

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

Portfolio summary

This portfolio of student work shows that the student can identify physical growth as a change that occurs as they grow older and can identify one change in relationships that occurs as they age (WS3). They can identify one personal strength and identify that a personal strength can influence their actions (WS8). The student can identify how others respond to their emotional responses and behaviours (WS9). They can recognise a rule for safety in the classroom and identify meal breaks as a healthy option in the classroom (WS4). The student can recall a safety message and identify settings where safe behaviours are required (WS7, WS10). The student demonstrates sportsmanship (WS2) and uses trial and error to check the grip of their racquet, and changes body angle in an attempt to strike a tennis ball (WS2). They can identify body changes in response to physical activity (WS5, WS6) and recognise one opportunity to improve physical activity (WS5). The student creates and repeats a single movement and moves intermittently to the beat of the music (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.

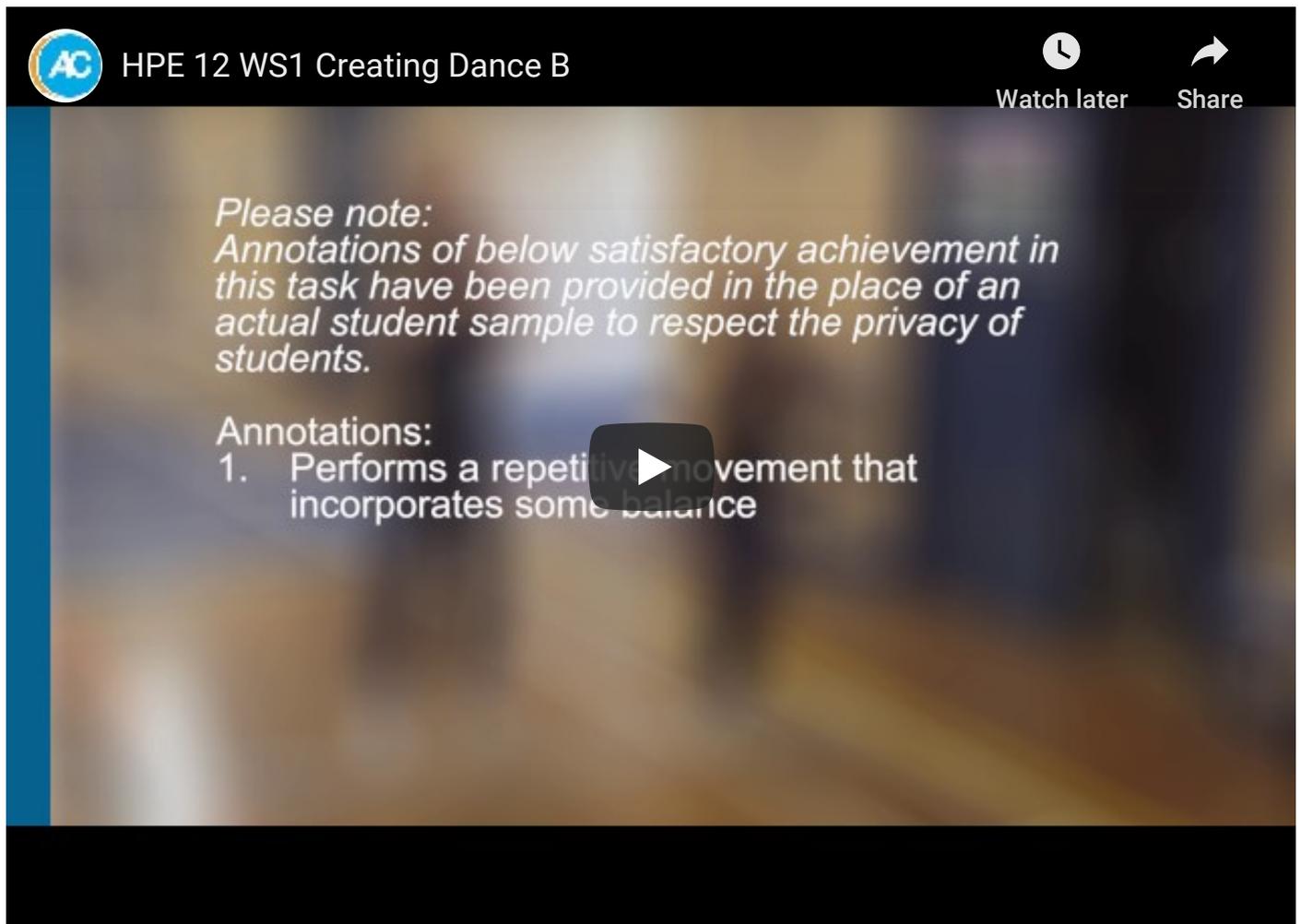
This assessment task relates to the focus area: rhythmic and expressive movement activities.

