

Health and Physical Education - Satisfactory - Years 1 and 2

Portfolio summary

This portfolio of student work shows that the student can describe physical changes that occur as they age, and can identify relationships that change over time (WS3). They can identify physical and cognitive strengths and make connections between personal strengths and achievements (WS8). The student can reflect on how their emotional responses might affect other people and recognise ways they can be kind, helpful and supportive of others (WS9). They can describe rules and positive actions for keeping the classroom safe and identify skills, activities and actions to keep themselves healthy (WS4). The student can solve safety challenges and identify a range of behaviours for staying safe in different situations and environments (WS7, WS10). They can demonstrate sportsmanship and the object control skills of trapping and striking to control and hit a tennis ball (WS2). The student can identify a number of changes the body makes in response to physical activity (WS5, WS6) and can recognise one action to improve their level of physical activity (WS5). They can create an original movement sequence to music incorporating low and medium levels and free-flowing movements (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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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



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?		
My Parents My toys	My parents My pets Grandparents 	My friends My parents My grandparents
What are you allowed to do on your own?		
drink milk Play cry	Play Go To School 	Go out by my self.

Annotations

- 1 Annotation 1**
Illustrates physical changes as they grow older
- 2 Annotation 2**
Distinguishes relationships that are consistent and those that vary over time
- 3 Annotation 3**
Describes independent activities that develop sophistication as they 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 the think-pair-share

strategy to brainstorm ideas for each aspect (healthy, safe, active).

Students were asked to label a pie chart individually 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.

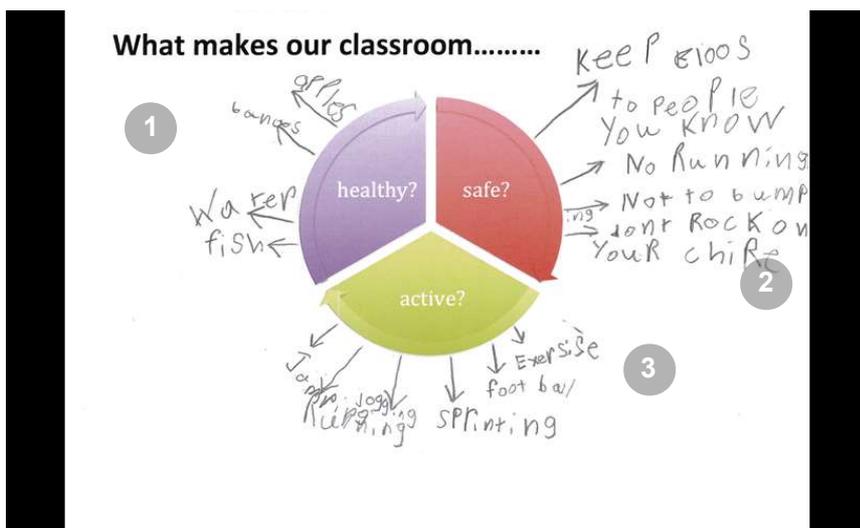
Achievement standard

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Written response



Annotations

- 1 Annotation 1**
Identifies eating fresh, nutritious food and drinking water as healthy behaviours
- 2 Annotation 2**
Describes rules and positive relationships as options for keeping the classroom safe
- 3 Annotation 3**
Identifies skills, sport and physical activity as active options both within and 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.

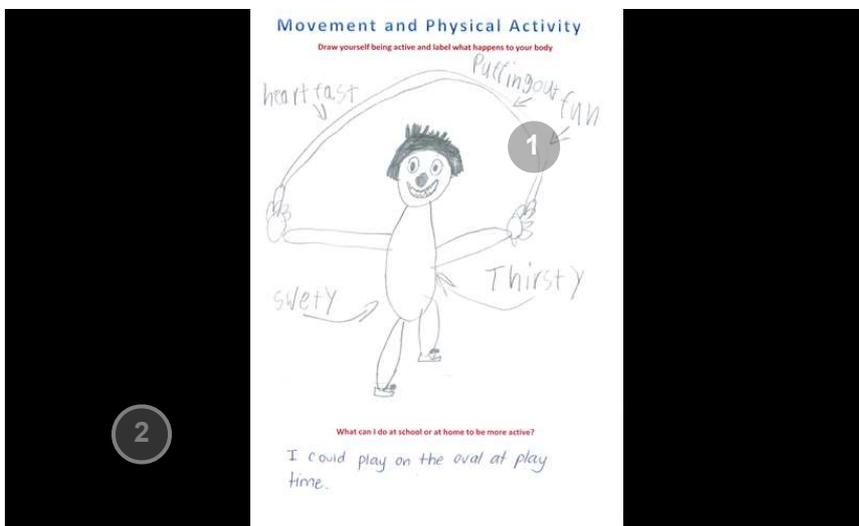
Achievement standard

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Annotated drawing



Annotations

- Annotation 1**
Shares four bodily reactions to physical activity
- Annotation 2**
Recognises an opportunity to improve personal 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.

