



*Australian Curriculum:*  
*Health and Physical Education*  
**Years 5 - 6 unit overview**

An initiative of



## Partners







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## Years 5–6 unit overview

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum*, version 6.0, Tuesday, 18 February 2014:  
Health and Physical Education for Foundation–10: [www.australiancurriculum.edu.au/healthandphysicaleducation](http://www.australiancurriculum.edu.au/healthandphysicaleducation)

Provider	Unit title	Duration of unit
Spinal Injuries Australia	Keeping safe while out and about: Making smart choices	5 weeks
Unit outline		
<p>Students in upper primary should be making ‘smart choices’ about their own safety and that of their peers.</p> <p>This unit stimulates student thinking about personal safety during the activities they participate in within their local community, as well as when on holidays in other communities.</p> <p>Students develop and present a plan to keep safe in their local community, as well as in a holiday community.</p> <p>This unit aims to assist students to make smart decisions when there is an element of risk, to identify environments and situations of possible risk, to gauge the level of risk and, most importantly, to be able to interact with peers in a positive manner that will promote safety for all.</p>	<b>Understanding</b>	<p>My safety, my responsibility</p> <p>My spine, my responsibility</p> <p>Think about the risks</p> <p>My health, my safety, my wellbeing within the community</p>
	<b>Planning</b>	<ul style="list-style-type: none"> <li>▪ My plan for safety in a community</li> <li>▪ Safety in my local community</li> <li>▪ Safety in a holiday community</li> <li>▪ Create a safety poster</li> </ul>
<p><b>SEAT</b></p> <p>A visit from the SEAT program might be used as:</p> <ul style="list-style-type: none"> <li>▪ A stimulus to precede this unit</li> <li>▪ Part of the community connection activity within the unit (see p. 9) or</li> <li>▪ As a culminating activity.</li> </ul>	<b>Acting</b>	<ul style="list-style-type: none"> <li>▪ Present your plan</li> </ul>
	<b>Reflecting</b>	<ul style="list-style-type: none"> <li>▪ What did I learn?</li> <li>▪ How did I learn?</li> </ul>

Identify curriculum	
Content descriptions to be taught	General capabilities and cross-curriculum priorities
<b>Personal, social and community health</b>	
<p><i>Being healthy, safe and active</i></p> <p>6.3a <b>Investigate</b> community resources and strategies to seek help about health, safety and wellbeing.</p> <ul style="list-style-type: none"> <li>▪ Community resources about: <ul style="list-style-type: none"> <li>• Transportation safety</li> <li>• Playing in community parks</li> </ul> </li> <li>▪ Strategies to seek help about safety in various communities, including: <ul style="list-style-type: none"> <li>• Water environments, parks, shopping centres etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li> <b>Literacy</b> <ul style="list-style-type: none"> <li>• Plan, research, rehearse and deliver presentations on learning area topics, sequencing selected content and multimodal elements for accuracy and their impact on the audience</li> </ul> </li> <li> <b>ICT capability</b> <ul style="list-style-type: none"> <li>• Justify reasons for decisions when transferring information to similar and different contexts</li> </ul> </li> <li> <b>Critical and creative thinking</b> <ul style="list-style-type: none"> <li>• Justify reasons for decisions when transferring information to similar and different contexts</li> </ul> </li> <li> <b>Personal and social capability</b> <ul style="list-style-type: none"> <li>• Identify factors that influence decision making and consider the usefulness of these in making their own decisions</li> </ul> </li> </ul>
<p>6.3b <b>Plan</b> and <b>practice</b> strategies to promote health, safety and wellbeing.</p> <ul style="list-style-type: none"> <li>▪ Strategies related to safety: <ul style="list-style-type: none"> <li>• Using various types of mobile transportation (skateboard, rollerblades, bicycle, Segways etc.)</li> <li>• In and around water activities (skiing, diving into a pool, swinging into a river etc.)</li> </ul> </li> </ul>	

### Achievement Standard | Years 5 and 6 | Health and Physical Education

In this unit, assessment of student learning aligns to the following **highlighted** components of the Achievement Standard.

By the end of Year 6, students investigate developmental changes and transactions. They examine the changing nature of personal and cultural identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. **They describe their own and others' contributions to health, physical activity, safety and wellbeing.** They describe the key features of health related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity supports community wellbeing and cultural understanding.

