



# God's Big Story 2.0:

## Health and Physical Education



**CHC**

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## ACKNOWLEDGEMENTS

Christian Schools Australia (CSA) acknowledges the work of Christian Heritage College (CHC) for their work in developing *Locating Learners in God’s Big Story 2.0: Illuminating Education in Australian Christian Schools*.

We recognise the valued contribution of the GBS editorial team, Ian Liney (CSA), Mark Ryan (CSA), Nate Amsberry, Peter Collins, and Debra Ayling (CHC). We also thank the wide range of Christian educators who contributed units to the GBS 2.0 HPE Companion, in particular, Jennifer Trodden and Nicole Rietveld, as well as the numerous Christian educators who produced the units of work found in the appendices.

We also recognise the foundational work of Harro Van Brummelen when exploring a Christian worldview for a unit, exploring the themes of “Creation, Fall, Redemption and Fulfillment” (2002, p.176).

## CHRISTIAN SCHOOLS AUSTRALIA

Christian Schools Australia (CSA) is a national association serving the diverse needs of a large network of independent Christian schools. The collaborative development of curriculum and pedagogical resources to underpin quality teaching and learning, integrating Biblical principles and a Christ-centred worldview with the Australian curriculum, is a priority for CSA ([www.csa.edu.au](http://www.csa.edu.au)).

## WELCOME

Welcome to the God’s Big Story 2.0 (GBS 2.0) Health and Physical Education Companion. In 2017, Christian Schools Australia (CSA) launched *Locating Learners in God’s Big Story 2.0: Illuminating curriculum in Australian Christian Schools*, referred to as God’s Big Story 2.0. GBS 2.0 is “an introductory document seeking to frame the contours of a Biblical Worldview within the overarching existing conceptual ideas of God’s Big Story”. In the preface to GBS 2.0, Dr Daniel Pampuch, Chief Executive Officer of Christian Schools Australia, notes “each Christian School must go on its own journey of discovery in what it means to think, teach, and learn Christianly ... If this resource stimulates schools to go on their own adventure of discovery of what it means to be a distinctively Christian school and develop their own approach it will have been a successful project.”

This document is designed to assist teachers to unpack the biblical and theological ideas that sit behind the Australian Curriculum: Health and Physical Education. The framework does not in any way attempt to suggest it is the only approach to effectively help curriculum planners and classroom teachers of Health and Physical Education (HPE) to centre their approach to planning and teaching in a Bible-based, Christ-centred worldview.

By understanding the concepts and by following the processes in this document, teachers and curriculum leaders will be able to develop units of work for Health and Physical Education (HPE), which are firmly grounded in biblical truth.

If schools already have established planning processes, by which they seek to effectively integrate faith and learning into the curriculum, and delivery practices, this document will provide additional thoughts and ideas which may strengthen those existing processes and practices.

## PREFACE

This document is part of the God’s Big Story 2.0 set of resources which have been developed by CSA to assist staff in embedding a biblical worldview into the Australian Curriculum. The foundational document *Locating Learners in God’s Big Story 2.0: Illuminating Education in Australian Christian Schools*, is the Primer which explains what a biblical worldview is and how one might approach teaching from this perspective using a four-lens approach. Accompanying the Primer is a suite of resources which cover specifically the Key Learning Areas and the Cross-Curriculum Priorities. The GBS 2.0: HPE Companion is one element of this suite.

The curriculum resources developed by CSA for Christian schools and teachers, are intended to assist Christian teachers, school and curriculum leaders to think through the why, what, and how of developing and delivering quality curriculum in a Christian School. These resources are not intended to be a “one size fits all” model. Some schools will choose to implement the ideas, concepts, and processes as they are presented. Others will use them to guide the development of their school-based approach. There will be other schools still who will use these resources as a provocative starting point for school leadership and teaching team conversations around biblical worldview and developing an authentically Christian curriculum.

