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## TEACHING HEALTH, PHYSICAL AND SPORT EDUCATION PREP – 6 (Levels 1 – 4)

### GENERAL INFORMATION

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# HEALTH AND PHYSICAL EDUCATION IN THE CURRICULUM

The Victorian Government has developed a new approach to the curriculum for Prep –Year 10. The Victorian Essential Learning Standards replaces the Curriculum Standards Framework as the basis for curriculum and assessment in Victorian Schools. The new curriculum will be introduced into Victorian Schools in 2006.

## VICTORIAN ESSENTIAL LEARNING STANDARDS

### A WHOLE SCHOOL CURRICULUM PLANNING FRAMEWORK

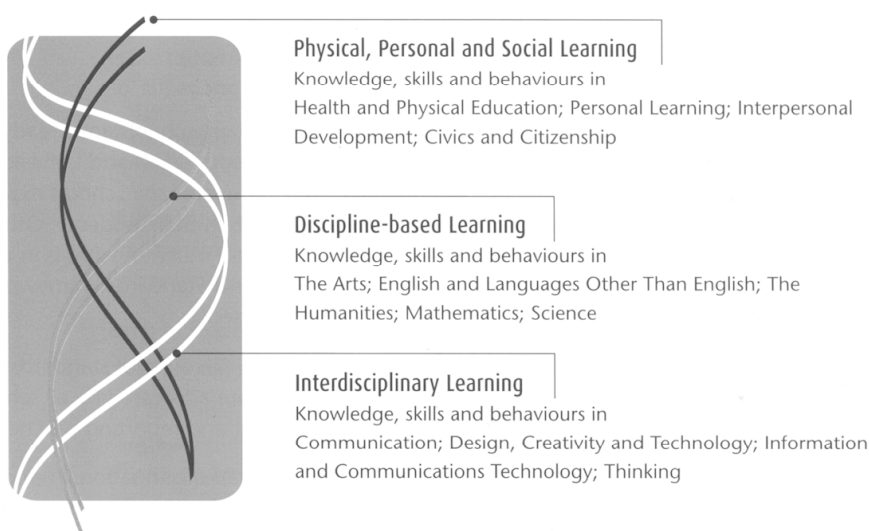
#### Three interwoven purposes

To equip students with capacities to:

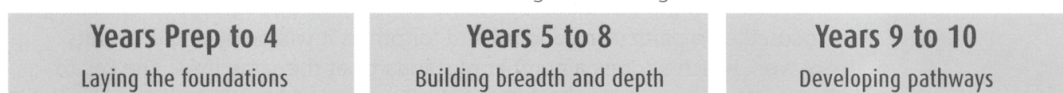
manage themselves and their relations with others  
understand the world and  
act effectively in that world

to prepare them for success in education, work and life.

This is achieved through the three core, interrelated strands of



across the stages of learning



underpinned by educational purposes, principles and values

to form

#### **Victorian Essential Learning Standards a framework for whole school curriculum planning**

Schools plan their teaching and learning programs, using the three strands, to enable their students to achieve the essential statewide learning standards.

## A New Language



## Physical, Personal and Social Learning

Knowledge, skills and behaviours in

- ☐ Health and Physical Education
- ☐ Interpersonal Development
- ☐ Personal Learning
- ☐ Civics and Citizenship

### Victorian Essential Learning Standards

Strands  
Domains  
Dimensions  
Standards

### The Physical Personal and Social Learning Strand

A curriculum designed to equip students for the challenging world for the twenty first century needs to ensure that students develop as people who take increasing responsibility for their own physical wellbeing, learning, relationships with others and their role in the local, national and global community.

Within the Physical, Personal and Social Learning **Strand** the learning **domains** are:

Health and Physical Education  
Interpersonal Development  
Personal Learning  
Civics and Citizenship

*Victorian Essential Learning Standards Health and Physical Education 2005 p3*

## Health and Physical Education – Introduction

The **domain** of Health and Physical Education:

- provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health;
- focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society;
- develops an understanding of the importance of personal and community actions in promoting health and life-long participation in physical activity;
- develops an understanding of the crucial role that supportive physical and social environments play in the development of the health of individuals and communities;
- promotes effective relationships and ways of managing transitions and changing demands and roles and responsibilities;
- assists students to make informed lifestyle choices by understanding the impact of various forms of behaviour and physical activity.

The Health and Physical Domain has two **dimensions**

### **Movement and Physical Activity**

This dimension focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness. It promotes involvement in a manner that reflects awareness that everyone has the right to participate in a healthy and active lifestyle. It develops students' confidence in using movement skills and strategies to increase their motivation to become active as well as improve their performance and maintain a level of fitness that allows them to participate in physical activity without undue fatigue. It builds understanding of how training and exercise in areas such as strength, flexibility and endurance relate to physical performance.

