

Health and Physical Education - Satisfactory - Years 7 and 8

Portfolio summary

This portfolio of student work shows that the student can describe the changes that occur during puberty and identify how relationships change during this time (WS3). They provide appropriate advice about managing changing social relationships (WS3). The student describes the characteristics of positive relationships and proposes strategies for managing conflict (WS10). They identify factors that shape identity and reflect on the importance of considering issues from the perspective of others (WS11). The student describes factors that influence emotions and provides a description of personal qualities and skills that impact on friendships (WS9). They can describe cues to indicate that a situation is unsafe and develops and justifies rules to minimise harm (WS1).

Students compare the elements of different food models and explain why food guidelines are needed to support healthy eating (WS2). The student describes the nutritional value of different foods, identifies food groups and provides examples of them (WS2). They identify appropriate actions to care for the environment and describe strategies to protect the environment for future generations (WS12). The student suggests actions to promote safety in the outdoors and describes practical strategies to prepare for participation in outdoor activities (WS12). They identify components of fitness and apply knowledge of fitness to determine activities they can undertake to improve different components of fitness (WS6). The student applies specific movement concepts to perform skills with proficiency (WS4, WS5, WS7) and describes how skills from one sport can be transferred to another. They identify aspects of their performance that have improved or need refinement (WS5, WS7). The student performs movements in unison with others and can mostly perform movements in time to music (WS8). They design a dance sequence that includes a variety of movements. (WS8).

Written response: Personal safety

Sample summary

The class explored different scenarios where personal safety may be at risk and investigated a range of strategies that could be implemented to minimise risk to personal safety, remove themselves from unsafe situations and report inappropriate behaviour.

The students were asked to complete a worksheet in class at the end of the unit of work to ascertain their level of understanding of the situations and strategies for reducing risk and promoting personal safety.

This work was undertaken within the context of mandated child safety curriculum and school processes. The teacher took care to ensure students understood the importance of reporting any inappropriate behaviour to trusted adults until someone listens.

This assessment task relates to the focus area: safety.

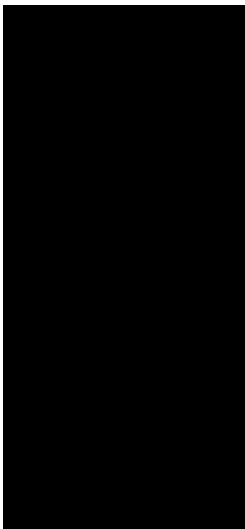
Achievement standard

Learning Area

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

Written response



Part A - Safety Strategies

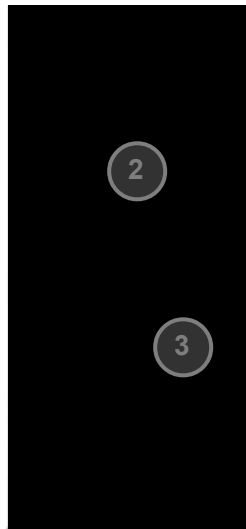
1. Explain, in your own words, what a 'deflection' or 'comeback' statement means.
A statement that will deflect or take it on yourself. It's usually a comeback that is not related to the other person.

2. What could you say or do in each of the following scenarios:

a) There is someone in your school who can be quite aggressive. They are always in a fight with someone, and is now trying to start a fight with you. You don't want to get involved in a fight, but it appears to be unavoidable. What could you say or do to keep yourself safe?
The teacher will be there, not the classroom soon and I could walk back to the classroom.

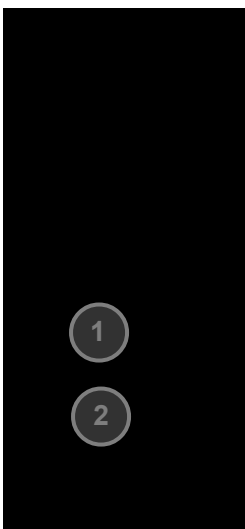
b) Your uncle is staying with you while your parents are out for the evening. He wants to play an inappropriate card game which involves stripping off (removing) clothes each time you lose. What could you say or do to keep yourself safe?
"Sorry, my parents don't allow me to play that card game, I would talk my parents on soon as they get home or talk to the school counselor."

c) Your friend wants to use your phone, saying theirs is broken. You suspect it's just so they can pretend to be you and send inappropriate images (nudes) to the new person in your class. What could you say or do to keep yourself safe?
"Sorry, my phone is already out of battery and I have to call my parents this afternoon and walk home."



Annotations

- 1 **Annotation 1**
Identifies when to use a deflection statement
- 2 **Annotation 2**
Proposes an appropriate deflection statement for each of the three situations
- 3 **Annotation 3**
Proposes appropriate and safe reporting strategies



Part B - Exit Strategy

3. Explain, in your own words, what 'exit strategy' means.
A strategy that will get you out of and away from a dangerous situation or environment.

