

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

Portfolio summary

This portfolio of student work shows that the students explain how personal strengths can support and shape their identity (WS6). Students identify qualities they would like to improve and how, by improving this quality, they can overcome challenges (WS6). Students give detailed explanations of factors that influence their identity (WS6). They articulate their own feelings and describe respectful and empathetic responses towards others when working in small groups on a task (WS2). They describe different emotional responses and explain the benefit of assertive responses when interacting with others (WS9). Students use prescribed guidelines to suggest a range of options to improve health and wellbeing (WS4) and describe a variety of activities to support health, wellbeing and physical activity (WS8). They interact positively with peers and account for variations in emotional responses across the members of their group (WS2).

Students identify a number of ways to keep themselves and others safe and can explain decision-making processes used to select strategies to promote personal and group safety (WS7). Students explain group processes to solve problems and make decisions when working in small groups to complete a task (WS2) and use feedback to inform decisions (WS2). They demonstrate control and spatial awareness when performing a number of gymnastics skills and combine movements and balances to perform a gymnastics routine (WS5). Students successfully perform an overarm throw and modify body position, weight transference and jumps to adapt to a game situation (WS1). They give comprehensive explanations of skills associated with T-Ball and can describe how to modify technique to achieve a desired outcome (WS3).

Demonstration: Overarm throw

Sample summary

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

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

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

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

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

Achievement standard

Learning Area

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Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

Demonstration



Demonstration and verbal response: Dance creation

Sample summary

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

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

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

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

Achievement standard

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Demonstration



Verbal response



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

Sample summary

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

Students were asked to demonstrate and explain:

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

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

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

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Demonstration and verbal response



Written response

Striking & Fielding Games

What does a good 'Batter' do?

- looks at the spots to hit
- hits the ball in the spots that the fielders aren't in
- run fast to the bases

What is the batting team trying to do?

To get runs to win the game

What does a good 'Fielder' do?

- spread out
- throw the ball under arm if close
- throw the ball over arm if long layout because it's faster to cover more distance.
- long long way out relay throws

What is the fielding team trying to do?

To stop the batting team to get the ball to the bases

Annotations

- Annotation 1**
Identifies two tactical strategies
- Annotation 2**
Identifies a fielding strategy
- Annotation 3**
Identifies a strategy for base running
- Annotation 4**
Identifies when to use an overarm or underarm throw depending on the situation
- Annotation 5**
Identifies when to use a relay throw

Analysis: Food and nutrition

Sample summary

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

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

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

Achievement standard

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Analysis

My Eating Habits!

Write down all the food and drink that you have consumed in the last 24 hours.
Chocolate, a drink of, biscuits, salt, pizza, ground beef, toast, water, cucumber, lettuce, cake, crisps, and an apple.

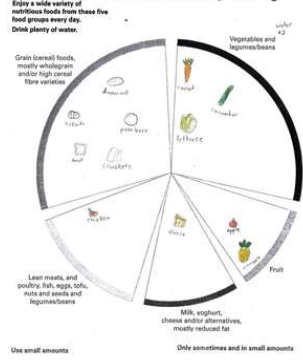
Fill out the blank AGTHE food plate opposite with the food and drink that you have consumed in the last 24 hours.

What does the food plate tell you about your eating habits in the last 24 hours?
That I have a pretty good eating habits, but I need to stop eating as much "sometimes" food.

How might your food plate look after a week? What would it now say about your eating habits?
I would change and because I eat a lot of different things so it would show a lot of different ranges of food. Perhaps I eat a bit less "sometimes" food.

What changes to your food and drink habits (diet) do you think you would like to or need to change?
More fruit and vegetables, less "sometimes" food.

Australian Guide to Healthy Eating



Annotations

- 1 **Annotation 1**
Suggests a relevant strategy based on applying understanding of healthy eating guidelines
- 2 **Annotation 2**
Suggests a range of options to improve eating habits based on the Australian Guide to Healthy Eating

Healthy Eating Messages

For each of the healthy eating messages in the boxes below write down what you think they mean and how they might influence your eating choices.

