



Education Support Package - Health and Physical



| Individual Education Plans | | Teaching Strategies | | Classroom Management | | Glossary of Terms | | References | |
|--|-------------------------|--------------------------------------|--|--------------------------------------|-------------------------|---|---|----------------------------|--|
| The Arts | English | Health and Education | Languages Other than English | Mathematics | Science | Society and Environment | Technology and Enterprise | | |

Preface

To assist in meeting outcomes for students with disabilities, the preface outlines modifications of the environment and curriculum together with specialised equipment.

Outcome Statements - Foundation to level 3

[Top](#) This section contains Foundation Outcome Statements, and an overview of Strand and Sub strand Outcome Statements from Level 1 to Level 3.

Strand Outcome Statements are a sequence of statements which describe what students demonstrate as they develop their understanding or skills for a strand.

(NB: The Strand Outcome Statements are a synthesis of Sub-strand Outcomes).
Sub-strand Outcome Statements are a sequence of statements which describe what students demonstrate as they develop their understanding or skills for a sub-strand. (NB: Not all strands have sub-strands).

Elaboration of Foundation Outcome Statements for each strand

Foundation Outcome Statements with Focus Skills

This section contains Foundation Outcome Statements and pointers and a list of Focus Skills for each outcome. The Focus Skills were developed to give teachers further guidance about skills which students could work on, mastery of which would further a student's progress towards achieving the outcome. The list of Focus Skills is neither prescriptive nor exhaustive. Individual teachers are encouraged to generate new Focus Skills to fit the needs of their particular students.

Spreadsheets

Spreadsheets contain teaching/learning information related to a sample of Foundation Outcomes for each learning area. Not all outcomes are covered in this section and teachers may wish to develop their own or other outcomes as a point of reference

Health and Physical Education Preface

Students with disabilities

To assist in meeting outcomes and ensure the participation of all students, please note:

Modified equipment may be required to assist with mobility.

- Wheelchairs
- Walking frames
- Long cane/guide ropes/tactile guides
- Orthotics, inserts in shoes
- Prostheses

For physical education activities -

- Brightly coloured equipment, foam shapes
- Balls with bells inside
- Brightly coloured balls of different weight and texture
- Beanbags
- Hook and loop fabrics (e.g. 'Velcro') on grips

For self care tasks -

- Specialised handles and grips on eating utensils
- Modified utensils for eating and self care
- One handed items
- Non-slip matting
- Specific cups/straws

For fine motor activities and development -

- Modified scissors (left handed, one handed etc.)
- Variety of pencils and pencils grips (thicker pencil, triangular rubber grip)
- Activity cubes
- Various hand splints

Modification of the environment may be necessary.

- Handrails (toilets, hallways etc.)
- Ramps
- Playground structures
- Table tops for desks
- Seating (posture/supports etc.)
- Seating location (preferential seating)

Modification of game rules/strategies may be required.

- No tackling
- Can't run with ball
- Designated hitter/runner
- Shorter distances
- Substitute wheels on wheelchair for feet
- In soccer
- Lower nets
- Equalising senses for all - 'blindfold'

Classroom activities - in order to interact and access the curriculum the student may require:

Specialised/modified equipment such as -

- Electronic typewriters
- Braille
- Templates/raised line drawing kits for writing/drawing
- Writing frames/Jigs
- Specialised furniture (angled desk tops etc.)
- CCTV (Closed Circuit Television) and other magnification aids.
- Hand held magnifier/s
- Telescope for distance work
- FM Systems (for hearing impaired)
- Captioning (for television/video programs)
- Hearing aids
- Speech processors
- Tape recorder

Computers with appropriate software plus peripherals such as -

- Word processors with Spell check
- First Choice
- Mind Reader (predictive word processor)
- First Draft
- Style Writer
- Switches/single switch access (Kenx)
- Head pointers

Alternative keyboards such as -

- Intellikeys
- Concept keyboard
- Voice output devices (Intellitalk)
- Robotron Eureka (voice output Braille keyboard)
- Touch window .

Communication Aids such as -

- Aided language stimulation boards
- Pictorial symbols (e.g. COMPIC)
- Voice output devices (e.g. Hawk/Macaw).
- Single message device (BIGmack)
- Timetable system

Alternative formats for materials/books/resources -

- Braille
- Large print
- Audio (talking books)

Raised/tactile drawing

NOTE

Physical assistance/prompts may be necessary where tasks include:

- Fine motor activities (e.g. dressing skills)
- Mobility (e.g. walking on an incline)
- Positioning (e.g. correct posture)

Terms such as 'oral', 'speak', 'ask', 'talk', 'tell', 'say', 'explain', etc., are understood to include all forms of verbal and non-verbal communication such as:

- Auslan
- Signed communication - Signed English, Makaton etc.

The term 'attend to' can be defined as 'paying attention to' or 'giving sensory focus to' (e.g. touch).

Terms such as 'look at', 'listen to', 'watch', can be defined as 'attending to' particularly for vision and/or hearing impaired students.

Students with marked vision impairment may 'visualise' by using other senses (e.g. touch).

Students with marked hearing impairment may 'listen' by using other senses (e.g. feeling vibrations, lip reading).