### **Health Knowledge and Promotion**

This dimension examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimize harms associated with particular situations or behaviours. Students examine the promotion of health of individuals and the community through the use of specific strategies and the provision of health resources, services and products. They examine the factors that influence food selection and the role of nutrition on health growth and development.

More information can be found at <http://vels.vcaa.vic.edu.au>

## Stages of Learning

While it is recognised that student learning is a continuum from Years Prep – 10 and different students develop at different rates, they broadly progress through three stages of learning from:

### Years Prep to 4 – Laying the foundations

In these years the curriculum focuses on developing the fundamental knowledge, skills and behaviours in literacy and numeracy and other areas including physical and social capacities which underpin all future learning.

### Years 5 to 8 – Building breadth and depth

In these years students progress beyond the foundations and their literacy and numeracy becomes more developed. An expanded curriculum program provides the basis for indepth learning within all domains in the strands

### Years 9 to 10 – Developing pathways

In these years students develop greater independence of minds and interests. They seek deeper connections between their learning and the world around them and explore how learning might be applied in that world.

The new Learning Standards recognise the differing learning needs of students at each of these stages. The assessment and reporting requirements reflect the development of student learning. Formal standards apply only to Health and Physical Education, Interpersonal Development, English, Maths and ICT for Prep – Year 2.

More information can be found at [\*\*www.vels.vic.edu.au/stages/index.html\*\*](http://www.vels.vic.edu.au/stages/index.html)

## Department of Education & Early Childhood Development (DEECD) Requirements in relation to Health and Physical Education Curriculum Planning

DEECD has reaffirmed that government schools must:

- meet compulsory time requirements for sport and physical education for students from Prep to Year 6.  
This means that schools will need to timetable:  
Prep – Year 3                      Twenty to thirty minutes of physical education a day;  
Years 4-6                          Three hours of physical education a week and sport with a minimum of 50% for physical education
- provide appropriate drug education prevention and intervention programs.

These policies can be viewed on line at

[www.sofweb.vic.edu.au/blueprint/fs1/guidelines/phase1/detreqs.asp#ws](http://www.sofweb.vic.edu.au/blueprint/fs1/guidelines/phase1/detreqs.asp#ws)

### Victorian Government Schools Reference Guide

The guide consolidates all relevant legislative, regulatory and policy information for government schools in Victoria and is available online at [www.eduweb.vic.gov.au/referenceguide](http://www.eduweb.vic.gov.au/referenceguide) (for non-government schools requiring access to this guide contact Information Victoria to obtain a site licence. Tel: 1300 366 356 or website [www.information.vic.gov.au](http://www.information.vic.gov.au)).

Policy and guidelines relevant to student health, health education, physical education, sport and outdoor education are included in a number of sections. It is essential that professionals working in schools are fully informed about all relevant policy and advice from the Department of Education and Early Childhood Development.

### Physical Activity and Physical Education - What's the Difference?

Physical Education programs are not the same as Physical Activity opportunities and initiatives. Many schools have implemented physical activity options in their Out of School Hours Care services, before and after school and lunchtime activities, walk/ride to school programs etc. These programs may aim to address issues such as obesity, playground conflict, traffic congestion and increasing physical activity opportunities.

**Physical Activity initiatives cannot be included as part of the mandated time allocation for physical education and sport.**

Physical education differs from physical activity initiatives because it:

- is a planned instructional program with educational objectives that reflect curriculum documents;
- is conducted by teachers;
- aims to increase physical development and competence;
- integrates intellectual, social and emotional learning through movement;
- takes place during timetabled school time;
- all students participate.

Participation in physical activity is an outcome of a physical education program as well as a goal. Teachers should provide considerable opportunity for physical activity in their lessons. A successful Physical Education curriculum will result in children choosing to pursue physical activity outside of timetabled physical education.

## Curriculum Planning for Health and Physical Education

The Victorian Essential Learning Standards provide a new approach to organising the curriculum in schools. They identify what is important for students to achieve at different stages of their schooling.

The three strands are equally important, interrelated, cannot be planned in isolation.

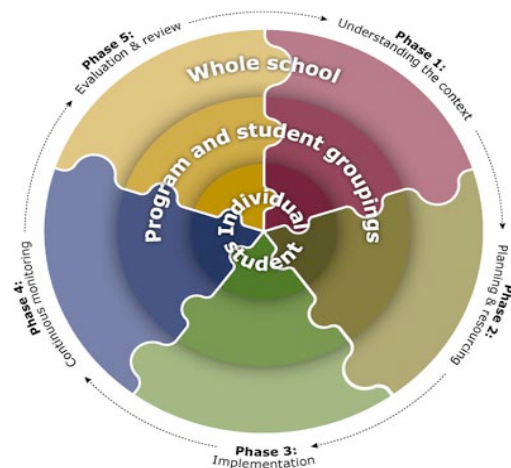
It is up to individual schools teams to decide how to weave the strands of essential learning together. This may be through:

- incorporating new domains into existing KLA based subjects
- creating units of work which address a number of standards across domains
- combining all three strands in context of extended projects

The essence of the new Essential Learning Standards is not just that all three components are required to prepare students for the future but that their **interaction** matters as well.

