

Health and Physical Education - Above satisfactory - Years 1 and 2

Portfolio summary

This portfolio of student work shows that the student can recognise and illustrate changes that occur as people age, and can identify activities that change with increasing age (WS3). They can recognise personal factors that shape their personal identity (WS8) and identify how emotions can be connected to situations and events (WS9). The student can identify how their emotional responses affect the feelings of other people and recognise ways they can be kind and supportive towards others (WS9). They can identify factors that contribute to health and safety while at school (WS4) and describe behaviours and actions to keep themselves safe in a number of different environments and situations (WS7, WS10). The student demonstrates sportsmanship and the object control skill of striking by adjusting body position and racquet position to hit and return a tennis ball (WS2). They can identify how the body responds to physical activity (WS5, WS6) and recognise situations and opportunities to be physically active including suggestions on how to improve their performance (WS5). The student can create, integrate and perform movement sequences that flow, and respond to music cues (WS1).

Demonstration: Creating dance

Sample summary

Students spent the first half of the year following dance videos as part of their warm-up in physical education lessons.

Students were asked to construct and perform a dance routine using a minimum of four dance moves that went for at least 30 seconds. They worked individually or in groups of up to four students. The moves had to demonstrate some originality.

Support was given to students in the developmental stage of the task and the final performance was filmed.

This assessment task relates to the focus area: rhythmic and expressive movement activities.

Achievement standard

Learning Area

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Demonstration



Demonstration: Striking (tennis)

Sample summary

Students were involved in a unit of work which focused on the skill of striking. They explored how to control different types of balls using a variety of equipment. Students' prior experience varied from never having held a bat or racquet to participating in net games the previous year.

Students were asked to rally with a partner in a designated area and shake hands.

Students were required to start with a bounce hit over the net (serve) or an overarm throw over the net. The receiver aimed to control the ball with a few touches if necessary and then return the ball over the net.

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

Achievement standard

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Demonstration



Written response: Life changes

Sample summary

Students listened to a story about children growing and changing and discussed the physical characteristics and different roles of characters in the book. Using a range of different images of people, students were asked to place them in order of age and justify their choices.

Students were asked to draw themselves at different life stages from baby to teenager. In their drawings, students were required to depict the physical changes that had occurred or would occur in the future.

Students were also asked to describe changes in their relationships and social expectations.

Students engaged in the task independently. The teacher scribed for students unable to write independently.

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

Achievement standard

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Written response

Baby	Now	Teenager
What do I look like?		
		
Who is important in my life?		
Mum + Dad	Jack Cam	DAD fly to Perth and be with dad.
What are you allowed to do on your own?		
PIAing	Every Saturday I play on my own because I'm not allowed any devices. I go to bed at 8 o'clock. I am allowed to play on Jack's phone. A circled '3' is next to it.	walk to the 711 on my own I will get practice drives with dad everyday. I could have money to buy a mobile phone. I would like to play guitar when I'm a teenager.

Annotations

- 1 Annotation 1**
Illustrates physical changes, facial expressions and external needs that change as people age
- 2 Annotation 2**
Recognises relationships that are consistent as well as changes in relationships as they grow older
- 3 Annotation 3**
Relates and predicts independent activities that change in their level of sophistication as you grow older

Written response: Healthy, safe, active

Sample summary

Students explored and developed classroom expectations and considered how being healthy, safe and active can create a positive classroom environment as well as healthy people. Students used think-pair-share strategy to brainstorm ideas for each aspect (healthy, safe, active).

Students were asked to individually label a pie chart to show ways to be healthy and safe within the classroom and active within and beyond the classroom.

This assessment task relates to the focus area: safety.