Outcome Statements Foundation to Level 3

Concepts for a Healthy Lifestyle

| | | <i>The student:</i> |
|---------|------------------------|--|
| FOS | CHL F | Demonstrates, with help from others, an awareness of the actions they can take to maintain or improve their personal health and safety. |
| Level 1 | CHL 1 | Recognises what it means to be healthy and the actions they can take to optimise personal health, safety and physical activity. |
| Level 2 | CHL 2 | Recognises that there are different aspects to personal health and how these contribute to their overall health, safety and physical activity. |
| Level 3 | CHL 3 | Understands that personal health, safety and physical activity practices enhance the physical, mental, emotional and social aspects of their own and others' health. |

Skills for Physical Activity

| | | Movement Skills | Activity and Games Strategies | |
|----------------|-----|--|-------------------------------|---|
| | | <i>The student:</i> | | <i>The student:</i> |
| FOS | SPA | Demonstrates basic body and visual control while engaging in a range of physical activities. | SPA F.2 | Demonstrates control of body movements and objects in response to structures and creative situations. |
| | F.1 | | | |
| | SPA | Demonstrates control of body movements and objects in a range of structured and creative physical activities. | | |
| LEVEL 1 | SPA | Demonstrates the fundamental movement skills of body management and locomotion. | SPA 1.2 | Explores movement in structured and creative play. |
| | 1.1 | | | |
| | SPA | Demonstrates the fundamental movement skills of body management and locomotion in structured and creative play. | | |
| LEVEL 2 | SPA | Demonstrates a wide range of fundamental movement skills including object-control skills. | SPA 2.2 | Demonstrates an awareness of rules and others in simple games and physical activities |
| | 2.1 | | | |
| | SPA | Demonstrates a wide range of fundamental movement skills and an awareness of rules and others in simple games and physical activities. | | |
| LEVEL 3 | SPA | Demonstrates control in performing movement skills in a controlled environment. | SPA 3.2 | Demonstrates basic strategies within rules in minor games and physical activities |
| | 3.1 | | | |
| | SPA | Performs controlled movement skills and demonstrates basic game strategies within rules in minor games and physical activities. | | |
| | 3 | | | |

Self Management Skills

| | | <i>The student:</i> | | |
|----------------|-----|---------------------|--|--|
| FOS | SMS | F | Makes health choices of personal relevance. | |
| | F | | | |
| LEVEL 1 | SMS | 1 | Demonstrates, with help of others, an awareness of basic self management skills for a healthy, active lifestyle. | |
| | 1 | | | |
| LEVEL 2 | SMS | 2 | Demonstrates basic self management skills in familiar health and physical activity situations. | |
| | 2 | | | |
| LEVEL 3 | SMS | 3 | Uses basic self management skills to meet personal health and physical needs. | |
| | 3 | | | |

Interpersonal Skills

| | | <i>The student:</i> | | |
|----------------|----|---------------------|---|--|
| FOS | IS | F | Demonstrates socially acceptable behaviour and responds appropriately when interacting with familiar people. | |
| | F | | | |
| LEVEL 1 | IS | 1 | Demonstrates basic communication and cooperation skills when interacting with familiar people. | |
| | 1 | | | |
| LEVEL 2 | IS | 2 | Uses communication and cooperation skills to share feelings and achieve basic needs when interacting with other people. | |
| | 2 | | | |
| LEVEL 3 | IS | 3 | Demonstrates communication and cooperation skills that contribute to interpersonal and group interactions. | |
| | 3 | | | |

Elaboration of Foundation Outcome Statements for each strand

Concepts for a Healthy Lifestyle Foundation

Students can demonstrate, with help from others, an awareness of the actions they can take to maintain or improve their personal health and safety. Students demonstrate this awareness through their behaviours in a wide range of personal health, safety and physical activity situations at school with assistance from others.

In health promotion contexts students can communicate the need for food and drink, distinguish between foods and non-foods and contribute to activities involving food preparation. They have

an awareness of sickness and pain and can seek help from an appropriate person when necessary. Students demonstrate this knowledge through independence in toileting, eating, drinking, dressing and personal hygiene. They also demonstrate actions to ensure personal well-being, such as wearing a hat for sun protection, or following instructions when medical treatment is administered. Students have an awareness of self esteem and body parts and can demonstrate actions to ensure personal safety: for example, they can display protective behaviours when personal space is invaded and can stay within defined boundaries on the school grounds or on school excursions.

In physical activity contexts, students can communicate their feelings about the benefits of physical activity: for example, they can indicate their favourite game or sport and how participation in physical activity makes them feel.

Skills for Physical Activity Foundation

Students demonstrate basic body and visual control skills while engaging in a range of physical activities. They demonstrate functional body movements, such as controlling their head, making purposeful limb movements, bringing their hands across midline, or changing their position. They demonstrate bilateral skills such as swinging a bat, carrying an object with two hands, or swiping a balloon, and demonstrate visual control skills by attending to, fixating on, or tracking moving objects. Students assume and maintain various weight bearing positions (e.g. roll, crawl, stand, sit). They demonstrate fine and gross motor skills that enable them to apply pressure to hold, manipulate and release objects. In a supervised aquatic environment, students move in and out of the water with or without support: for example, they walk from one side of the pool to the other.

Students demonstrate control of their body and objects in structured and creative situations. They follow instructions to perform specific movements, such as rotating and transferring objects, picking up and orienting a bat, then passing it on to another student. They move freely and safely around people and obstacles, and they avoid collisions during games, dance and other activities. Students travel across a variety of surfaces and gradients, including grass, sand, and up or down ramps or steps. They move from one static position to another, such as from lying to sitting, sitting to standing and four-point kneeling to standing. Students use mobility aids such as long canes to detect objects or manoeuvre a wheelchair.

Self Management Skills Foundation

Students can make health choices of personal relevance. They are able to choose between two options offered in situations such as food choices, where they are offered a sandwich or a cake. They choose appropriate behaviour in familiar situations, such as responding to school sirens and other signals. They understand the consequences of basic actions, such as gaining rewards for working hard and can take positive action to change undesirable environments, such as refusing to repeat an unpleasant activity.

