

Australian Curriculum - Year 7 & 8

**Achievement standard extracts**  
 Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine how connecting to the environment can enhance health and wellbeing. Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations.

**Content Descriptions**

**Personal, Social & Community Health - Being healthy, safe and active**

Practise and apply strategies to seek help for themselves or others ([ACPPS072](#))

Investigate and select strategies to promote health, safety and wellbeing ([ACPPS073](#))

**Personal, Social & Community Health - Communicating and interacting for health and wellbeing**

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing ([ACPPS074](#))

Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity ([ACPPS075](#))

**Personal, Social & Community Health - Contributing to healthy and active communities**

Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities ([ACPPS078](#))

**Movement and Physical Activity - Moving our body**

Practise, apply and transfer movement concepts and strategies with and without equipment ([ACPMPO82](#))

**Movement and Physical Activity - Learning through movement**

Practise and apply personal and social skills when undertaking a range of roles in physical activities ([ACPMPO86](#))

Modify rules and scoring systems to allow for fair play, safety and inclusive participation ([ACPMPO88](#))

**Daradgee specific elaborations**

*Practise and apply strategies to seek help for themselves or others*

- explore how groups work together to TRC eg. communication, teamwork, encouragement, decision-making
- debrief groups and personal successes, failures, emotional responses

*Investigate and select strategies to promote health, safety and wellbeing*

- establish boundaries and determine strategies to ensure safe, supportive TRC eg. rules & responsibilities, being competitive while encouraging others, being inclusive, supporting SWD, anxiety and autism

*Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing*

- debrief how positive behaviours, actions, and responses to TRC challenges can influence relationships eg. self and others' wellbeing, benefits of positive communication, being respectful, supporting others

*Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity*

- debrief how emotional responses to stressful situations develop and ways they could be supported eg. proposing strategies to manage responses, exploring different viewpoints, practicing empathy, communicating respectfully

*Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities*

- explore how working together in non-classroom settings to take on the challenges of TRC benefits the individual and the team eg. experience success, a sense of achievement, improved teamwork, resilience

*Practise, apply and transfer movement concepts and strategies with and without equipment*

- select and adapt concepts and strategies when solving new challenges
- choose and adapt familiar skills and abilities to solve TRC challenges eg. belay team supports climber with advice on climbing paths, manoeuvres.

*Practise and apply personal and social skills when undertaking a range of roles in physical activities*

- adopt roles and responsibilities to assist climbers that support and enhance team cohesion and lead to successful physical outcomes eg. working together as a belay team, sharing ideas and supporting climbers

*Modify rules and scoring systems to allow for fair play, safety and inclusive participation*

- modify TRC rules, equipment or scoring systems to allow all participants to achieve success, enjoyment eg. identify challenges, encourage supportive, ethical behaviours, optimise participation