

Health and Physical Education - Below satisfactory - Years 3 and 4

Portfolio summary

This portfolio of student work shows that the student can identify at least one strength to help them manage changes that are happening to them and identify one quality they would like to improve (WS6). They identify a limited number of factors that influence their identity (WS6). The student demonstrates awareness of others' feelings (WS2), and identifies physical responses to emotions associated with anger and suggests a more positive response (WS9). They can suggest an option to help them stay healthy (WS4) and identify a strategy that promotes physical activity (WS8). The student identifies places in the community where they can be physically active and describes one way to use a community space for physical activity (WS8).

The student demonstrates awareness of others when working in small groups (WS2) and can identify a limited number of ways to keep themselves and others safe (WS7). They can use basic problem-solving and decision-making skills to create a simple skill routine (WS2) as well as a basic sequence of gymnastics movements (WS5). The student demonstrates an overarm throw in a controlled environment (WS1) and recognises a basic skill refinement to improve performance (WS3).

Demonstration: Overarm throw

Sample summary

Prior to the assessment task, students participated in a ball skills unit involving throwing and catching activities, group activities and minor games involving these skills, and viewed video clips of effective overarm throws.

Students were asked to perform the skill of an overarm throw successfully in two contexts:

1. an overarm throw at a stationary target, with feedback provided by a peer; reflecting on what they could improve based on the feedback, and demonstrating the improved technique
2. in a competitive minor game which focused on throwing and catching (hoop ball).

Distances between students, size of targets and size of balls varied for students with different skill levels – thus catering for the diversity of learning needs.

