

MISSION STATEMENT

Studies in the subject of PE at BHIS promote understanding of physical activity, movement and human relations.

Knowledge and skills in this area are developed through play, games, sport, gymnastics, dance, swimming and outdoor activities. At BHIS, this learning area not only examines the physical skills and basic concepts of movement, but also develops in its students the notion of completing within a context of 'fair play'.

AIMS

The Physical Education curriculum will assist students to:

- Develop the knowledge and skills that promote participation in physical activity and fitness
- Develop an understanding of the basic concept of movement, as well as the bio-mechanical and physiological principles of movement
- Develop an understanding of the concept of fitness and its biological and sociocultural dimensions
- Recognize the differences between safe and unsafe physical activities, environments and practices

THE NATURE OF THE LEARNING AREA

At BHIS, Physical Education is taught under three strands:

- Human Movement
- Physical Activity in the Community
- Safety

(It should be noted that the safety standard is shared with that of the Health Education curriculum).

The Physical Education program at BHIS is structured around the traditional content areas of Swimming/Aquatics, Dance, Fitness, Games/Sports, Gymnastics, Track and Field and Outdoor Education.

Swimming/Aquatics, Dance, and Track and Field components are normally programmed in a concentrated block, usually culminating with a carnival or competition for school-wide participation.

An overview is provided of the seven content areas before each area is individually broken down into Outcomes, Content and Suggested Activities.

PHYSICAL EDUCATION CONTENT OVERVIEW YEARS K – 8

Aquatics	Dance	Fitness	Games/Sports
<ul style="list-style-type: none"> • Water discovery • Buoyancy and propulsion • Selected aquatics activities • Personal flotation devices (PFDs) • Survival backstroke and sidestroke • Escape sequences from an overturned boat • Survival sequence • Swimming-related fitness • Safety rescues • Safety knowledge • Hypothermia 	<ul style="list-style-type: none"> • Body awareness • Spatial awareness • Quality of movement • Dance action words • Movement sequences on response to stimuli including music • Movement with a partner • Rhythmic dance forms • Physical fitness through dance and dance-related activities • Dance behavior • Dance etiquette • Stretch/warm up • Safe exercises • Success and enjoyment in dance activities • Dance presentation 	<ul style="list-style-type: none"> • Physical fitness and a healthy lifestyle • Components of fitness • Safe fitness activities • Climatic conditions and their effect on the body particularly in the heat • Vigorous and continuous physical activity • Achieving and maintaining personal fitness • Effects of exercise on curculio-respiratory system • Fitness activities • Fitness conditioning, planning, monitoring and assessment • Health-related fitness • Introduction to the principles of training as applied to health-related fitness • Personal strengths and limitations affecting fitness/ sport suitability • Benefits of physical fitness • Success and enjoyment in physical activities 	<ul style="list-style-type: none"> • Equipment-related skills • Throwing, catching, hitting, kicking, striking and retaining equipment • Moving into empty spaces to receive a sport object while avoiding others • Feinting, dodging • Offensive/ defensive methods/ strategies • Fitness-inducing/ sports skill activities • Basic biomechanical principles • Elementary team/ individual skills • Safety principles • Rules and etiquette appropriate to a variety of games/ sports • Individual differences • Safe behavior around others/ safe play • Teamwork, partner work, group work • Non-traditional games/ sports and games sports from other cultures • Fair-play principles
Gymnastics	Track & Field	Outdoor Education	
<ul style="list-style-type: none"> • Activities with stretching, twisting and turning when moving or balancing • Gymnastic-related activities that promote physical fitness • Basic biomechanical principles • Simple gymnastics routines on floor and apparatus • Kinesthetic feedback • Performance goals in gymnastics • Correct safety techniques (e.g. spotting) • Care and safe handling/ use of apparatus • Partner/ small-group work 	<ul style="list-style-type: none"> • Running • Fitness-inducing activities • Basic rules for track and field events • Biomechanical techniques of running, throwing and jumping • Personal goals • School-based track and field activities • Safety principles in track and field • Track and field etiquette • Interaction with peers and others 	<ul style="list-style-type: none"> • Basic skills • Fitness for outdoor activities • Safety principles • Appropriate clothing and footwear • Outdoor facilities within the local region • Potential sites for outdoor activities • Success and enjoyment through participation • Partner and small-group situations 	