The strands form the **key concepts of a whole school planning document**.

The express intent is that each of the three strands should be incorporated into all curriculum planning, rather than particular domains being implemented by teachers without reference to any of the other domains.



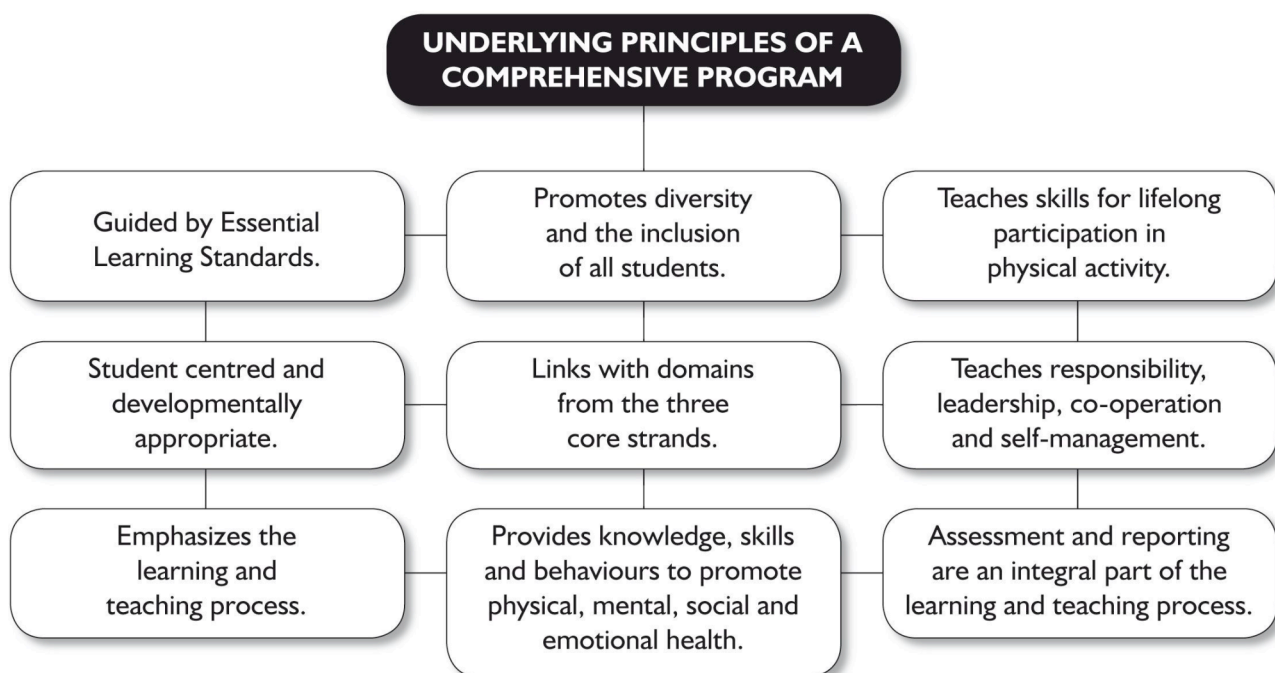
This model of planning is designed to assist schools with future curriculum planning.

It represents the five phases of curriculum planning at 3 levels:

- a whole school approach
  - program planning for particular student groupings
  - planning for the needs of individual students.
- It identifies five phases through a continual cycle of analysis, planning, implementation, monitoring and evaluation.

The Department of Education and Early Childhood Development website and the **Student Learning** DVDs (delivered to schools in May 2005 and February 2006) contain a range of tools to assist schools in the curriculum planning process.

# Health and Physical Education Curriculum



This diagram may be used to assist teachers develop a Health and Physical Education curriculum that contains all the critical elements necessary for a quality program.