Students demonstrate an awareness of self such as identifying themselves in a photograph. They acknowledge their own work and effort, such as finding their own drawing on a display board. They take pleasure in their achievements and exhibit this by showing others their work. They display confidence in expressing ideas and trying new tasks.

Interpersonal Skills Foundation

Students are able to demonstrate socially acceptable behaviour and respond appropriately when interacting with familiar people. Students are able to demonstrate communication and cooperation skills for effective interaction with these familiar people.

Students are able to demonstrate appropriate communication skills, such as establishing eye contact, standing or sitting at an appropriate distance, attending and taking turns in conversation. They respond to communication from others, such as answering when their name is called and following instructions. They initiate communication with others, such as greeting teachers, caregivers and friends and request assistance from a caregiver. Students demonstrate varying degrees of intimacy in conversation with others: for example, they refrain from talking to strangers and avoid discussing personal and family matters with others in the classroom. They also use appropriate communication skills with others in school, physical activity and community settings.

Students are able to demonstrate interpersonal skills, such as cooperation and sharing that enable them to play and work effectively with others in groups and social settings.

They demonstrate cooperative behaviours in group or team situations: for example, they respond to guidance by a care giver, behave appropriately when denied an activity or request, recognise and follow class rules and share equipment and space when playing with other children. They also take care of their own and others' equipment.

Foundation Outcomes with Focus Skills List

Concepts for a Healthy Lifestyle

CHL F The student demonstrates, with help from others, an awareness of the actions they can take to maintain or improve their personal health and safety.

This will be evident when students, for example:

- communicate the need for food or drink, distinguish between food and non-food substances and contribute to activities involving food and its preparation
- demonstrate an awareness of sickness and pain and can seek help from an appropriate person when necessary
- demonstrate independence in toileting, eating, drinking, dressing, grooming and personal hygiene
- demonstrate actions to ensure personal safety, e.g. stay within defined boundaries, practice protective behaviours when personal space is invaded
- demonstrate actions to ensure well being, e.g. wear hat and sunscreen to avoid skin damage from the sun, follow instructions when medical therapy or treatment is being administered
- display an awareness of self and body parts
- communicate feelings about physical activity, e.g. indicate favourite game or sport

Focus Skills for CHL F

| Eating | Drinking | Nutrition | Food Activities |
|--|---|--|---|
| Demonstrate an awareness of food in mouth. | Open mouth. | Indicate when hungry/thirsty. | Identify basic kitchen utensils. |
| Chew. | Demonstrates awareness of fluid in mouth. | Distinguish between food/drink and non-food/drink. | Use basic kitchen utensils. |
| Open mouth to accept food. | Swallow liquids, e.g. thick, thin. | Eat only food substances. | Prepare a simple snack. |
| Close mouth to contain food. | Suck liquids. | Indicate preferences. | Assist in cleaning up. |
| Swallow. | Drink from cup/glass. | | Identify basic ingredients. |
| Bite a manageable size of food. | Drinks through straw. | | Pour own drink. |
| Feed self using fingers. | Close mouth. | | Wipe up spills. |
| Feed self using spoon. | | | Put rubbish in bin. |
| Spear with fork. | | | Put dirty utensils in the sink. |
| Spread with knife. | | | Put away equipment, e.g. lunchbox, drink container, utensils. |
| Cut food with utensil. | | | |
| Eat with knife and fork. | | | |
| Scoop food. | | | |
| Collect lunchbox. | | | |

| | | | |
|-----------------------------------|--|--|--|
| Remove lid. | | | |
| Unwrap food. | | | |
| Eat one piece of food at a time. | | | |
| Sit while eating. | | | |
| Keep food on tin lunch box/plate. | | | |

| Toileting | Dressing | Grooming | Hygiene | Well-being |
|--|--|--------------------------------|-------------------------------|--|
| Stand at urinal. | Undress. | Comb/brush hair. | Control/ manage drooling. | Seek shelter when necessary |
| Sit on toilet. Clean/wipe self. | Pull on socks. Put on footwear. | Wash/dry face. | Use own cup/ bottle/ utensils | Seek assistance when ill/injured. |
| Adjust clothing. | Pull up garments. | Maintain neat appearance. | Wash hands. | Adjust clothing according to weather. |
| Request help if facilities inadequate. | Fasten/ unfasten, e.g. buckles, hook and eye, zips, buttons, velcro, press studs, laces. | Care for hearing aid/ glasses. | Dry hands. | Drink when hot/ thirsty. |
| Indicate when ready to come off toilet | | | Clean teeth. | Indicate problem when sick/hurt. |
| Indicate need to use toilet. | | | Use deodorant. | Uses sunscreen. |
| Get off toilet when finished. | | | Wipe mouth. | Follow instructions when medications given. |
| Pull toilet tissue from dispenser. | | | Use nail brush. | <ul style="list-style-type: none"> • open mouth • take tablet • drink water • swallow table |
| Flush toilet. | | | Wash body. | |
| Indicate when soiled or wet. | | | Dry body. | |
| Follow routines associated with catheterisation. | | | Wash hair. | |
| | | | Dry hair. | Cooperate and participate during medical/therapeutic intervention. |
| | | | Wipe nose/ face. | |
| | | | Blow nose | <ul style="list-style-type: none"> • Assessment procedures • chest care intervention • passive range of movements • electro physical modalities • equipment application and use • therapy programs i.e. Gross/fine motor, speech • positioning for play, access, therapy • splint fabrication and regime |
| Health Services | | | | |
| Identify school nurse. | | | | |
| Locate school nurse. | | | | |
| Identify health centre. | | | | |
| Locate health centre. | | | | |

