

Health and Physical Education - Above satisfactory - Foundation Year

Portfolio summary

This portfolio of student works shows that the student can identify a number of changes in personal needs as they have grown from a baby (WS5) and identify emotions they feel in a given situation (WS6). The student cooperates with another child by working together to define a playing area (WS4). They can describe how to keep themselves healthy and how the body responds to physical activity (WS1) and identify people, places and actions for staying safe at school and in the community (WS6). The student performs object control skills of pushing and trapping to maintain a rally with a partner (WS4) and is able to perform fundamental movement skills of running, dodging and jumping to avoid a moving shadow, and can explain how to move to avoid the moving shadows (WS3). The student can create and perform safe balances and is able to explain strategies to maintain balances (WS2).

Verbal response: Body responses to physical activity

Sample summary

During the term, discussions occurred around how the body responds to physical activity. As part of their learning, students used stethoscopes and apps to monitor heart rates.

Students were asked to provide a response to teacher-generated questions to demonstrate their understanding of how the body reacts to movement and physical activity.

The task was undertaken individually after students had been actively moving.

This assessment task relates to the focus area: health benefits of physical activity.

Achievement standard

Learning Area

By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.

Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.

Verbal response



Demonstration and verbal response: Creating balances

Sample summary

Students were taught a short unit on balance, particularly looking at balance points and safety. The students were shown a variety of balances on a large screen. They discussed the points of balance and were given time to experiment and practise.

Students were asked to create three separate balances by identifying and drawing balance points on a picture of the body. The students practised and performed their three individual balances on a mat. They were asked to explain which were the easiest and hardest balances and give reasons why.

This assessment task relates to the focus areas: fundamental movement skills, and safety.

Achievement standard

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Demonstration



Demonstration: Shadow dodge

Sample summary

The class was exposed to and practised a range of fundamental movement skills through a variety of games.

The teacher projected a film of moving objects on a wall. The students were asked to demonstrate running, walking, dodging/ducking and jumping in different directions to avoid their shadow colliding with the moving objects. At various points, the class was stopped to discuss how they managed to avoid their shadow colliding with the moving objects.

This assessment task relates to the focus area: fundamental movement skills.