# HEALTH AND PHYSICAL EDUCATION DOMAIN - LEARNING STANDARDS

DIMENSION		DIMENSION
Level	Movement and physical activity	Health knowledge and promotion
1	At Level 1 students perform basic motor skills and movement patterns, with or without equipment, in a range of environments. They regularly engage in periods of moderate to vigorous physical activity. They use simple vocabulary to describe movement, the physical responses of their bodies to activity and their feelings about participation in physical activity. When participating in movement and physical activities, they follow rules and procedures and use equipment and space safely.	In this domain, standards for the <i>Health knowledge and promotion</i> dimension are introduced at Level 3.
2	At Level 2, students demonstrate basic motor skills and some more complex skills. They combine motor skills and movement patterns during individual and group activities. They demonstrate control when participating in locomotor activities requiring change of speed, direction and level. They create and perform simple rhythmic movement sequences in response to stimuli. They regularly engage in sessions of moderate to vigorous physical activity and describe the link between physical activity and health. They explain the contribution rules and procedures make to safe conduct of games and activities. They use equipment and space safely.	
3	At Level 3, students perform a broad range of complex motor skills. They demonstrate a wide variety of motor skills and apply them to basic, sport-specific situations. They create and perform co-ordinated movement sequences that contain a variety of motor skills and movement patterns. They participate regularly in physical activities for the purpose of improving skills and health and describe the components of health-related fitness. They begin to use basic games' tactics. They work with others to achieve goals in both co-operative and competitive sporting and games' situations, explain the concepts of fair play and respect the roles of officials. Students follow safety principles in games and activities.	At Level 3 students describe the stages of human development across the human lifespan. Students explain basic concepts of identity and use simple strategies to maintain and support their self-worth. They identify basic safety skills and strategies at home, school and in the community and describe methods for recognising and avoiding harmful situations. They describe how physical and social components in the local environment contribute to wellbeing and identify how health services and products address the health needs and concerns of the local community. They identify healthy eating practices and explain some physiological and economic reasons for people's food choices.
4	At Level 4 students perform confidently and efficiently in a range of movement environments (indoor, outdoor and aquatic). They refine basic and complex motor skills and apply these skills in increasingly complex games and activities. They maintain regular participation in moderate to vigorous physical activity and monitor exercise intensity. They explain the process for improving health-related fitness. Students effectively use strategic thinking and work with both more- and less-skilled peers to improve game performance. Students work independently to improve performance. They evaluate the performance of a partner and provide constructive feedback base on performance criteria to assist skill development. Students describe and analyse the various roles required in competitive sports. They work in a group to create a game and establish rules and procedures for its safe conduct.	At Level 4 students identify the likely physical, emotional and social changes that will occur during puberty. They identify and discuss the validity of the ways in which people define their own and other people's identity. They describe the actions they can take if they feel unsafe at home, school and in the community. They describe the physical, social and emotional dimensions of health and establish health goals and plan strategies for improving their personal health. They describe a range of health services, products and information that can be accessed to help meet health needs and concerns. They analyse and explain physiological, social, cultural and economic reasons for food choices and analyse and describe food selection models. They describe how to prepare and store food hygienically.
5	At Level 5 students proficiently perform complex movement and manipulative skills. Students measure their own fitness and physical activity levels and identify factors that influence motivation to be physically active. They maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity. They combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance.	At Level 5 students describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan and the factors that influence their own development. They describe the effect of family and community expectations on the development of personal identity and values. They identify outcomes of risk-taking behaviours and evaluate harm-minimisation strategies. They identify the health concerns of young people and the strategies that are designed to improve their health. They describe the health resources, product and services available for young people and consider how they could be used to improve health. They analyse a range of influences on personal and family food selection, and identify major nutritional needs for growth and activity.
6	At Level 6 students demonstrate proficiency in the execution of manipulative and movement skills during complex activities. They demonstrate advanced skills in selected physical activities. They use training methods to improve their fitness level and participate in sports, games, recreational and leisure activities that maintain their regular participation in moderate to vigorous physical activity. They employ and devise skills and strategies to counter tactical challenges in game situations. They assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour.	At Level 6 students identify and describe a range of social and cultural factors that influence the development of personal identity and values. They identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships. They describe mental health issues relevant to young people. They compare and evaluate perceptions of challenge, risk and safety. They demonstrate understanding of appropriate assertiveness and resilience strategies. They analyse the positive and negative health outcomes of a range of personal behaviours and community actions. They identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people. They identify and describe strategies that address current trends in the nutritional status of Australians. They analyse and evaluate the factors that affect food consumption in Australia.