| | | | | |
|--|--|--|--|---|
| | | | | <ul style="list-style-type: none"> injections gastric feeding |
|--|--|--|--|---|

| Safety in Community | Road Safety | Travel Safety | General Safety | Water Safety |
|--|---|--|---|--|
| Follow teachers' directions in the community. | Move/walk safely along footpath. | Enter/exit vehicle safely. | Remain in designated area. | Use head control to prevent mouth from entering water. |
| Remain with group. | Stop at curb. | Remain in seat. | Avoid dangerous places or things. | Roll/recover to a safe |
| Obey safety signs, e.g. 'danger'. | Look for traffic. | Keep body parts inside vehicle. | Use objects safely. | Hold/reach for safety rails |
| Refrain from approaching strangers. | Move straight across the road. | Keep seatbelt fastened while seated. | Eat only food substances. | Enter/Exit safely |
| Use automatic doors/lifts/stairs/escalators safely. | Identify street signs. | Move safely within the vehicle. | Identify hot/cold tap. | Exhibit early survival skills in deep water |
| Avoid obstacles/people. | Recognise colours/positions on traffic signal. | Use hand rails when seat not available | Identify emergency exit. | Follow pool rules and obey instructions. |
| Identify self when necessary; name, telephone no. and address. | Respond to 'stop', 'look', 'go'. | | Move safely through corridors/passageways. | |
| Carry ID card. | Move/walk on edge of road where there is no footpath. | | Move safely around equipment/machinery. | |
| Protective Behaviour | | | Leave aids and protective device in place- | |
| Identify a trusted adult. | | | <ul style="list-style-type: none"> helmets glasses splints hearing aids | |
| Identify a personal space. | | | | |
| Defend personal space. | | | | |
| Respond assertively says 'no'. | | | | |
| Walk away when subjected to aggression. | | | | |
| Tell a trusted adult. | | | | |
| Express discomfort or distress. | | | | |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| Awareness of Self | Human Development | Recreation in the Community |
|--|--|--|
| Identify self in photo, in mirror. Identify facial features. Identify major body parts. Identify fine body parts. Respond to own name. | Identify gender. Identify <ul style="list-style-type: none"> • baby • child • adult • aged person | Participate in a variety of sensory activities. Respond to a variety of activities. Indicate likes/dislikes. Exercise personal preference for activity. Participate in age appropriate recreational activities. Behave in a manner appropriate to the facility. Follow routines associated with specific leisure activities. |
| CHL 1 The student recognises what it means to be healthy and the actions they can take to optimise personal health, safety and physical activity. | | |

Skills for Physical Activity

Movement Skills

| |
|--|
| SPA F. 1 The student demonstrates basic body and visual control while engaging in a range of physical activities. |
|--|

This will be evident when students, for example:

- demonstrate visual control by attending to, fixating on, and tracking objects
- assume and maintain various weight bearing positions, e.g. four point kneeling, standing, sitting
- demonstrate bilateral skills, e.g. swing bat, carry object with two hands, swipe balloon with hand
- control body movements, e.g. lift and turn head, make purposeful limb movements, bring hands to or across midline, change body position
- move in water with/without support, e.g. walk from one side of the pool to the other
- demonstrate fine motor skills, e.g. apply pressure to hold, manipulate and release objects

Focus Skills for SPA F.1

| Visual Control | Basic Body Control | Fine Motor | Balance in a Static Position | Balance with Movement |
|----------------|--------------------|------------|------------------------------|-----------------------|
| | | | | |

| | | | | |
|---|---|----------------------------------|--------------------------|-----------------|
| Track moving objects - vertical, horizontal, diagonal. | Demonstrate voluntary purposeful movement of any body part. | Grasp and pull. | Prone propping. | Rolling. |
| Fixate on an object. | Demonstrate basic head control. | Grasp and turn. | Sit unsupported. | Crawling. |
| Attend to visual stimuli. | Lift head. | Bring hands together at midline. | Four point kneel. | Climbing. |
| Look at face. | Turn head. | Bilateral swiping. | Two point kneel. | Walking. |
| Demonstrate hand-eye coordination. | Steady head. | | Standing. | Running. |
| | Roll over. | | Squatting. | Stair climbing. |
| | Extend legs. | | Support self on one arm. | Kicking. |
| Physical Activities | | | | Jumping. |
| Maintain balance. | Water Activities | | | Hopping |
| Move in water with/without support. | Blow bubbles. | | | |
| Follow instructions containing directional concepts. | Submerge whole body. | | | |
| Demonstrate eye-hand and eye-foot coordination. | Float. | | | |
| Demonstrate bilateral skills. | Demonstrate a kicking action. | | | |
| Explore playground toys and equipment. | Demonstrate an arm action. | | | |
| Develop skills associated with specific leisure activities. | Swim to move in water. | | | |

Skills for Physical Activity

Activity and Game Strategies

SPA F.2 The student demonstrates control of body movements and objects in structured and creative situations.