4. Read the scenario below and, using complete sentences, answer the following questions:

Josh is getting a lift home from his friend Almer's house. Almer's brother, Kahn, is driving. When Kahn turns to speak to Josh and Almer, Josh sees small bushes on Kahn's breath. Aa jikes, Kahn decided to do a burnout at the lights. Josh's stomach is starting to knot up.

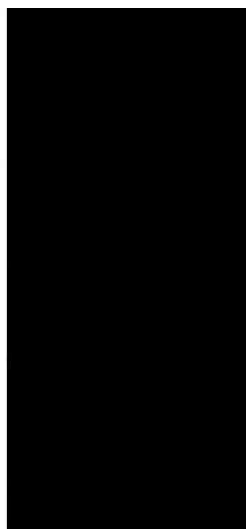
As Kahn picks up more speed, Josh glances at Almer who just shrugs at him. Almer whispers to Josh that this is what Kahn is like most of the time, but what can they do about it now?

Kahn is weaving between lanes, causing other drivers to keep their horns and yell abuse.

Josh has noticed his hands have cramped up from hanging on so tight to the door. There is another set of lights ahead turning orange, and really hopes Kahn will stop.

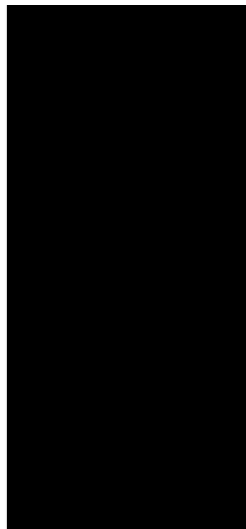
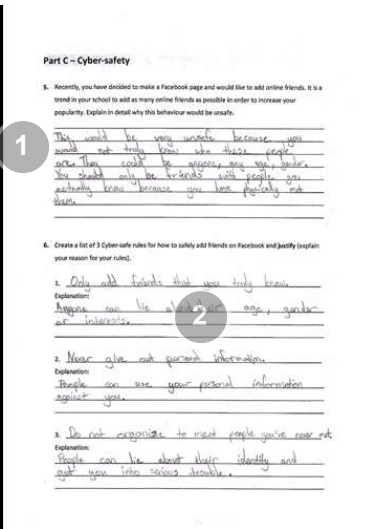
4) What signs or clues are present that indicate this situation is unsafe?
*- Josh smells alcohol on Kahn's breath
 - Almer is weaving between lanes causing other drivers to honk their horns and yell abuse
 - Kahn picked up more speed
 - Kahn decided to do a burnout at the lights*

5) What should Josh do and say in order to be safe or reduce the risk? (Suggest an exit strategy).
Josh could tell Kahn that he could get out of the car, that he could get to ground and get out to walk to home and he could call the police.



Annotations

- 1 **Annotation 1**
Identifies a range of cues and signs that indicate the situation is unsafe
- 2 **Annotation 2**
Proposes an appropriate exit strategy to reduce the risk



Annotations

- 1 Annotation 1**
Provides an explanation of the safety issues in the scenario
- 2 Annotation 2**
Develops a set of rules that will minimise harm and provides appropriate justification for their choices

Comparison: Food models

Sample summary

Students were asked to compare the Australian Guide to Healthy Eating with the dietary recommendations from another country. They were then asked to design their own food guidelines and to explain reasons for their recommendations.

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

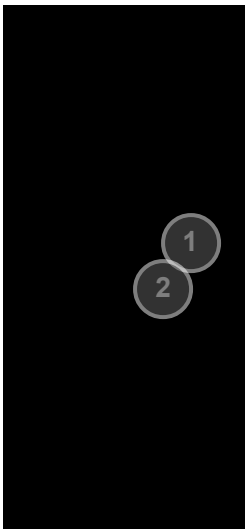
Achievement standard

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Comparison



YEAR 8 HEALTH: NUTRITION ASSIGNMENT – FOOD MODELS

1. Compare and Contrast the Australian Guide to Healthy Eating with ONE other International Food Model

Diagram of Poland's
Pyramid of healthy
Nutrition



Similarities and Differences:

I will be distinguishing the differences and the similarities between the Piramida Zdrowego Zywienia and the Australian Dietary Guidelines. Piramida Zdrowego Zywienia is the guidelines that Poland eats according to, the same way we eat according to the Australian Dietary Guidelines.

Just like the Australian Dietary Guidelines, the Piramida Zdrowego Zywienia categorises the foods into carbohydrates, proteins, dairy and drinks. This is so that the guidelines can show to people what foods are carbohydrates, proteins, dairy and drinks.