The teacher scribed for students who needed help.

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

Achievement standard

Learning Area

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Written response

A handwritten student response on lined paper. The title is "How does your body react to physical activities?". On the left, a simple stick figure is drawn with labels for various body parts: brain, mouth, heart, stomach, skin, lungs, large intestine, and small intestine. To the right of the drawing, there are several lines of handwritten text: "When I do dancing", "Sometimes my cheeks go red. Also I can get dizzy when I turn.", "I sweat too because we do lots of jumping.", "My heart pumps a bit faster." A small circle with the number "1" is visible on the right side of the page.

Annotations

- Annotation 1**
Identifies four 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 trialed 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.

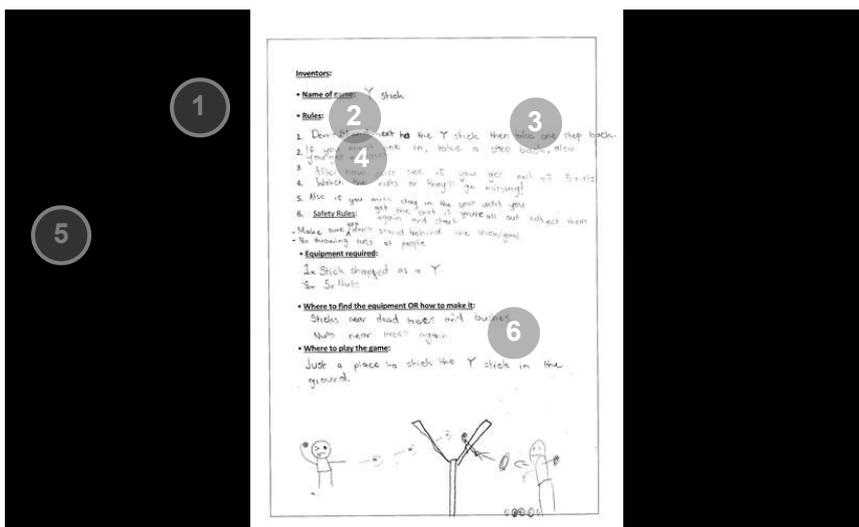
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Written instructions



Annotations

- 1 Annotation 1**
Selects rules to ensure all participants are safe
- 2 Annotation 2**
Refines instructions
- 3 Annotation 3**
Creates a game with natural resources found in the environment
- 4 Annotation 4**
Solves challenges of space and distance to ensure the game is safe, challenging and effective
- 5 Annotation 5**
Creates a rule to make the game safe
- 6 Annotation 6**
Identifies places in the environment where resources can be located and active

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

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> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; font-size: x-large; border-radius: 50%; width: 30px; margin: 0 auto;">1</p> <p style="font-size: small; margin: 0;">I am well</p> </div>	<p style="text-align: center; font-size: small;">I am good at...</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="font-size: small; margin: 0;">making + odds count by 10's Play footy</p> </div>
<p style="text-align: center; font-size: small;">My strengths help me to...</p> <div style="border: 1px solid black; padding: 5px;"> <p style="font-size: small; margin: 0;">I am not scared to make a foot bob I can't ask for help and not shy</p> </div>	

Annotations

- 1 Annotation 1**
Identifies two personal strengths
- 2 Annotation 2**
Identifies physical and cognitive achievements
- 3 Annotation 3**
Links strengths to achievements