The use of the “2.0” in referring to this iteration of resources deliberately points to a reworking of ideas established in GBS 1.0 (2016). Furthermore, the use of 2.0 indicates that the GBS approach is constantly being reviewed and improved with further iterations to emerge in the future. While the material presented herein may answer many questions for schools and provoke useful conversations for others, we hope it will raise many more questions for teachers which will bring depth and genuineness to the exploration of biblical ideas themes and understandings in the HPE curriculum.

CSA is grateful for the excellent partnerships it has been able to develop with Christian Higher Education institutions during the construction and rollout of these resources. I wish to express my appreciation to Christian Heritage College for their work in developing these resources in conjunction with Christian schools in Australia.

I hope and pray engagement with God’s Big Story 2.0 and its supporting suite of resources will significantly increase the momentum of the development of distinctively Christian curriculum materials utilised within schools.

Dr Daniel Pampuch  
CEO, Christian Schools Australia

## RATIONALE

Rationale: What place does Health and Physical Education hold in Christian Education?

At the heart of Health and Physical Education is a desire to see students form a healthy sense of identity, contribute to both personal and societal wellbeing, and develop a creative and engaged attitude to physical activity. The aim is that students may flourish as individuals, but greater still, that they may develop the awareness, character, confidence, and skills to contribute to building flourishing community (ies).

With this in mind, Health and Physical Education holds a crucial place within the broader aims of Christian education. As Christian schools, our goal is to prepare students to live full and purposeful lives, contributing to the wellbeing and blessing of their families, communities, and the world. Ultimately, that students, staff and families may participate in God's creative and kingdom mission, being sustained in life-giving relationships with God, with others, and with all of God's creation. HPE provides fertile soil for these aims to be enacted.

A foundational principle of our Christian story is that we are created in the image of God (Genesis 1:26-27). This has significant implications for how we approach curriculum design and pedagogical practice in HPE. As we grow more in our understanding of God, so we can grow in our understanding of self.

1. As we consider issues around identity, it reminds us that in a complex world, where there are many other cultural stories that would seek to shape our sense of self, our ultimate identity is found as an image bearer of God (Gen 1:26; Col 2:8; Eph 4:24), redeemed in Jesus Christ. Underpinning any cultural expression of human identity is the reality that our humanity as part of creation is very good, and as such is more fundamental than its expression in any cultural story.
2. As we explore relationships, it reminds us that we are created in the image of the triune God – Father, Son, and Spirit; the eternal God whose nature is mutually reciprocal self-giving love (1 John 4:8).
3. Consequently, we are created in his image to live beyond ourselves and to establish and realise flourishing relationships with others (Mark 12:31; John 13:34-35).
4. As we consider our personal wellbeing and the shalom of others, we are reminded that to be truly human is to live in a harmonious relationship with God, with each other, with ourselves, and with our environment. While following Jesus does not automatically mean an easy or uncomplicated life, Jesus says that he has come to give us life and life to the full (John 10:10). This means optional engagement with others for their wellbeing, the privilege of serving and the celebration of creation and redemption.
5. As we explore human movement, teach skills, and play sport, it reminds us that our physicality matters. God has not simply created us in the spiritual realm, but with bodies that we can use creatively, and confidently, across the spectrum of physical activities. In turn, this promotes personal wellbeing, lifelong healthy attitudes to physical activity, and contribution to the flourishing of our society. All that we are and do, including thinking, happens within our bodies; we are embodied spirits.

Christian education necessarily involves a deep investment in the formation of students. The curriculum content of HPE allows for many of the big questions of life to be explored, and for students to celebrate life through developing teamwork, empathy, humility, creativity, discipline, resilience, and joy. It provides valuable opportunity for student voice and agency. The shape of the subject allows for this to take place in a relationally-rich environment – in classrooms, on the sports field, and on camps and excursions – where teachers are able to act as mentors and guides. This opportunity should not be underestimated, as it is crucially important in the discipleship of young people.

Nevertheless, God's Big Story also reminds us that "the fall" has impacted every dimension of our society and culture, and HPE is no exception. People may attempt to construct and express their identity independently from God. Relationships can become manipulative and self-serving, wellbeing can be compromised by destructive behaviours, and sport and physical activity can become a breeding ground for unhealthy competition, identity confused with body image and a sense of self that is unhelpfully tied to performance and reward.