Students demonstrate skills to work collaboratively and play fairly. **They access and interpret health information and apply decision making and problem solving skills to enhance their own and others' health, safety and wellbeing.** They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.

Relevant prior curriculum	Curriculum working towards
<ul style="list-style-type: none"> <li>▪ Concepts of personal safety</li> <li>▪ Concept of 'skeleton' and basic understanding of its parts and function, specifically the spine.</li> </ul>	<ul style="list-style-type: none"> <li>▪ In-depth understanding of personal safety in a range of situations related to the lives of students of this age.</li> </ul>
<b>Links to other learning areas</b>	
<ul style="list-style-type: none"> <li>▪ Science — parts of the body</li> </ul>	
<b>Acknowledgements</b>	
<p>Content descriptors, achievement standards and general capabilities are extracts from the <i>Australian Curriculum</i>. These are subject to copyright under the <i>Copyright Act 1968</i> and are owned by the Australian Curriculum, Assessment and Reporting Authority (ACARA) [2014].</p> <p>Disclaimer: ACARA neither endorses nor verifies the accuracy of the information provided and accepts no responsibility for incomplete or inaccurate information. In particular, ACARA does not endorse or verify that:</p> <ul style="list-style-type: none"> <li>▪ The content descriptions are solely for a particular year and subject;</li> <li>▪ All the content descriptions for that year and subject have been used; and</li> <li>▪ The author's material aligns with the <i>Australian Curriculum</i> content descriptions for the relevant year and subject.</li> </ul> <p>You can find the unaltered and most up-to-date version of this material at <a href="http://www.australiancurriculum.edu.au">www.australiancurriculum.edu.au</a></p> <p>This material is reproduced with the permission of ACARA.</p>	

Assessment		Making judgments
<b>Describe the assessment</b>	<b>Assessment date</b>	
<p><b>Written and oral evidence</b></p> <p>No formal assessment is included.</p> <p>Appendices B to F provide opportunities to capture the knowledge of individual students in relation to whether they can describe unsafe situations and apply strategies to deal with those situations. Student presentations also provide individualised opportunities to assess student understanding of the content descriptions. Teachers should supplement these with their own conversations with individual students, especially where students' written or oral abilities might be a barrier to their revealing their knowledge effectively.</p>	<p>Formative assessment will occur during the planning, acting and reflecting phases of this unit.</p>	<p><i>Appendix G: Guide to making judgments</i></p>

### Adjustments for needs of learners

Section 6 of the *Disability Standards for Education* (the Standards for Curriculum Development, Accreditation and Delivery) state that education providers, including class teachers, must take reasonable steps to ensure a course/program is designed to allow any student to participate and experience success in learning.

The *Disability Standards for Education 2005* (Cwlth) is available from: [www.ag.gov.au](http://www.ag.gov.au)

Select (>) 'Rights and protection' from the menu bar across the top; then in the panel on left >Human rights and anti-discrimination >Disability standards for education.

### Supporting inclusive practice

All students should be fully involved in learning activities, and activities should be adjusted or modified as necessary to incorporate, where possible and appropriate, the involvement of students with disabilities. There are a number of strategies for catering for students with disabilities; a key component of these strategies is to be sensitive to their feelings and aware of their needs. These strategies apply equally to students with siblings or parents with disabilities.

Remind students to respectfully consider their attitudes and behaviour during discussions and in situations that refer to students in class and other people:

- Who use wheelchairs
- With visual or auditory impairment
- Who are non-English-speaking etc.

Teaching and learning	Supportive learning environment
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### Understanding phase

During the understanding phase, students are explicitly taught the content and concepts in the content descriptions. The ‘Teaching considerations’ column in the table below lists suggested adjustments to be made to cater for needs of learners.