Achievement standard

Learning Area

By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.

Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.

Demonstration

AC HPE 12 WS1 Creating Dance B

Watch later Share

*Please note:
Annotations of below satisfactory achievement in
this task have been provided in the place of an
actual student sample to respect the privacy of
students.*

Annotations:

1. Performs a repetitive movement that incorporates some balance

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.

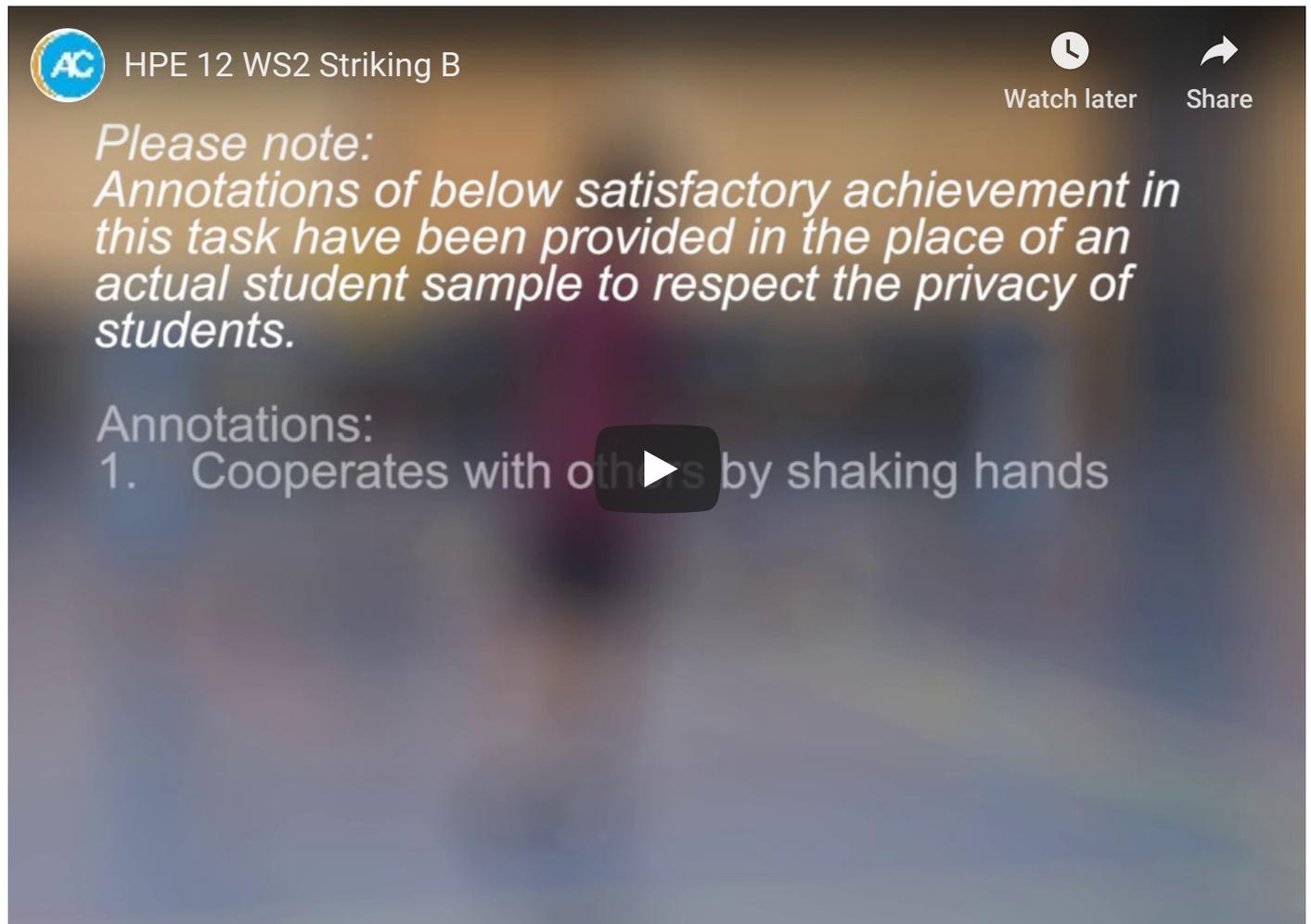
This assessment task relates to the focus areas: active play and minor games, and fundamental movement skills.