This will be evident when students, for example:

- move from one static position to another, e.g. lying to sitting, sitting to standing, four point kneeling to standing · follow instructions to perform specific movements
- rotate and transfer objects, e.g. pick up and orient bat, then pass it to another student

- operate a mobility aid, e.g. use long cane and detect objects, move self in wheel chair
- travel across a variety of surfaces or gradients, e.g. walk over grass or sand, up and down steps or ramps
- move freely and safely around people and obstacles, e.g. avoid collisions during game activities

Focus Skills for SPA F.2

| Pre-ambulation | Mobility | Fine Motor | Perceptual Motor Skills | Water Activities |
|--|--|---|--|---|
| Turn head toward stimuli. | Stand without support. | Reach for object. | Follow directions to move self up/down, forwards/backwards. | Swim to move in water. |
| Steady head to maintain focus. | Walk/move on flat surface. | Grasp object. | Judge distance/depth when reaching. | Retrieve objects from the bottom of the pool. |
| Crawl through tunnel. | Walk/move through doorways. | Pick up object. | Move body parts in space, e.g. aerobics activities. | |
| Stand with support. | Walk/move in aisles and around stationary objects. | Transfer object from one hand to other. | Plan and organise movements, e.g. jump/sit on trampoline. | |
| Transfers | Ascend stairs. | Grasp and squeeze object. | | |
| Demonstrate ability to change body posture, e.g. rolling. | Descend stairs. | Rotate object. | Move hand towards rolling ball. | |
| Demonstrate ability to transfer, e.g. sit to stand. | Walk/move on uneven surfaces. | Grasp and turn object. | Move foot towards stationary ball. | |
| Pull self to sitting position | Ascend ramps. | Release object voluntarily. | Select one object from a range of many, e.g. select the blue ball from within a box of multi coloured balls. | |
| | Descend ramps. | Push objects. | Follow instructions to stand on left foot then right foot. | |
| | Operate mobility aid. | Pull objects. | Use playground equipment. | |
| | Move wheelchair forward/backwards. | Squeeze brake levers on bicycle. | | |
| | Use brakes on bicycle to stop. | Swipe at objects. | | |
| | Turns handlebars/steer bicycle. | Bang objects together. | | |
| | Move around people | Push button. | | |
| | | Pick up two objects simultaneously. | | |
| | | Pick up one object with two hands. | | |
| SPA 1.2 The student explores movement in structured and creative play | | | | |

Self Management Skills

SMS F The student makes health choices of personal relevance.

This will be evident when students, for example:

- choose between two options offered, e.g. choose to eat sandwich when offered sandwich or cake
- choose appropriate behaviour in familiar situations, e.g. goes to class when bell sounds
- understand the consequences of actions, e.g. anticipate reward for working hard
- take positive action to control or change their environment, e.g. indicate acceptance or rejection of an activity or the desire to repeat it
- demonstrate awareness of self worth and personal capabilities
- show willingness to try new activities, volunteer to express ideas

Focus Skills for SMS F

- Make personal choices.
- Communicate 'more' to repeat activity.
- Point finger at desired object.
- Eye point to make choices.
- Express likes/dislikes.
- Follow routine given environmental cues, e.g. respond to siren/bell at recess.
- Move away from a situation he/she finds unpleasant.
- Move towards favourite equipment in the playground.
- Choose to play actively during recess periods.
- Respond to name.
- Identify self in mirror.
- Identify self in photo.
- Recognise own belongings e.g. hat.
- Refer to self as 'I', 'me', or by name.
- Indicate when happy, sad, feeling sick.
- Respond positively to familiar people.
- Take pleasure in achievements.
- Take pride in personal appearance.
- Display pride in completed work.
- Show willingness (try) to participate in activity.
- Volunteer to participate in task.
- Receive praise appropriately.
- Show willingness to help others.
- Display leadership skills e.g. give instructions to others
- Exhibit water confidences e.g. submerge face

SMS 1 The student demonstrates, with the help of others, an awareness of basic self management skills for a healthy, active lifestyle.

Interpersonal Skills

IS F The student demonstrates socially acceptable behaviour and responds appropriately when interacting with familiar people.

This will be evident when students, for example:

- initiate interaction with others, e.g. greet teacher, 'seek others for company
- respond to communication from others, e.g. answer when name is called, follow instructions ' . . ,
- demonstrate appropriate communication skills, e.g. eye contact when culturally appropriate, stand at appropriate distance and attend to the direction or task
- demonstrate cooperative behaviours, e.g. respond to guidance, behave appropriately when denied activity or request, share equipment and space
- display appropriate degrees of intimacy with others, e.g. identify people whom it is appropriate to cuddle or hug
- display appropriate 'public and private behaviour in a variety of school and community settings; and
- show leadership skills, e.g. choose an activity for the whole class.

Focus Skills for IS F

| Communication | Behaviour | Degree of Intimacy | Public/Private Behaviour |
|---------------|-----------|--------------------|--------------------------|
| | | | |

| | | | |
|--|---|---|--|
| Smile spontaneously. Engage in appropriate eye contact. | Accept and respond to guidance with reference to behaviour. | Identify people whom it is appropriate to cuddle/hug. | Identify public places within school; community. |
| Respond to activities of others. | Refrain from behaviours which are disturbing and distressing to others. | Identify family members. | Identify private body parts. |
| Respond to name. | | Identify people with whom it is appropriate to shake hands. | Identify private places within school/community. |
| Recognise/acknowledge significant others. | Display age appropriate behaviour. | Identify people to whom it is appropriate to wave. | Close toilet door when in use. |
| Initiate interaction with others. | Follow classroom rules. | Identify people to whom it is appropriate to say 'hello'. | Remove clothes in designated change areas. |
| Take turns. | Follow playground rules. | Identify strangers. | Refrain from touching private body parts in public places. |
| Use social courtesies, e.g. 'please', 'sorry'. | Look after own belongings, e.g. lunch box, school bag, clothes. | | |
| Make requests appropriately. | Respect other people's property. | | |
| Use appropriate greetings/farewells. | Respond to reinforcement. | | |
| Use appropriate voice volume. | Clean up after accident, e.g. spillage and breakage. | | |
| Maintain appropriate social distance. | Pack away equipment after activity. | | |
| Face person when interacting. | Parallel play. | | |
| Maintain appropriate posture. | Use physical contact with others in an acceptable manner. | | |
| Display emotion through facial expression. | Play interactively. | | |
| Vocalise feelings of pleasure and pain. | Share communal play equipment. | | |
| Express emotions through body language | Take turns. | | |
| | Show interest in activities. | | |
| | Choose activity in consultation with peers. | | |
| | Play simple game with peers. | | |

Spreadsheets

Teaching/learning information related to selected foundation outcomes

Each strand in the Health and Physical Education Learning Area has been represented by one spreadsheet that provides information related to a selected Foundation Outcome.

