

Health and Physical Education - Above satisfactory - Years 5 and 6

Portfolio summary

This portfolio of student work shows that students investigate and explain significant physical and emotional changes experienced during puberty and suggest a range of ways to manage these changes personally and for others (WS6). They explain in detail the influence of the media, people and places on perceptions, behaviour and identity including the factors that have influenced their own personal qualities (WS4, WS6). Students describe emotional reactions to situations that young people face (WS3, WS4, WS6) and suggest how they can include and contribute to the wellbeing of others by providing support and advice and by working together as a team (WS3, WS6). Students access relevant and accurate health information in relation to puberty (WS6) and use a problem-solving strategy to explore a wide range of options and consequences to arrive at a decision that contributes to wellbeing (WS6).

Students demonstrate a comprehensive understanding of fitness components by explaining how they are developed through dance/ballet (WS5). They reflect on their ability to work collaboratively during group physical challenges (WS3) and demonstrate fair play in net games (WS1). Students apply elements of movement and demonstrate specialised movement skills with a high degree of control in creating and performing a gymnastic sequence (WS2) and when playing net games of tennis and badminton (WS1). They explain tactics and propose strategies for successful play in net games (WS1).

Demonstration and verbal response: Net games

Sample summary

Over eight lessons, students were engaged in a net games unit of work. The focus was on manipulating and controlling a ball/object using another piece of equipment. Modified tennis equipment (low/short nets, short-handled rackets), lowered badminton nets and four table tennis tables were operating at the same time to ensure all students were participating and able to be successful umpiring or playing.

Students were asked to demonstrate their learning and answer a range of questions about what they learnt throughout the term. They could choose to focus on one particular sport in their answers, or to show how they could transfer their learning to different sports.

This assessment task relates to the focus area: games and sports.

Achievement standard

Learning Area

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celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.

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Demonstration and response



Demonstration: Gymnastics

Sample summary

Students participated in a six-week unit on gymnastics in which they learnt a range of movements and concepts related to space and composition of movement sequences.

Students were asked to create a gymnastic sequence using a range of identified floor skills and connecting movements. The routines were then performed in front of the class and videoed.

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

Achievement standard

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Demonstration



Written reflection: Team challenges

Sample summary

For the first three lessons of the year, students worked in small groups to complete a number of challenges that required teamwork, decision-making, problem-solving, and movement skills to be successful. This series of lessons focused on building social relationships and working collaboratively. The challenges completed were a cup stack activity, helium stick activity, river crossing activity, stepping stones activity and toxic waste activity.

Each challenge had a reflection sheet with questions that students had to reflect on and answer as a group. These became a code of cooperation and set the scene for a positive year ahead. Students also identified a goal that they chose to work on to further develop their group/team skills.

Students were asked to complete reflection questions about how these activities improved their own and others' health and wellbeing.

This assessment task relates to the focus areas: active play and minor games, and relationships and sexuality.

Achievement standard

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Written reflection

TEAM CHALLENGES REFLECTION

Which team challenge did you enjoy the most? Please explain what you learnt from this challenge.

River crossing, I learned how to cooperate as a team better and it improved my problem-solving. I learnt that communication is the key for good team work.

Which activity did you find most challenging? Please explain what you learnt from this challenge.

I found cupstack extremely hard to do. I learnt not to be frustrated if you fail and to keep persisting. It also helped our team perform better as we had to talk through what would be the best way to solve the challenge.

Why do think your teacher planned to start the year with Team Challenges?

She wanted us to develop team work and communication skills at the start of the year to help us work well together for the rest of the year.

What is one aspect you learnt about yourself when participating in these challenges that you are going to work on throughout the year? This will become one of your personal goals to work on.

I know what it feels like to have a person not being on task in my group. My goal is to participate and always do my best in everything.

Annotations

- 1 Annotation 1**
Identifies how an emotion like frustration can lead to the development of persistence and improve problem solving
- 2 Annotation 2**
Explains how working together to solve problems can develop team work and communication skills
- 3 Annotation 3**
Explains how working together to solve a challenge can enhance their own problem solving and communication skills for other aspects of school life
- 4 Annotation 4**
Acknowledges how having a team member off task can influence how people interact and applies this learning to a personal goal

Written response: Fitness

Sample summary

Throughout the term, students participated in a range of physical activities that developed health-related and skill-related fitness components. The teacher led discussion about the difference between health- and skill-related components and after each activity highlighted which component was used throughout the game/task/activity.

Students were asked to relate something that they do in their lives when they are being active and how the different components were being used and developed.