SWIMMING/AQUATICS - KINDERGARTEN TO EIGHT CURRICULUM

Outcomes	Content	Suggested Activities
<p>Students will demonstrate Confidence in the water while displaying principles of buoyancy, propulsion techniques and water entries</p>	<ul style="list-style-type: none"> • Water discovery 	<ul style="list-style-type: none"> • Participate in activities which involve <ul style="list-style-type: none"> - walking and moving in waist-to chest-deep water - splashing water onto the face - jumping whilst in the water - submerging and opening eyes underwater.
<p>An understanding of the biomechanical principles associated with efficient propulsion in and through the water</p>	<ul style="list-style-type: none"> • Buoyancy and propulsion <ul style="list-style-type: none"> - front crawl - back crawl - breast stroke leg kick arm stroke breathing and body position 	<ul style="list-style-type: none"> • Participate in buoyancy and kicking activities <ul style="list-style-type: none"> - sculling both head and feet first - gliding on both front and back - swimming using <ul style="list-style-type: none"> front crawl back crawl breast stroke
<p>The ability to swim a minimum distance and take part in selected aquatic games and sports</p>	<ul style="list-style-type: none"> • Selected aquatics activities <ul style="list-style-type: none"> - swimming carnival - boating/ canoeing - flippa-ball/ water polo 	<ul style="list-style-type: none"> • Participate in two or more aquatic activities. • Demonstrate the ability to swim a minimum distance appropriate to level.
<p>The ability to use self-rescue skills and to assist persons in danger in, or near water.</p>	<ul style="list-style-type: none"> • Personal flotation devices (PFDs) • Survival backstroke and sidestroke <ul style="list-style-type: none"> - simultaneous arm and leg action - kicking drills - single arm action 	<ul style="list-style-type: none"> • Perform correctly the techniques of <ul style="list-style-type: none"> - putting on a PFD - using a PFD - sharing a PFD • Practice survival backstroke and survival sidestroke.
<p>The ability to use self-rescue skills and to assist persons in danger in, or near water</p>	<ul style="list-style-type: none"> • Escape sequence from an overturned boat • Survival sequence <ul style="list-style-type: none"> - treading water - floating - survival sculling 	<ul style="list-style-type: none"> • Practice accident simulation activities, e.g. to simulate the situation of an overturned boat <ul style="list-style-type: none"> - dive and swim underwater - 50 m slow and fast swimming - 10 minutes of survival activities in deep water.
<p>The ability to identify and participate in a variety of fitness-inducing activities that relate to or complement selected aquatic activities</p>	<ul style="list-style-type: none"> • Swimming-related fitness <ul style="list-style-type: none"> - games - iron person events 	<ul style="list-style-type: none"> • Participate in regular swimming-related activities to improve physical fitness.
<p>An understanding of safety and lifesaving skills associated with aquatic activities</p>	<ul style="list-style-type: none"> • Safety rescues <ul style="list-style-type: none"> - river rescues - other equipment - a wade rescue 	<ul style="list-style-type: none"> • Practice rescue techniques involving <ul style="list-style-type: none"> - entries into and exits from water of varying depths and clarity - throwing a weighted rope - a wade rescue. • Certificating to age appropriate standards
<p>Appreciation and respect for the aquatic environment.</p>	<ul style="list-style-type: none"> • Safety knowledge <ul style="list-style-type: none"> - river and creeks – submerged objects - sea – rips/ currents - lakes and dams – soft edges, murky water - pools – fencing • Hypothermia 	<ul style="list-style-type: none"> • Investigate and discuss the dangers of two or more aquatic environments. • Develop proficiency in assuming the lessening heat escape posture.