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

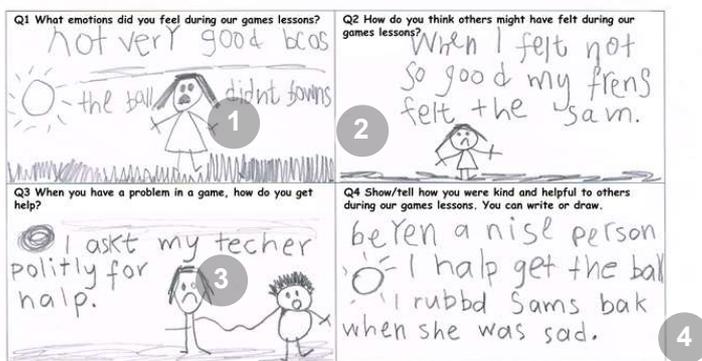
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Reflection

Emotions



Annotations

- 1 Annotation 1**
Identifies emotional response to a situation
- 2 Annotation 2**
Attempts to link own feelings to the feelings of others
- 3 Annotation 3**
Identifies an appropriate person to ask for assistance and an appropriate way to interact
- 4 Annotation 4**
Recognises a number of ways they were helpful, kind and supportive towards 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. They were also asked to write or draw different safe behaviours for students of their age.

This assessment task relates to the focus area: safety.

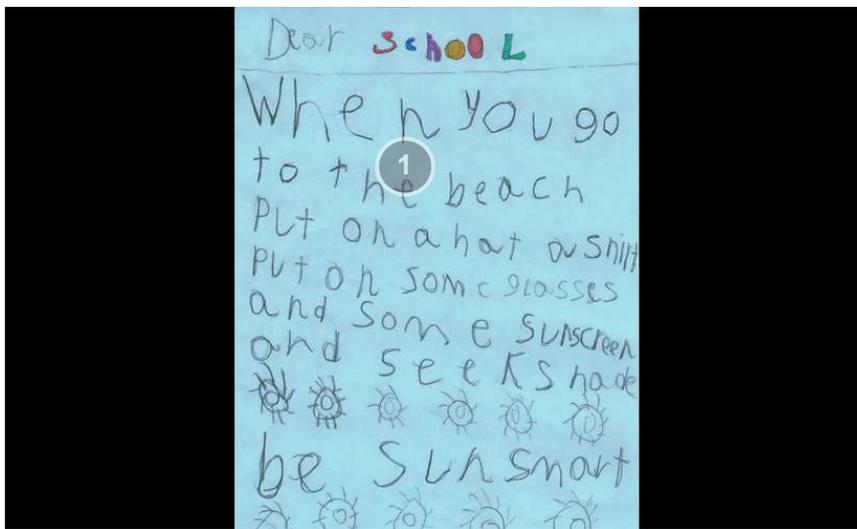
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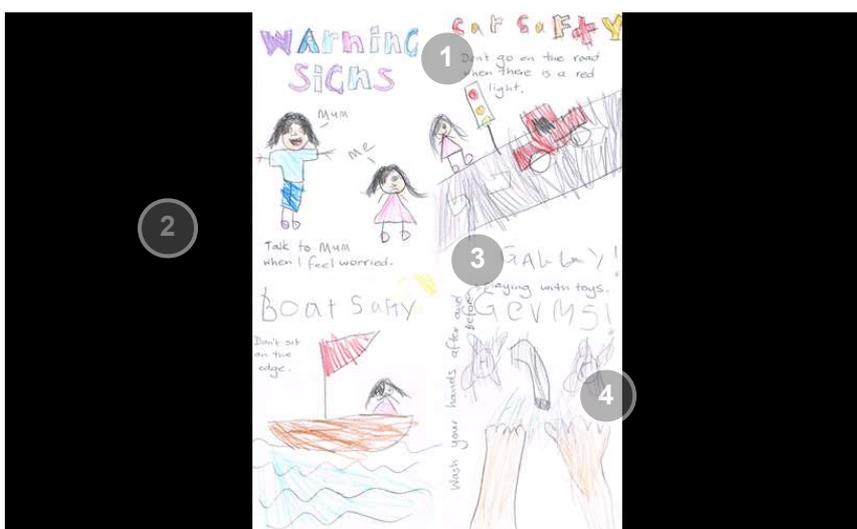
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Poster



Annotations

- 1 **Annotation 1**
Identifies a range of safe behaviours for staying safe in the sun



Annotations

- 1 **Annotation 1**
Identifies a safety rule for crossing roads
- 2 **Annotation 2**
Identifies a safe behaviour when feeling unsafe
- 3 **Annotation 3**
Identifies a range of settings where safe behaviours are needed
- 4 **Annotation 4**
Identifies behaviour