Unlike the Australian Dietary Guideline, the Piramida Zdrowego Zywienia groups fruits and vegetables into the same category. This is because Polish people eat the same amount of vegetables and fruits. It also includes exercise as an important part of our diets which the Australian Dietary Guidelines fail to distinguish. This is probably because

The Piramida Zdrowego Zywienia was made in the shape of the pyramid, unlike the Australian Dietary Guidelines' circular shape. This is because the pyramid is used by Poland to show which foods you should eat more of. However, as opposed to the pyramid chart, this is to display the accurate amounts of how much of one type of food you need to eat.

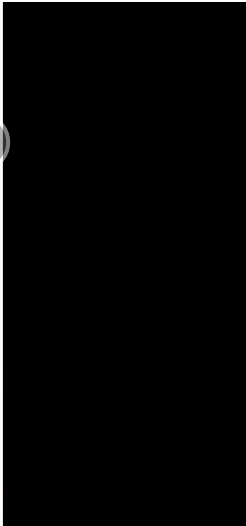
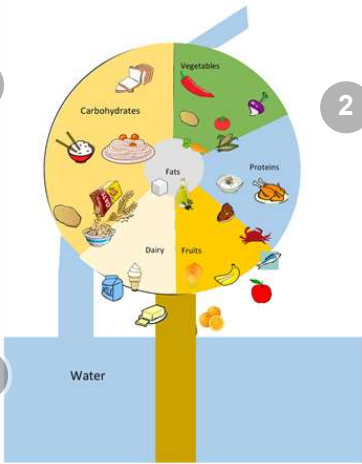
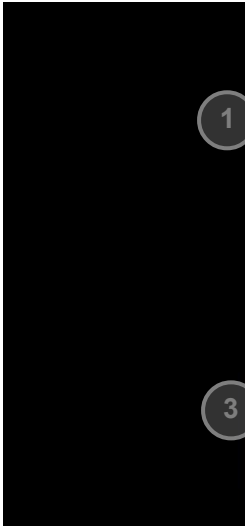
The Australian Dietary Food Guidelines and Polish Food Guidelines both have carbohydrates as the food that people need the most of. This is because carbohydrates gives people energy and people need energy the most.

The Polish Food Guidelines are written in the Polish language unlike the Australian Food Guidelines which is written in English. This is because the Guidelines are directed at the people of the country it is written for. Such as the Polish Food Guidelines are written for Polish people who speak Polish and the Australian Food Guidelines are written for Australian people who speak English.



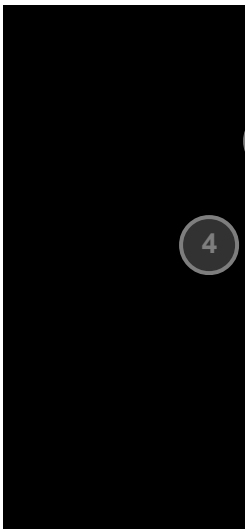
Annotations

- 1 **Annotation 1**
Identifies the similarities between food categories included in each food model
- 2 **Annotation 2**
Identifies the inclusion of exercise as part of the Polish food model
- 3 **Annotation 3**
Explains how the Australian Guide depicts recommended serving sizes



Annotations

- 1 **Annotation 1**
Demonstrates an understanding of most of the food groups needed for a healthy diet
- 2 **Annotation 2**
Demonstrates understanding of most of the food groups needed for a healthy diet
- 3 **Annotation 3**
Identifies water as an important part of a healthy diet



Part 3

The reason we need a healthy guide for Australians is because different cultures have different cuisines and they think differently at work. When I compared the Australian model to the other models I realised that depending on what country you are in, the amount of food recommended is different. The reason countries provide food models is because each country's lifestyle is different. In Australia's adolescence is either overweight or obese. So by using healthy eating guides and showing them to adolescence it would reduce the rate of overweight or obese population in Australia.

The aim of the model I created on the cap is to show that just eating varieties of different food sections is good for your health. Different colours of vegetables have different vitamins and nutrients in them and different types of proteins have different minerals and nutrients. For example, rather than just eating 3 types of vegetables for one type of protein, making it up a bit would allow you to get much more vitamins and minerals than just 1 type of food. The reason I made the model a water wheel is because the water wheel includes 3 important things: food, water, exercise. The water is obviously the water flowing through and the water wheel spins, so it's the source part of it.

The types of food that are represented in my model are:

Carbohydrates: Rice, bread, pasta, Potatoes, cereal

Vegetables: all 5 colours of vegetables, red, orange, white, black and yellow

Fruits: ranging from high sugar to low sugar

Proteins: seafood, meats, tofu (beans)

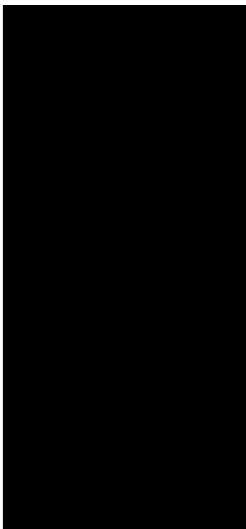
Dairy: Milk and butter

Fats: sugar and oil

The criteria for each type of foods were:

Carbohydrates, Vegetables, Proteins, Fats, Dairy and oils. The reason I sorted the groups this way was because if I wrote grains instead of carbs, I wouldn't have been able to add potatoes which are an important source of carbohydrates. I also wouldn't have been able to add tofu or beans if I wrote meats instead of proteins.