<p>Go for 2 and 5</p> <p>Go for 2 and 5 means have 2 serves of fruit and 5 serves of vegetables a day. You can have more than 2 and 5 but too much is bad for you.</p>	<p>The Australian Guide to Healthy Eating</p> <p>If you want to be really healthy but you don't know how much of what to eat, the AGTHE food plate would be very helpful. It shows you a balanced diet of wheat and grains, vegetables and legumes, meats and alternatives, dairy and fruit and how much to eat of it.</p>
<p>Eat a Rainbow</p> <p>Eat different colours of fruit and vegetables so you get different vitamins and minerals. If you eat the rainbow you get into the healthy eating habits when your young, so when your older it won't be as hard.</p>	<p>The Vitamins song</p> <p>Small kids don't know there are good things in fruit and vegetables, so if they see the vitamins song they might not think that unhealthy food is better because it tastes nice and not all fruit and vegetables taste bad. The song tells people what vitamins do to help your body.</p>

Annotations

- 1 **Annotation 1**
Explains the purpose of the Australian Guide to Healthy Eating
- 2 **Annotation 2**
Identifies all the food groups in the Australian Guide to Healthy Eating
- 3 **Annotation 3**
Interprets the key healthy eating message accurately
- 4 **Annotation 4**
Discusses how the 'eat a rainbow' concept can have a positive influence on eating choices
- 5 **Annotation 5**
Discusses how the

Demonstration: Gymnastics

Sample summary

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

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

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

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

Achievement standard

Learning Area

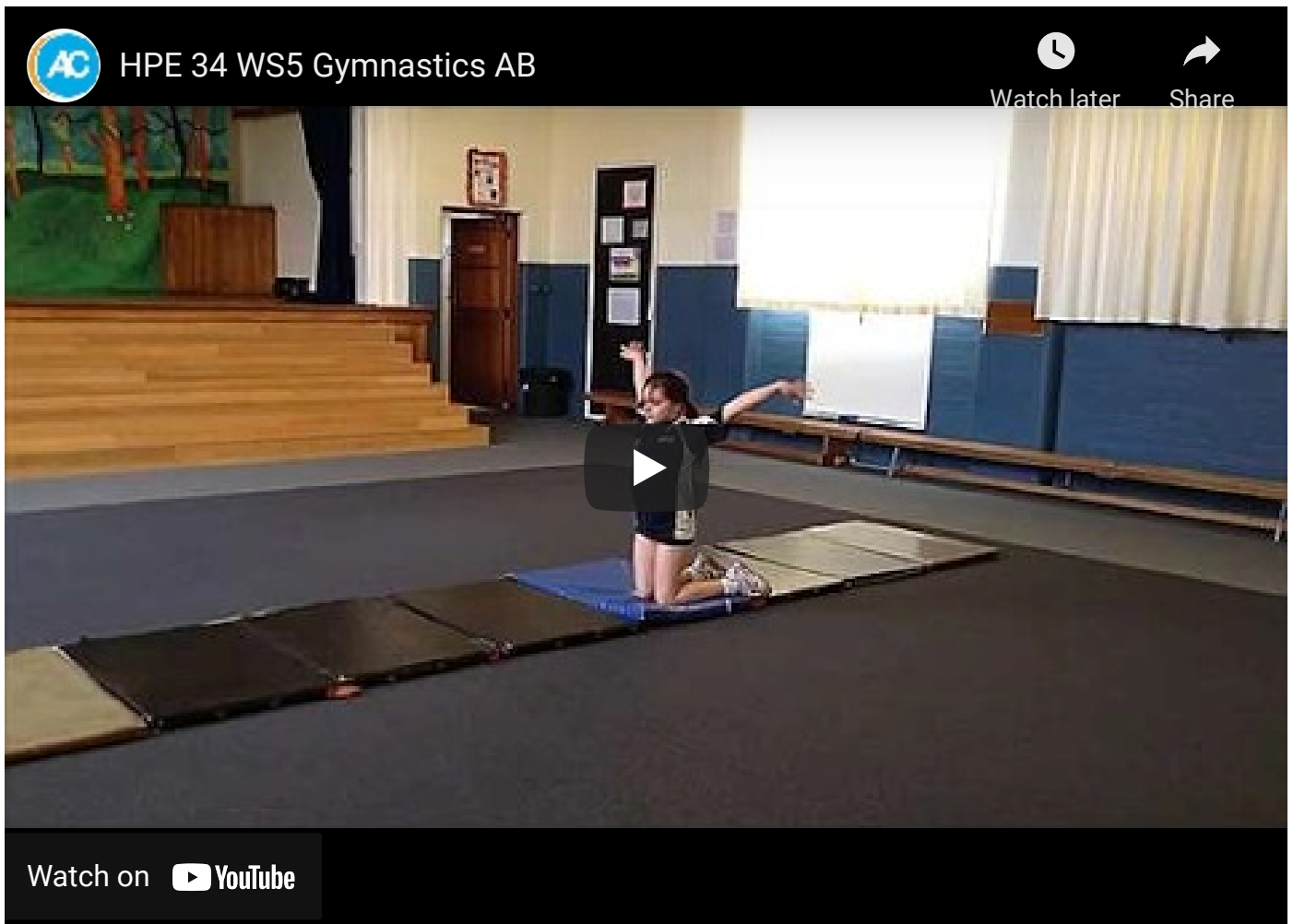
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Demonstration

Annotations overview

In this work sample the student demonstrates the ability to create and perform a gymnastic sequence involving a wide range of movements and balances.