One Focus Skill has been chosen as an example. Learning experiences and teaching strategies have been written for this Focus Skill. The chosen Focus Skill is indicated by (EG).

Information contained in these spreadsheets is given as an example only and may require modification or addition to suit individual needs.

These spreadsheets are provided to give teachers a springboard for developing their own ideas when programming for specific Focus Skills.

Understanding the Spreadsheets

Each spreadsheet contains the following information.

| AREA | FOUNDATION OUTCOME STATEMENT | STUDENT OUTCOME STATEMENT |
|---------------|---|-------------------------------------|
| Learning Area | Outcome Statement | |
| STRAND | POINTERS Indicators or signals of the achievement of an outcome. Pointers are only typical examples and are not listed exhaustively. Other pointers could also indicate achievement of the outcome. | LEVEL 1 Outcome Statement |

KEY ELEMENTS

These are the main components of the Outcome Statements .

CONSIDERATIONS

Factors which may affect the student's participation and/or progress in achieving the outcome

FOCUS SKILLS

Are 'non-exhaustive' lists of skills which are the focus for teaching outcomes.

INFORMATION

Suggestions for where you may access further information/resources/assistance.

TROUBLE SHOOTING

This provides suggestions of what to do if the student is not progressing towards achieving the Outcome Statements.

LEARNING EXPERIENCES

A range of activities which relate directly to the Outcome Statement.

TEACHING EXAMPLE/STRATEGIES

Examples of strategies/techniques and processes which may be used to teach a specific focus skill. The given example relates to the focus skill with the symbol.

Concepts for a Healthy Lifestyle

| AREA | FOUNDATION OUTCOME STATEMENT | STUDENT OUTCOME STATEMENT |
|---|--|---|
| <p>Health and Physical Education</p> <p>STRAND</p> <p>Concepts for a Healthy Lifestyle</p> | <p>CHLF The student demonstrates, with help from others, an awareness of the actions they can take to maintain or improve their personal health and safety.</p> <p>POINTERS</p> <p>This will be evident when students for example:</p> <ul style="list-style-type: none"> • demonstrate independence in toileting, eating, drinking, dressing, grooming and personal hygiene • communicate the need for food or drink, distinguish between food and non- food substances and contribute to activities involving food and its preparation • demonstrate an awareness of sickness and pain and can seek help from an appropriate person when necessary • demonstrate actions to ensure well-being, e.g. wear hat and sunscreen to avoid skin damage from the sun, follow instructions when medical therapy or treatment is being administered • demonstrate actions to ensure personal safety, e.g. stay within defined boundaries, practice protective behaviours when personal space is invaded • display an awareness of self and body parts • communicate the benefits of physical activity, e.g. indicate favourite game or sport | <p>LEVEL 1</p> <p>CHL 1 The student recognises what it means to be healthy and actions they can take to optimise personal health, safety and physical activity.</p> |

KEY ELEMENTS

- People and Food
- Disease and Society
- Injury Prevention
- Growth and Development

FOCUS SKILLS

Focus skills for Disease and Society: Toileting

- Stand at urinal
- Sit on toilet
- Clean/wipe self
- Adjust clothing
- Request help if facilities inadequate
- Indicate when ready to come off toilet
- **(EG)**. Indicate need to use toilet
- Get off toilet when finished
- Pull toilet tissue from dispenser
- Flush toilet
- Indicate when soiled or wet
- Follow routines associated with catheterisation

CONSIDERATIONS

- Does the student have the dexterity to manipulate their clothing? Nature of disability, e.g. does the student experience physical sensations in the bladder or bowel?
- Is the student able to control bladder/bowel?
- Does the student know that he/she needs to go to the toilet?
- Has the student developed awareness?
- Is modified equipment necessary?

INFORMATION

- School/health professionals
- Occupational Therapist,
- Physiotherapist
- Independent Living Centre

TROUBLE SHOOTING

If not working:

- Revisit considerations;
- Refer to Information;
- Break the task into smaller steps (see Task Analysis, Forward/Backward chaining in Teaching Strategies chapter);
- Is this a realistic outcome for the student? and
- If not, consider other strategies for dealing with self care needs, e.g. disposable nappies, slip on shoes etc.

LEARNING EXPERIENCES

- Changing for sports/phys ed activities, e.g. swimming
- Dress up games
- Drama lessons/activities
- Playing with dolls
- Recess/lunch time toileting

TEACHING EXAMPLE/STRATEGIES

(EG) Focus Skill: Indicate need to use toilet

Place a means of communication within students reach, e.g.:

- Tape a COMPIC/photograph of a toilet to the students desk;
- Teach student to use a Makaton sign for toilet.