I have also given instructions on each food you need to eat by making the sections of circles bigger or smaller than the others. I thought of having the sometimes food at the small circle in the middle. If I was to improve on this model, I would make labels so it would be easier to read and see.



Annotations

- 1 Annotation 1**
Identifies a reason for needing national guidelines
- 2 Annotation 2**
Describes the nutritional value of different foods and how they are represented on their model
- 3 Annotation 3**
Identifies exercise as an important consideration in tandem with nutrition
- 4 Annotation 4**
Identifies all of the food groups and provides examples
- 5 Annotation 5**
Justifies the food categorisation system used
- 6 Annotation 6**
Describes how serving sizes are represented in the design

Letter: Puberty advice

Sample summary

This assessment task was part of a unit of work on relationships and sexuality. Students were asked to write a letter to their Year 6 self. In the letter, they were to give advice about some of the challenges and changes they will face physically and emotionally as they enter puberty.

Their letter was to include advice for:

- physical changes; for example, acne, growing pains, periods
- emotional changes; for example, mood swings
- personal changes; for example, change in interests
- relationships; for example, friendships, partners, interactions with people, friendship groups
- values – Have they changed? Are there new ones?

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

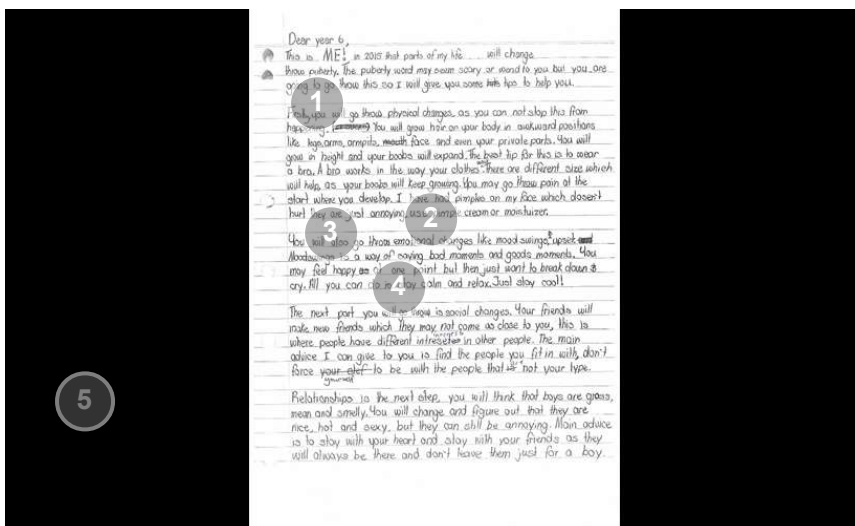
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Letter



Annotations

- 1 Annotation 1**
Describes the physical changes that occur during puberty
- 2 Annotation 2**
Describes how to manage one of the physical changes
- 3 Annotation 3**
Identifies a range of emotional changes associated with puberty
- 4 Annotation 4**
Provides advice on how to manage emotional changes
- 5 Annotation 5**
Identifies how relationships will change during puberty

Demonstration and discussion: Adapting skills

Sample summary

Students researched and experienced playing a number of different games from other cultures and explored the similarities and differences in terms of movement skills and strategies required to be successful in each game.

Students were asked to play sepak takraw, demonstrate their skills, describe how the skills and strategies of the game are similar to other games they have played, and suggest how the game could be adapted for other players.

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

Achievement standard

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Demonstration and discussion



Video analysis: Athletics

Sample summary

Students participated in a range of athletics events and were provided with instruction on the key performance components of each athletic skill.

Students were asked to identify one skill to perform, evaluate and refine. Students were videoed performing the skill and then viewed the video footage and analysed their performance. They were also provided with feedback from their teacher and peers. Students were then asked to perform and have the skill videoed a second time. Students created a video of their performance and identified the refinements that were made to their skill performance and what they could continue to work on to improve.

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

Achievement standard

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Video analysis



Written response: Personal fitness

Sample summary

Students participated in a range of activities that developed health-related and skill-related fitness components. Students were asked to design a personal training workout and then performed the workout while wearing a heart rate monitor.

Students were asked to complete a worksheet about the different components of fitness and how they related

to the heart rate data collected during their workout.