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

Achievement standard

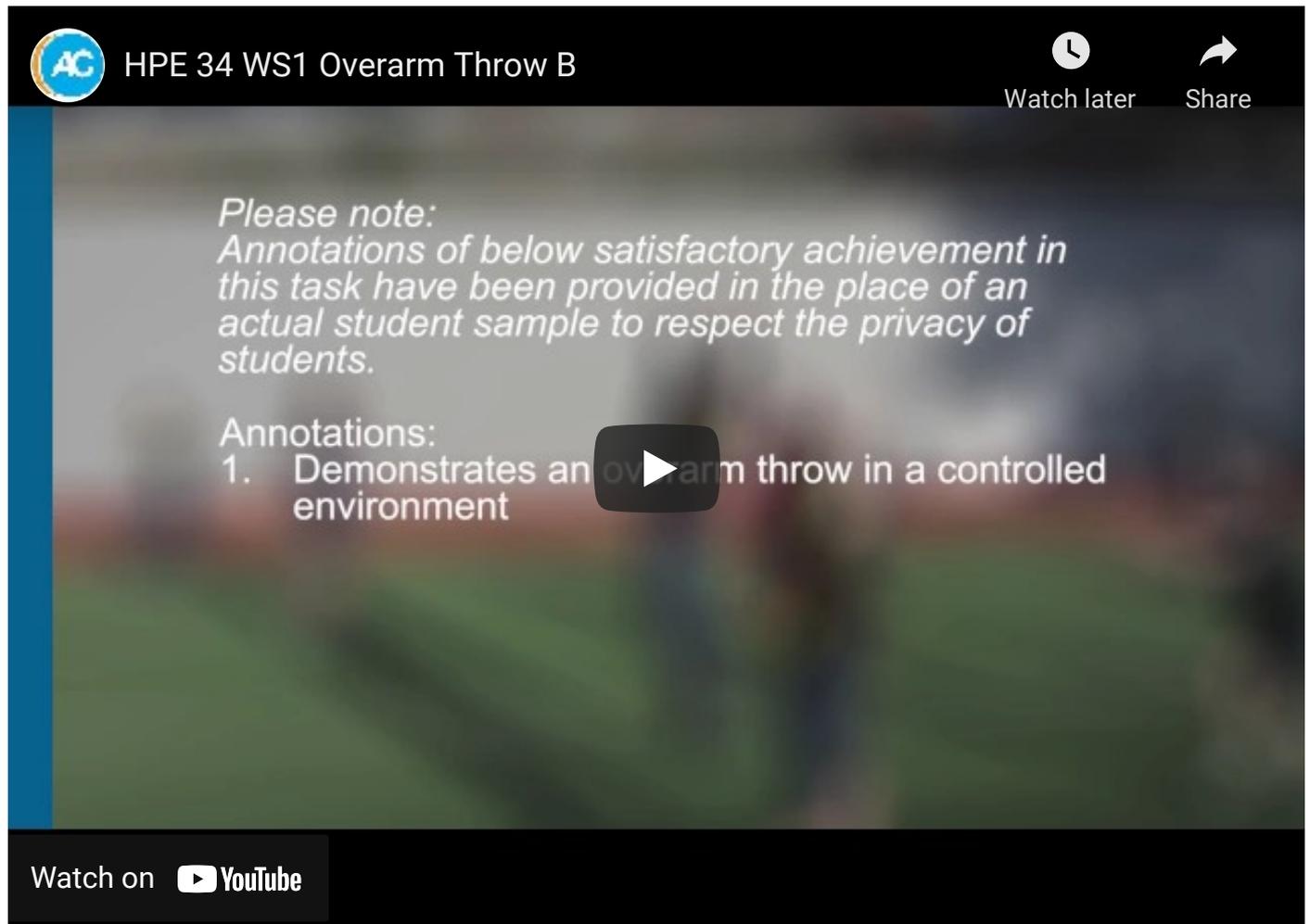
Learning Area

By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact

positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.

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Demonstration



The image shows a YouTube video player interface. At the top left is the AC logo and the video title 'HPE 34 WS1 Overarm Throw B'. On the top right are icons for 'Watch later' and 'Share'. The main video area is blurred, with a large play button in the center. Text overlaid on the video 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, under the heading 'Annotations:', there is one item: '1. Demonstrates an overarm throw in a controlled environment'. At the bottom left of the player, it says 'Watch on YouTube'.

Demonstration and written response: Dance creation

Sample summary

Students were involved in a 10-week HASS and HPE unit of work about celebrations around the world. The unit of work had a strong focus on working cooperatively in a group.

Students were asked to collaborate as a group to prepare a short performance consisting of fundamental movement skills. As a group, they created, practised, refined (after peer and teacher feedback) and performed a three-minute set of dance moves.

Students also completed a self- and peer reflection assessment rubric before and after the final performance. Formative assessment was based on quality of movement, extent of participation, demonstration of perseverance and how any challenges faced were dealt with. Students also created invitations for their performance.

This task relates to the focus areas: rhythmic and expressive activities, and fundamental movement skills.

Achievement standard

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Demonstration



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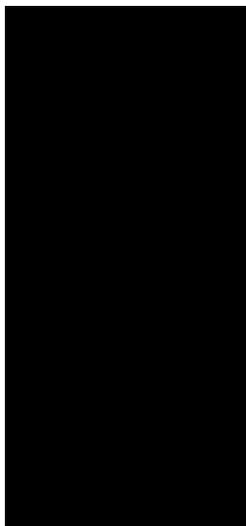
Annotations:

1. Demonstrates some awareness of other students while performing the dance routine
2. Combines simple fundamental movement skills to create a routine



Watch on YouTube

Written response



Health and PE – Movement Unit Reflection

Song = ORBA

Question	Answer
How did you feel if you made a mistake?	frustrated
How did you feel when others made a mistake or you felt they were dancing 'better' than you?	it didn't bother me
What did you say to them? Why?	OK
How did you work as a team?	alone
Does this experience make you feel more confident to try things in the future? Why or why not?	no
Is it better to dance alone or in a group? Why?	the skill to dance
What other skills have you learnt?	getting more activ
What are the health benefits of dancing?	dance + video
Where would be a good, fun and safe place to dance in Walkerie?	to tell stories
How do different cultures use dance?	we each form of a move and use it
How did you decide what moves to include?	not much
After your first recording and you received class feedback, what changes did you make?	good
How did you feel when you received feedback?	