## HEALTH AND PHYSICAL EDUCATION CURRICULUM CAN SUPPORT ESSENTIAL LEARNING STANDARDS IN OTHER DOMAINS

DOMAIN	STRAND - PHYSICAL, PERSONAL AND SOCIAL LEARNING – LEVEL 3
<b>Health and Physical Education</b>	<p><b>Movement and physical activity</b> At Level 3, students perform a broad range of complex motor skills. They demonstrate a wide variety of motor skills and apply them to basic, sport-specific situations. They create and perform co-ordinated movement sequences that contain a variety of motor skills and movement patterns. They participate regularly in physical activities for the purpose of improving skill and health, and identify and describe the components of health-related fitness. They begin to use basic games' tactics. They work with other to achieve goals in both co-operative and competitive sporting and games' situations, explain the concept of fair play, and respect the roles of officials. Students follow safety principles in games and activities.</p> <p><b>Health knowledge and promotion</b> At Level 3, students describe the stages of human development across the human lifespan. Students explain basic concepts of identity and use simple strategies to maintain and support their self-worth. They identify basic safety skills and strategies at home, school and in the community, and describe methods for recognising and avoiding harmful situations. They describe how physical and social components in the local environment contribute to wellbeing and identify how health services and products address the health needs and concerns of the local community. They identify healthy eating practices and explain some physiological, social, cultural and economic reasons for people's food choices.</p>
<b>Interpersonal Development</b>	<p><b>Building social relationships</b> At Level 3 students demonstrate respect for each other. They support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences. They work with others to identify, manage and resolve conflict.</p> <p><b>Working in teams</b> At Level 3 students cooperate for agreed purposes, taking roles and following guidelines established within the task. They describe and evaluate their own contribution and the team's progress towards the achievement of agreed goals.</p>
<b>Personal Learning</b>	<p><b>The individual learner</b> At Level 3 students identify personal learning style preferences and actively seek assistance as required. They contribute to the development of protocols that create a positive learning environment in the classroom. Students work cooperatively with peers, seeking and giving relevant feedback.</p> <p><b>Managing personal learning</b> At Level 3 students set short-term, achievable goals and make and justify some decisions about their learning. They complete short tasks by planning and allocating appropriate time and resources. Students demonstrate a positive attitude towards their learning.</p>
<b>Civics and Citizenship</b>	<p><b>Civic knowledge and understanding</b> At Level 3 students demonstrate understanding of the contribution of people from the many culturally diverse groups that make up the Australian community. They describe symbols of national life in Australia and identify values related to symbols and national celebrations. They explain the difference between rules and laws and describe the qualities of a good law. They explain why their participation in actions that care for the environment is important.</p> <p><b>Community engagement</b> At Level 3 students describe some of the roles and purposes of groups in the community. They identify a local issue and plan possible actions to achieve a desired outcome. They describe the benefits of action at the local level and the democratic aspects of the process.</p>
	<b>STRAND: INTERDISCIPLINARY LEARNING</b>
<b>Thinking Processes</b>	<p><b>Reasoning, processing and inquiry</b> At Level 3 students collect and organise ideas from a range of sources to answer their own and others' questions. They question the validity of sources when appropriate. They apply thinking strategies to organise information and concepts in a variety of contexts, including problem-solving activities. They provide reasons for arguments and conclusions.</p> <p><b>Creativity</b> At Level 3 students apply creative ideas in practical ways and test the possibilities of ideas they generate. They use open-ended questioning and integrate available information to explore ideas.</p> <p><b>Reflection, evaluation and metacognition</b> At Level 3 students identify strategies they use to organise their ideas, and use appropriate language to explain their thinking. They identify and provide reasons for their point of view, and justify changes in their thinking.</p>
	<b>STRAND: DISCIPLINE BASED LEARNING</b>