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

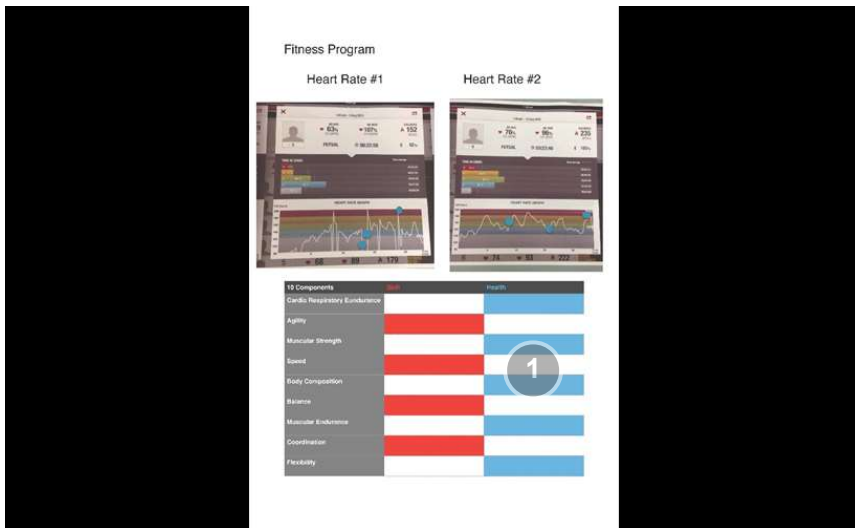
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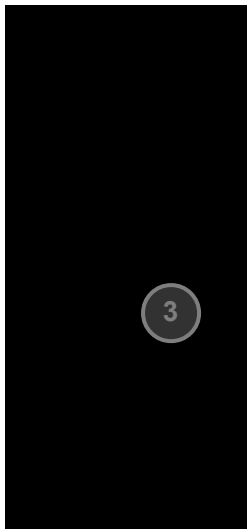
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Written response



Annotations

- 1 Annotation 1**
 Identifies clearly the health-related and skill-related components of fitness



10 Components

Task	Mark
Reaction Time	

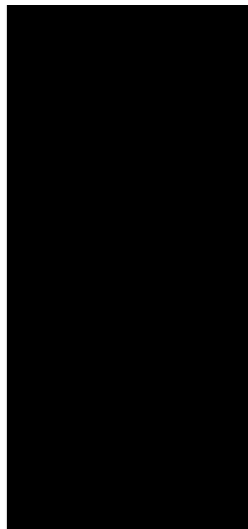
Heart Rate #1
My three points on heart rate #1 are in the grey zone, blue zone and red zone. This is because when it was in the grey because I had to put more water on the heart rate monitor (it wasn't working properly). When it was in the blue zone I was doing a light active exercise for example heel taps. When I was in the red zone I was doing a maximum active exercise for example step-ups.

Heart Rate #2
My three points on heart rate #2 are in the yellow, blue zone and red zone. This is because when I was in the yellow zone back-lap (it is doing) a hard active activity for example jumping lunges. When I was in the blue zone I was doing a light active activity for example half curl. When I was in the red zone I was doing a maximum active activity for example jump ups.

Cardio Respiratory Endurance
Cardio respiratory endurance is a health related component of physical fitness that relates to the ability of the heart to pump oxygen to the working muscles during continuous physical activity. Physical activities that are whole body and make the heart rate and breathing increases are good for cardio respiratory endurance. Examples in my program is running and skipping.

Muscular Endurance
Muscular endurance is the ability of a muscle or group of muscles sustain repeated movement against a resistance for an extended period of time. Physical activities that make a muscle or muscle group repeat the same action multiple times (15, 20, 30 times) are good for improving muscular endurance. An example in my program was step curls which work on your bicep muscle.

Changing my Program
To improve my time in the yellow-green/red zones I would need to change some of my exercises. I could take out my curls and lunge curls and replace them with step ups and skipping. This would increase my 15, 20, 30 and the time spent in the yellow and red zones.



Annotations

- 1 Annotation 1**
Interprets data and identifies activities that were performed at each heart rate intensity
- 2 Annotation 2**
Defines cardio-respiratory endurance and applies knowledge by providing personal examples of relevant activities
- 3 Annotation 3**
Describes activities that develop muscular endurance and relates the concept to their own program
- 4 Annotation 4**
Proposes simple changes to personal program

E-journal: Badminton

Sample summary

Students participated in a six-week unit of work exploring net/court games including badminton to learn about and develop court movement and specific skills. Students were asked to keep a learning journal using an electronic device and app which could include video and text demonstrating student learning.

Students were asked to edit and insert two videos (one from the beginning of the unit and one from the end) into the student learning journal. Accompanying text was required to explain and analyse any skill improvement that occurred between the two videos.

