-style-type: none"> 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 every day. They are encouraged to think of ways they can increase the level and the different activities they may be able to do at school and at home. Students discuss the effects 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 effects of a sedentary lifestyle. The specific content goals of creating health promoting poster; establishing a fruit and vegetable garden; and developing sustainable classroom practices are not a feature of the Bluearth program.
Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (ACPPS041)	<ul style="list-style-type: none"> participating in physical activities in natural environments in the local area and reflecting on the enjoyable components of participation comparing the characteristics and benefits of physical activities that can take place in a natural environment and those that take place in a built environment 	<ul style="list-style-type: none"> Bluearth is a developmental health and movement education approach that utilises the physical activity domain to develop the whole person through individual and collective awareness in the environmental and cultural setting in which the activity is taking place. The approach adopted promotes the awareness of self and environment to inform learning and optimise attention, function, cooperation and communication. A component of a Bluearth program is moving in the environment. This encourages students to move over, around, up, along, under and through the built and natural environment in the most efficient and direct manner possible. Teachers and students are encouraged to explore opportunities for moving through the environment presented by the school yard, adventure playgrounds (climbing, balancing), park benches (jumping or vaulting) and other built and natural elements in the local environment.

THE BLUEARTH APPROACH MAPPED AGAINST THE AUSTRALIAN CURRICULUM FOR HEALTH AND PHYSICAL EDUCATION (HPE)

Year 3 and 4 Content Descriptions mapped against the Bluearth Program

Personal, social and community health		
Contributing to healthy and active communities	Elaborations	Bluearth Program
Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042)	<ul style="list-style-type: none"> • researching games from their country of heritage and teaching the class how to play them • investigating how food practices differ between families, communities and cultural groups, and how food preparation and consumption are used to celebrate and pass on cultural beliefs, practices and values • planning a day that celebrates the cultural diversity of students in their class by sharing food, stories and games from their cultural background • reading Dreaming stories unique to an Aboriginal group and comparing them to stories shared in different cultures 	<ul style="list-style-type: none"> • The specific content goals for this area are not explicitly a feature of the Bluearth program but could be readily incorporated into the program by the teacher. However, all activities are undertaken within a safe and caring environment that is supportive and accepting of all students regardless of ability and acknowledges and accepts their commonalities and differences.
Movement and physical activity		
Moving our body	Elaborations	Bluearth Program
Practise and refine fundamental movement skills in different movement situations (ACPMP043)	<ul style="list-style-type: none"> • performing activities where loco-motor and object control skills are combined to complete a movement • performing fundamental movement skills to demonstrate weight transference in different physical activities • coordinating kicking with arm movements to move the body through the water • exploring and practising different techniques to propel objects towards a target 	<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. • Motor skill activities provide opportunities for students to develop abilities that underpin specific sport or performance skills. The focus during these activities is for the student to gain awareness of what the movement currently is, so that it can develop along the continuum based on repetition and feedback. • The Coordination and Agility activities in the Bluearth program are designed to improve the efficiency and quality of movement; control and response of body equilibrium, assurance of movement, and protection against injury. These activities assist students to develop their co-ordination and agility as a basis for successful motor learning in exercise and sport. Coordination and agility challenge the motor system through the control of weight shifts.

THE BLUEARTH APPROACH MAPPED AGAINST THE AUSTRALIAN CURRICULUM FOR HEALTH AND PHYSICAL EDUCATION (HPE)

