Stage 3
### PDHPE Even Year

<table>
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<tr>
<th>Outcomes</th>
<th>Key Enquiry Questions</th>
<th>Unit Content</th>
<th>Assessment</th>
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</table>
| - PD3-1 - Identifies and applies strengths and strategies to manage life changes and transitions  
- PD3-2 - Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others  
- PD3-3 - Evaluates the impact of empathy, inclusion and respect on themselves and others  
- PD3-7 - Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces  
- PD3-9 - Applies and adapts self-management skills to respond to personal and group situations | - How do I manage transitions and challenges?  
- How do empathy, inclusion and respect have an impact on myself and others? | **Physical Development: Think Before You Act (Create a unit)**  
Examines the influence of emotional responses on behaviour and relationships, e.g. analyse situations where emotions can influence decision making  
- Discusses how appropriate emotional response can have an impact on relationships.  
- Explores contextual factors that influence the expression of emotions, e.g. peer pressure, cultural norms, and gender expectations.  
- Explores scenarios to identify behaviours which make a scenario safe or unsafe, e.g. warning signs, secrets, threats, bribes and violence.  
Practises skills to establish and manage relationships  
- Explores reasons why relationships change and devise strategies to manage transitions.  
- Demonstrates skills and strategies to establish new relationships.  
**Physical Education: Games for Understanding (Create a unit)**  
Practises specialised movement skills and applies them in a variety of movement sequences and situations  
- Performs physical activities that involve a transition from one skill to another e.g. from dribbling to shooting, leaping to balancing, running and passing, running to kicking.  
- Applies kicking, striking and throwing skills to propel an object for accuracy and/or distance to maintain possession and implements strategies in games and sports. | - Week 3: Pre-test  
- Week 10: Post-test  
- Fundamental movement skills assessment checklist |
| - PD3-4 - Adapts movement skills in a variety of physical activity contexts  
- PD3-5 - Proposes, applies and assesses solutions to movement challenges  
- PD3-11 - Selects, manipulates and modifies movement skills and concepts to effectively create and performs movement sequences | - How can we use strategies and tactics to create solutions to movement challenges?  
- How can we work with others to build positive relationships during physical activity? | **Cross Country preparation**  
**Fundamental Movement Skills:**  
- Introduction: Hop  
**Whole School Activities:**  
- Cross Country | |
### Physical Development: Managing Self (See unit) (5 weeks)
- Examines the influence of emotional responses on behaviour and relationships.
- Investigates and adopt practices that help promote and maintain health, safety and wellbeing.
- Implements actions to maintain and improve the quality of an active lifestyle.

### Peer Support program (Bullying and Resilience) (Weeks 6-10)

### Physical Education: Practises and Performs (5 weeks) (Create a unit)
- Dance: Link with Creative Arts Unit
- Practises specialised movement skills
- Manipulates and modify elements of space, time, objects, effort and people to perform movement sequences
  - Creates a movement sequence that demonstrates variations in flow and levels and involves individuals moving in time.
  - Performs and refine movement skills to a variety of situations.
  - Uses feedback to modify and adapt performance as a result of practise, peer and self- assessment, e.g. video recording to provide feedback on performance.

### *Athletics Rotations (5 weeks)*

#### Fundamental Movement Skills
- **Introduction:** Side gallop
- **Consolidation:** Hop

### Whole School Activities:
- Athletics Carnival
- Indigenous Games (NAIDOC Week)
- Whole School Peer Support (Bullying/Resilience)

### Semester 1 Report Content: Physical Education
- Demonstrates fundamental movement skills while playing with and sharing equipment – hop and side gallop.
- Develops a repertoire of physical activities in which they can participate.
- Manipulates and modify elements of space, time, objects, effort and people to perform movement sequences.
- Uses feedback to modify and adapt performance.

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### Semester 1 Report Content: Personal Health and Development
- Examines the influence of emotional responses on behaviour and relationships.
- Explores reasons why relationships change and devise strategies to manage transitions.
- Implements actions to maintain and improve the quality of an active lifestyle.

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### Table of Contents
- PD3-3 - Evaluates the impact of empathy, inclusion and respect on themselves and others
- PD3-7 - Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces
- PD3-9 - Applies and adapts self-management skills to respond to personal and group situations
- PD3-10 - Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections
- PD3-4 - Adapts movement skills in a variety of physical activity contexts
- How do empathy, inclusion and respect have an impact on myself and others?
- How do I manage transitions and challenges?
- How responsible am I for my own and others’ health, safety and wellbeing?
- How can we adapt and performs movement skills in different situations?