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

Achievement standard

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E-journal



Demonstration: Bush dance

Sample summary

Students participated in a unit of work that introduced them to the history of Australian bush dance. The class was taught Heel and Toe Polka, Strip the Willow and Waves of Bondi at the start of the unit.

Students were asked to form groups and use the movements learnt in the previous dances plus their own variations to choreograph their own bush dance routine. These routines were performed in front of the class.

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

Achievement standard

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Demonstration



Written response: Respectful relationships

Sample summary

The class undertook a 15-lesson unit of work on relationships and sexuality. The teacher worked with students to: explore, discuss and understand a range of sexual health and relationship issues; develop a range of life skills; and access current, relevant information including where to go for help. Through discussion, debate, role-play, reflection and research, students explored the characteristics of respectful relationships, the personal qualities and skills that are needed to be a good friend, and help-seeking resources and contexts.

Students were asked to use what they had learnt about relationships and sexuality, as well as their own experience of respectful relationships, to reflect as deeply as they could on the following four factors: feelings and emotions, personal qualities and strengths, wellbeing, and help seeking.

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

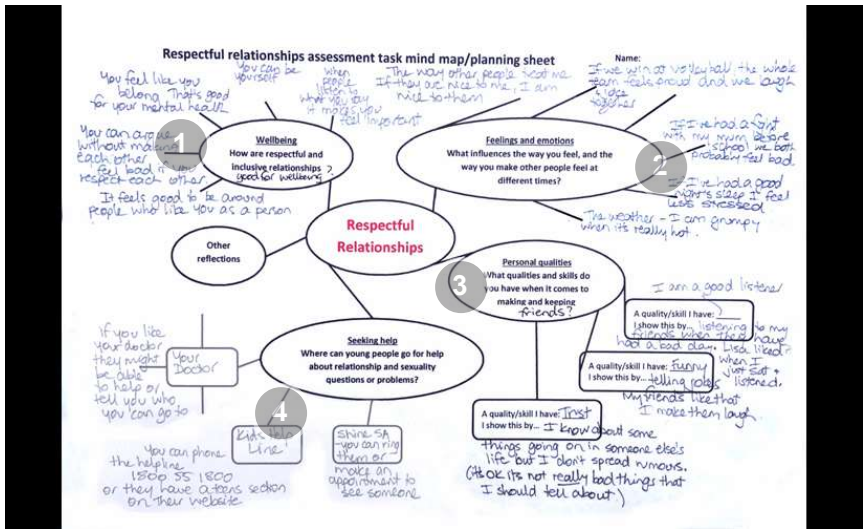
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Written response



Annotations

- 1 **Annotation 1**
Describes a range of ways that relationships impact on wellbeing
- 2 **Annotation 2**
Describes a range of influences on feelings and emotions
- 3 **Annotation 3**
Provides detailed description of their personal qualities and skills and the impact on friendships
- 4 **Annotation 4**
Lists a range of places that they can go to for help and advice

Song analysis: Relationships and values

Sample summary

As part of a unit of work on respectful relationships and values, students were asked to select a song that describes a relationship between two people or two groups of people. Students were asked to write an essay to analyse the aspects of the relationship depicted through the lyrics.

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

Achievement standard

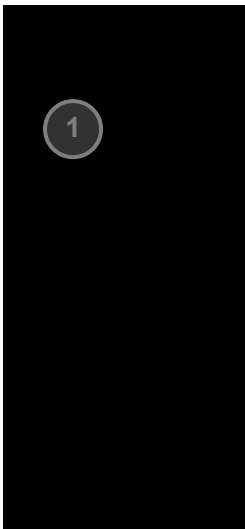
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Song analysis



Lyric Essay

"Millions" written and sung by Roman Reignick and Lars Auerhahn is a song about a romantic relationship that is easily skewed through the lyrics. The song addresses the positives and the negatives within their relationship and the challenges they face. This is a song many people can relate to because it is normal to have a positive relationship that turns into a negative one which could lead to conflict.

The characters that are in this song include the singer and a woman who he loves and about the relationship that they had. Their relationship is a negative one but it started out as a positive one. When they were together they were happy and took care of each other and didn't care what other people thought of them.

The singer also feels that this is a negative relationship because he thought about himself too much and the want for more. These quotes are evidence of a positive-negative relationship. These quotes are evidence of a positive-negative relationship.

The conflict within this song is the want for fame and money and the break-up. The lyrics tell us that the singer used to think money was everything and when he started to become famous, he forgot about the people he loved which resulted in a break-up. This is a negative way to deal with this conflict. The singer soon realizes what he did wrong and that he has lost and lonely without the person he loves.

The singer and his love don't try to communicate directly but all of the songs he writes are about her. The singer and his love is like he is trying to communicate to her and tell her that he still loves her.