## HEALTH AND PHYSICAL EDUCATION CURRICULUM CAN SUPPORT ESSENTIAL LEARNING STANDARDS IN OTHER DOMAINS

DOMAIN	STRAND - PHYSICAL, PERSONAL AND SOCIAL LEARNING STRAND – LEVEL 4
<b>Health and Physical Education</b>	<p><b>Movement and physical activity</b> At Level 4, students perform confidently and efficiently in a range of movement environments (indoor, outdoor, and aquatic). They refine basic and complex motor skills and apply these skills in increasingly complex games and activities. They maintain regular participation in moderate to vigorous physical activity and monitor exercise intensity. They explain the process for improving health-related fitness. Students effectively use strategic thinking and work with both more- and less-skilled peers to improve game performance. Students work independently to improve performance. They evaluate the performance of a partner and provide constructive feedback based on performance criteria to assist skill development. Students describe and analyse the various roles required in competitive sports. They work in a group to create a game, and establish rules and procedures for its safe conduct.</p> <p><b>Health knowledge and promotion</b> At Level 4, students identify the likely physical, emotional and social changes that will occur during puberty. They identify and discuss the validity of the ways in which people define their own and other people's identity. They describe the actions they can take if they feel unsafe at home, school and in the community. They describe the physical, social and emotional dimensions of health and establish health goals and plan strategies for improving their personal health. They describe a range of health services, products and information that can be accessed to help meet health needs and concerns. They analyse and explain physiological, social, cultural and economic reasons for food choices and analyse and describe food selection models. They describe how to prepare and store food hygienically.</p>
<b>Interpersonal Development</b>	<p><b>Building social relationships</b> At Level 4 students demonstrate, through their interactions, respect for a diverse range of people and groups. Students describe the impact of bullying and display empathy for others' points of view and feelings. They identify and use effective strategies to manage conflict.</p> <p><b>Working in teams</b> At Level 4 students work effectively in different teams and take on a variety of roles. They work cooperatively to allocate tasks and develop timelines. Students accept responsibility for their role and tasks. They explain the benefits of working in a team and provide feedback on their own and the team's performance.</p>
<b>Personal Learning</b>	<p><b>The individual learner</b> At Level 4 students identify their preferred learning styles and describe factors which promote learning. They demonstrate the ability to learn independently and with peers, and respond positively to, and act upon, constructive feedback. They persist when experiencing difficulty with learning tasks. They actively contribute to the creation of a positive learning environment in the classroom.</p> <p><b>Managing personal learning</b> At Level 4 students monitor and describe progress in their learning. They negotiate learning improvement goals and justify the choices they make about their own learning. Students develop and implement plans to complete tasks within externally imposed time frames.</p>
<b>Civics and Citizenship</b>	<p><b>Civic knowledge and understanding</b> At Level 4 students describe events leading to Federation. They describe the three levels of government and other features of Australia's governance. They describe key democratic principles and values. They understand the concept of multiculturalism and describe the contribution of various cultural groups, including Indigenous communities, to Australian identity. They demonstrate understanding of the process of making and changing laws.</p> <p><b>Community engagement</b> Students demonstrate cooperation and understanding of the roles and responsibilities of leaders, and of democratic processes, when engaging in school and community activities. They research issues important to them, using different kinds of data and sources to identify evidence supporting a point of view. They demonstrate understanding that there are different viewpoints on an issue, and contribute to group and class decision making.</p>
<b>STRAND - INTERDISCIPLINARY LEARNING</b>	
<b>Communication</b>	<p><b>Listening, viewing and responding</b> At Level 4 students ask clarifying questions, develop interpretations and provide reasons for them. They explain why peers may develop alternative interpretations. They describe the purpose of a range of communication strategies, including non-verbal strategies, and evaluate their effectiveness for different audiences.</p> <p><b>Presenting</b> At Level 4 students use a range of presentation formats to summarise ideas and organise information logically and clearly to meet the needs of audience and purpose. They identify the features of an effective presentation and adapt elements of their own presentation to reflect them. Using criteria provided, they evaluate the effectiveness of their own and others' presentations.</p>
<b>Thinking</b>	<p><b>Reasoning, processing and inquiry</b> At Level 4 students develop their own questions for investigation. They collect relevant information from a range of sources and check it for accuracy. They distinguish between fact and opinion. They use the information they collect to develop concepts, solve problems or inform decision making. They articulate reasoned arguments with supporting evidence.</p> <p><b>Creativity</b> At Level 4 students generate imaginative solutions when solving problems. They demonstrate flexibility in their thinking in a range of contexts.</p> <p><b>Reflection, evaluation and metacognition</b> At Level 4 students use a broad range of thinking processes and tools, and reflect on and evaluate their effectiveness. They articulate their thinking processes. They document changes in their ideas and beliefs over time.</p>

# SAMPLE DEFINITIONS

## ***What is Physical Education?***

*Physical education is the process through which sport, outdoor education, dance, gymnastics, aquatics and games are used by physical educators to teach students motor skills and fitness skills as well as assisting with social skills in students.*

Moneghetti Report, 1993

*Physical education is that part of the total educational program that contributes, primarily through movement experiences, to the total growth and development of children. It is education through movement that gives attention to the psychomotor, cognitive and affective learning domains.*

Robert Pangrazzi, *Dynamic Physical Education for Elementary School Children*, 2004

*Physical Education is the process through which an individual obtains optimal physical mental and social skills through physical activity*

## ***What is Sport?***

*Sport can be defined as vigorous physical activity that, for the purposes of discovering limits of one's capabilities, or for fun, amusement and diversion, involves competition against oneself or another, or a confrontation with natural elements.*

Moneghetti Report, 1993

## ***What is Sport Education?***

*Sport education includes the development of sport skills, an understanding of rules of various sports and an appreciation of codes of behaviour.*

Sport Education, Ministry of Education, 1987

## ***What is Health Education?***

*Health education helps students maintain and improve their health, prevent disease and reduce health related risk behaviours.*

Bonnie Mohnsen, *'Teaching Middle School Physical Education'*, 2003

*Health education is that continuum of learning experiences which enables people to make informed decisions, modify behaviours and change social conditions in ways which are health enhancing. Students learn to obtain, interpret and apply health information and services in ways that protect and promote personal, family and community health.*