Understanding phase	Teaching considerations	Resources
<p><b>My safety, my responsibility</b></p> <ul style="list-style-type: none"> <li>▪ Discuss the concept of personal safety, exploring the terms ‘personal’ and ‘safety’. Focus questions could include:               <ul style="list-style-type: none"> <li>– What is meant by ‘safety’?</li> <li>– What is meant by ‘personal’?</li> <li>– What do you think of when you hear the term ‘personal safety’?</li> <li>– Is ‘personal safety’ the same for everyone?</li> </ul> </li> <li>▪ Students write, draw or describe a personal safety anecdote about a time in their lives when their personal safety was a cause of concern for them or their parents/carers. They share these anecdotes and compare and contrast their experiences. If responses are about safety generally, focus students’ attention on physical safety and potential injuries. Focus questions could include:               <ul style="list-style-type: none"> <li>– Have you ever felt worried about your physical safety?</li> <li>– Why did you feel unsafe?</li> <li>– Where did this happen?</li> <li>– Who was involved?</li> <li>– What could have happened?</li> </ul> </li> <li>▪ Students write two responses in their journal to the question, ‘Is my safety my responsibility?’ Share and discuss. Encourage students to provide both ‘Yes’ and ‘No’ responses that can be used to generate discussion — for example:               <ul style="list-style-type: none"> <li>– A ‘Yes’ response might start, “I am responsible for my safety because...”</li> <li>– A ‘No’ response might start, “I am not responsible for my safety because...”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Check student anecdotes — before having students read or tell them — to ensure there are no sensitive issues.</li> <li>• Some students might have to tell their anecdote rather than write it, if their writing ability limits their opportunity to participate.</li> </ul>	<ul style="list-style-type: none"> <li>• Student journal</li> </ul>

Understanding phase	Teaching considerations	Resources
<p><b>My spine, my responsibility</b></p> <ul style="list-style-type: none"> <li>Discuss the position and function of bones in the human skeleton. Use a poster or images from websites to stimulate this discussion.</li> </ul> <p>Focus questions could include:</p> <ul style="list-style-type: none"> <li>How many bones are there in the skeleton?</li> <li>What is the purpose of the skeleton?</li> </ul> <ul style="list-style-type: none"> <li>Discuss the spine within the human skeleton. Ask students to feel the spine of a partner. Use the following YouTube video to stimulate the initial discussion — Anatomy of the spinal cord and how it works: <a href="http://www.youtube.com/watch?v=zspb1-okVig">www.youtube.com/watch?v=zspb1-okVig</a></li> </ul> <p><b>Students label parts of the skeleton, specifically the spine, using Appendix A: The human skeleton. Students may write notes from the video on the bottom of the sheet.</b></p> <p>Focus questions could include:</p> <ul style="list-style-type: none"> <li>Where is your spine?</li> <li>Why is your spine important?</li> <li>What sort of activities can damage a person’s spine?</li> </ul> <ul style="list-style-type: none"> <li>Students write a response in their journal to the question, ‘Is my back my responsibility?’ Encourage students to provide both ‘Yes’ and ‘No’ responses that can be used to generate discussion — for example: <ul style="list-style-type: none"> <li>A ‘Yes’ response might be, “I must look after my back because it is part of my body, and I want to be healthy”.</li> <li>A ‘No’ response might be, “I can’t always be responsible for my back when I play sport because other players could hurt me accidentally”.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Provide visual materials, including a skeleton if possible, to show the spine.</li> <li>Remind students to consider situations that might relate to students: <ul style="list-style-type: none"> <li>in wheelchairs</li> <li>with visual or auditory impairment</li> <li>who are non–English-speaking etc.</li> </ul> </li> <li>Focus students on the types of injuries that can occur, including back, neck and spinal cord injuries.</li> </ul>	<ul style="list-style-type: none"> <li>Posters or website images of skeletons</li> </ul> <p>This website has an interactive skeletal diagram which might be useful: <a href="http://www.innerbody.com/image/skelfov.html">www.innerbody.com/image/skelfov.html</a></p> <ul style="list-style-type: none"> <li>YouTube video — Anatomy of the spinal cord and how it works: <a href="http://www.youtube.com/watch?v=zspb1-okVig">www.youtube.com/watch?v=zspb1-okVig</a></li> <li><i>Appendix A: The human skeleton</i></li> <li>Student journal</li> </ul>
<p><b>Think about the risks: Safety out and about</b></p> <ul style="list-style-type: none"> <li>Discuss with students the need to balance the desire to have fun when out and about enjoying life, and the need to be safe.</li> </ul> <p>Students record their responses to <i>Appendix B: Safety out and about — On wheels</i> and then share with a friend before sharing with the class.</p>	<ul style="list-style-type: none"> <li><i>Appendices B and C</i> relate to safety on wheels and safety in or near water. You might wish to complete both as one activity, or split them into two lessons.</li> </ul>	<ul style="list-style-type: none"> <li><i>Appendix B: Safety out and about — On wheels</i></li> </ul>