Prior to routine toileting, prompt student to communicate 'toilet, e.g.:

- place student's hand on photograph of desk and say, 'We're going to the toilet;
- model Makaton sign for toilet and prompt student to use sign;
- encourage verbalisation (if appropriate) "Do you want to go to the T ? "T..." (to prompt 'toilet', say initial sound of word); and
- reward any attempts to indicate need to use the toilet.

NB: Reinforcing the student during the toileting routine increases the motivation for him/her to indicate the need to use the toilet in the future.

Refer to Augmentative Communication in Adaptations and Modifications section. The student is considered to be fully participating even if they can only achieve part of a task

Skills for Physical Activity

| AREA | FOUNDATION OUTCOME STATEMENT | STUDENT OUTCOME STATEMENT |
|---|---|---|
| Health and Physical Education | SPAF.1 The student demonstrates basic body and visual control while engaging in a range of physical activities | LEVEL 1.1 |
| STRAND Skills for Physical Activity | POINTERS This will be evident when students, for example: | SPA 1.1 The student demonstrates the fundamental movement skills of body management and locomotion. |
| SUB STRAND Movement Skills | <ul style="list-style-type: none"> • demonstrate visual control by attending to, fixating on and tracking objects • assume and maintain various weight bearing positions, e.g. four point | |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> • kneeling, standing, sitting • demonstrate bilateral skills, e.g. lift and turn head, make purposeful limb movements, bring hands to, or across midline, change body position • move in water with or without support, e.g. walk from one side of the pool to the other • demonstrate fine motor skills, e.g. apply pressure to hold, manipulate and release objects | |
|--|---|--|

KEY ELEMENTS

- Visual control
- Basic body control
- Balance in a static position
- Balance with movement Physical activities
- Water activities

FOCUS SKILLS

Focus Skills for Physical Activities

- Maintain balance
- Move in water with/without support
- (EG). Follow instructions containing directional concepts
- Demonstrate eye-hand and eye-foot coordination
- Demonstrate bilateral skills
- Explore playground toys and equipment
- Develop skills associated with specific leisure activities

INFORMATION

- Specialist teachers
- Therapists
- Reference books - refer to Education Support Resource Focus Physical Education section
- WADSA - see Sources of Help

TROUBLE SHOOTING

- If not working:
- Revisit considerations;
- Seek specialist input; and
- Review resources/equipment.

LEARNING EXPERIENCES

- Horse riding
- Swimming activities
- Directional games, e.g. 'Here There Everywhere' Perceptual motor programs
- Playtime at school
- Phys Ed lessons
- Sport

TEACHING EXAMPLE/STRATEGIES

(EG). Follows instructions containing directional concepts

1. Teach student to respond to directional instruction

- demonstrate moving in that direction.
- describe movement 'I'm walking backwards'.
- ask students to carry out movement "walk backwards"
- assist if required.

1. Teach student to respond to a second directional instruction as above.

2. Play games which require students to discriminate between directions e.g. 'Simon Says'

In subsequent lessons introduce further directional concepts

Self Management Skills

| AREA | FOUNDATION OUTCOME STATEMENT | STUDENT OUTCOME STATEMENT |
|---|--|--|
| Health and Physical Education | SMS F The student make health choices of personal relevance. | |
| STRAND Self Management Skills | <p>POINTERS This will be evident when students for example:</p> <ul style="list-style-type: none"> • choose between two options offered, e.g. choose to eat a sandwich when offered a sandwich or cake • choose appropriate behaviour in familiar situations, e.g. go to class when bell sounds • understand the consequences of actions, e.g. anticipate reward for working hard • take positive action to control or change their environment, e.g. indicate acceptance or rejection of an activity or the desire to repeat it • demonstrate awareness of self worth and personal capabilities • show willingness to try new activities, volunteer to express ideas | <p>LEVEL 1 SMS1.1 The student demonstrates with the help of others, an awareness of basic self management for a healthy, active lifestyle.</p> |

KEY ELEMENTS

- Making choices

FOCUS SKILLS

- (EG). Make personal choices
- Communicate 'more' to repeat activity
- Point finger at desired object
- Eye point to make choices
- Express likes/dislikes
- Follow routine given environmental cues, e.g. respond to siren bell at recess
- Move away from a situation he/she finds unpleasant
- Move towards favourite equipment in the playground
- Choose to play actively during recess periods

CONSIDERATIONS

- Nature of disability
- What motivates the student?
- How does the student communicate?
- Appropriateness of choices available

INFORMATION

- Parents - for ideas and information with regards to likes/dislikes
- Speech Pathologist with regards to communication

TROUBLE SHOOTING

If not working:

- Are the activity/desired outcome attractive and/or motivating enough?
- Increase prompts when making choices; and
- Is the student aware that a choice has been made? Ensure that this is the case.

LEARNING EXPERIENCES

- Throughout regular activities where choices can be made.
- Provide a choice when child is selecting a reward for an achievement made i.e., "Would you like a sticker or a pencil?" Meal times.

TEACHING EXAMPLE/STRATEGIES

(EG). Focus Skills: Make personal choices

Strategies

- Structure environment so that the student has to make a choice, e.g. show contents of lunch box and encourage student to indicate preferred food, during recess, give choice of two pieces of play equipment, e.g. ball/shovel.
- Do not give equipment until student makes a choice.
- Reward student for making a choice, e.g. verbally praise "Good choice, you chose the....."
- Always give the student their chosen item immediately, even if it is obvious they chose the wrong one (the one they usually dislike). When the student is proficient at choosing between two options, increase the range of options.
- Allow sufficient response time for student to make choice.