In contrast, our role as Christian HPE educators is to teach and model a perspective that is shaped by redemption and restoration. Nothing can be done independent of God and in Him we live and move and have our Being (Acts 17). The biblical story provides a sure sense of who we are, how we are to live in relationship with others, and how we can use our bodies to glorify God.

Christian education plays an important role in the formation of students, at the invitation of their parents - in leading and nurturing them- spirit, mind and body - to lay hold of their unique purpose and potential in God's world, and to equip them for a life of fulfilment and significance. Education, at its heart, is about exploring and discovering God's world. As such, we do not shy away from exploring challenging issues and different and sometimes difficult worldview perspectives, but instead seek to provide scope for students to engage these conversations within the framework of a Christian worldview. As we enact this within our HPE classes, we are inviting students to taste God's restored future in the present, and to participate with God in his restoration project in the world.

## MADE IN THE IMAGE OF GOD

A Biblical expression of identity.

Larry Crabb, Christian author and psychologist suggests that our need to have a sense of value or worth is shaped by two factors: a significance (a sense of purpose, adequacy and self-acceptance), and a sense of true security, of unconditional love (Crabb, 1975, p 74, Crabb, 2013, p. 63).

The first two chapters of Genesis provide readers with significant insight into the question of what it means to be human, or more simply, where and how we recognise our identity. As the creation narrative draws to a close in Genesis 1, God completes his work by creating humans (Gen 1:26-27). Here he creates male and female, both of whom are created in his image; humans are created in community. They belong together. Their identity is sustained by being in solidarity within the God-created human community. That is where they belong. This need to be safe and to experience security is associated with belonging, and led Dr Rob Loe, when exploring the importance of relationships in young people's lives to coin the phrase "well-belonging" rather than well-being.

Personal identity and personal meaning are closely tied together. Crabb's idea of significance is grounded in the two-fold establishment of (a) being created in God's image and (b) being called to God's creative kingdom mission on planet earth. Being fruitful and multiplying is a reflection of God's own creative actions. To rule and have dominion means to serve and bring out God's purposes in creation. Jesus puts it this way in Matt 6.33: "Seek first the kingdom of God and his righteousness." It is helpful to explore more fully what it means to be created in the image of God, something that separates humans from all other aspects of the creation.

Paul Coulter, in exploring five theological truths about mankind from Genesis 1 & 2 breaks this up into five broad categories:

1. Physical
2. Intellectual
3. Social
4. Spiritual
5. Regal

Of these categories, the final three (social, spiritual & regal) are the ones he believes garner much support. These three key areas spoken into all relate more specifically to relationship.

Relationship:   - with one another (Social)  
                  - with God (Spiritual)  
                  - with the rest of creation (Regal)

The Trinity is one of those Biblical truths that we will grapple with throughout our earthly existence. God the Father, God the Son, and God the Holy Spirit, three yet one. In the Trinity we see the unique capacity for true community. While males and females share equality in status, there is complementarity in their roles. When this relationship is lived out in community it shines a reflection of the image of God.

In Genesis 5 when Adam fathers a son, just as Adam was made in the likeness of God, Seth was made in the likeness of his father, Adam. God's relationship with Adam is like a father to his son. We as humans have a unique potential for relationship with God. We are God's children (1 Jn 3:1). Being made in God's image gives us the capacity for relationships with God and others. Furthermore, Genesis extends this relational nature of humans to all of creation, calling us to rule over creation (Gen 1:28). We are agents of God's rule here on earth.

Genesis chapter 2 goes on to paint a picture of human life operating in harmony with all three dimensions (God, others and creation). As humans, we often search for the what, but the Genesis account speaks more to the why. Our biological sex and gender make up one part of who we are, and they alone were never intended to provide the sole definition of our identity.