When there is a conflict, the singer is more assertive and consider each person's feelings and the situation. The singer and his girlfriend could have sat down and talked to each other and figured out what was wrong and what they wanted to change. They should listen to each other and talk about their feelings using "I" statements. The singer's partner could have said to the singer that she would help him with his feelings and that he was forgetting about all the people he loves.

Then the singer could have decided to help her and try to spend more time with his partner. If they had more time together, they could avoid it at that moment and try again when they are in more control. They could ask family or friends to step in and help them. If the singer had applied any of these strategies to the conflict then his relationship with the woman would still be positive.

The song "Millions" is a song that describes the challenges and conflict the singer and his girlfriend faced which many people can relate to. It addresses the positives and negatives that resulted in this conflict. It describes the thoughts of the singer and about the resolution of the why the conflict happened and how it could have been dealt with differently.



Annotations

- 1 **Annotation 1**
Describes characteristics of a positive relationship
- 2 **Annotation 2**
Explains reasons for relationship breakdown
- 3 **Annotation 3**
Identifies aspects of relationship that were not positive
- 4 **Annotation 4**
Describes strategies for managing conflict in relationships
- 5 **Annotation 5**
Proposes practical strategies for dealing with the situation
- 6 **Annotation 6**
Provides advice on how to repair the relationship

Written response: Including others

Sample summary

As part of a unit of work on valuing diversity, students learnt about the importance of positive relationships as they transition into adolescence.

Students were asked to examine scenarios involving a range of relationship issues and use a thinking routine which required them to consider issues from alternative viewpoints. Students then reflected on how they might apply this strategy to help them manage relationships, especially with people outside their immediate

friendship group.

Students were provided with a practical example of how the thinking routine worked.

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

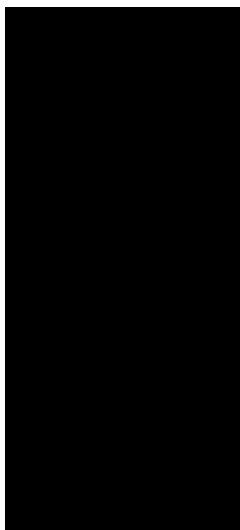
Achievement standard

Learning Area

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

Written response



Including others

Read Marco's story:

Marco is attending a new school having changed schools five times in the last three years. The class he has joined has been very lucky with well-established friendship groups amongst the boys and the girls. The teacher has asked one of the well-established groups of boys to help Marco settle in. Marco is shy and in the past has struggled to make new friends. He is often seen at the playground by himself.

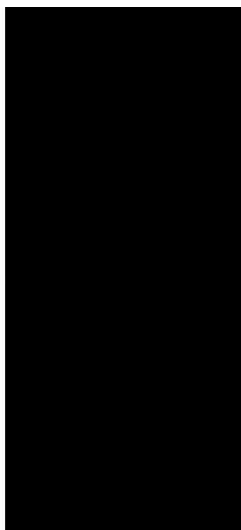
Identify the issues in this story. Record the issues below:

1. Marco is new to our school.
2. Marco is very shy and finds it hard to make friends.
3. We have our own friends.
4. The teacher asked one group to look after Marco cos he is new and we had to make him feel welcome.

What good we know about Marco from the story?

How old he is.
What he likes to do.
What he is good at.
Where he comes from.

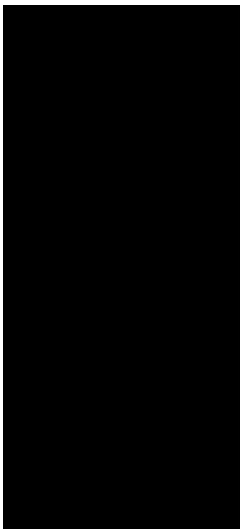
What might Marco be thinking about coming to a new school?
He probably was nervous about coming to a new school.
He might be thinking "Why do I have to do this again?"



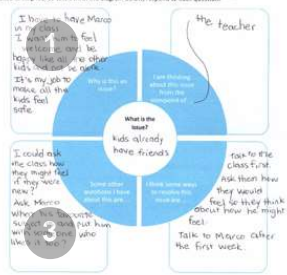
Annotations

1 **Annotation 1**
Describes why Marco being new to the class might be an issue

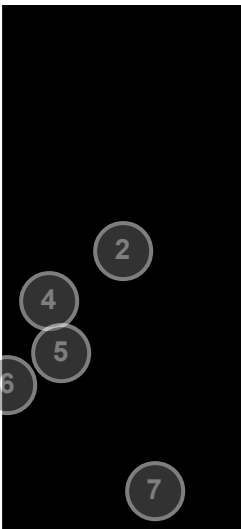
2 **Annotation 2**
Identifies factors that could shape the identity of others and recognises the importance of valuing diversity on wellbeing



Choose one issue. Consider the issue from the viewpoint of either Marco, the teacher or as one of the group asked to help Marco settle in. In the diagram below, respond to each question.



