

# The Australian Curriculum

<b>Subjects</b>	Health and Physical Education
<b>Year levels</b>	Year 9

## Years 9 and 10 Content Descriptions

### Personal, Social and Community Health

#### Being healthy, safe and active

**Evaluate** factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089 - Scootle [↗](#))



#### Elaborations

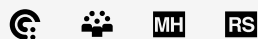
analysing how societal norms, stereotypes and expectations influence the way young people think about their bodies, abilities, gender, sexuality, food, physical activity, sexual health, drugs and/or risk-taking behaviours



examining how diversity and gender are represented in the media and communities, and investigating the influence these representations have on identities



analysing the role of family, friends and community in supporting an individual's identities, and proposing strategies to enhance their own and others' wellbeing



investigating how cultural beliefs and practices surrounding transitions to adulthood differ between cultures



**Examine** the impact of changes and transitions on relationships (ACPPS090 - Scootle [↗](#))



#### Elaborations

practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans




asserting their stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others



assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions



Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk ([ACPPS091 - Scootle](#) )



#### Elaborations

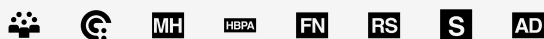
proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks



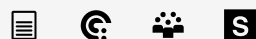
planning and practising responses to emergencies where they may be required to administer first aid to a friend, including CPR




critiquing the appropriateness and effectiveness of help and support services available for young people in the local community



examining policies and processes for ensuring safe blood practices when participating in physical activities



Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices ([ACPPS092 - Scootle](#) )

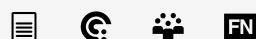


#### Elaborations

critiquing images and messages in the media that portray what it means to have a good time and be fun to be around, and evaluating how these images can be interpreted



examining local fast-food options, making healthy selections and advocating healthy choices to peers



exploring external influences on sexuality and sexual health behaviours, and recognising the impact that decisions and actions can have on own and others' health and wellbeing



evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing



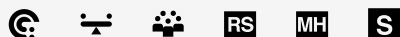
**Communicating and interacting for health and wellbeing**

**Investigate** how empathy and ethical decision making contribute to respectful relationships ([ACPPS093 - Scootle](#))



Elaborations

investigating the characteristics of positive, respectful relationships and the rights and ethical responsibilities of individuals in relationships



investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful



comparing own decisions with those of others and acknowledging others' right to act differently and to change their mind



demonstrating and advocating appropriate bystander behaviour when participating in online interactions, for example in situations where another person's photo has been tagged without permission, sexting and posting explicit content



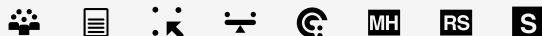
Practising skills to deal with challenging situations such as communicating choices, expressing opinions and initiating contingency plans

**Evaluate** situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses ([ACPPS094 - Scootle](#))

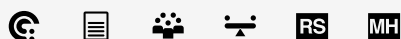


Elaborations

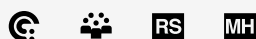
proposing strategies for managing emotional responses and resolving conflict in a family or social situation or online environment




evaluating situations where an individual may react with extreme emotion and reflecting on the impact that this response may have on the situation and/or their relationships



analysing interactions where emotional responses may not be immediately apparent and reflecting on the possible consequences of not recognising the emotions involved



Critically analyse and apply health information from a range of sources to health decisions and situations ([ACPPS095 - Scootle](#) )



#### Elaborations

critiquing and selecting the most suitable and reliable sources of health information according to the decision that needs to be made



examining actions to take greater responsibility in relation to their own health




critiquing services that provide advice and support on health-related issues, and investigating ways to store and share contact information of these services with other young people



evaluating strategies and actions to increase personal safety and planning to promote these in the school and community



### Contributing to healthy and active communities

Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities ([ACPPS096 - Scootle](#) )



#### Elaborations

creating and evaluating visual and multimodal health campaigns in print-based and digital environments to promote health and wellbeing in their community



developing and implementing proposals to enhance the wellbeing of staff and students in the school



investigating community-action initiatives young people have instigated that have had a positive influence on the health and wellbeing of their communities



preparing, delivering and critiquing a class presentation to the community, for example a presentation to parents on tips for serving and eating food that has been prepared sustainably

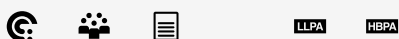


Plan and [evaluate](#) new and creative interventions that promote their own and others' connection to [community](#) and natural and built environments ([ACPPS097 - Scootle](#) [↗](#))



#### Elaborations

creating and evaluating proposals to promote the use of natural settings within the local community for physical activity



designing and critiquing a strategy to involve family, friends and members of the community in cultural celebrations to promote a sense of connection with and belonging to the community



designing and adopting actions which promote healthy, active and sustainable lifestyles



investigating different approaches to managing environmental resources, including how Aboriginal and Torres Strait Islander communities demonstrate custodial responsibility for Country/Place



Critique behaviours and [contextual factors](#) that influence [health](#) and [wellbeing](#) of diverse communities ([ACPPS098 - Scootle](#) [↗](#))

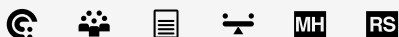


#### Elaborations

examining social, cultural and economic factors that influence the health behaviours of people in their community



investigating community health resources to evaluate how accessible they are for marginalised individuals and groups, and proposing changes to promote greater inclusiveness and accessibility