Further to the idea that being made in the image of God is a communal reality, we are called to relationships of love, within the Kingdom mission entrusted to us by God. Since every human has been made in the likeness of God, we are all equal in worth and dignity. Human worthiness does not rest in our gender, behaviour, intellectual capacity, or belief systems; it is derived solely from the fact that we reflect God's being. This stands true irrespective of our race, gender, physical appearance, intellect, personality, or any other factor that contributes to who we are or our genetic makeup. As Paul indicates in Galatians: "There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus" (Gal 3:28).

In Romans, Paul reminds both Jewish and Gentile Christians - and us - that we are all sinners and all fall short of the glory of God (Romans 3:23). Therefore, as Paul repeatedly notes in Romans (2:1, 14:4, 14:13), none of us are in a position to look down upon or judge any other person. The curriculum must be presented with the understanding that some topics may be of personal significance for a student within the class.

Accordingly, topics are explored within a framework of humility, grace, and love. Topics and comments should not be directed at individual students and their individual circumstances. Instead, we should treat all people with dignity, kindness, respect and acceptance (Romans 15:7). As Christian educators, this attitude is one we seek to inculcate consistently in our classrooms and our interactions with each and every one of our students.

Identity is then an expression of our capacity to reflect God, in, through and with our bodies. Healthy, functional, and creative use of our bodies in ways that enhance community, bless others, and thereby glorifies God, is our calling and builds a strong and purposeful sense of identity and interpersonal wholeness. Particularly as Christians, our identity is in Christ; our vocation is to embody the Kingdom and promote the health and well-belonging of all members of the community.



## Context

ABS data would indicate that Christianity is becoming decreasingly the faith position held by many Australians. In the 1966 census almost 90% (88%) of the Australian population identified as Christian. This dropped to 52% in 2016 and down further to 44% in the most recent 2021 census. The nation has moved from identifying as Christian, where traditional Christian values and beliefs were assumed as the norm amongst society, to Post Christian, where the Christian faith was debated as to its truth and validity, to what can now be called Post Post Christian, where faith and Christianity is deemed in many areas of society as irrelevant and as such not even worthy of debate.

Paul David Trip cautions that many in the world are now looking horizontally for what can only be found vertically. As Christians, we would find our identity in relationship with God, but in a Post Post Christian world this option is no longer available and many people now search for meaning in the things of creation. Add to this the impact of social media, and in this environment, it should come as no surprise to us that more and more young people are seeking to find their identity in their physicality and appearance and that we are seeing a rising number of young people experiencing gender incongruence (or experimenting with a gender different to their biological sex).

As Christian teachers, we hold in balance this ever-increasing tension that exists between a biblical understanding of what it is to be human and educating in a context that sees faith as of decreasing relevance. That tension must be navigated with great discernment and behaviour characterised by love, demonstrated in words and action loaded with grace, dignity, respect and kindness.

## THE AUSTRALIAN CURRICULUM LEARNING AREA OF HPE

The Alice Springs (Mparntwe) Education Declaration, 2019 sets out a vision for a world-class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face. The Declaration has two distinct but interconnected goals:

Goal 1: The Australian education system promotes excellence and equity

Goal 2: All young Australians become:

- confident and creative individuals
- successful lifelong learners
- active and informed members of the community

Goal 2 elaborates that *“confident and creative individuals who have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, cultural, spiritual and physical wellbeing”*.

These goals are actioned by the Australian government through the Australian Curriculum. A key platform through which the domains of health and wellbeing are promoted is the Health and Physical Education (HPE) Curriculum, particularly the Personal, Social and Community Health strand.

Spiritual health as defined by the Australian Curriculum (HPE) is *“a positive sense of belonging, meaning and purpose. It includes values and beliefs that influence the way people live and can be influenced by an individual’s connection to themselves, others, nature and beyond.”*

Everyone desires to belong, be it with peers, family, online groups, or any other form of community. Teachers witness students behave in a multitude of ways in seeking to belong. In belonging we find meaning and purpose. As Christian educators we know that we were created to belong to Christ and that our ultimate meaning and purpose is only truly found in relationship with Him. It is in relationship with Jesus that we understand the why and how we relate to others and how we can flourish in this life. The Australian Curriculum (HPE) presents educators with an amazing opportunity to illuminate issues surrounding identity, wellbeing, relationships and more with the light of gospel truth.