DANCE - KINDERGARTEN TO EIGHT CURRICULUM

Outcomes	Content	Suggested Activities
<p>Students will demonstrate Movement experiences with and without rhythm utilizing a variety of stimuli</p>	<ul style="list-style-type: none"> • Body awareness <ul style="list-style-type: none"> - shape - transfer of weight - balance • Spatial awareness <ul style="list-style-type: none"> - direction - personal and general space - level • Quality of movement <ul style="list-style-type: none"> - speed - flow - weight - effort • Dance action words • Movement sequences in response to stimuli including music 	<ul style="list-style-type: none"> • Demonstrate body and space awareness through movement. • Participate in movement activities requiring an awareness of personal and general space. • Demonstrate qualities of movement involving speed, weight, flow and effort. • Participate in a variety of movement patterns which allow spontaneous and creative responses. • Follow and repeat demonstrated movement patterns. • Copy a dance sequence performed by others, e.g. video, elite dancers.
Skills specific in a variety of dance styles	<ul style="list-style-type: none"> • Movement with a partner • Rhythmic dance forms 	<ul style="list-style-type: none"> • Participate in a dance with specific movement patterns with a partner or on small groups, e.g. folk and line dance routines.
Active participation in vigorous physical activities utilizing rhythm and music	<ul style="list-style-type: none"> • Physical fitness through dance and dance related activities 	<ul style="list-style-type: none"> • Participate in rigorous dance activities to promote fitness.
Knowledge and understandings of appropriate social skills in dance	<ul style="list-style-type: none"> • Dance behavior • Dance etiquette 	<ul style="list-style-type: none"> • Demonstrate appropriate social behaviors in a variety of dance activities.
Understanding of the safety aspects associated with all forms of dance	<ul style="list-style-type: none"> • Stretch/ warm up • Safe exercises 	<ul style="list-style-type: none"> • Participate safely in dance activities.
Appreciation of the aesthetic value of dance.	<ul style="list-style-type: none"> • Success and enjoyment in dance activities • Dance presentation 	<ul style="list-style-type: none"> • Demonstrate confidence and enjoyment in the presentation dance.

FITNESS - KINDERGARTEN TO EIGHT CURRICULUM

Outcomes	Content	Suggested Activities
<p>Students will demonstrate Active participation in physical activities which will enhance personal fitness</p>	<ul style="list-style-type: none"> • Physical fitness and healthy lifestyle • Components of fitness <ul style="list-style-type: none"> - cardio-respiratory endurance - flexibility - speed - power - strength 	<ul style="list-style-type: none"> • Participate in physical activities to enhance personal fitness. • Discuss the contribution of physical fitness to a healthy lifestyle.
<p>An understanding of the safety precautions common to fitness activities</p>	<ul style="list-style-type: none"> • Safe fitness activities <ul style="list-style-type: none"> - warm up, stretching and warm down • Climatic conditions and their effect on the body particularly in the heat 	<ul style="list-style-type: none"> • Display safe exercise procedures during physical activity. • Discuss how climatic conditions can effect the body during exercise.
<p>An interest in the achievement and maintenance of one's personal fitness</p>	<ul style="list-style-type: none"> • Vigorous and continuous physical activity • Achieving and maintaining personal fitness 	<ul style="list-style-type: none"> • Participate in continuous strenuous physical activities.
<p>An understanding of the components of health-related and skill-related fitness and the training principles, types of activities and benefits associated with each</p>	<ul style="list-style-type: none"> • Effects of exercise on circulo-respiratory system <ul style="list-style-type: none"> - aerobic - circuits - aqua-aerobics - games/ sports 	<ul style="list-style-type: none"> • Observe and participate in a variety of aerobic activities.
<p>The ability to plan, monitor and participate in a personal fitness program that demonstrates the adaptation and refinement of varying activities so that they may be utilized in school, home and community settings</p>	<ul style="list-style-type: none"> • fitness activities appropriate for <ul style="list-style-type: none"> - school - home - community 	<ul style="list-style-type: none"> • Take part in a planned fitness program on a whole-class basis.
<p>The ability to assess and apply acceptable training principles in designing personal programs to improve health-related fitness</p>	<ul style="list-style-type: none"> • Fitness conditioning, planning, monitoring and assessment • Health-related fitness • Introduction to the principles of training as applied to health-related fitness 	<ul style="list-style-type: none"> • Participate in a fitness program incorporating a series of physical fitness tests.
<p>An understanding of the relationship of physical fitness and all other focus areas</p>	<ul style="list-style-type: none"> • Personal strengths and limitations affecting fitness/ sport suitability • Benefits of physical fitness 	<ul style="list-style-type: none"> • Analyze and discuss fitness testing results in small groups.
<p>Enjoyment of vigorous physical activity.</p>	<ul style="list-style-type: none"> • Success and enjoyment in physical activities 	<ul style="list-style-type: none"> • Participate in a series/ variety of physical fitness activities.