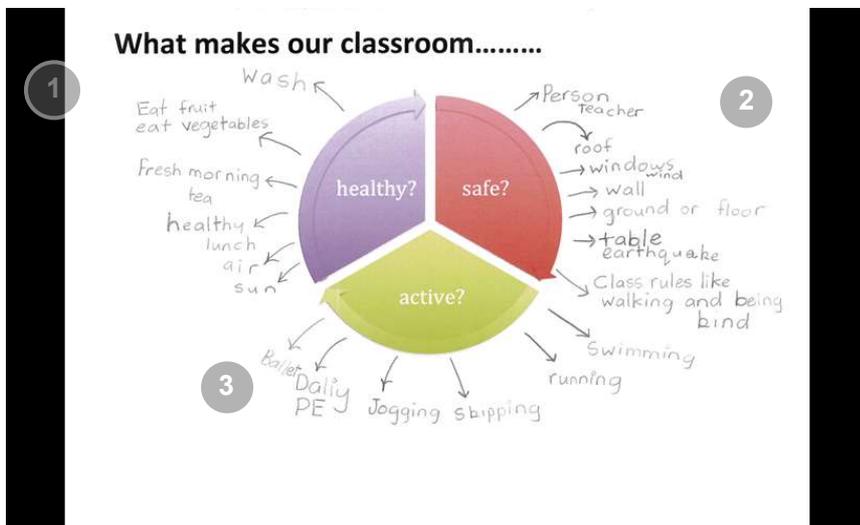
Achievement standard

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Written response



Annotations

- 1 Annotation 1**
Identifies fresh food, cleanliness and the environment as things that contribute to health
- 2 Annotation 2**
Includes rules, people and objects as reasons why the classroom is safe
- 3 Annotation 3**
Relates personal and school-associated activities to keeping active

Annotated drawing: Being active

Sample summary

Students were involved in a unit of work looking at how to be more active, including the body's response to physical activity.

Students were asked to draw themselves being active and label what happens to their body when they are active.

The teacher then asked the question, 'What can you do at school or at home to be more active?' The teacher scribed student answers.

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

Achievement standard

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Annotated drawing

Movement and Physical Activity
Draw yourself being active and label what happens to your body

Labels in drawing:
 - Heavy
 - huffing Puffing
 - heart beating fast
 - Feeling tired
 - breathe fast
 - legs + arms + feet
 - What is being heard

1

What can I do at school or at home to be more active?

I can do more skipping at home.
 I could do more riding on my scooter.
 I could do more walking to school instead of driving.

2

Annotations

- 1 Annotation 1**
 Identifies six changes to the body as a response to physical activity
- 2 Annotation 2**
 Suggests realistic ways to improve physical activity. Recognises situations and opportunities to be more active

Written response: Body reactions

Sample summary

Students participated in a combined HPE and Science unit, exploring how their body felt after physical activity. Before going for a run, students checked their heart rate by putting their hand on their chest. After the run, students checked to see if their heart rate was faster. They were asked what other changes to their body they could see or feel.

The students were asked to write a sentence about their body’s reactions to physical activity.

The teacher scribed for students who needed help.

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

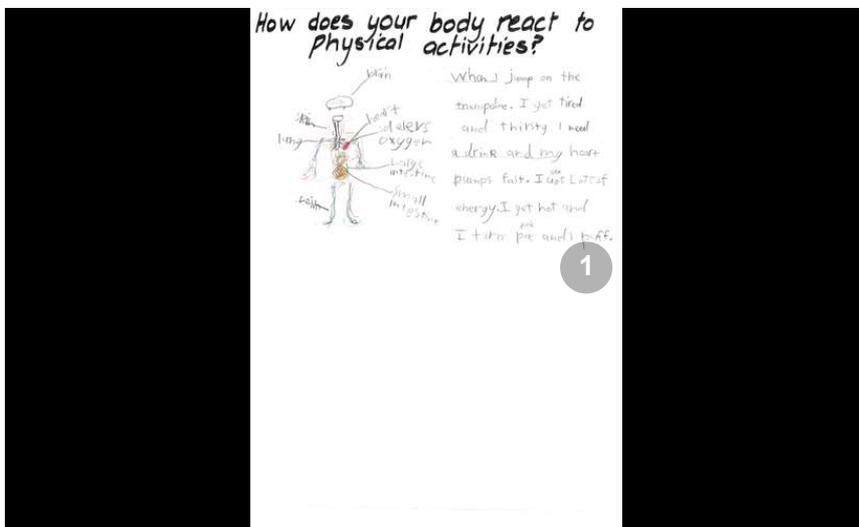
Achievement standard

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Written response



Annotations

- 1 **Annotation 1**
Identifies several changes to the body after being physically active

Written instructions: Environmental games

Sample summary

As part of a History unit, 'Children 100 years ago', students learnt that there was limited money and toys for children in Australia.

Students were asked to create or adapt a game, using only natural resources. Students used a template to help develop and explain their game. This included information about rules, play areas, how to stay safe and how to access or make equipment using natural materials.

In the following lesson, students trialled and tested their games with their peers. Game modifications and instructions were edited verbally and recorded by older students.

This assessment task relates to the focus area: active play and minor games.