Reflection: I am good at ...

Sample summary

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

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

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

Achievement standard

Learning Area

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

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

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Reflection

Me and what I am good at

What sort of person are you?

Curious	Brave	Persistent	Kind	Fair
Leader	Grateful	Humorous	Team player	Forgiving

Draw a picture of how you display each of these qualities

Leader	humorous	Persistent

Annotations

- 1 Annotation 1**
Shows understanding by illustrating how personal strengths are demonstrated in their life

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

I go to kids club and my teacher gets me to help the little kids. my teacher has helped me get better at this. I like telling jokes I have learned lots of jokes from my dad. my mum and dad tell me to be persistent. they don't like it when I give up.

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

if something is wrong I can be persistent. if I have a problem I need to keep trying to work it out. I can be a leader when my friends argue. I can help my friend solve these problems.

Who else could help?

my parents are good at helping me.
my kids club teacher
my teacher

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

brave. Sometimes I'm scared to do things

Why?

I'm brave I will try more things this will help me learn and get better at things when I grow up.

How could this quality help you in the future?

We are going on a camp in term 4 that has a climbing wall. I will be scared to do this but if I'm brave I could do it.

Annotations

- 1 Annotation 1**
Explains in detail a range of influences on their identity
- 2 Annotation 2**
Explains how personal strengths can support them to manage change for themselves and others
- 3 Annotation 3**
Identifies three people who can provide support to manage change
- 4 Annotation 4**
Identifies a quality they would like to change, and how this would strengthen their identity and help them

Poster: Stay safe

Sample summary

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

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

This assessment task relates to the focus area: safety.

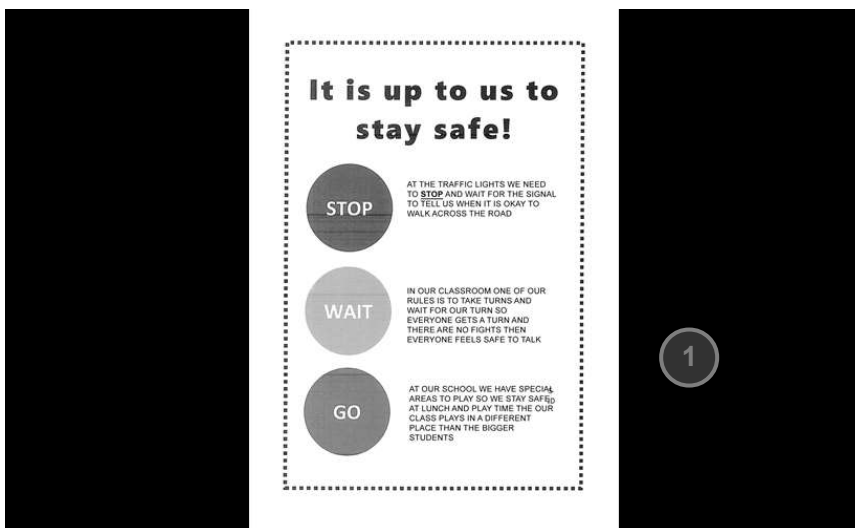
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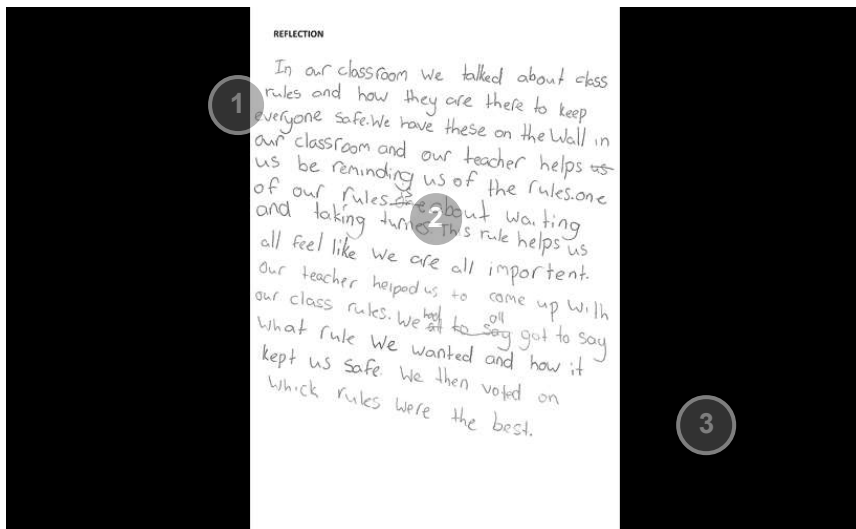
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Poster