### AUSTRALIAN CURRICULUM: HEALTH AND PHYSICAL EDUCATION STRUCTURE

The Australian Curriculum learning area of Health and Physical Education is presented in 2-year band levels from Year 1 to Year 10, with Foundation presented as a single year level.

Content in Health and Physical Education is organised under two strands:

1. Personal, Social and Community Health
2. Movement and Physical Activity

The 2 strands are interrelated and inform and support each other. Both strands must be taught in each year from Foundation to Year 10.

Under each strand, content is further organised into 3 sub-strands. The strands and sub-strands are illustrated in Figure 1, over page.

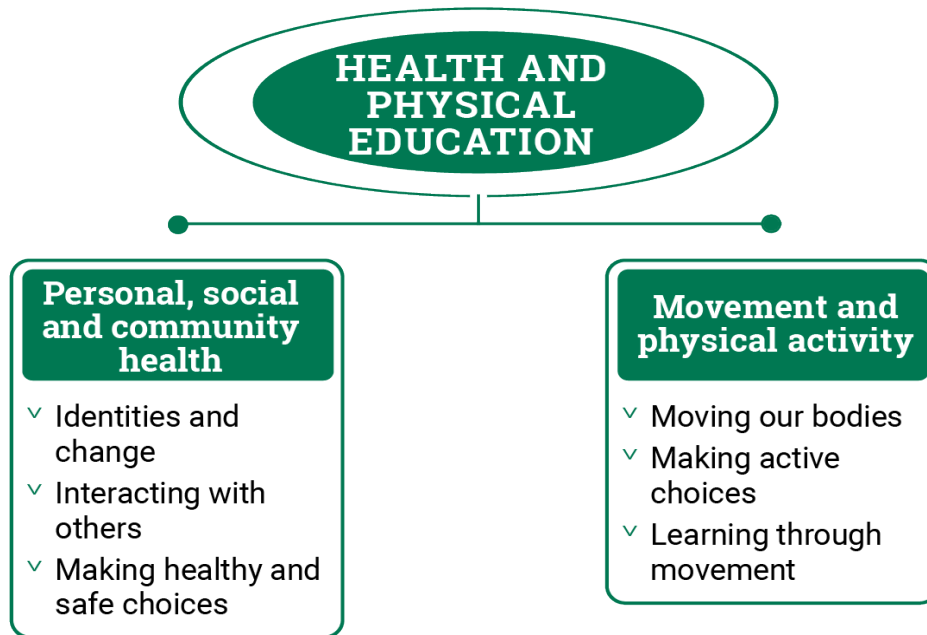


Figure 1: Health and Physical Education Content Structure

There are Band Descriptions, Content Descriptions and Achievement Standards for each year level:

- Foundation
- Years 1 & 2
- Years 3 & 4
- Years 5 & 6
- Years 7 & 8
- Years 9 & 10

Content descriptors are taught through the following 12 focus areas:

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| Alcohol and other drugs              | Food and nutrition                 |
| Health benefits of physical activity | Mental health and wellbeing        |
| Relationships and sexuality          | Safety                             |
| Active play and minor games          | Challenge and adventure activities |
| Fundamental movement skills          | Games and sport                    |
| Lifelong physical activities         | Rhythmic and expressive activities |

To explore this further, Appendix H contains an activity that will increase familiarity with the Australian Curriculum, and the HPE learning area, and identify areas and opportunities where the spiritual health and wellbeing of students can be explored and developed within that context.

## TERMS OF REFERENCE

CHC was tasked, by CSA, to develop a framework Christian schools could use to develop units of work for the teaching of the Australian Curriculum: Health and Physical Education based on GBS 2.0. It is noted that some Christian schools have already progressed in developing approaches to effective faith learning integration in their curriculum development processes, while others are in the beginning stages of doing so. The task was for CHC to develop a document which would be useful to Christian schools wherever they were on their Christian curriculum development journey. Therefore, this document seeks to present an approach to curriculum development in Health and Physical Education that a school may choose to fully adopt. At the same time, it seeks to create opportunities for other schools to continue their conversations about Christian curriculum development in Health and Physical Education by provoking new and fresh ideas and professional conversations.