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| PD3-2 | Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others |
| PD3-4 | Adapts movement skills in a variety of physical activity contexts |
| PD3-5 | Proposes, applies and assesses solutions to movement challenges |
| PD3-6 | Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable |
| PD3-10 | Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections |

### Physical Development

**Making Healthy Choices (Create a unit)**

- Investigates community resources and ways to seek help about health, safety and wellbeing.
- Identifies trusted adults in the community who can provide advice and support and discusses ways to access these people in a range of different contexts, e.g. parents/carers, family, community Elders, community organisations, teachers.
- Researches sources of health information and places they can seek help about health, safety and wellbeing.
- Applies criteria to determine the reliability and relevance of community resources in providing factual information.
- Evaluates the reliability of health information and messages from different sources before making decisions.
- Plans and practises assertive responses, behaviours and actions that protect and promote health, safety and wellbeing, for example,
  - Identifies situations where personal choices can influence their own and others health: smoking, alcohol and risk taking behaviours.

**Physical Education: Fair Play (Create a unit)**

- Performs and refines movement skills in a variety of situations
- Adapts movement techniques to cater for the use of different equipment and physical activities.
- Participates positively in groups and teams by encouraging others and negotiating roles and responsibilities.
- Demonstrates negotiation skills when dealing with conflicts.
- Applies critical and creative thinking to generate, create and access solutions to movement challenges.
- Explains the rational for particular rules, strategies and tactics in individual/group/team activities, games and sports.
- Demonstrates ethical behaviour and fair play that aligns with rules when participating in a range of physical activities.

### Fundamental Movement Skills

- **Introduction:** Skip
- **Consolidation:** Side gallop, hop

### Whole School Activities:

- **Week 1:** Pre-test
- **Week 10:** Post-test
- **Fundamental movement skills assessment checklist**
<table>
<thead>
<tr>
<th>Activity</th>
<th>Question</th>
<th>Physical Development: Community and Culture (Create a unit)</th>
<th>Physical Education: The Pursuit of Happiness (Create a unit)</th>
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<tbody>
<tr>
<td>PD3-6 - Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable</td>
<td>How can we work with others to build positive relationships during physical activity?</td>
<td>Participates in physical activity from their own and others cultures and examines how involvement creates community connections and intercultural understanding creates community connections.</td>
<td>Recognises how regular physical activity and movement situations promote enjoyment and positive outcomes for participants</td>
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<td>PD3-8 - Creates and participates in physical activities to promote healthy and active lifestyles</td>
<td>How does a healthy, safe and active lifestyle enhance connections with others?</td>
<td>Researches physical activity in Aboriginal and Torres Strait Islander cultures.</td>
<td>- Implement actions to maintain and improve the quality of an active lifestyle.</td>
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<td>PD3-10 - Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections</td>
<td>How responsible am I for my own and others’ health, safety and wellbeing?</td>
<td>Researches and participate in different culturally diverse physical activities that people in other countries play.</td>
<td>- Participates in physical activities designed to address fitness and health goals.</td>
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<td>PD3-11 - Selects, manipulates and modifies movement skills and concepts to effectively create and Performs movement sequences</td>
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<td>Acknowledges the cultural significance of physical activity</td>
<td>- Interacts with people who can help them improve their fitness levels, game play or sport skills.</td>
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**Fundamental Movement Skills**
- Introduction: Overarm throw
- Consolidation: Skip, side gallop, hop

**Whole School Activities:**
- Swimming Carnival

**Semester 2 Report Content: Personal Health and Development**
- Investigates community resources and ways to seek help about health, safety and wellbeing.
- Identifies situations where personal choices can influence their own and others’ health: smoking, alcohol and risk taking behaviours.

**Semester 2 Report Content: Physical Education**
- Demonstrates fundamental movement skills while playing with and sharing equipment – skip and overarm throw.
- Recognises how regular physical activity and movement situations promote enjoyment and positive outcomes for participants.
- Participates in physical activities designed to address fitness and health goals.
- Participates positively in groups and teams by encouraging others and negotiating roles and responsibilities.
- Demonstrates negotiation skills when dealing with conflicts.
- Demonstrates ethical behaviour and fair play that aligns with rules when participating in a range of physical activities.