Annotations

- 1 **Annotation 1**
 Identifies one emotional response
- 2 **Annotation 2**
 Identifies that the group worked as a team without identifying decision making processes or problem solving skills
- 3 **Annotation 3**
 Identifies one cooperative decision making strategy used by the group

Demonstration, verbal and written response: Striking and fielding (T-

Ball)

Sample summary

Students suggested what they wanted to learn about striking and fielding, which was recorded on camera for the teacher to use to develop lessons. Students became more familiar with the games sense approach using questioning and direct instruction to promote tactical understanding. Students used soft foam balls to assist with fielding and catching.

Students were asked to demonstrate and explain:

- batting technique
- placement of the hit
- positioning of body when fielding or catching a ball
- how to move a ball accurately over short and long distances
- what good batters and fielders are trying to do.

To maximise participation and opportunities to practise, four small diamonds were set up.

These assessment tasks relate to the focus area: games and sports.

Achievement standard

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Demonstration



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Watch on YouTube

Written response

Striking & Fielding Games

<p>What does a good 'Batter' do?</p> <p>1 Position where they hit.</p>	<p>What does a good 'Fielder' do?</p> <p>2 Stop Spreads out good.</p>
<p>What is the batting team trying to do?</p> <p>To get runs and keep it away from the fielders</p>	<p>What is the fielding team trying to do?</p> <p>Stop the batters from running</p>

Annotations

- 1
Annotation 1
 Identifies one thing an effective batter might do
- 2
Annotation 2
 Identifies one thing a fielder might do

Analysis: Food and nutrition

Sample summary

Students learnt about the Australian Guide to Healthy Eating and its categories. They discussed influences on the food and drink people consume and what food is needed to stay healthy.

Students were asked to record what they had eaten in the previous 24 hours, compare their food intake with the Australian Guide to Healthy Eating plate and make suggestions about possible changes. Students were also asked to interpret four healthy eating messages and consider how these messages might influence their eating choices.

This assessment task relates to the focus area: food and nutrition.

Achievement standard

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Analysis

My Eating Habits!

Write down all the food and drink that you have consumed in the last 24 hours.

chocolate Biscuits
1x little orange juice
1x water melon slice

Fill out the blank AGTHE food plate opposite with the food and drink that you have consumed in the last 24 hours.

What does the food plate tell you about your eating habits in the last 24 hours?

stuff some bad
good stuff

How might your food plate look after a week? What would it now say about your eating habits?

fruit lot of
biscuits

What changes to your food and drink habits (diet) do you think you would like to or need to change?

eat more fruit

Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day. Drink plenty of water.

Grain (small) foods, mostly wholegrain and/or high cereal fibre varieties

Vegetables and legumes/beans

Fruit

Lean meats, and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans

Milk, yoghurt, cheese and/or alternatives, mostly reduced fat

Use small amounts

Only sometimes and in small amounts

Annotations

1 Annotation 1

Suggests an option for improving eating habits based on the Australian Guide to Healthy Eating



Annotations

- 1 **Annotation 1**
Identifies one component of the Australian Guide to Healthy Eating
- 2 **Annotation 2**
Identifies that eating different coloured fruits is important

Demonstration: Gymnastics

Sample summary

As part of a four-week gymnastics unit, students were introduced to activities and practised beginning positions, static balances, rotations, landings and transitions. Safety elements were incorporated into all lessons, including specific and safe warm-up and circuit activities.

Students were asked to design and perform an individual gymnastic floor routine. The sequence was to include: a beginning position; three static balances; three rotations; two springs and landings with appropriate transitions.

Working towards a shared understanding of the success criteria, students provided examples of the types of movement skills they could include in their sequence. The activities were rated for difficulty so students could challenge themselves accordingly. Students were invited to incorporate other movements after consulting the teacher.

This assessment task relates to the focus areas: fundamental movement skills, and rhythmic and expressive activities.