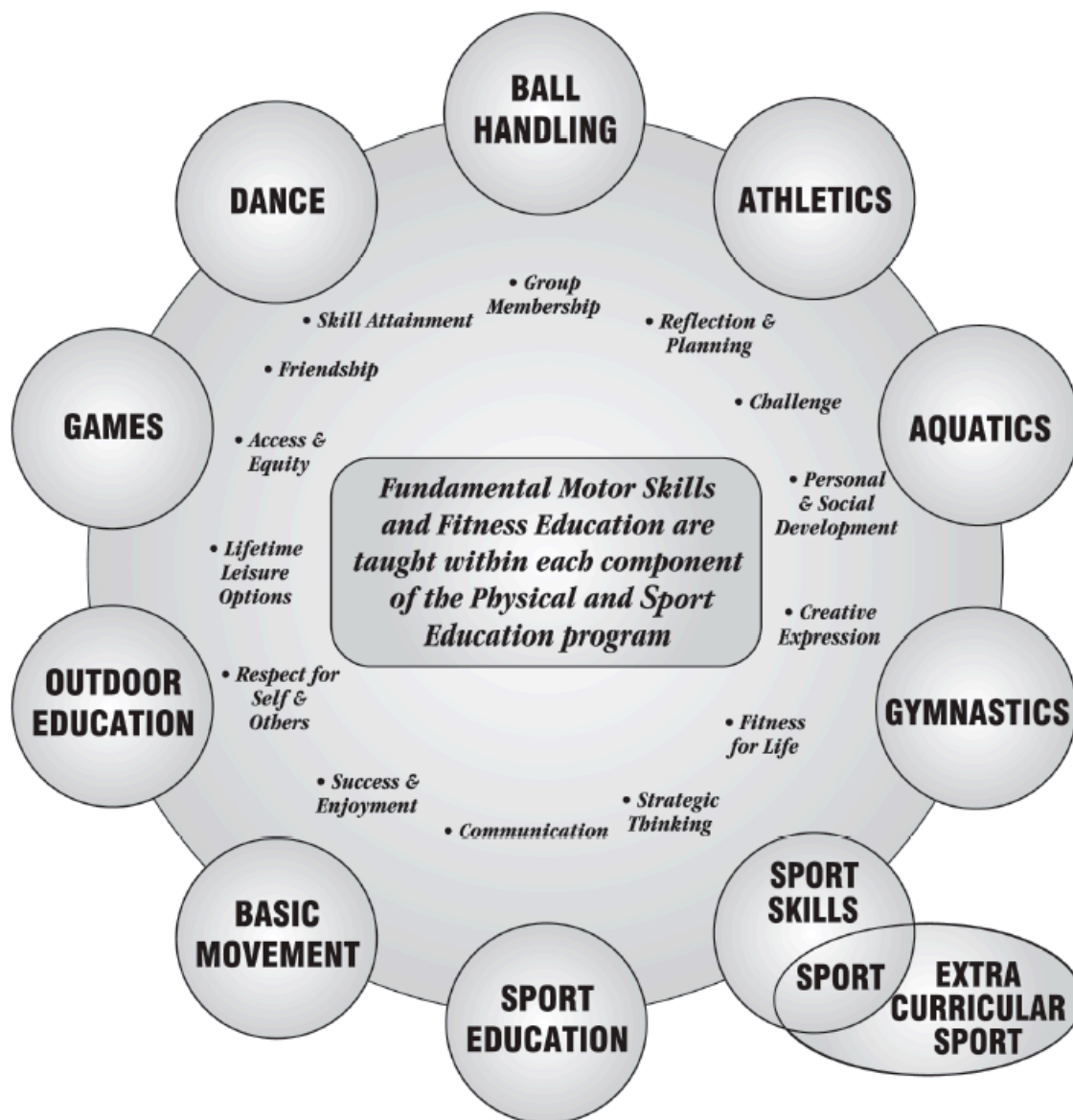
Michigan Department of Education, July 1998

### ***What is Physical Activity?***

*Any form of exercise or movement. Physical activity may include planned activity such as walking, running, basketball, or other sports. Physical activity may also include other daily activities such as household chores, gardening, walking the dog etc*  
[win.niddk.nih.gov/publications/glossary/MthruZ.htm](http://win.niddk.nih.gov/publications/glossary/MthruZ.htm)

*Physical activity is any bodily movement produced by skeletal muscles that increases energy expenditure.*  
[www.cdc.gov/nccdphp/dnpa/physical/terms](http://www.cdc.gov/nccdphp/dnpa/physical/terms)

## COMPONENTS OF PHYSICAL EDUCATION



“Physical Education is the process through which sport, outdoor education, dance, gymnastics, aquatics and games are used by physical educators to teach students motor skills and fitness skills as well as assisting with the school’s responsibility to develop personal and social skills in students.”  
(Moneghetti Report, 1993)