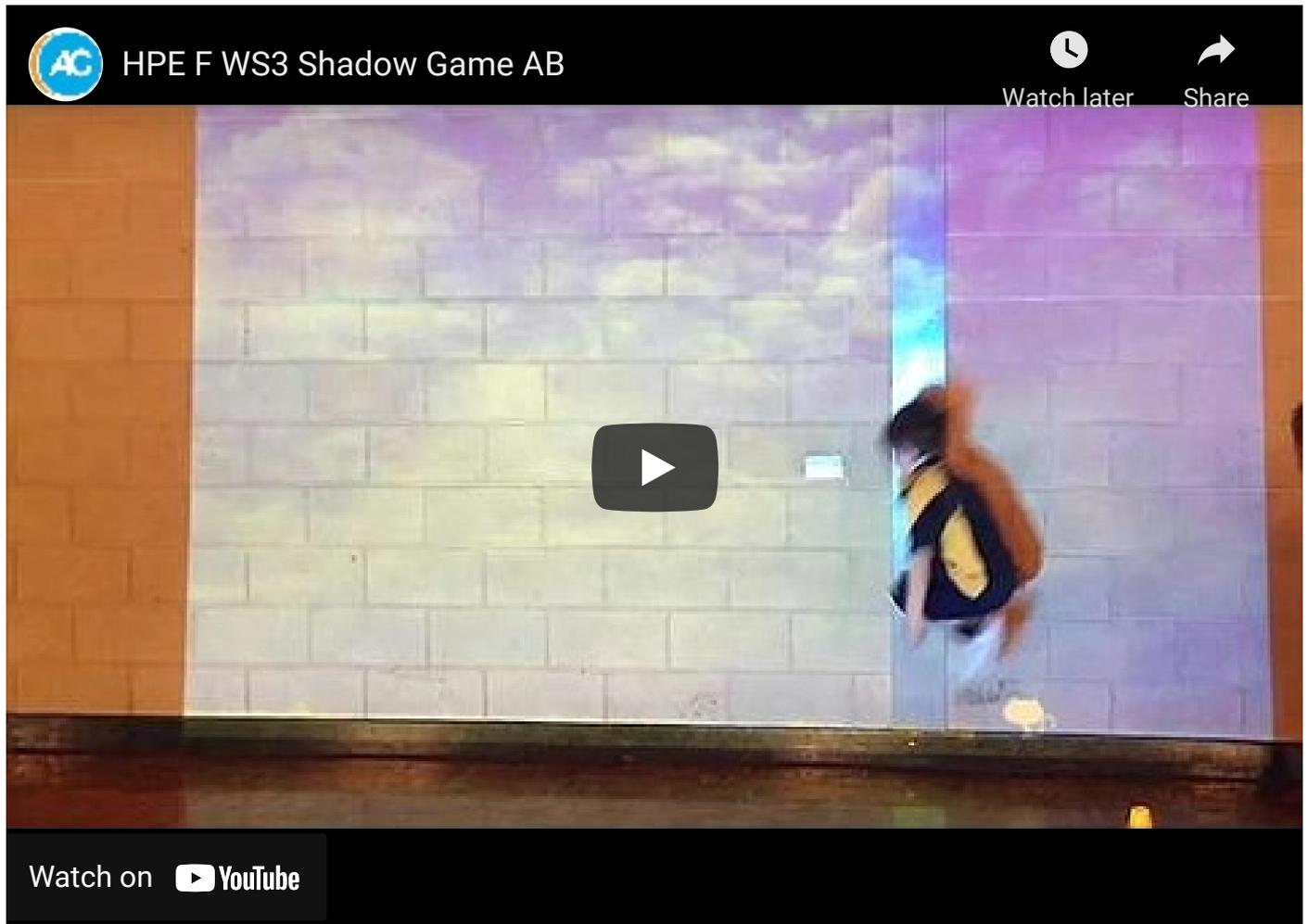
Achievement standard

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Demonstration



Demonstration: Rolling rally

Sample summary

In Term 4, Foundation students participated in a ball control unit utilising a variety of ball types and ball sizes.

Students were asked to design a court space with boundaries, including a line to divide the area in two. Students were then required to use a racquet to rally the ball backwards and forwards to a partner, pushing and trapping the ball.

This assessment task relates to the focus areas: active play and minor games, and fundamental movement skills.

Achievement standard

Learning Area

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Demonstration



Scribed response: Growth and change

Sample summary

The students and teacher discussed the concept of growth and change.

Students were asked to bring in two photos of themselves: one as a baby and one as a school student. Using those photos, students identified their needs at these two points in time and changes that had occurred. Students undertook the task with support. They verbalised their understanding, and responses were scribed by the teacher.

This assessment task relates to the focus area: relationships and sexuality.

Achievement standard

Scribed response

Growing up - Changes

Photo of the child as a baby

Photo of the child as a school student

Things I needed help with as a baby...

I needed help to eat and get dressed. Mum had to bath me and take me places and kept me happy.

Things I can do by myself now...

I can do a lot by myself. I can ride a bike and kick a football. I can count and read lots of words. Mum sometimes lets me cook with her. I can find new friends to play with.

Annotations

- 1 Annotation 1**
Identifies a variety of physical, social and intellectual changes over time
- 2 Annotation 2**
Identifies a variety of physical and emotional needs they required assistance with as a baby
- 3 Annotation 3**
Identifies tasks that they are able to assist with now they are older

Verbal response: Staying safe

Sample summary

Students identified feelings in day-to-day activities and distinguished between safe and unsafe situations. Students identified and explained warning signs and how to take action to keep themselves safe in their small rural community.

Students were asked to tell the teacher how they could keep themselves safe while at school, down the street and at a local sporting event. This conversation was recorded in writing or as an audio conversation depending on what the student felt comfortable with. The teacher directed the conversation by asking questions that prompted the student to identify how they would know if they were feeling unsafe, and protective behaviours they could use in each setting.

This assessment task relates to the focus areas: safety, relationships and sexuality, and mental health and wellbeing.

Achievement standard

Learning Area

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Audio excerpt



The image shows a YouTube video player interface. At the top left, there is a circular logo with the letters 'AC' in blue and white. To its right, the video title 'HPE F WS6 Staying Safe AB' is displayed in white text. On the top right, there are two icons: a clock icon labeled 'Watch later' and a share icon labeled 'Share'. The main area of the player is a large, dark grey speaker icon with a play button in the center, indicating that the video is currently muted. At the bottom left, there is a black bar with the text 'Watch on' followed by the YouTube logo and the word 'YouTube' in white.