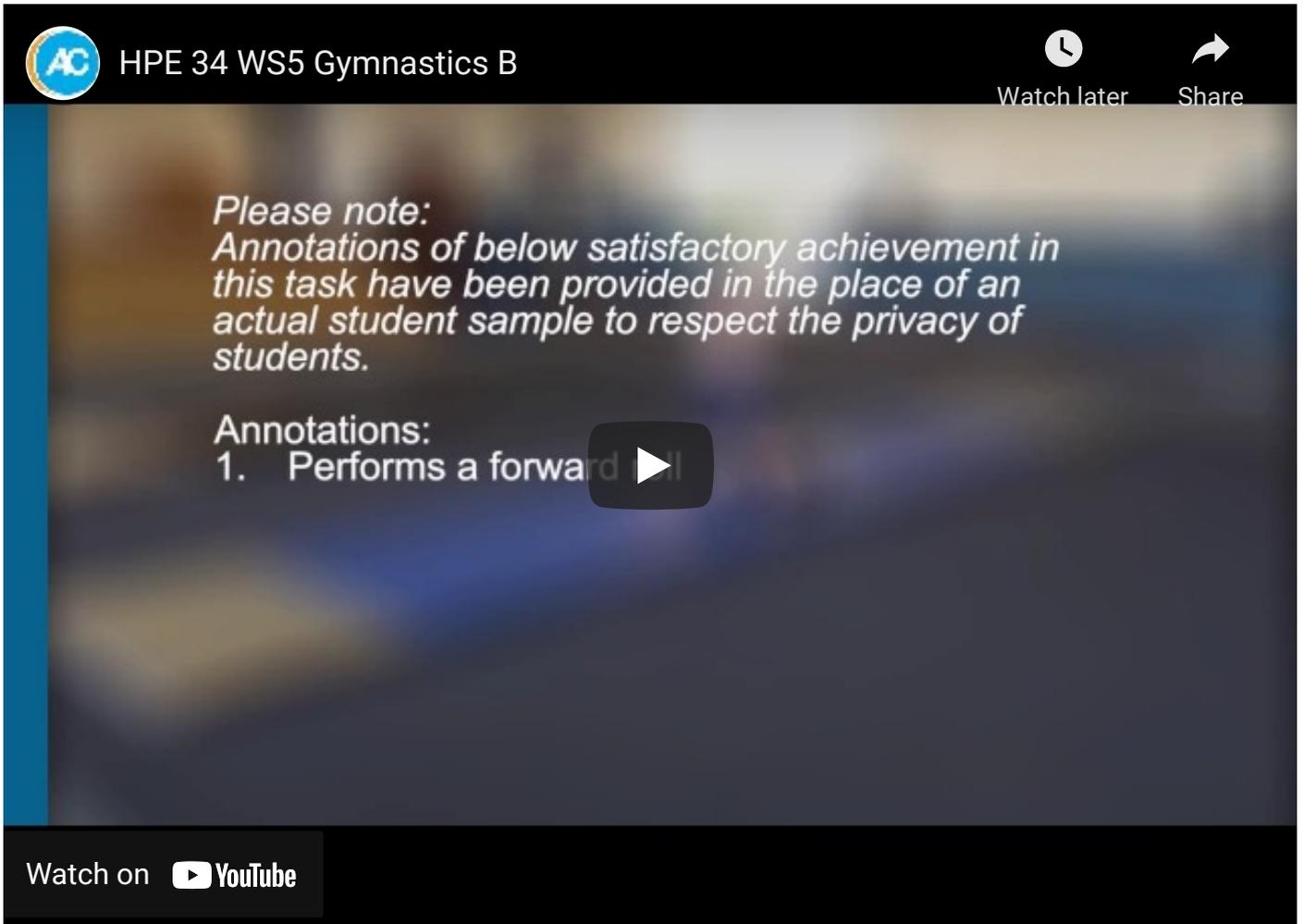
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Demonstration



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Annotations:
1. Performs a forward roll

At the bottom left, there is a 'Watch on YouTube' button.

Reflection: I am good at ...

Sample summary

As part of a unit of work on personal identity, students learnt how people, places, personal interests and personal strengths helped shape their identity. Students were introduced to character strengths and each strength was explained.