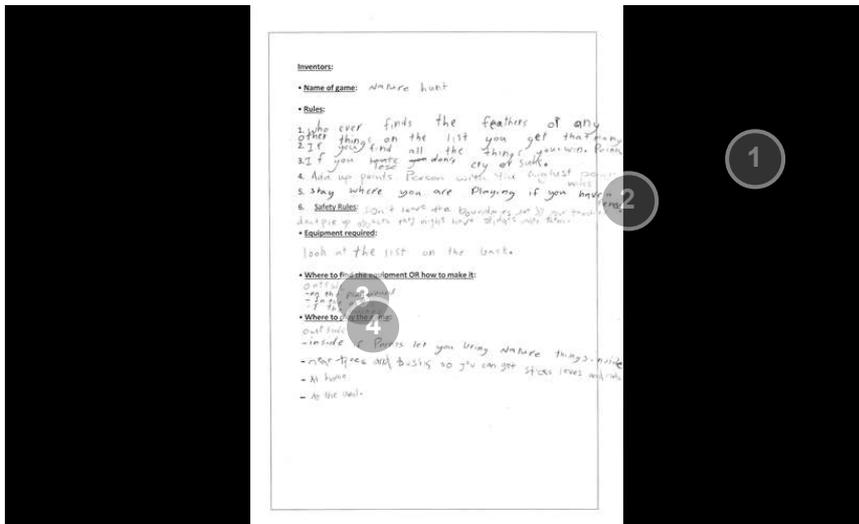
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Written instructions



Annotations

1 Annotation 1
Relates emotional responses to game situations and suggests appropriate outcomes

2 Annotation 2
Identifies boundaries for safety

3 Annotation 3
Suggests a variety of places to be active in the local environment

4 Annotation 4
Identifies a range of places to play the game at any time of the year by bringing the game indoors

	Points
• Feathers -	20
• Leaves - Green	5
- Yellow	7
- Brown	17
- Crinkly	2
- 2 colours	6
- Red	1
• Sticks - thin	10
- thick	9
- long	11
• Nuts - brown	13
- green	12
- hard	18
- soft	5

Annotations

- 1** Annotation 1
Develops a sophisticated scoring system

Reflection: My strengths and me

Sample summary

The teacher assisted students to understand what identity is and how identities can be influenced and formed over time. The teacher and students discussed character strengths and achievements through the use of personal experiences, picture books and other media sources, and how these contributed to identity. Connections were made between students' strengths and how they helped us to learn new things (achievements).

Students were asked to record aspects of their identity by circling things that best described them. They were then asked to identify a range of personal strengths and things they were good at. Students had to explain how their strengths helped them to achieve success in one or more specific activities.

This assessment task relates to the focus area: mental health and wellbeing.

Achievement standard

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Reflection

Annotations overview

In this sample, the student identifies aspects of own identity (character strengths) and demonstrates an understanding of how their strengths and achievements contribute to who they are (personal identity).

Circle the things that describe you and then draw a picture of yourself.

I am:

- a child
- a brother/sister
- a son/daughter
- faithful
- kind

I have:

- pets
- a garden
- cows
- a farm

I live:

- in a town
- near the beach
- in a city
- in the bush
-
-

My family is:

- big
- small
- fun



I like:

- playing outside
- playing inside
- reading books
- computers
- numbers
- drawing
- writing
- playing quietly
- being with lots of friends
- being with one friend
- being on my own
- eating different food
- not wearing shoes
- ride my bike
-
-
-

My Strengths and me

Name: _____

<p style="text-align: center;">1</p> <p>My Strengths</p> <p>creative kind leader perseverance thoughtful</p>	<p style="text-align: center;">2</p> <p>I am good at...</p> <p>playing soccer good friend</p>
<p style="text-align: center;">3</p> <p>My strengths help me to...</p> <p>make things out of boxes. My dad likes them Out along with my friends They like me and I like them, make my friends laugh if they are sad then help trying to fix my faces.</p>	

Annotations

- 1**

Annotation 1
Recognises four character traits as personal strengths
- 2**

Annotation 2
Identifies social and physical achievements that have contributed to personal success
- 3**

Annotation 3
Explains how personal strengths link to a range of successes

Reflection: Emotional responses

Sample summary

Students participated in a games unit focusing on social interactions and emotions. They identified their own and others' emotions using a classroom chart of 'feelings faces'. Students identified how their reactions might make others feel, talked about how they could work with others cooperatively and shared strategies for solving problems that might occur.

Students were asked to identify one or more emotions that they experienced during the lessons and suggest how each emotion might have made others feel. Students were also asked to identify a time when they had to

ask for help – during the lessons or at home – and identify caring or helpful things they did during the lessons.

The teacher scribed answers where needed.