Year 3 and 4 Content Descriptions mapped against the Bluearth Program

Movement and physical activity		
Moving our body	Elaborations	Bluearth Program
Perform movement sequences which link fundamental movement skills (ACPMPO44)	<ul style="list-style-type: none"> performing routines incorporating different jumping techniques and connecting movements demonstrating fundamental movement skills in correct sequence to complete a movement task or challenge performing tumbling routines using rolling actions, incline, weight transfer, flight and balances participating in dance routines from different cultures, such as Tinikling from The Phillipines, Polynesian dance, Japanese parasol dance, and Aboriginal and Torres Strait Islander dance using a surface dive and propelling the body underwater to recover an object 	<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. 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. A component of a Bluearth program is moving in the environment. This encourages students to move over, around, up, along, under and through the built and natural environment in the most efficient and direct manner possible. Teachers and students are encouraged to explore opportunities for moving through the environment presented by the school yard, adventure playgrounds (climbing, balancing), park benches (jumping or vaulting) and other built and natural elements in the local environment. Students are supported to undertake movements that respond to music and various rhythms. Some content goals for this area are not explicitly a feature of the Bluearth program but could be readily incorporated into a lesson conducted by the teacher. Bluearth activities are not conducted within water and do not provide instruction in swimming or diving. These skills would need to be developed via the school's aquatic program.
Practise and apply movement concepts and strategies (ACPMPO45)	<ul style="list-style-type: none"> planning and performing strategies to be successful in tag and dodge games demonstrating movement concepts and strategies to create scoring opportunities exploring centre of gravity and stability as they perform balance activities participating in physical activities which require problem-solving to achieve a goal using different equipment to create an original game or movement challenge 	<ul style="list-style-type: none"> Core movement postures are taught through teacher demonstration or by the student demonstrating with the teacher pointing out important cues. Students are encouraged to develop a stable core. Teachers and students become familiar with the poses and practise them regularly. Movement activities are used to assist students develop an easy flow from one posture to the next. Activities undertaken by students gradually increase in complexity over time and are revisited regularly. 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. Exploration activities allow students to experiment and develop an affinity with different pieces of equipment. Increased complexity and challenge is introduced by changing tasks and the equipment used. 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. Games and activities, particularly those involving groups and teams require students to exercise decision-making skills and strategies Students are engaged in in-depth discussions of movement strategies and provide each other with feedback on their strategies.

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Year 3 and 4 Content Descriptions mapped against the Bluearth Program

Movement and physical activity		
Understanding movement	Elaborations	Bluearth Program
Examine the benefits of physical activity and physical fitness to health and wellbeing (ACPMPO46)	<ul style="list-style-type: none"> examining the benefits of regular physical activity, including the influence on sleep, concentration and fitness collecting, recording and organising information to investigate which physical activities people engage in to maintain health, wellbeing and fitness exploring physical activity and screen-usage time recommendations for children and proposing how they can meet these recommendations 	<ul style="list-style-type: none"> 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 the effects 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 effects of a sedentary lifestyle. 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. Some of the specific content goals for this area are not explicitly a feature of the Bluearth program but could be readily incorporated into a lesson conducted by the teacher.
Combine the elements of effort, space, time, objects and people when performing movement sequences (ACPMPO47)	<ul style="list-style-type: none"> demonstrating acceleration and deceleration of movement in physical activities discussing and demonstrating different levels, movement pathways, and use of space and flow in movement sequences using the body to demonstrate an understanding of symmetry, shapes and angles when performing movement skills, balances or movement sequences 	<ul style="list-style-type: none"> The Bluearth program is based on a variety of physical activities to stimulate movement, develop expertise in movement and develop a love of movement. In the Bluearth program as each phase of movement emerges, the earlier stages serve as a foundation and a support for more advanced actions. The fundamental principle of developmental movement is that the primary actions are integrated into and support the later actions. Students demonstrate movement skills in a variety of contexts including games, the flexibility and core strengthening activities and when practicing free running using obstacles in the environment as an opportunity for learning in moving in the environment. Clear expectations are communicated to students and student effort is encouraged and acknowledged by Bluearth coaches and teachers.

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Year 3 and 4 Content Descriptions mapped against the Bluearth Program