Students were asked to select three words that had personal meaning to them from a list of character strengths, and draw themselves demonstrating each strength. Students were also asked to reflect on the strengths they had chosen, explaining how they developed those strengths and how these strengths could help them in their lives. Students also reflected on a strength they wanted to improve and explained how this strength could help them in the future.

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

Achievement standard

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Reflection

Me and what I am good at

What sort of person are you?

Curious Brave Persistent Kind Fair
 Leader Grateful Humorous Team player Forgiving

Draw a picture of how you display each of these qualities

Brave	Team player	1

Annotations

- 1 **Annotation 1**
Illustrates aspects of each strength in a limited way

How did you get to be like this? Think about family, friends, school, clubs, hobbies and how they have helped you become who you are

I like doing stunts on my bike. Dad helped me I play footy 1

How could your qualities and strengths help you when things go wrong? For example when you have a fight with a friend or a pet dies.

I won't be scared 2

Who else could help?

Dad 3

What is one quality that is not on your list that you would like to get better at?

Humorous 4

Why?

I want to be funny

How could this quality help you in the future?

It's fun

Annotations

- 1 **Annotation 1**
Identifies two influences on their identity
- 2 **Annotation 2**
Identifies one strength that will help them manage a fearful situation
- 3 **Annotation 3**
Identifies one person who can support them if they have a problem
- 4 **Annotation 4**
Identifies a quality they would like to strengthen

Poster: Stay safe

Sample summary

As part of a unit of work on safety, students learnt about what the concept of safety means in the classroom, school and local community.

Students were asked to design a poster illustrating an important aspect of safety in each setting (classroom, school and local community). They were then asked to write about the safety reasons for one of these rules and how the rule was decided.

This assessment task relates to the focus area: safety.

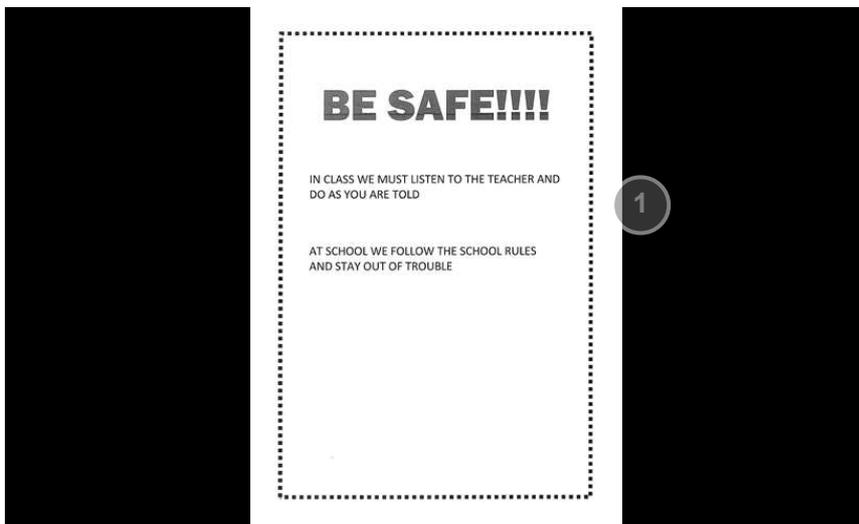
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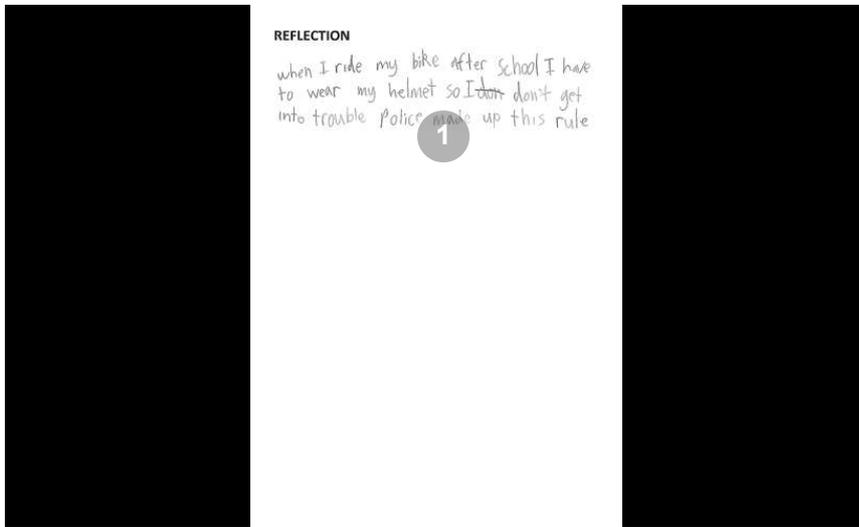
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Poster