GAMES/SPORTS - KINDERGARTEN TO EIGHT CURRICULUM

Outcomes	Content	Suggested Activities
<p>Students will demonstrate Acquired physical skills using a variety of equipment</p>	<ul style="list-style-type: none"> • Equipment-related skills <ul style="list-style-type: none"> - throwing - blocking/ trapping/ catching - striking 	<ul style="list-style-type: none"> • Participate in small court games, e.g. mini basketball, junior touch, netball.
<p>The ability to employ sound biomechanical principles efficiently in the throwing and catching of objects under practice and game conditions</p>	<ul style="list-style-type: none"> • Throwing • Hitting • Striking • Catching • Kicking • Retaining equipment 	<ul style="list-style-type: none"> • Practice throw and catch activities with or without equipment • Practice hit, kick and strike activities.
<p>The application of acceptable team/ individual, offensive/ defensive concepts in the creation and elimination of personal and team space in game situations</p>	<ul style="list-style-type: none"> • Moving into empty spaces to receive a sport object while avoiding others • Feinting/ dodging • Game/ sport appropriate offensive/ defensive methods/ strategies 	<ul style="list-style-type: none"> • Participate in games which require movement into empty spaces, e.g. roo ball • Engage in activities which require deceptive movement. • Participate in defensive and offensive roles.
<p>The ability to identify and participate in a variety of fitness-inducing activities that related to or complement selected sports</p>	<ul style="list-style-type: none"> • Fitness-inducing/ sports skill activities, e.g. drills, circuits, tabloids 	<ul style="list-style-type: none"> • Participate in games/ sports activities which promote fitness.
<p>An understanding of the biomechanical principles and team/ individual skills, strategies and techniques employed in a variety of sports</p>	<ul style="list-style-type: none"> • Basic biomechanical principles • Elementary team/ individual skills • Appropriate strategies/ techniques 	<ul style="list-style-type: none"> • Participate in games/ sports demonstrating a basic knowledge of biomechanical principles. • Participate in game/ sports using team/ individual strategies/ techniques.
<p>Un understanding and appreciation of rules, etiquette and safety precautions employed in a variety of games/ sport</p>	<ul style="list-style-type: none"> • Safety principles • Rules and etiquette appropriate to a variety of games/ sports 	<ul style="list-style-type: none"> • Demonstrate in two or more games/ sports an appreciation of rules, etiquette and safety precautions.
<p>An appreciation and respect for the effort, safety and abilities of one's self and others</p>	<ul style="list-style-type: none"> • Individual differences • Safe behavior around others/ safe play 	<ul style="list-style-type: none"> • Demonstrate in a variety of games/ sports safety and respect for others
<p>An appreciation of the necessity to acknowledge leadership roles in cooperative and competitive situations.</p>	<ul style="list-style-type: none"> • Teamwork • Partner work • Group work 	<ul style="list-style-type: none"> • Participate and contribute to partner and small-group activities.
<p>Confidence and willingness to attempt new activities</p>	<ul style="list-style-type: none"> • Non-traditional games/ sports • Games/ sports from other cultures 	<ul style="list-style-type: none"> • Participate in a variety of non-traditional and culturally diverse games/ sport.
<p>The ability to apply fair-play principles.</p>	<ul style="list-style-type: none"> • Fair play principles <ul style="list-style-type: none"> - cooperation - access - play by the rules - effort more important than outcome 	<ul style="list-style-type: none"> • Demonstrate a positive attitude to the principles of fair play.