The questions CHC were asked by CSA to address in this document included:

- Q1. How do we facilitate teachers to produce Health and Physical Education learning experiences that reflect a Christ-centred, Bible-based worldview?
- Q2. How do we enable learners to engage with biblical truths while interacting with the concepts contained in the Australian Curriculum: Health and Physical Education?

The authors note that engagement with the process presented in this document will activate teachers toward professional discussions in which they explore their own understanding of the Bible narrative. In doing so, a valuable contribution can be made to the ongoing spiritual formation of teachers. Of course, of itself, this alone will not suffice. Simple interaction with the knowledge afforded in the experience will not provide the authority necessary to be a spiritual leader. This must also be coupled with the practical wisdom acquired by the disciplined living of the Christian life (Yust and Anderson 2006).

Engaging learners with Biblical truth while interacting with the Australian Curriculum: Health and Physical Education is something that we cannot completely address with the GBS 2.0: HPE Companion. For this to truly occur, in ways which result in deep transformation within the life of the learner, it will need to be directly linked to the spiritual formation of the teacher and the individual school's understanding of the purpose of education. It will, however, be significantly strengthened as Christian schools seek to undertake the development of Christian curriculum materials across the entire curriculum. The individual child also has a significant choice in the relationship. The GBS 2.0: HPE Companion has been designed to facilitate this process but not to be the only source of Christian discipleship.

The GBS 2.0 Health and Physical Education Companion will be able to provide significant support for teachers in grappling with the biblical understandings and theological concepts within the learning areas of the HPE. On engaging with the development of this resource further questions arose, including:

- Q3. How will this document be utilised by teachers in the planning process?
- Q4. How will this document appear/be represented in the unit plan?

Unpacking and discussing the first question provided the way forward for the remaining questions. It was determined the document would provide a set of biblical understandings and theological concepts that would act as an inspirational source to help facilitate teachers to 'flesh out' biblical understandings they wish to teach. Significant amounts of time can be absorbed unpacking the theology behind the concepts located in the Australian Curriculum. Of itself, this time-consuming task can be a significant blocker to teachers seeking to develop Christian HPE curriculum. It is also a hurdle for those teachers who have not had any biblical or theological training. The production of a document which will provide supporting statements for teachers to explore and unpack using the GBS 2.0 lensing tool, significantly lifts the cognitive load for teachers contemplating theological aspects of the concepts found within the Australian Curriculum: Health and Physical Education.

This document has been designed as a series of supporting statements. As such, it is not levelled but arranged around a set of organising ideas. These organising ideas are taken from the concept of shalom as found in the Locating Learners in God’s Big Story 2.0. These organising ideas are:

- GOD | Peace with God
- OTHERS | Peace with one’s neighbour
- SELF | Peace with oneself
- NATURE | Peace with nature

God’s Big Story can be summarised in four parts: Creation, Fall, Redemption, and Restoration. This framework is used extensively in this resource.





	Creation Purpose  Shalom Formed	Fall Problem  Shalom Deformed	Redemption Response  Shalom Reformed	Restoration Hope  Shalom Transformed
FOCUS	How do God’s purposes illuminate this subject, idea, or concept?	What went wrong and how has God’s purpose been distorted?	How does God’s grace save the world and call us to respond in love?	Where is hope found and what would restoration look like?
PEACEMAKER: called to ...	<b>Cultivate</b> God’s garden, bringing out the latent potential in all creation.	<b>Repent</b> over the ways we’ve deformed <i>shalom</i> , rethinking what is true, good and beautiful.	<b>Love</b> sacrificially, in God’s grace, to bridge divides and truly bless the world.	<b>Create</b> inspired signs of the future City of Peace, out of gratitude and in worship for God’s glory.