Understanding phase	Teaching considerations	Resources
<p>Focus questions could include:</p> <ul style="list-style-type: none"> <li>– How might the situation be unsafe?</li> <li>– What should happen in each situation?</li> <li>– How can you have fun in each situation but also be safe?</li> <li>– How could your spinal cord be injured in these activities?</li> <li>– What precautions should you take to limit the possibility of injuring your spine?</li> </ul>		
<p><b>My health, my safety, my wellbeing within the community</b></p> <ul style="list-style-type: none"> <li>▪ Students draft and complete a letter inviting local police officers, ambulance officers and community safety officers to talk with students about safety within their local community. Students plan questions they could ask each invited guest.</li> </ul> <p>Consider asking the ambulance officer to give an age-appropriate talk about the parts of the spine and the need to care for it.</p> <p><b>Note:</b> A visit from the <b>SEAT program</b> could be included at this point.</p> <p>Focus questions could include:</p> <ul style="list-style-type: none"> <li>– Who helps to keep us safe in the community?</li> <li>– What do these people do?</li> <li>– What key messages do they have for students?</li> <li>– Can they provide examples of when children have hurt themselves in the community because the children have made thoughtless or reckless decisions?</li> <li>– What places in the local community do children have to be extra careful?</li> </ul> <p>Students write in their journal what they have learnt from these visits.</p> <p><b>Note:</b> There might be a focus on ‘stranger danger’ during such talks. Also encourage discussion related to physical injury, and especially community activities that may relate to spinal cord injury.</p>		<ul style="list-style-type: none"> <li>• Student journal</li> </ul>

## Planning phase

During the planning phase students plan the implementation of a task based on the learning that occurred during the 'understanding' phase.

This phase also includes explicit teaching related to the skills and processes in the content description.

Planning phase	Teaching considerations	Resources
<p><b>Overview: My plan for personal safety in a community</b></p> <p>Students individually plan a presentation that:</p> <ul style="list-style-type: none"><li>▪ Identifies three (3) activities they are involved in within the local community — for example, playing netball, swimming, cycling</li><li>▪ Identifies risks involved in each of those three local activities, and what strategies they would take to limit those risks</li><li>▪ Identifies two (2) different activities that they could participate in at a holiday community and describes strategies to make those situations safer</li><li>▪ Investigates how images in the media and portrayals of important people can influence attitudes, beliefs, decisions and behaviours about personal safety.</li></ul> <p>A student booklet is included as a supplement to provide a structure for students to complete their presentation.</p> <p>The presentation should also entail a written response that could take the form of a poster, PowerPoint presentation, brochure etc.</p> <p>To support student planning, the following activities should include explicit teaching where appropriate.</p> <ul style="list-style-type: none"><li>▪ Students write in their journal their initial ideas for completing their plan. They share these ideas with a peer and then the whole class.</li></ul> <p>Focus questions could include:</p> <ul style="list-style-type: none"><li>– What local activities will you choose? Why?</li><li>– How will you find out about the risks of these activities?</li><li>– Which holiday community will you choose? Why?</li><li>– What activities do you participate in when on holidays that you don't normally participate in when home? How will you find out about the risks of these activities?</li></ul>		<ul style="list-style-type: none"><li>• Student journal</li></ul>

<b>Planning phase</b>	<b>Teaching considerations</b>	<b>Resources</b>
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**Safety in my local community**

This activity will help students complete their presentation.

- Students list activities they participate in during the week. Adjacent to each activity they identify the safety considerations. Students may, at a later time, take a photo of themselves involved in this activity safely — for example:

Activity	Safety consideration
Walking to school	I will walk on the footpath to avoid traffic.
	I won't get involved in games or activities until I arrive at school.
	...
Swim at the local pool	I will check the safety rules at the pool.
	I won't do 'flips' because I could hurt my back.
	I won't dive near other people, or dive into the shallow end, because I could hurt myself —e.g. my neck, or hurt someone else.
....	

- Choose one of these activities.
  - Plan a talk that you could give to students in junior school about being safe in this activity.
  - Include either a role-play or demonstration in your talk.

**Teaching considerations**

**Resources**

- Student journal

**Safety in my holiday communities**

This activity will help students complete their presentation.