Annotations

- 1** **Annotation 1**
Selects two similar ways to keep themselves and others safe



Annotations

- Annotation 1**
Identifies a legal consequence of not following a rule

Written response: Community connections

Sample summary

As part of a unit of work on community connections, students learnt about how places in their local community were designed to promote physical activity. They visited a local playground near their school to conduct an audit of the types of resources available.

Students were asked to identify areas in their local community that they could use for physical activity and describe some areas they have already used and how they have used them. They were then asked to propose at least one new way of using one of these areas.

This assessment task relates to the focus areas: health benefits of physical activity, and lifelong physical activities.

Achievement standard

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Written response

Physical activity, health and wellbeing in my local community



Make a list of at least five places in our local community where we can be physically active to support our health and wellbeing.

Place	Tick if you have used this place?
school	✓
park	✓
Home	✓
shops	2

Annotations

- 1 **Annotation 1**
Identifies three places in the local community where they have been physically active
- 2 **Annotation 2**
Identifies local resources where people can be physically active

Choose one area from your list and describe how you could use this space.

Park
Ride my bike

How would you promote this activity to the school community?

I could make a poster



Annotations

- 1 **Annotation 1**
Describes one way to use a community space to engage in physical activity
- 2 **Annotation 2**
Selects a strategy to promote physical activity

Response to stimulus: Managing emotions

Sample summary

As part of this unit of work on managing emotions, students learnt about how their emotional responses impact on other people’s feelings. The class discussed scenarios involving different emotions.

Students were asked to describe the emotional responses in a scenario and propose more positive ways of responding.

Students were given the option of completing a worksheet or selecting interesting ways to present their responses.

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

Achievement standard

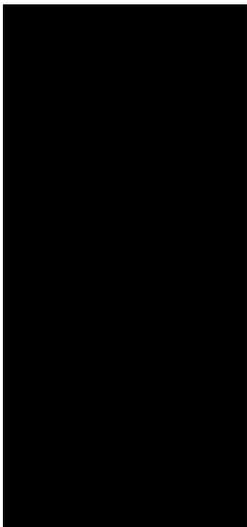
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Response to stimulus



Managing our emotions

James and his best friend Thomas had an argument in the playground during recess over a rule in the game they were playing. James accused Thomas of cheating and he pushed him over. Thomas started crying and his other friend rushed over to see if he was OK.

Read the story about James and Thomas.

How do you think Thomas is feeling?

He was sad. **1**

How do you think James is feeling?

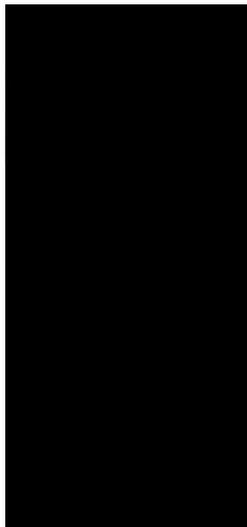
angry. **2**

What could James do differently to be more positive?

He didn't have to push Thomas. **3**

What could Thomas do differently to be more positive?

not cry. **3**



Annotations

- 1 Annotation 1**
Describes in a limited way the feelings of the two characters
- 2 Annotation 2**
Identifies that the physical response to the emotion of anger was inappropriate
- 3 Annotation 3**
Identifies a more positive emotional response to a situation