How might you apply this thinking strategy if you needed help?
 Being the teacher made me think about their job. It makes me think about what other people might feel and how hard it can be for people to fit in when they don't know anyone. Thinking like someone else might help me solve a problem or help me find someone to help me.
 Think of a time when you were new to a group or a situation. What helped? What could have helped?
 When I started high school I was really nervous. Knowing the school first and meeting 2 of the older kids helped me. I knew where to go for the first day. That was cool to know a couple of older kids I could talk to if I got into trouble.
 I wish my best friend came to this school with me.



Annotations

- 1 **Annotation 1**
Explains the importance of students feeling welcome and safe in their class
- 2 **Annotation 2**
Identifies empathy as a strategy for helping Marco with change
- 3 **Annotation 3**
Identifies finding common interests as a strategy for making someone feel comfortable
- 4 **Annotation 4**
Provides strategies for how the teacher could help the class make Marco feel welcome
- 5 **Annotation 5**
Reflects on the value of thinking about an issue from someone else's perspective
- 6 **Annotation 6**
Identifies the challenge of fitting in when you are in a new place
- 7 **Annotation 7**
Reflects on own experience of change and identifies factors that helped or could have helped with managing this change

Written response: Bushwalking

Sample summary

As part of a unit of work about healthy eating and the outdoors, students learnt about the natural environment

and participated in a bushwalk in their local community. Students explored strategies to promote minimal impact on the environment.

Students were asked to reflect on their own experience and then plan and develop safe, healthy and environmentally friendly guidelines for taking younger students on a bushwalk.

This task relates to the focus areas: challenge and adventure activities, food and nutrition, and safety.

Achievement standard

Learning Area

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

Written response

Annotations

- 1 Annotation 1**
Identifies two benefits of being in the outdoors, including connection to the natural environment
- 2 Annotation 2**
Describes practical strategies they used to prepare for their bushwalk to protect their safety and health
- 3 Annotation 3**
Describes how the nutritional value of the food they took was appropriate for the energy demands of the walk

4 Annotation 4
Identifies two strategies for protecting the environment so that others may enjoy it in the future

5 Annotation 5
Reflects on additional preparation they could undertake next time to enhance their experience of connecting with the natural environment

6 Annotation 6
Includes an intention to connect with the environment

Bushwalking preparation
Activity plan for my buddy

What is required?	How will this be done?
What clothes will my buddy need for the bushwalk?	Give my buddy a list of the right clothes for the activity. They need a hat, jumper, boots, raincoat. 1
What food will my buddy need for the bushwalk?	Tell them some examples of good foods to take on a bushwalk of this type and length like nuts that are easy to carry. 2
How will I help my buddy look after the environment?	Talk to them about the "dos" and "don'ts" for caring for the whole environment while on a walk, like don't drop rubbish and stick to the path. 3
What rules will my buddy need to follow to stay safe?	Talk about how the class and school rules will apply during the activity. Are there any other things to put in mind to stay safe? 4

2

3

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Annotations

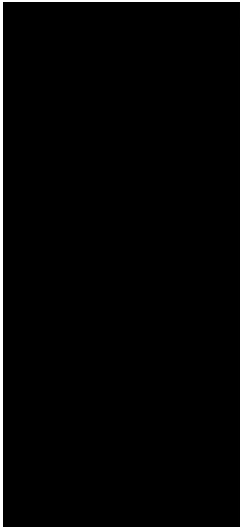
1 Annotation 1
Identifies a strategy to ensure their buddy takes the appropriate clothing with them and details what this might be

2 Annotation 2
Identifies the importance of taking the right foods on a bushwalk and gives an appropriate example

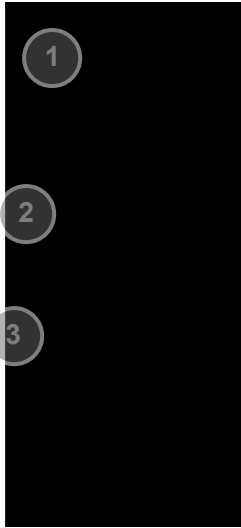
3 Annotation 3
Identifies appropriate actions to take to care for the environment

4 Annotation 4
Suggests how they can ensure that their buddy stays safe while on the bushwalk

5 Annotation 5
Promotes wellbeing by involving their buddy in deciding on safety rules



What else do I need to know about my buddy to help them enjoy this activity?	I need to know what food they like.
How will I know if my buddy is having a good time?	Make sure I check to see if my buddy is having fun.
What equipment do I need to take?	Take some spare food and a map.



Annotations

1 Annotation 1
Identifies that food preferences can contribute to their buddy's enjoyment of the walk

2 Annotation 2
Considers the enjoyment and involvement of others

3 Annotation 3
Plans for the safety of themselves and others