- Students list four (4) activities they participate in while on holidays, preferably in another community. Adjacent to each activity they identify the safety considerations — for example:

Activity	Safety consideration
Snow tobogganing	I will wear a helmet and get initial lessons.
	I will choose a gentle slope to begin with, away from trees and other obstacles.

- Some students might not have had the opportunity to have a holiday in another community. In this situation, provide images and video from websites of holiday destinations that interest the student. Discuss with

Planning phase	Teaching considerations	Resources
<ul style="list-style-type: none"> <li>▪ Students investigate people and resources that can help them be safe in a holiday community — for example, students might investigate:               <ul style="list-style-type: none"> <li>• Websites that show how to toboggan safely (resource)</li> <li>• People who can provide training in tobogganing</li> <li>• Council representatives who provide free holiday activities</li> <li>• Medical service providers near your holiday accommodation.</li> </ul> </li> <li>▪ Students create their own Top Ten safety tips for going on holidays and being on holidays.               <ul style="list-style-type: none"> <li>– The tips are to be written for students their age, rather than adults.</li> <li>– Students must be able to give an explanation for each tip.</li> </ul> </li> </ul>	<p>the student to develop their awareness.</p>	
<p><b>Create a safety poster</b></p> <p>This activity will help students complete their presentation.</p> <ul style="list-style-type: none"> <li>▪ Students create a poster with a key message that relates to one of the activities within their presentation.</li> </ul> <p>Focus questions on the:</p> <ul style="list-style-type: none"> <li>– Key message, including number of words</li> <li>– Type face and size</li> <li>– Image used, and</li> <li>– Use of colour.</li> </ul> <p>Students may create the poster in electronic or hand-drawn form.</p>	<ul style="list-style-type: none"> <li>• It is important to show students sample posters related to safety. Rather than do an open web search with students, it is preferable for the teacher to do an initial search, choose a selection of age-appropriate safety images, save them to a file and share the selection with students.</li> </ul>	

## Acting phase

During the acting phase students implement or present their plan.

Acting phase	Teaching considerations
<p><b>Present your plan</b></p> <ul style="list-style-type: none"> <li>Students deliver their presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Students might wish to invite parents/caregivers or other classes to their presentation.</li> <li>Presentation materials should be displayed in the class or school library for others to peruse.</li> <li>Provide feedback to students; encourage students to seek feedback.</li> </ul>

## Reflecting phase

During this phase students reflect on and share their learning.