Achievement standard**Learning Area**

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Demonstration



The image is a screenshot of a video player interface. At the top left, there is a circular logo with the letters 'AC' and the text 'HPE 12 WS2 Striking B'. To the right of the logo are two icons: a clock icon labeled 'Watch later' and a share icon labeled 'Share'. The main content of the video is a text overlay on a blurred background. The text reads: 'Please note: Annotations of below satisfactory achievement in this task have been provided in the place of an actual student sample to respect the privacy of students.' Below this, it says 'Annotations:' followed by a list item: '1. Cooperates with others by shaking hands'. A large play button icon is centered over the text.

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

Learning Area

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Written response

Baby	Now	Teenager
What do I look like?		
	 1	
Who is important in my life?		
Dad + Mum	Mum + Dad + Dad	friends... 2
What are you allowed to do on your own?		
crawl	Go to school 3	I can buy lollies

Annotations

- 1 **Annotation 1**
Illustrates physical growth
- 2 **Annotation 2**
Identifies a change in relationship priorities at an older age
- 3 **Annotation 3**
Identifies an activity that is undertaken independently as children 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**
Associates food breaks as healthy options for the classroom
- 2 **Annotation 2**
Observes furniture as the only safety options for the classroom
- 3 **Annotation 3**
Relates physical activities to beyond the classroom

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.

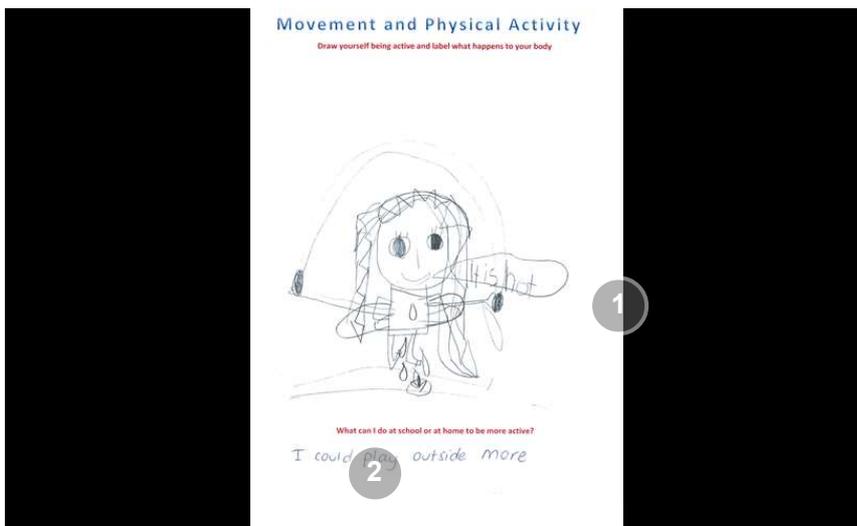
Achievement standard

Learning Area

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Annotated drawing



Annotations

- 1 Annotation 1**
Recognises one bodily response to physical activity
- 2 Annotation 2**
Recognises one opportunity to improve physical activity

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.