GYMNASTICS - KINDERGARTEN TO EIGHT CURRICULUM

Outcomes	Content	Suggested Activities
<p>Students will demonstrate An understanding of the factors of space, weight, time and flow as they apply to gymnastics</p>	<ul style="list-style-type: none"> • Activities with stretching, twisting and turning when moving or balancing • Activities with emphasis on <ul style="list-style-type: none"> - flow - varying speed of movement - weight bearing 	<ul style="list-style-type: none"> • Perform basic rolls, e.g. forward, backward and pencil. • Demonstrate a basic gymnastics sequence which emphasis's linking of rolls, steps, balances, jumps and turns.
<p>The ability to identify and participate in a variety of fitness-inducing activities that relate to or complement selected gymnastic activities</p>	<ul style="list-style-type: none"> • Gymnastic-related activities that promote physical fitness <ul style="list-style-type: none"> - tabloids - circuits and drills 	<ul style="list-style-type: none"> • Participate in gymnastics activities to promote fitness qualities of power, flexibility and strength.
<p>Knowledge of biomechanical principles which apply to gymnastics</p>	<ul style="list-style-type: none"> • Basic biomechanical principles, e.g. <ul style="list-style-type: none"> - levers - rotation 	<ul style="list-style-type: none"> • Perform a sequence of gymnastic skills demonstrating elementary biomechanical principles.
<p>The ability to design and execute a simple gymnastics routine on the floor and on selected apparatus utilizing biomechanical principles and motor patterns</p>	<ul style="list-style-type: none"> • Simple gymnastics routines on floor and apparatus 	<ul style="list-style-type: none"> • Participate in gymnastic sequences that emphasize a smooth and continuous movement both on the floor and on apparatus.
<p>Perseverance, self-confidence, and individual initiative</p>	<ul style="list-style-type: none"> • Personal qualities <ul style="list-style-type: none"> - perseverance - self-confidence - initiative 	<ul style="list-style-type: none"> • Demonstrate confidence and initiative in exploring new gymnastic activities. • Participate in regular practice of selected skills.
<p>The ability to monitor improvement and set personal performance goals in various gymnastics activities</p>	<ul style="list-style-type: none"> • Kinesthetic feedback • Performance goals in gymnastics 	<ul style="list-style-type: none"> • Demonstrate a willingness to incorporate feedback in monitoring performance. • Demonstrate an understanding of the need for individual performance goals.
<p>Knowledge of correct safety techniques, rules and etiquette where individual and/ or cooperative assistance is appropriate</p>	<ul style="list-style-type: none"> • Correct safety techniques, e.g. <ul style="list-style-type: none"> spotting • Rules • Etiquette 	<ul style="list-style-type: none"> • Participate in gymnastic lessons/ displays showing adherence to correct safety technique, rules and etiquette.
<p>Appreciation and respect for the safety, effort and abilities of one's self and others.</p>	<ul style="list-style-type: none"> • Care and safe handling/ use of apparatus • Partner/ small-group work • Individual differences 	<ul style="list-style-type: none"> • Assist with the safe setting up and moving of gymnastics apparatus. • Demonstrate safe gym practices in partner and small-group work.