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

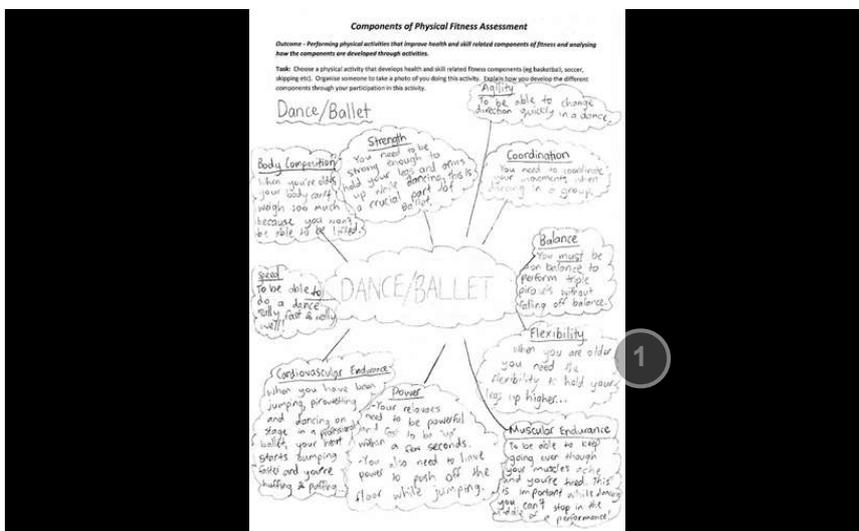
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Written response



Annotations

- 1 **Annotation 1**
Describes nine components of fitness, relates them to dance and explains relevance in detail

Written response: Puberty and me

Sample summary

Students were involved in a five-week unit of work about puberty and relationships. This involved a focus on personal qualities, rights, responsibilities, and stereotypes and how they are reflected in the media. Students learnt about the importance of making good choices. Some lessons were spent practising effective communication skills to express emotions and ideas and to develop confidence to talk to people in their network if they have questions or concerns. Students also investigated physical, social and emotional changes associated with puberty as well as how to take care of their own body during this time.

Students were asked to:

- summarise key physical and emotional changes experienced during puberty
- suggest strategies or attitudes that might help young people feel positive about themselves during puberty
- make a chatterbox that included facts about puberty, how to gather more information and who they could talk to
- select stereotypical media images and comment on how each image might influence how young

- people see and feel about themselves and their identity
- choose one of the sample problems and provide a solution
- reply to a letter from a young person who is concerned about some aspect of their body.

Students received these tasks over the course of the unit. They were given extra class time and homework time.

These assessment tasks relate to the focus areas: relationships and sexuality, mental health and wellbeing, and safety.

Achievement standard

Learning Area

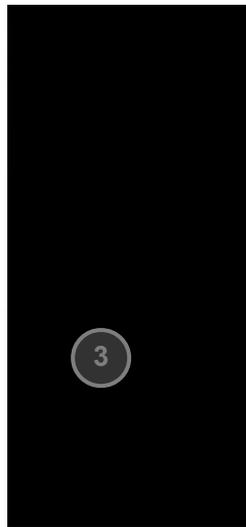
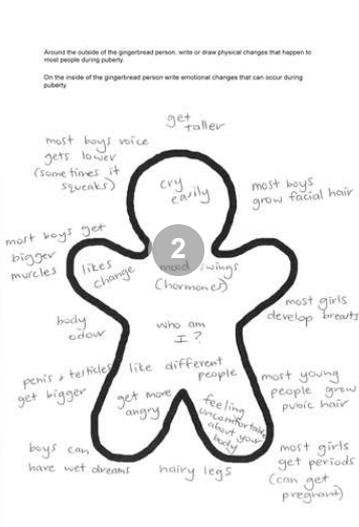
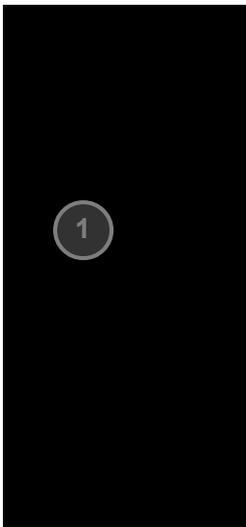
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Written response

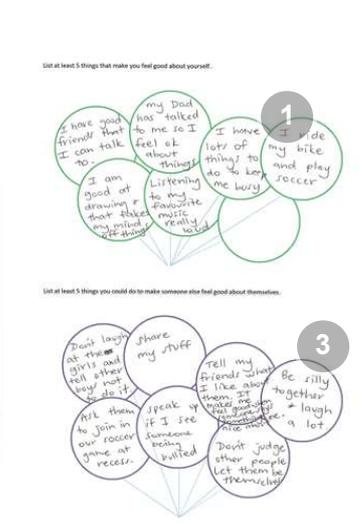
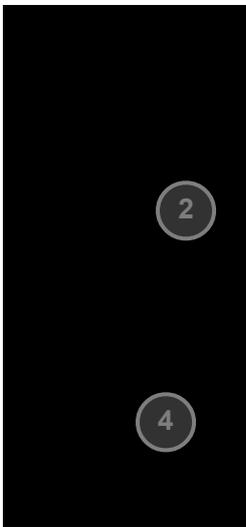
Annotations overview

In this work sample, the student investigated and communicated a wide range of physical and emotional changes experienced during puberty. Through examining visual representations of young people, the student identified several factors that influence their own identities and the identities of young people. The sample demonstrates that the student understands factors that influence interactions between young people and the different identities and behaviours they experience. Through developing a chatter box, the student has also arrived at a number of decisions that are designed to enhance their own and the wellbeing of others their age.