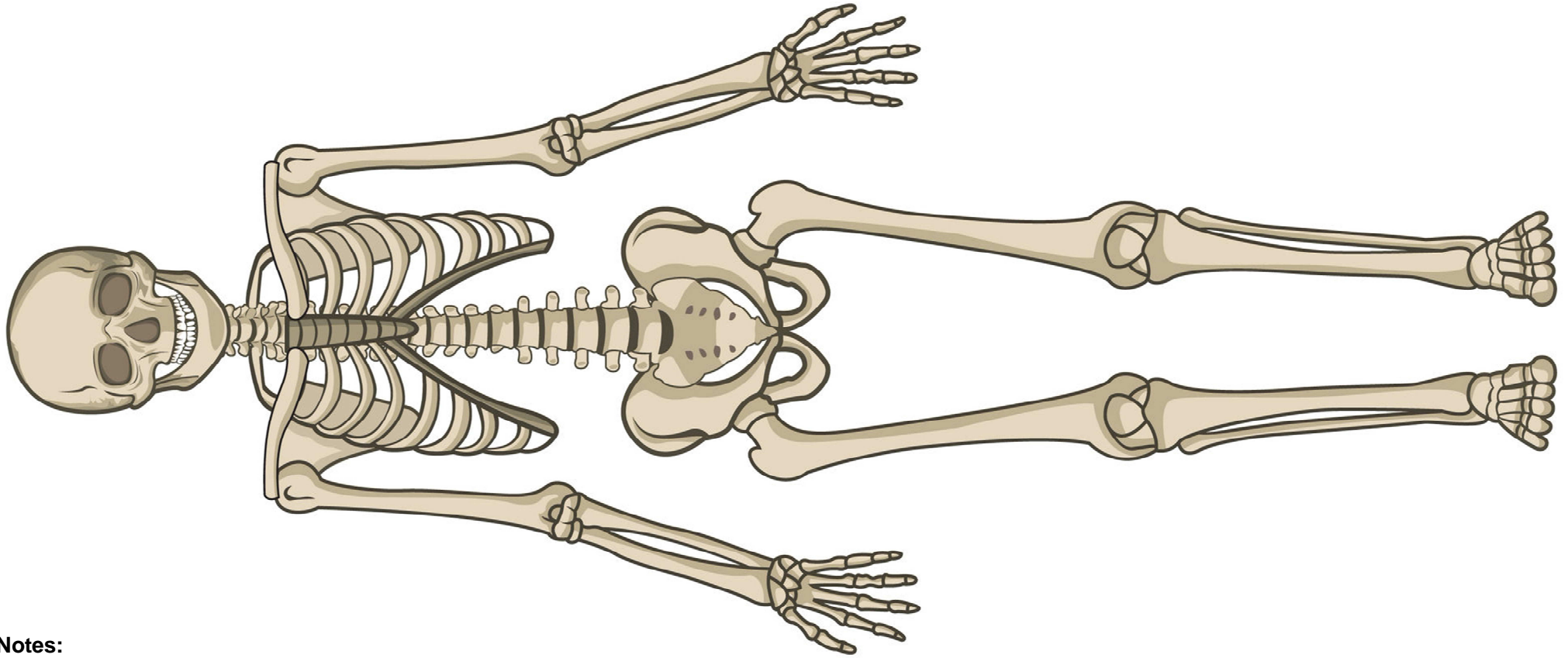
Reflecting phase	Teaching considerations	Resources
<p><b>What did I learn?</b></p> <ul style="list-style-type: none"> <li>Students discuss with a partner <b>what</b> they learned about personal safety during the unit. They then form groups of four and share each other's learning. They find similarities and differences within their group, and then share with the rest of the class.</li> </ul> <p>Use <i>Appendix D: My learning — What and how I learned</i> to facilitate this activity.</p> <p><b>How did I learn?</b></p> <ul style="list-style-type: none"> <li>Students reflect on <b>how</b> they learned during this unit. Use <i>Appendix D: My learning — What and how I learned</i> to facilitate this activity.</li> </ul> <p>Use <i>Appendix E: My learning — Identifying and managing risk at school</i> and <i>Appendix F: My learning — Identifying and managing risk while travelling</i> to gather further evidence from students of their understanding of identifying and managing risk. This evidence can be used as part of assessment which will assist teachers to make informed judgments of student learning.</p>		<ul style="list-style-type: none"> <li><i>Appendix D: My learning — What and how I learned</i></li> <li><i>Appendix E: My learning — Identifying and managing risk at school</i></li> <li><i>Appendix F: My learning — Identifying and managing risk while travelling</i></li> </ul>