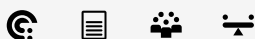
analysing the implications of attitudes and behaviours such as prejudice, marginalisation, homophobia, discrimination, violence and harassment on individuals and communities, and proposing counter-measures to prevent these behaviours



investigating the role that extended family, kinship structures and broader community play in the lives of Aboriginal and Torres Strait Islander Peoples



critically analysing messages about being male or female in popular culture and considering the impact these might have on individual and community health and wellbeing



critiquing media representations of diverse people and analysing what makes (or could make) the representations inclusive



## Movement and Physical Activity

### Moving our body

Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations ([ACPMPO99 - Scootle](#) )

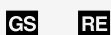


#### Elaborations

adapting and responding to changes in equipment that increase the complexity of a movement task or performance



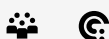
transferring skills learnt in one movement situation to a different situation



performing specialised movement skills in situations where the rules or conditions have been modified to vary complexity



using knowledge of results feedback to support another student in performing a skill with greater accuracy or control



responding to teacher and peer feedback to enhance performance



using ICT to record others' performance, and providing feedback on synchronicity and timing of movements in relation to other people, objects or external stimuli



providing constructive feedback on their own and others' performance by using movement-analysis software to break down a skill or sequence



Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment ([ACPMP101 - Scootle](#) )



Elaborations

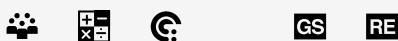
using established criteria to apply and evaluate the effectiveness of movement concepts and strategies




developing and implementing appropriate movement concepts and strategies for selected movement scenarios



reviewing, proposing and implementing alternative responses to movement situations based on the outcome of previous performances



**Understanding movement**

Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels ([ACPMP102 - Scootle](#) )



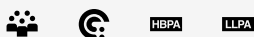


## Elaborations

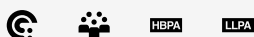
using ICT to design, implement and monitor a personal fitness plan which includes a timeframe, goals and a variety of specific activities that meet the needs of different people



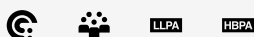
investigating target training heart-rate zones for a range of different people and how these zones relate to health, wellbeing and fitness



justifying the selection of physical activities included in a personalised plan linked to the components of health- and skill-related fitness they wish to improve or maintain



using non-specialised equipment to develop health- or skill-related fitness circuits that can be used by family or community members



**Analyse** the impact of effort, space, time, objects and people when composing and performing movement sequences ([ACPM103 - Scootle](#) )



## Elaborations

experimenting with the manipulation of force and speed applied to an object to examine the difference created in movement paths



demonstrating and describing how the body can absorb force




creating a group performance that demonstrates synchronous and individual movements



using ICT to analyse movements and enhance movement sequences and performances



**Examine** the role **physical activity**, outdoor **recreation** and **sport play** in the lives of Australians and **investigate** how this has changed over time ([ACPM104 - Scootle](#) )



## Elaborations

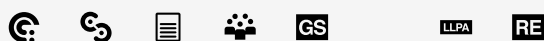
participating in a range of physical activities from the Asia region, such as yoga, tai chi, martial arts and Asia-inspired dance and performance art, and exploring their importance as a social and cultural practice



researching the trends in participation in organised junior sports and predicting future trends and directions



investigating the varied perspectives held by Australians on sport and examining how this diversity is represented in the sports we play today




exploring the impact of media messages associated with physical activity, outdoor recreation and sport in Australia



analysing the significant contributions Aboriginal and Torres Strait Islander people make, and have made, to sport in Australia



### Learning through movement

Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams ([ACPMP105 - Scootle](#) )



## Elaborations

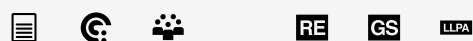
evaluating the contribution they make as an individual to teamwork, leadership and enjoyable participation for all



using self-talk and encouragement to motivate themselves and team members to continue to participate and improve performance



creating and implementing self-assessment and peer-assessment tools to evaluate performance in a variety of roles



identifying and critiquing leadership styles and group/team dynamics through collaboratively solving initiative games

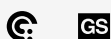


Transfer understanding from previous movement experiences to **create** solutions to **movement challenges** ([ACPMP106 - Scootle](#))



Elaborations

drawing parallels between successful movement strategies in one sporting situation and how similar strategies could be used effectively in a different sport



speculating on possible outcomes of innovative solutions to movement challenges based on past experiences



reflecting on successful movement solutions and proposing how they can be transferred to new movement challenges



demonstrating motivation, persistence, confidence and commitment when faced with difficult or unfamiliar movement tasks



Reflect on how fair **play** and ethical behaviour can influence the outcomes of movement activities ([ACPMP107 - Scootle](#))



Elaborations

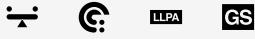
participating in competitions where players rather than an independent official are responsible for applying the rules



discussing the role in promoting fairness and ethical behaviour in sport of organisations such as the Australian Sports Anti-Doping Authority, sporting tribunals, Australian Human Rights Commission and the Court of Arbitration for Sport



analysing how equitable participation in group activities can influence outcomes in physical activity



investigating the impact of performance-enhancing drugs on individuals and sporting codes