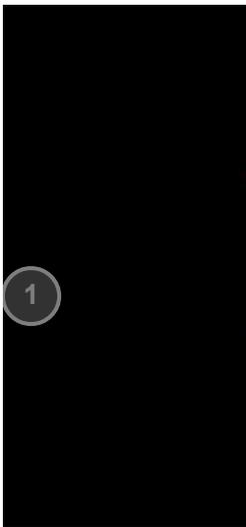
Annotations

- 1 **Annotation 1**
Uses appropriate language to detail physical changes associated with puberty
- 2 **Annotation 2**
Details significant emotional changes
- 3 **Annotation 3**
Identifies a wide range of developmental changes



Annotations

- 1 **Annotation 1**
Outlines and explains factors that contribute to their wellbeing
- 2 **Annotation 2**
Recognises relationships between positive emotions and wellbeing
- 3 **Annotation 3**
Makes relevant suggestions to help others feel good about themselves
- 4 **Annotation 4**
Applies personal knowledge to identify how to help others



Make a chatterbox with questions and answers that you have researched that include: facts about puberty, where and how to gather more information and who young people could talk to.

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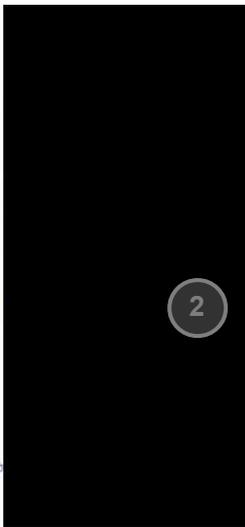
Orange Red

Green Blue

LOOKS Feelings

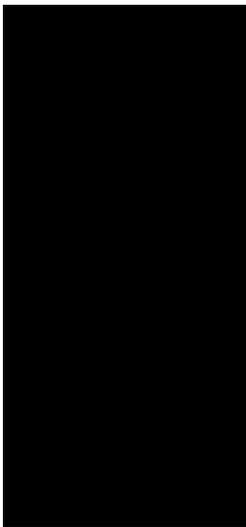
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www.getthefacts.health.wa.gov.au/puberty/what-is-teen
www.shine3a.org.au/health-information/puberty/



Annotations

- 1 **Annotation 1**
Details accurate and practical information relevant to puberty in a question and answer format
- 2 **Annotation 2**
Demonstrates effective problem-solving to enhance own and others' wellbeing
- 3 **Annotation 3**
Provides reliable sources of information, which shows investigation



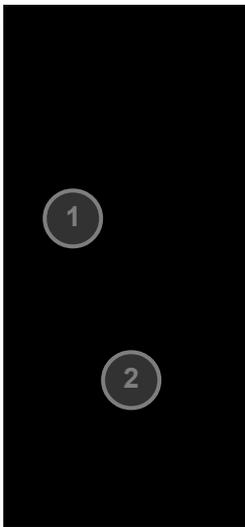
Establishing our identity is an important part of puberty. Select stereotypical media images and comment on how each image might influence how young people see and feel about themselves and their identity.

What types of clothes girls should wear, like high heels, short dresses to look sexy and get a boy friend.

To look tough you should get a tattoo. Boys always want to look tough, so they don't get teased.

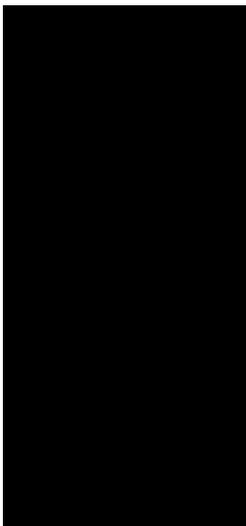
Things I should be interested in to do if I'm a boy. But it's a healthy message to be attractive.

What type of sport girls should do and that girls should wear pink. It would make me feel good if I was into boxing but not if I was a tomboy.



Annotations

- 1 **Annotation 1**
Identifies multiple perspectives on how images might be interpreted by young people
- 2 **Annotation 2**
Observes connections between images and their effects on self and others



Here is a problem involving friends and relationships. Answer the questions to help you decide on a strategy you could use to solve the problem.