Use feedback													
Ways to monitor learning and assessment	<p>Teachers meet to collaboratively plan the teaching, learning and assessment to meet the needs of all learners in each unit.</p> <p>Teachers create opportunities for discussion about levels of achievement to develop shared understandings; co-mark or cross-mark at key points to ensure consistency of judgments; and participate in moderating samples of student work at school or cluster level to reach consensus and consistency.</p>												
Feedback to students	<p>Teachers strategically plan opportunities and ways to provide ongoing feedback (both written and informal) and encouragement to children/students on their strengths and areas for improvement. Teachers might ask themselves:</p> <ul style="list-style-type: none"> <li>▪ What do my students already know? What do my students need to learn?</li> <li>▪ How do I teach it?</li> </ul> <p>The aim of feedback is to improve learning, to plan what to teach next and how to teach it.</p> <p>Teachers and students use feedback to close the gap between students' current levels of achievement and where they aim to be. Children/students reflect on and discuss with their teachers or peers what they can do well and what they need to improve.</p>												
Giving feedback to students	<p>Feedback to students should relate specifically to the content descriptions, Achievement Standard and their related learning experiences. For students to receive feedback in relation to the content descriptions, they must first be made aware of these content descriptions.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0ffe0;"> <th style="width: 40%;">Content descriptions</th> <th>Possible questions to guide feedback to students</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>▪ 6.3a Investigate community resources and strategies to seek help about health, safety and wellbeing.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Did/can the student investigate community resources to seek help about personal safety, with a specific focus on spinal safety?</li> <li>• Did/can the student investigate strategies to seek help about personal safety, with a specific focus on spinal safety?</li> </ul> </td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>▪ 6.3b Plan and practise strategies to promote health, safety and wellbeing.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Did/can the student plan strategies to promote personal and peer safety and wellbeing, with a specific focus on spinal safety?</li> <li>• Did/can the student practise strategies to promote personal and peer safety and wellbeing, with a specific focus on spinal safety?</li> </ul> </td> </tr> <tr style="background-color: #e0ffe0;"> <th>Achievement Standard</th> <th>Possible questions to guide feedback to students</th> </tr> <tr> <td> <ul style="list-style-type: none"> <li>▪ ... Describe their own and others' contributions to.... safety and wellbeing</li> </ul> </td> <td> <p>Did/can the student describe their own and others' contributions to personal safety and wellbeing, with a specific focus on spinal safety?</p> </td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>▪ ... Access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing.</li> </ul> </td> <td> <p>Did/can the student access health information and apply decision-making and problem-solving skills to enhance their own and others' safety and wellbeing, with a specific focus on spinal safety?</p> <p>Did/can the student interpret health information and apply decision-making and problem-solving skills to enhance their own and others' safety and wellbeing, with a specific focus on spinal safety?</p> </td> </tr> </tbody> </table>	Content descriptions	Possible questions to guide feedback to students	<ul style="list-style-type: none"> <li>▪ 6.3a Investigate community resources and strategies to seek help about health, safety and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Did/can the student investigate community resources to seek help about personal safety, with a specific focus on spinal safety?</li> <li>• Did/can the student investigate strategies to seek help about personal safety, with a specific focus on spinal safety?</li> </ul>	<ul style="list-style-type: none"> <li>▪ 6.3b Plan and practise strategies to promote health, safety and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Did/can the student plan strategies to promote personal and peer safety and wellbeing, with a specific focus on spinal safety?</li> <li>• Did/can the student practise strategies to promote personal and peer safety and wellbeing, with a specific focus on spinal safety?</li> </ul>	Achievement Standard	Possible questions to guide feedback to students	<ul style="list-style-type: none"> <li>▪ ... Describe their own and others' contributions to.... safety and wellbeing</li> </ul>	<p>Did/can the student describe their own and others' contributions to personal safety and wellbeing, with a specific focus on spinal safety?</p>	<ul style="list-style-type: none"> <li>▪ ... Access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing.</li> </ul>	<p>Did/can the student access health information and apply decision-making and problem-solving skills to enhance their own and others' safety and wellbeing, with a specific focus on spinal safety?</p> <p>Did/can the student interpret health information and apply decision-making and problem-solving skills to enhance their own and others' safety and wellbeing, with a specific focus on spinal safety?</p>
Content descriptions	Possible questions to guide feedback to students												
<ul style="list-style-type: none"> <li>▪ 6.3a Investigate community resources and strategies to seek help about health, safety and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Did/can the student investigate community resources to seek help about personal safety, with a specific focus on spinal safety?</li> <li>• Did/can the student investigate strategies to seek help about personal safety, with a specific focus on spinal safety?</li> </ul>												
<ul style="list-style-type: none"> <li>▪ 6.3b Plan and practise strategies to promote health, safety and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Did/can the student plan strategies to promote personal and peer safety and wellbeing, with a specific focus on spinal safety?</li> <li>• Did/can the student practise strategies to promote personal and peer safety and wellbeing, with a specific focus on spinal safety?</li> </ul>												
Achievement Standard	Possible questions to guide feedback to students												
<ul style="list-style-type: none"> <li>▪ ... Describe their own and others' contributions to.... safety and wellbeing</li> </ul>	<p>Did/can the student describe their own and others' contributions to personal safety and wellbeing, with a specific focus on spinal safety?</p>												
<ul style="list-style-type: none"> <li>▪ ... Access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing.</li> </ul>	<p>Did/can the student access health information and apply decision-making and problem-solving skills to enhance their own and others' safety and wellbeing, with a specific focus on spinal safety?</p> <p>Did/can the student interpret health information and apply decision-making and problem-solving skills to enhance their own and others' safety and wellbeing, with a specific focus on spinal safety?</p>												

Reflection on the unit plan	<p>Identify what worked well during and at the end of the unit, including:</p> <ul style="list-style-type: none"><li>▪ Activities that worked well and why</li><li>▪ Activities that could be improved and how</li><li>▪ Assessment that worked well and why</li><li>▪ Assessment that could be improved, and how</li><li>▪ Common student misconceptions that need, or needed, to be clarified</li><li>▪ Differentiation and future student learning needs.</li></ul>
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# Appendix A: The human skeleton



Label the major bones of the skeleton, including the spine.