Interpersonal Skills

| AREA | FOUNDATION OUTCOME STATEMENT | STUDENT OUTCOME STATEMENT |
|---------------------------------------|---|---|
| Health and Physical Education | IS F The student demonstrates socially acceptable behaviour and responds appropriately when interacting with familiar others. | LEVEL 1 |
| STRAND Interpersonal Skills | <p>POINTERS This will be evident when students for example:</p> <ul style="list-style-type: none"> • initiate interaction with others, e.g. greet teacher, and seek others for company. • respond to communication from others, e.g. answer when name is called, follow instructions • demonstrate appropriate communication skills, e.g. eye contact, stand at appropriate distance and attend • demonstrate cooperative behaviours, e.g. respond to guidance, behave appropriately when denied activity or a request, share equipment and space • display appropriate degrees of intimacy with others, e.g. identify people who it is appropriate to cuddle or hug • display appropriate public and private behaviour in a variety of school and community settings • show leadership skills e.g. choose an activity for the whole class. | <p>IS 1 The student demonstrates basic communication and co-operation skills when interacting with familiar people</p> |

KEY ELEMENTS

- Communication Behaviour
- Degree of Intimacy Public/Private behaviour

FOCUS SKILLS

The following part of this document provides focus skills related to Degree of Intimacy

- Identify people whom it is appropriate to cuddle/hug Identify family members
- Identify people with whom it is appropriate to shake hands Identify people to whom it is appropriate to wave
- Identify people to whom it is appropriate to say "hello."
- (EG). Identify strangers

CONSIDERATIONS

- Can the student identify self?
- Can the student identify significant others?
- Can the student understand "nor statements?" "This is a stranger", "This is not a stranger"
- How does the student communicate?

INFORMATION

- Refer to:
- Suzie Smith Circle Concept;
- Gladys Newton School Human Relations and Interpersonal Skills School based Curriculum 1991;
- People First Program (contact Family Planning Association); and Gladys Newton School Human Relations and Interpersonal Skill School Based Curriculum 1991 .

TROUBLE SHOOTING

If not working:

- Liaise with School Psychologist;
- Liaise with parents to see that motivation/reinforcement is consistent with school experiences;
- Have you introduced the child to too many examples?; and
- For unusual social behaviour, e.g. children with autism, refer to Speech Therapist for assessment and strategies.

LEARNING EXPERIENCES

- Greeting visitors in the classroom
- Role play activities
- Excursions
- Work experience

TEACHING EXAMPLE/STRATEGIES

(EG). Focus Skill: Identify Strangers

- Show students pictures/photographs of people they know, establish concept of known person i.e., not stranger, e.g. "you know their name".
- Introduce examples of strangers to establish the concept of strangers, i.e. "someone that you don't know. Encourage "you don't know their name", student to verbalise/sign stranger.
- Use magazines/photographs/real people and ask students to classify these into 'strangers' and 'not strangers'.
- In the community, at school or in other natural settings encourage students to identify strangers.
- In order for students to generalise, present the examples using a variety of media, e.g. puppets, photographs, pictures, people in videos.

REMEMBER: Drill practice and reinforce in a variety of situations. Also provide a good role model yourself. Refrain from speaking to strangers when in the community.

Concepts for a Healthy Lifestyle

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|--|---|---|
| Health and Physical Education STRAND Concepts for a Healthy Lifestyle | CHL F The student demonstrates, with help from others, an awareness of the actions they can take to maintain or improve their personal health and safety. POINTERS This will be evident when students for example: <ul style="list-style-type: none"> • demonstrate independence in toileting, eating, drinking, dressing, grooming and personal hygiene • communicate the need for food or drink, distinguish between food and non-food substances and contribute to activities involving food and its preparation • demonstrate an awareness of sickness and pain and can seek help from an appropriate person when necessary • demonstrate actions to ensure well-being, e.g. wear hat and sunscreen to avoid skin damage from the sun, follow instructions when medical therapy or treatment is being administered • demonstrate actions to ensure personal safety, e.g. stay within defined boundaries, practice protective behaviours when personal space is invaded • display an awareness of self and body parts • communicate the benefits of physical activity, e.g. indicate favourite game or sport | LEVEL 1 CHL1 The student recognises what it means to be healthy and actions they can take to optimise personal health and safety and physical activity. |

KEY ELEMENTS

- People and food
- Disease and society
- Injury prevention
- Growth and Development

FOCUS SKILLS

The following part of this document provides focus skills related to Growth and Development: Awareness of Self

- Identify self in photo, in mirror
- (EG). Identify facial features
- Identify major body parts
- Identify fine body parts
- Respond to own name

CONSIDERATIONS

- Nature of disability
- Does the student demonstrate an interest in his/her environment?
- Does the student respond to familiar people in his/her environment? Is the student tactile defensive?

INFORMATION

- Lilli Nielsen "Little Room"
- Occupational Therapist
- Physiotherapist
- Speech Therapist
- People First Program - Family Planning Association

- Special interest groups - Association for Autistic Children, Association for the Blind

TROUBLE SHOOTING

If not working:

Increase sensory experience to develop awareness of self

LEARNING EXPERIENCES

- Songs/games incorporating body parts
- Body painting
- Dressing activities
- Drama activities
- Physical Education activities

TEACHING EXAMPLE/STRATEGIES

(EG). Focus Skills: Identify facial features

- Model touching of named body part.
- Touch body parts in front of a mirror.
- Use action songs to identify body parts.
- Use sensory stimuli to develop awareness of body parts.
- Touch names body parts on doll/puppet.
- Match body parts to model.
- Label pictures with COMPIC.
- Use simple games e.g. 'Simon Says'.
- Computer programs.
- Use art and craft activities, e.g. face painting.

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