Annotations

1 Annotation 1
Selects and explains three ways to keep themselves and others safe in a range of contexts



Annotations

- 1 **Annotation 1**
Connects the purpose of having rules with safety
- 2 **Annotation 2**
Identifies one of the class rules related to social and emotional safety
- 3 **Annotation 3**
Provides a detailed explanation of the decision-making process used to select strategies to keep themselves and others safe

Written response: Community connections

Sample summary

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

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

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

Achievement standard

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Written response

Annotations overview

In this sample, the student demonstrates a deep understanding of how local resources can be used to support the health, wellbeing and physical activity of community members. The student selects a number of strategies to support the health, wellbeing and physical activity of community members at one local venue and provides a comprehensive description of a strategy to promote physical activity.

Physical activity, health and wellbeing in my local community



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

Place	Tick if you have you used this place?
1. School playgrounds, oval, courts and gym	<input checked="" type="checkbox"/>
2. Neighbourhood park and oval	<input checked="" type="checkbox"/>
3. Local dog park and walking trails	<input checked="" type="checkbox"/>
4. The beach and walking track	<input type="checkbox"/>
5. Activity centre at the Basketball Stadium	2

1

Annotations

- 1

Annotation 1

Identifies four places in the local community where they have been physically active
- 2

Annotation 2

Identifies a range of local resources that could be used to support people's health, wellbeing and physical activity

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

Some new things to do at the activity centre and the basketball courts would be...

- our class could go to the centre and have a game and try to be when the footy team come and look us for games.
- I could ask mum and dad if I could have my birthday party there with my friends.
- our class could have a mini olympics because the olympic games are on this year.

How would you promote this activity to the school community?

My poster the activity centre

come and try
Lots of fun things to do

- basketball
- table tennis
- lawn bowls
- tennis court

where is it the centre
when next Friday

1

2

3

Annotations

- 1

Annotation 1

Describes a variety of innovative ways to connect with a community resource
- 2

Annotation 2

Identifies a range of activities that could be used to support health, wellbeing and physical activity
- 3

Annotation 3

Selects and describes a strategy to promote and engage the community in a wide range of physical activities

Response to stimulus: Managing emotions

Sample summary

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

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

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

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

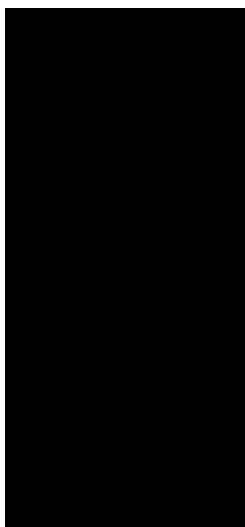
Achievement standard

Learning Area

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Response to stimulus



Managing our emotions

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

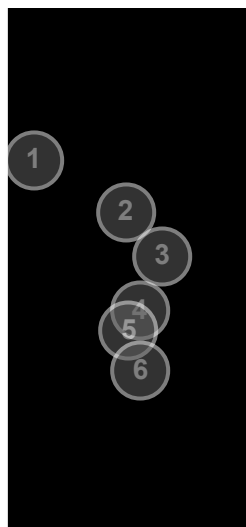
Read the story about James and Thomas.

How do you think Thomas is feeling?
 Thomas was feeling upset because it wasn't fair that James thought he was cheating.

How do you think James is feeling?
 James was angry with Thomas because he was cheating and took the game for him and his friend. James was upset like Thomas was for a different reason.

What could James do differently to be more positive?
 Instead of being angry we could have asked Thomas if he was the rule of the game and he play for speaking to Thomas is better and will stop him being angry.

What could Thomas do differently to be more positive?
 Thomas could tell James that bring pushed me do feel sad and he should be more people.



Annotations

- 1
Annotation 1
 Describes an emotional response and infers the reasons for this response

- 2
Annotation 2
 Describes an emotional response and two reasons why this response occurred

- 3
Annotation 3
 Identifies different emotional responses to the same situation

4 **Annotation 4**
Identifies and explains ways to interact more positively with others

5 **Annotation 5**
Identifies the benefits of interacting positively with others

6 **Annotation 6**
Explains the use of an assertive statement as a positive way to interact with others