Movement and physical activity		
Learning through movement	Elaborations	Bluearth Program
Adopt inclusive practices when participating in physical activities (ACPMPO48)	<ul style="list-style-type: none"> using cooperative skills to complete a movement task, such as a partner balance, partner passing strategy or team strategy working cooperatively with team members to maintain possession in a game by passing to other players and listening to team-mates modifying physical activities to ensure that everyone is included, such as changing equipment, rules or playing space 	<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. Students are often involved in the explanation, set-up, modification and debriefing 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.
Apply innovative and creative thinking in solving movement challenges (ACPMPO49)	<ul style="list-style-type: none"> transferring and applying skills to solve movement challenges testing alternative responses to movement challenges and predicting the success or effectiveness of each posing questions to others as a strategy for solving movement challenges drawing on prior knowledge to solve movement challenges 	<ul style="list-style-type: none"> The Coordination and Agility activities in the Bluearth program are designed to improve the efficiency and quality of movement; control and response of body equilibrium, assurance of movement, and protection against injury. These activities assist students to develop their co-ordination and agility as a basis for successful motor learning in exercise and sport. Coordination and agility challenge the motor system through the control of weight shifts. Bluearth movement challenges involve students working with a partner, small group and whole group activities. These challenges are often used as a transit exercise between other program components. The program's Dynamic Movement Control (DMC) exercises and moving in the environment support students to develop greater ease of movement, fluidity, and control of the body in space.
Apply basic rules and scoring systems, and demonstrate fair play when participating (ACPMPO50)	<ul style="list-style-type: none"> collaborating to decide rules for a new game contributing to fair decision making in physical activities by applying the rules appropriately recognising unfairness and exclusion in a game situation, and proposing strategies to overcome these issues recognising consequences of personal and team actions in group activities 	<ul style="list-style-type: none"> Students are often involved in the explanation, set-up, modification and debriefing 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. 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. Different activities develop the ability of students to work and cooperatively in small groups and provide an opportunity for students to display an acceptance of class and activity rules. 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. Fairness and consideration for others is developed and encouraged within all activities

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Year 5 and 6 Content Descriptions mapped against the Bluearth Program

Personal, social and community health		
Being healthy, safe and active	Elaborations	Bluearth Program
Explore personal and cultural identities a how they change and adapt to different contexts and situations (ACPPS051)	<ul style="list-style-type: none"> identifying how personal qualities contribute to identities and inform world views recognising how individual personalities and teamwork contribute to achieving success in physical activities exploring how personal and cultural identities change over time investigating how personal and cultural identities are influenced by the groups and communities to which we belong and the places to which we feel connected exploring how family, peers and the media influence how individuals interact in given situations 	<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. 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 participate in discussions that aim to develop their ability to add positively to the class environment. Fairness and consideration for others is developed and encouraged within all activities. 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. The specific content goals around cultural identity and the role of the media, family and peers in shaping how individuals act are not explicitly a feature of the Bluearth program but could be readily incorporated into the program by the teacher
Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)	<ul style="list-style-type: none"> understanding that individuals experience changes associated with puberty at different times, with differing levels of intensity and with different responses researching and identifying age-appropriate text and web-based resources to enhance understanding of changes associated with puberty examining the range of products available to manage the physical changes associated with puberty 	<ul style="list-style-type: none"> The specific content goals for this area are not explicitly a feature of the Bluearth program but could be readily incorporated into the program by the teacher.
Investigate community resources and strategies to seek help about health, safety and wellbeing (ACPPS053)	<ul style="list-style-type: none"> researching health information sources and places where they can seek help, and prioritising those that are reliable and trustworthy applying criteria to online information to assess the credibility of the information creating ways to share information about local services young people can access for help, such as a blog, app or advertisement 	<ul style="list-style-type: none"> The specific content goals for this area are not explicitly a feature of the Bluearth program but could be readily incorporated into the program by the teacher.

THE BLUEARTH APPROACH MAPPED AGAINST THE AUSTRALIAN CURRICULUM FOR HEALTH AND PHYSICAL EDUCATION (HPE)