Other kids at your school have been spreading rumours that you and your best friend are 'going out' because you spend so much time together. It's upsetting you.

What do you do?

Problem - what is the problem? (What's the problem is it?)
- There are rumours about me and I'm upset.

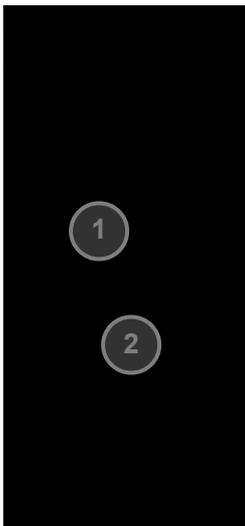
Options - what could you do?

1. Talk to one of my friends
2. Wait and see if it keeps happening
3. Talk to a counsellor
4. Talk to parents
5. Fight back or say something back
6. Make a joke
7. Act/say 'I don't care'

Outcome - what is likely to happen?

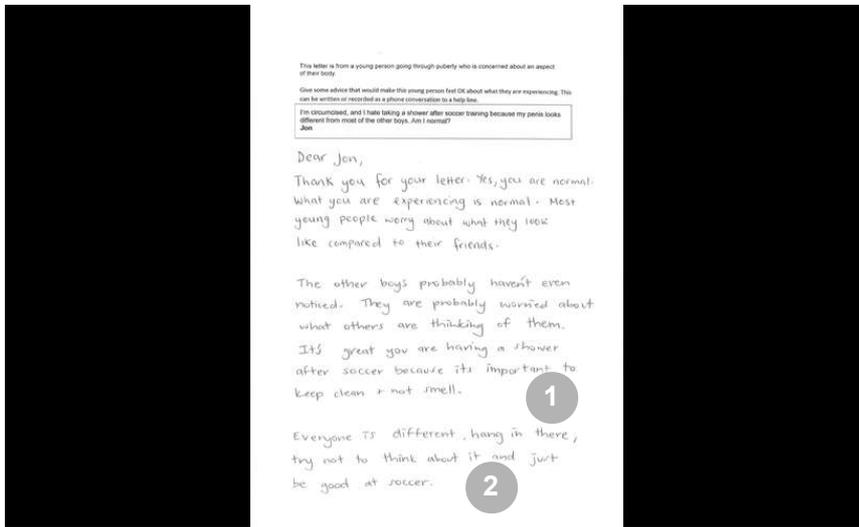
1. My friends may get upset too or cross, may say things to me, maybe not?
2. It stops or gets worse
3. Might talk to the kids and make them stop
4. Making friends
5. I get into trouble
6. Best outcome
7. might stop

Choice - what is your strategy?
I would talk to a counsellor because they could talk to them and get them to stop.



Annotations

- 1 **Annotation 1**
Points out multiple and realistic options in relation to identified problem
- 2 **Annotation 2**
Demonstrates effective decision-making to enhance wellbeing



Annotations

- 1 **Annotation 1**
Presents multiple and practical suggestions to the identified problem
- 2 **Annotation 2**
Recognises the influence of emotions on behaviour

Written response: Identity

Sample summary

Students participated in a five-week unit of work about personal wellbeing and relationships, with a focus on belonging, resilience and personal and cultural identities. Physical activity challenges were used to generate discussion about linking feelings and relationships to wellbeing.

Students were asked to explain the positive influence of people in their life including their impact on the student's current interests. They were also asked to consider how place impacts on identity and why identities change.

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

Achievement standard

Learning Area

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Written response

Assessment task 1 → Where is my home?
 My home is in India because I've spent 8 years and I loved the festivals. I like all my friends and kites, fire works and my dad's shops.
 Place + interests

Assessment 2
 Key influences?
 My dad my cricket coach, my friends, my teachers, some movies that catch my heart. My dad influence me to play cricket or study alot, my coach had sent me to try out for the state. My friends told me to fly kites and a movie had told me that some one weak can work hard and become strong.
 Assessment 3

How could your well been had a friend once me and my friend were drawing in wickets and I took one more wicket and he got sad because he won't get the bowling career.
 Assessment 4

What impact does a place have?
 I was a different person in India. I do things different now.
 [E]

Why you believe people identity?
 people grow their thought like eg: me I did not know how much a wicket cost if you get out on the first ball but when I made it to state I realized.

- 3
- 4
- 5

1

2

Annotations

- 1 Annotation 1**
 Identifies positive influences of place, culture and family while growing up in country of origin
- 2 Annotation 2**
 Identifies and explains how people and experiences have influenced their identity and attitude to life
- 3 Annotation 3**
 Provides an example of the link between emotional wellbeing and relationships
- 4 Annotation 4**
 Identifies that moving countries can change a person's sense of identity
- 5 Annotation 5**
 Uses a personal example to show how identities can change over time as people experience new things