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

Achievement standard

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Reflection

Emotions

<p>Q1 What emotions did you feel during our games lessons?</p> <p>Happy and proud when I scored a goal. Frustrated when my team did not help.</p>	<p>Q2 How do you think others might have felt during our games lessons?</p> <p>I got a hi five from when I kicked a goal. I liked that. When I was up set my friends were sad.</p>
<p>Q3 When you have a problem in a game, how do you get help?</p> <p>I ask them to tell me the throw in rule and ask Mrs to help me kick stroke. If I ask Mum nicely to do a people with me she will.</p>	<p>Q4 Show/tell how you were kind and helpful to others during our games lessons. You can write or draw.</p> <p>I helped pick up the balls and carry them to the sports shed. I told them were to play and remind them to stay in area. I was a good partner.</p>

Annotations

- 1
Annotation 1
 Identifies positive and negative emotions experienced through the game
- 2
Annotation 2
 Identifies how others' reactions can affect the way they feel
- 3
Annotation 3
 Recognises the influence their own feelings have on others
- 4
Annotation 4
 Identifies two contexts where help was needed and chooses an appropriate person to ask
- 5
Annotation 5
 Provides several

examples of how they were kind, helpful and supportive of others

Posters: Personal safety

Sample summary

Students undertook a six-week unit involving protective behaviours to keep themselves safe. This included sun, water, playground and community safety.

Students were asked to make a poster to share sun safety messages. Students were also asked to write or draw different safe behaviours for students of their age.

This assessment task relates to the focus area: safety.

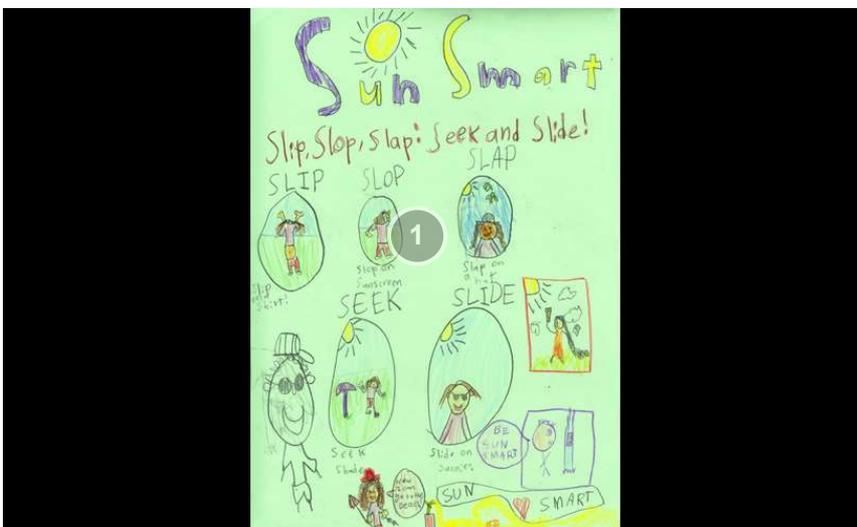
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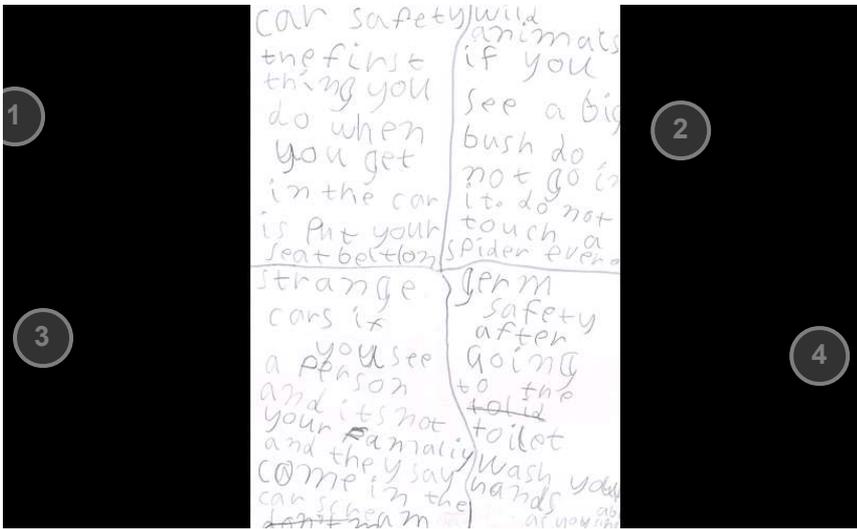
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Poster



Annotations

- 1 **Annotation 1**
 Identifies in detail a range of safe behaviours when out in the sun



Annotations

- 1 Annotation 1**
Identifies a specific behaviour that promotes safety when in a car
- 2 Annotation 2**
Identifies safety rules for the outdoors
- 3 Annotation 3**
Identifies who it is safe to get in the car with
- 4 Annotation 4**
Describes behaviour to promote health and hygiene