Year 5 and 6 Content Descriptions mapped against the Bluearth Program

Personal, social and community health		
Being healthy, safe and active	Elaborations	Bluearth Program
Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)	<ul style="list-style-type: none"> scripting and rehearsing how to refuse drugs they may be offered, such as medication, tobacco product or alcohol comparing product labels on food items or nutritional information in recipes and suggesting ways to improve the nutritional value of meals proposing and implementing opportunities to increase their physical activity levels at school and at home selecting and practising appropriate responses to promote safety in different situations, including water- and traffic-related situations 	<ul style="list-style-type: none"> The specific content goals for this area are not explicitly a feature of the Bluearth program but could be readily incorporated into the program by the teacher. However, the essence of the Bluearth program is to create the climate that encourages engagement in physical activity and promotes healthy individual development. These in turn lay the foundation of intrinsic motivation to choose a health-promoting active lifestyle Safety as it relates to physical activity is taught and reinforced through the activity, skill building, games and core movement elements of the program. 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.
Communicating and interacting for health and wellbeing	Elaborations	Bluearth Program
Practise skills to establish and manage relationships (ACPPS055)	<ul style="list-style-type: none"> exploring reasons why relationships may change, such as starting a new school, changing priorities or interests, family break-up, or joining a new sports team assessing the impact of different relationships on personal health and wellbeing proposing strategies for managing the changing nature of relationships, including dealing with bullying and harassment and building new friendships 	<ul style="list-style-type: none"> The specific content goals for this area are not explicitly a feature of the Bluearth program but could be readily incorporated into the program by the teacher. However, Bluearth 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 and cooperation between students.

THE BLUEARTH APPROACH MAPPED AGAINST THE AUSTRALIAN CURRICULUM FOR HEALTH AND PHYSICAL EDUCATION (HPE)

Year 5 and 6 Content Descriptions mapped against the Bluearth Program

Personal, social and community health		
Communicating & interacting for health & wellbeing	Elaborations	Bluearth Program
Examine the influence of emotional responses on behaviour and relationships (ACPPS056)	<ul style="list-style-type: none"> analysing situations in which emotions can influence decision making, including in peer-group, family and movement situations discussing how inappropriate emotional responses impact relationships exploring why emotional responses can be unpredictable 	<ul style="list-style-type: none"> The specific content goals for this area are not explicitly a feature of the Bluearth program but could be readily incorporated into the program by the teacher.
Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)	<ul style="list-style-type: none"> examining how media and public identities influence the way people act and the choices they make sharing how important people in their life influence them to act or behave in a healthy or safe way analysing health messages in the media and comparing their interpretations with those of other members of the class 	<ul style="list-style-type: none"> The specific content goals for this area are not explicitly a feature of the Bluearth program but could be readily incorporated into the program by the teacher.
Contributing to healthy & active communities	Elaborations	Bluearth Program
Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)	<ul style="list-style-type: none"> investigating practices that help promote & maintain health and wellbeing, e.g. eating a diet reflecting The Australian Guide to Healthy Eating, meeting recommendations for daily physical activity and creating connections with others to enhance social health proposing and implementing actions and protective behaviours that promote safe participation in physical activities understanding the importance of social support and a sense of belonging in promoting mental health and wellbeing. 	<ul style="list-style-type: none"> Students discuss the effects 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 effects of a sedentary lifestyle. 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.

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Year 5 and 6 Content Descriptions mapped against the Bluearth Program

Personal, social and community health		
Contributing to healthy & active communities	Elaborations	Bluearth Program
Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (ACPPS059)	<ul style="list-style-type: none"> exploring ways in which people can connect with other members of their community through participating in physical activities in natural settings and built environments discussing how a connection to the local community, environment or special places can influence personal and community health and wellbeing discussing how access to natural and built environments can help or hinder participation in physical activities exploring Aboriginal and Torres Strait Islander understandings of special places and the connection of these places to physical activities 	<ul style="list-style-type: none"> Bluearth is a developmental health and movement education approach that utilises the physical activity domain to develop the whole person through individual and collective awareness in the environmental and cultural setting in which the activity is taking place. The approach adopted promotes the awareness of self and environment to inform learning and optimise attention, function, cooperation and communication. A component of a Bluearth program is moving in the environment. This encourages students to move over, around, up, along, under and through the built and natural environment in the most efficient and direct manner possible. Teachers and students are encouraged to explore opportunities for moving through the environment presented by the school yard, adventure playgrounds (climbing, balancing), park benches (jumping or vaulting) and other built and natural elements in the local environment.
Investigate and reflect on how valuing diversity positively influences the wellbeing of the community (ACPPS060)	<ul style="list-style-type: none"> exploring initiatives sporting and community groups use to counter discrimination and support the wellbeing of their communities discussing how the actions of bystanders, friends and family can prevent and/or stop bullying and other forms of discrimination and harassment proposing strategies to help others understand points of view that differ from their own and to encourage further discussion about individual and cultural similarities and differences in order to tackle racism exploring and celebrating how cultures differ in behaviours, beliefs and values 	<ul style="list-style-type: none"> The specific content goals for this area are not explicitly a feature of the Bluearth program but could be readily incorporated into the program by the teacher. However, all activities are undertaken within a safe and caring environment that is supportive and accepting of all students regardless of ability and acknowledges and accepts their commonalities and differences. 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.