Notes:







## Appendix B: Safety out and about — On wheels


Situation	Response
	<p data-bbox="846 290 1348 322">Describe the potentially unsafe situation.</p> <p data-bbox="846 545 1120 577">What should happen?</p>
	<p data-bbox="846 887 1348 919">Describe the potentially unsafe situation.</p> <p data-bbox="846 1190 1120 1222">What should happen?</p>

Situation	Response
	<p data-bbox="846 177 1350 209">Describe the potentially unsafe situation.</p> <p data-bbox="846 528 1122 560">What should happen?</p>
	<p data-bbox="846 799 1350 831">Describe the potentially unsafe situation.</p> <p data-bbox="846 1054 1122 1086">What should happen?</p>

## Appendix C: Safety out and about — Water activities

Situation	Response
	<p data-bbox="929 292 1433 323">Describe the potentially unsafe situation.</p> <p data-bbox="929 547 1205 579">What should happen?</p>
	<p data-bbox="929 914 1433 946">Describe the potentially unsafe situation.</p> <p data-bbox="929 1217 1205 1249">What should happen?</p>

Situation	Response
	<p data-bbox="927 177 1435 209">Describe the potentially unsafe situation.</p> <p data-bbox="927 384 1205 416">What should happen?</p>
	<p data-bbox="927 743 1435 775">Describe the potentially unsafe situation.</p> <p data-bbox="927 999 1205 1031">What should happen?</p>

Situation	Response
 A photograph showing two women in a green canoe on a calm lake. The woman on the left is wearing a white shirt and sunglasses, and the woman on the right is wearing a red shirt with 'OLD NAVY' written on it. They are both looking towards the right. The background shows a shoreline with trees and a house.	<p>Describe the potentially unsafe situation.</p>
	<p>What should happen?</p>

# Appendix D: My learning — What and how I learned

My name: .....

Date: .....

Question	Response
<b>WHAT</b> did I learn?	
<b>How</b> did I learn?	

Question	Response
<b>How do I LIKE to learn? Why?</b>	
<b>How would I like to learn in the FUTURE?</b>	

# Appendix E: My learning — Identifying and managing risk at school

My name: .....

Date: .....

Identify three situations at school that could be unsafe for students.

What strategies would you use to make each situation safer?

Situation	Strategies



# Appendix F: My learning — Identifying and managing risk while travelling

My name: ..... Date: .....

Identify three situations that could be unsafe for students when they travel to and from school.

What strategies would you use to make each situation safer?

Situation	Strategies
<b>W</b> ALKING	
<b>C</b> YCLING	
As a <b>P</b> ASSENGER	

# Appendix G: Guide to making judgments

## Learning area: Health and Physical Education – Year 6

Assessable elements	A	B	C	D	E
<b>Community resources and strategies</b>	Accesses and interprets a variety of health information comprehensively and applies decision making and problem solving skills to enhance their own and others' health, safety and wellbeing.	Accesses and interprets health information effectively and applies decision making and problem solving skills to enhance their own and others' health, safety and wellbeing.	Accesses and interprets health information appropriately and applies decision making and problem solving skills to enhance their own and others' health, safety and wellbeing.	Accesses and interprets limited health information and applies decision making and problem solving skills to enhance their own and others' health, safety and wellbeing.	Accesses limited health information and applies decision making and problem solving skills to enhance their own and others' health, safety and wellbeing.
<b>Strategies and contributions to promote safety and wellbeing</b>	Identifies, describes and consistently applies planned strategies and contributions for promoting the personal safety of self and others.	Identifies, describes and regularly applies planned strategies and contributions for promoting the personal safety of self and others.	Identifies, describes and sometimes applies planned strategies and contributions for promoting the personal safety of self and others.	Identifies, describes and rarely applies planned strategies for promoting the personal safety of self and others.	Identifies strategies and contributions for promoting the personal safety of self.