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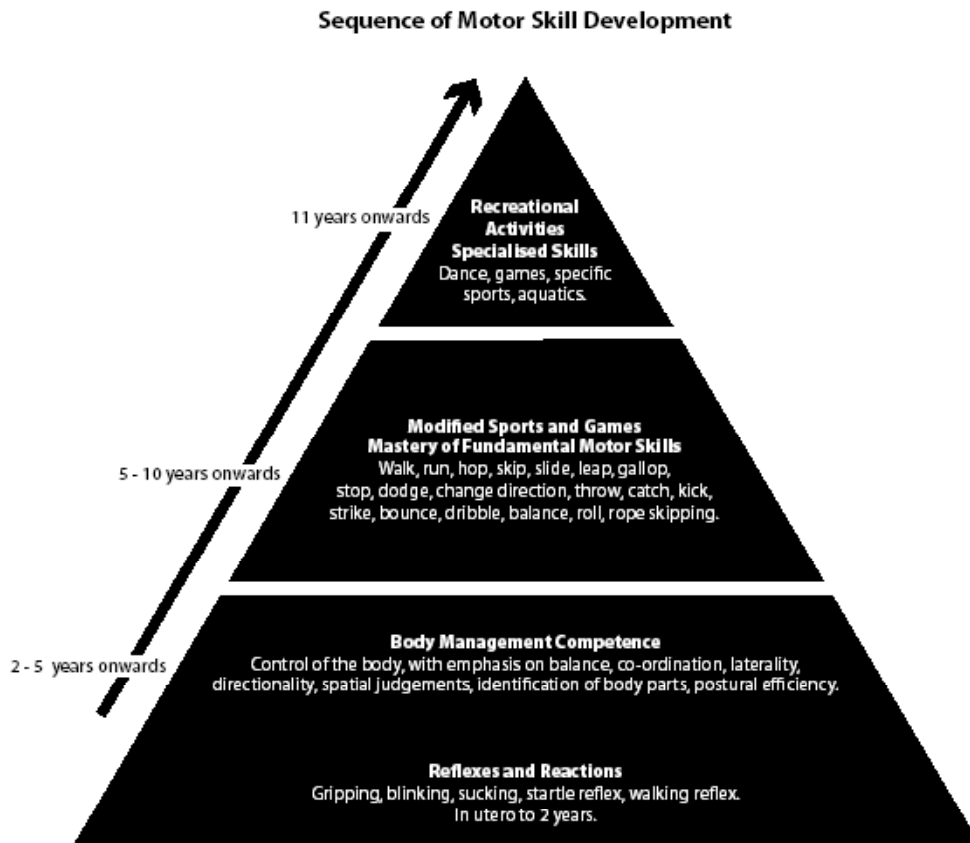
“Sport can be defined as vigorous physical activity that, for the purposes of discovering limits of one’s capabilities, or for fun, amusement and diversion involves competition against oneself or another, or a confrontation with natural elements.”  
(Moneghetti Report, 1993)

Characteristics of a physically educated student include:

- competence in basic skills for participation in physical activity (sport, recreation);
- an appreciation of human movement;
- a level of fitness for a healthy lifestyle;
- an enjoyment of social relationships through physical activity;
- improved strength and lean muscle;
- decreased body fat;
- improved bone density.

Note: This model was developed by ACHPER Victorian Branch for professional development purposes. Members may wish to refer to it in their own professional settings.

## SEQUENCE OF MOTOR SKILL DEVELOPMENT



Adapted from Daver, V. Pangrazzi, R. (1998) Dynamic Physical Education for Elementary School Children

### Sequence of Motor Skill Instruction

Comprehensive physical education curriculum must be available from the day a student enters the school to the day the student leaves it. Throughout a student's entire school life, age-appropriate instruction must be provided during physical education.

The development of motor skills, knowledge and positive attitudes to physical activity begins in the earliest years of primary school. During the early years students are highly motivated and enthusiastic and are physically and intellectually capable of developing competence in a wide range of fundamental motor skills. Fundamental motor skills are common motor activities such as the catch, strike, throw, run and skip that form the foundation from which more specific and complicated movement and sports skills are learned. Mastery of these skills by children is necessary if optimum development of higher level skills is to occur.

During the later primary school years (4-6), students learn more complex motor skills and movement activities and begin to combine fundamental motor skills and apply them in a range of movement environments and modified games.

During the secondary years, students refine and extend motor skills into more complex and sport specific and physical recreation activities common to our culture.

(Adapted from: Physical and Sport Education for Victorian Schools, 'Moneghetti Report', Directorate of School Education, 1993, pages 16 and 17.)