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Year 5 and 6 Content Descriptions mapped against the Bluearth Program

Movement and physical activity		
Moving our body	Elaborations	Bluearth Program
Practise specialised movement skills and apply them in different movement situations (ACPMP061)	<ul style="list-style-type: none"> applying stability and loco-motor skills to dodge and feint in different movement situations applying kicking, striking and throwing skills to propel an object and keep it in motion combining surface propulsion and underwater skills in an aquatic environment performing a range of complex static and dynamic balances on different body parts or rotating and/or pivoting jumping with control for height and distance using a variety of body positions 	<ul style="list-style-type: none"> The Coordination and Agility activities in the Bluearth program are designed to improve the efficiency and quality of movement; control and response of body equilibrium, assurance of movement, and protection against injury. These activities assist students to develop their co-ordination and agility as a basis for successful motor learning in exercise and sport. Coordination and agility challenge the motor system through the control of weight shifts. Bluearth movement challenges involve students working with a partner, small group and whole group activities. These challenges are often used as a transit exercise between other program components. The program's Dynamic Movement Control (DMC) exercises and moving in the environment support students to develop greater ease of movement, elasticity of the body, fluidity, and control of the body in space. Motor skill activities provide opportunities for students to develop abilities that underpin specific sport or performance skills. The focus during these activities is for the student to gain awareness of what the movement currently is, so that it can develop along the continuum based on repetition and feedback.
Design and perform a variety of movement sequences (ACPMP062)	<ul style="list-style-type: none"> composing movement sequences including balances to travel from point to point performing activities that involve a transition from one skill to another, such as from dribbling to shooting or from leaping to balancing experimenting with different music genres such as Indian Bhangra music when performing creative dances designing a sequence of passes between teammates to maintain possession or move a piece of equipment from one point to another designing and participating in a simple fitness circuit involving activities that require different types of movement 	<ul style="list-style-type: none"> The program's Coordination and Agility activities improve students' efficiency and quality of movement; control and response of body equilibrium, assurance of movement, and protection against injury. They assist students to develop their co-ordination and agility as a basis for successful motor learning in exercise and sport. The program's Dynamic Movement Control (DMC) exercises and moving in the environment support students to develop greater ease of movement, elasticity of the body, fluidity, and control of the body in space. Dynamic Movement Control is designed to awaken the structure and function of the body using rhythm. Games provide students with the opportunity to cooperate as a whole group. They require strategies, decision-making, teamwork, and the importance of consequence of one's actions, in the context of the game. Movement challenges and game complexity increases to match the capacity of the group or in response to students' feedback. This ensures that movement activities and games continue to challenge students physically as well as mentally and motivate them to remain fully engaged. The use of a wide range of sources of music and rhythm to stimulate movement is encouraged.

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Year 5 and 6 Content Descriptions mapped against the Bluearth Program

Movement and physical activity		
Moving our body	Elaborations	Bluearth Program
Propose and apply movement concepts and strategies (ACPMP063)	<ul style="list-style-type: none"> demonstrating defensive and offensive play in modified games proposing and applying movement concepts and strategies to perform movement sequences at different levels using different types of equipment proposing and applying movement concepts and strategies to safely traverse a natural environment 	<ul style="list-style-type: none"> Bluearth has a broad application approach drawn from developmental kinesiology, developmental movement, physical conditioning methodology, movement education, self-development practices, psychology, philosophical and contemplative disciplines. 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. Games and activities, particularly those involving groups and teams require students to exercise decision-making skills and strategies Students are engaged in in-depth discussions of movement strategies and provide each other with feedback on their strategies.
Understanding movement	Elaborations	Bluearth Program
Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing (ACPMP064)	<ul style="list-style-type: none"> creating and participating in a fitness circuit designed to improve health-related fitness components demonstrating and describing safe stretching activities which maintain and develop flexibility examining the benefits of physical activity to social health and mental wellbeing participating in a range of physical activities and exploring their health, skill and fitness benefits examining and describing health-related and skill-related components of fitness 	<ul style="list-style-type: none"> In the Bluearth program as each phase of movement emerges, the earlier stages serve as a foundation and a support for more advanced actions. The fundamental principle of developmental movement is that the primary actions are integrated into and support the later actions. The main aim of The Bluearth program is the development of positive mental health in the students who are involved. This is achieved by engaging children in a physical activity environment that aims to develop self-awareness, self-acceptance, purposefulness and self-responsibility. In addition to the activities themselves, students are regularly engaged in conversations related to accepting challenges and achieving goals. Students are encouraged to accept themselves and develop along their own continuum. 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 discuss the effects 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 effects of a sedentary lifestyle.