TRACK AND FIELD - KINDERGARTEN TO EIGHT CURRICULUM

Outcomes	Content	Suggested Activities
<p>Students will demonstrate Basic skills, techniques and form associated with track and field activities</p>	<ul style="list-style-type: none"> • Running <ul style="list-style-type: none"> - form - starts - various distance - various speeds - finishes 	<ul style="list-style-type: none"> • Display correct running form, e.g. body lean, head steady, arm action, leg action for <ul style="list-style-type: none"> - sprinting - long distance - middle distance • Participate in starting and finishing activities.
Participation in a variety of fitness-inducing activities that relate to or complement track and field activities	<ul style="list-style-type: none"> • Fitness-inducing activities <ul style="list-style-type: none"> - running - throwing - jumping 	<ul style="list-style-type: none"> • Participate in vigorous and continuous track and field activities, e.g. circuit, tabloids, athletic meets.
Knowledge of basic rules and biomechanical principles which apply to various track and field activities	<ul style="list-style-type: none"> • Basic rules for track and field events • Biomechanical techniques of <ul style="list-style-type: none"> - running – sprinting, middle distance, long distance - throwing – discus and shot jump – measured approach, correct take-off, appropriate flight technique and correct landing style 	<ul style="list-style-type: none"> • Display correct running form in activities related to two of the three disciplines. • Display correct throwing techniques in two or three throwing events. • Perform a series of jumps for height and distance.
Ability to monitor improvements and set personal goals in track and field activities	<ul style="list-style-type: none"> • Results recording • Personal goals 	<ul style="list-style-type: none"> • Participate and have results recorded in at least one event. • Discuss personal goals in track and field.
Confidence and willingness to participate and achieve competence in track and field activities	<ul style="list-style-type: none"> • School-based track and field activities 	<ul style="list-style-type: none"> • Participate in and have results recorded in at least one running, throwing and jumping event as an official.
Knowledge of the etiquette and safety precautions which apply to various track and field activities	<ul style="list-style-type: none"> • Safety principles in track and field • Track and field etiquette 	<ul style="list-style-type: none"> • Explain safety rules of an athletic event undertaken. • Demonstrate appropriate track and field etiquette
Appreciation of and respect for the effort and abilities of one's self and others relative to performance of track and field activities.	<ul style="list-style-type: none"> • Interaction with peers and others 	<ul style="list-style-type: none"> • Display cooperative behavior during track and field activities.

OUTDOOR EDUCATION - KINDERGARTEN TO EIGHT CURRICULUM

Outcomes	Content	Suggested Activities
<p>Students will demonstrate Basic skills, techniques, biomechanical principles and form associated with one or more outdoor activities</p>	<ul style="list-style-type: none"> • Basic skills <ul style="list-style-type: none"> - bushwalking - camping - cross-country - cycling - orienteering - boating/ sailing 	<ul style="list-style-type: none"> • Perform basic navigation skills – set a bearing, take a bearing, walk/ run a bearing. • Identify basic information from a map, e.g. legend, scale, north point • Participate in a bushwalk. • Prepare a list of requirements for a camp <ul style="list-style-type: none"> - overnight - an extended camp of more than two nights
<p>The ability to identify and pursue a variety of fitness-inducing or physical recreation oriented activities that relate to or complement selected outdoor pursuits</p>	<ul style="list-style-type: none"> • Fitness <ul style="list-style-type: none"> - bushwalking - cross-country - cycling - orienteering 	<ul style="list-style-type: none"> • Participate in vigorous and continuous outdoor pursuits
<p>Understanding of current developments, terms, rules, safety concepts and biomechanical principles which apply to selected outdoor education activities</p>	<ul style="list-style-type: none"> • Safety principle • Appropriate clothing and footwear 	<ul style="list-style-type: none"> • State safety requirements for activities undertaken • Wear appropriate clothing for activities undertaken
<p>Appreciation of and respect for the potential of the outdoor environment for worthwhile lifetime education experiences</p>	<ul style="list-style-type: none"> • Outdoor facilities within the local region • Potential sites for outdoor activities 	<ul style="list-style-type: none"> • Participate in activities while demonstrating concern for the environment <ul style="list-style-type: none"> - leave only footprints. • List potential sites and their possibilities for outdoor pursuits.
<p>Self-confidence, self-sufficiency, individual initiative and cooperative skills.</p>	<ul style="list-style-type: none"> • Success and enjoyment through participation • Partner and small-group situations 	<ul style="list-style-type: none"> • Participate both safely and in a cooperative manner in outdoor activities. • Participate as a team member and contribute to group effort.

ACKNOWLEDGEMENTS

- Curriculum and Standards Framework: Health and Physical Education
- (Board of Studies, Victoria, 1995)
- Physical Education Year T-10
- (Northern Territory Department of Education, Northern Territory, 1997)
- Health and Physical Education – A Curriculum Profile for Australian Schools
- (Curriculum Corporation, Victorian, 1994)