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

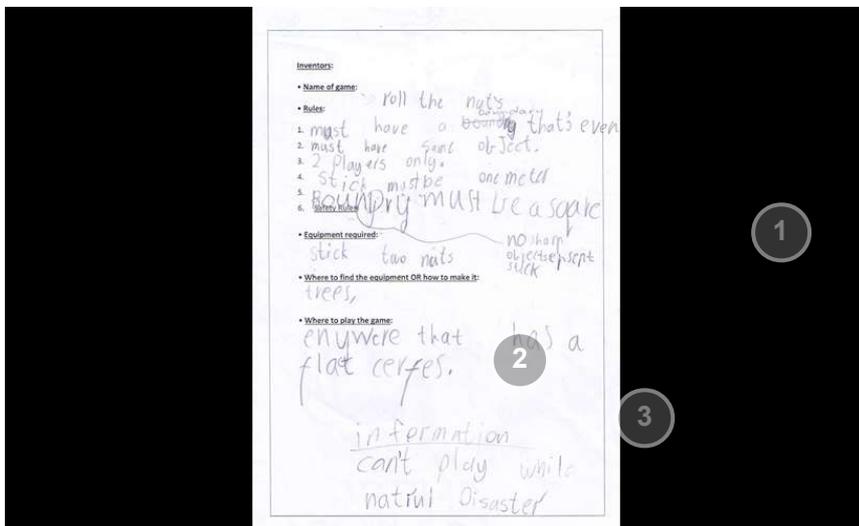
Achievement standard

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Written instructions



Annotations

- Annotation 1**
Identifies safe materials to be used in the game
- Annotation 2**
Suggests a safe area to play an active game, including indoors
- Annotation 3**
Recognises the need for a safety rule that is rarely relevant

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

Learning Area

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Reflection

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

I am:

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

I have:

- pets
- a garden
-
-

I live:

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

My family is:

- big
- small
-

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
-
-
-
-

ME

My Strengths and me

Name: _____

<p style="text-align: center; font-size: small;">My Strengths</p> <p style="font-size: x-large; text-align: center;">Being nice.</p>	<p style="text-align: center; font-size: small;">I am good at...</p> <p style="font-size: x-large; text-align: center;">Being nice.</p>
<p style="text-align: center; font-size: small;">My strengths help me to...</p> <p style="font-size: x-large; text-align: center;">it makes me have more and more friends.</p>	

Annotations

- 1** **Annotation 1**
Identifies kindness as a personal strength
- 2** **Annotation 2**
Shares a strength as a successful experience
- 3** **Annotation 3**
Identifies how a personal strength can influence self and others

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

Learning Area

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Reflection

Emotions

<p>Q1 What emotions did you feel during our games lessons?</p> <p>ANGRY 1</p>  <p>2</p>	<p>Q2 How do you think others might have felt during our games lessons?</p> <p>bored</p>
<p>Q3 When you have a problem in a game, how do you get help?</p> <p>Shout 3</p>	<p>Q4 Show/tell how you were kind and helpful to others during our games lessons. You can write or draw.</p> <p>Sad!</p> 

Annotations

- 1 Annotation 1**
Identifies an emotion felt
- 2 Annotation 2**
States an inappropriate way to respond to others
- 3 Annotation 3**
States a personal behaviour when asking for help

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.

Achievement standard

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Poster



Annotations

- 1 Annotation 1**
Recalls a safety message



Annotations

- 1 Annotation 1**
Identifies a range of settings where safe behaviours are required
- 2 Annotation 2**
Identifies situations where their safety may be at risk