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Year 5 and 6 Content Descriptions mapped against the Bluearth Program

Movement and physical activity		
Understanding movement	Elaborations	Bluearth Program
<p>Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences (ACPMP065)</p>	<ul style="list-style-type: none"> • demonstrating an understanding of how to adjust the force and speed of an object to improve accuracy and control • creating a movement sequence that demonstrates variations in flow and levels and involves individuals moving together in time • working with a partner to explore pushing and pulling movements and how these can be manipulated to perform counter-balances • developing strategies that exploit the playing space to create overlaps and extra attackers 	<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. • 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. • Games and activities, particularly those involving groups and teams require students to exercise decision-making skills and strategies and undertake activities where trust is developed. • 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>Participate in physical activities from their own and other cultures and examine how involvement creates community connections and intercultural understanding (ACPMP066)</p>	<ul style="list-style-type: none"> • researching and participating in different cultural games or physical activities that children in other countries play • exploring the place of water-based recreational activities in Australian culture and how communities come together to enjoy water-based activities • participating in and investigating the heritage of games that have cultural significance in Australia, and exploring similarities with games of significance to other cultures, such as jump rope and Nang Tong (from Thailand), poison ball and Bola Beracon (from Malaysia), hockey and Lor Kon Krok (from Thailand) and Australian Rules football, lacrosse and Gaelic football 	<ul style="list-style-type: none"> • Whilst the Bluearth program is based on a variety of physical activities to stimulate movement, develop expertise in movement and develop a love of movement, some of the specific content goals for this area are not explicitly a feature of the Bluearth program but could be readily incorporated into a lesson conducted by the teacher. For example, participation in games from other cultures and contrasting them with 'local' games could readily become a component of the school's Bluearth program.

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Year 5 and 6 Content Descriptions mapped against the Bluearth Program

Movement and physical activity		
Learning through movement	Elaborations	Bluearth Program
Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)	<ul style="list-style-type: none"> • understanding the contribution of different roles and responsibilities in physical activities that promote enjoyment, safety and positive outcomes for participants • demonstrating negotiation skills when dealing with conflicts or disagreements in movement situations • using reflective listening when working in small groups on movement tasks or challenges • exploring and performing the duties and responsibilities of different roles for a range of physical activities 	<ul style="list-style-type: none"> • 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
Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMP068)	<ul style="list-style-type: none"> • recognising that there may be a number of solutions to movement challenges and justifying which solution is most appropriate or effective • applying movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge • assessing and refining strategies to persist and successfully perform new and challenging movement skills and sequences • devising strategies and formulating plans to assist in successfully performing new movement skills 	<ul style="list-style-type: none"> • Students undertake some difficult activities and discuss how learning something difficult may take some time. • Team games encourage strategic thinking and student participation in setting up and running activities builds planning and implementation skills. • 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.

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Year 5 and 6 Content Descriptions mapped against the Bluearth Program

Movement and physical activity		
Learning through movement	Elaborations	Bluearth Program
Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities (ACPMP069)	<ul style="list-style-type: none"> • explaining why infringements result in consequences such as a penalty or free pass • proposing changes to the rules and/or conditions to create a more inclusive game or to allow for a fairer contest • correctly interpreting and applying rules in physical activities 	<ul style="list-style-type: none"> • Fairness and consideration for others is developed and encouraged within all activities. • 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. • 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. • 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.