Figure 2: God’s Big Story Framework





Shalom, translated as peace, comprises duty and delight through right relatedness with God, others, self, and creation. In short, shalom represents the common good of humanity and the holistic flourishing of all creation (Wolterstorff 1983, as cited in GBS 2.0 2017). We are drawn forward by longing for communion in this city of peace. In your curriculum planning and classroom teaching, we commend shalom as education’s telos, its abiding purpose. These four dimensions of our call to love God, others as ourselves, and to lovingly steward creation, have both a creational and redemptive dimension. As we are locating learners inside of God’s big story this was an appropriate way to take this framework. The statements contained within each of the organising ideas will inspire teachers to formulate the knowledge, skills and concepts through which a unit of work will be designed.

The knowledge, skills and concepts that are developed, as a result of interacting with the GBS 2.0 lensing tool and the GBS 2.0: HPE Companion document, will provide a set of success criteria around which the student’s learning can be measured. There was significant debate around whether the success criteria should contain biblical understandings and theological concepts. We decided that we would not make the

GBS 2.0: HPE Companion document provide this information directly but provide an avenue through which they could be developed if the school chose to do so.

Exploring the fourth question above (How will this document appear/be represented in the unit plan?) also proved to be critical. The way this question is answered determines the structure and purpose of the emerging resource. If the HPE Companion was to be referred to as curriculum documentation used to develop desired results, then the product might resemble a syllabus or a scope and sequence. This approach would have resulted in a more prescriptive outcome than intended. By designing a framework to be used in the development of units of work and other elements of curriculum documentation and planning, the professionalism of the teacher is respected. It allows teachers to make more powerful decisions in curriculum planning. It also allows the individual school the scope to be creative in the space.

## INTRO TO GOD'S BIG STORY PROJECT AND FRAMEWORK

	Creation Purpose 	Fall Problem 	Redemption Response 	Restoration Hope 
FOCUS	<b>How do God's purposes illuminate this subject, idea, or concept?</b>	<b>What went wrong and how has God's purpose been distorted?</b>	<b>How does God's grace save the world and call us to respond in love?</b>	<b>Where is hope found and what would restoration look like?</b>
	How do God's purposes illuminate the concepts and ideas in this subject, idea, or concept?	What went wrong, and how has God's purpose been distorted in the concepts and ideas in this subject, idea, or concept?	How does God's grace save the world and call us to respond in love in the concepts and ideas in this subject, idea, or concept?	Where is hope found and what would restoration look like in the concepts and ideas in this subject, idea, or concept?

*Table 1: God's Big Story 2.0 Framework, CSA God's Big Story Planner 2.0, <https://www.csa.edu.au/CSA/Resources-and-Media/Resource-Library/Resource-Library-Viewer.aspx?ResourceID=208>*

To facilitate the intentional embedding of the Biblical distinctive in curriculum, CSA developed the God's Big Story approach in 2016 and we have been working over the past five years to provide frameworks and resources to assist teachers in CSA schools to 'illuminate' God's Big Story in their Curriculum planning. Key resources in the suite are the training modules and GBS Biblical Lens Planning Tool, plus the 4X6 Planning Tool (CSA Christian Curriculum Resources Document, 2020).

All the GBS Resources can be found on the CSA website Resource Library or via <https://www.csa.edu.au/godsbigstory>

The GBS Primer | Locating Learners in God's Big Story 2.0 provides a philosophical and theological foundation of the approach to a biblical worldview. The resource stimulates schools to go on their own adventure to discover what it means to be a distinctively Christian school and develop their own approach. The document is an introduction to the broader suite of materials including planning tools, training modules

and Key Learning Area and Cross-Curriculum Priority documents. All materials connect directly back to the Australian Curriculum.

The GBS Planner 2.0 has been developed specifically with teachers in mind. It takes core thinking from the Primer and provides teachers with practical steps and exemplars to develop their own units using the GBS Framework. Included in the Planner are also exemplars created during Curriculum Symposiums covering the KLA's of English, HASS/HSIE and Mathematics.

This Companion Document for Health and Physical Education will be included in the suite of Companion documents already developed by CSA. The Companion documents to date cover the Key Learning Areas of English, HASS/HSIE, Mathematics and Science plus the Cross-Curriculum Priorities of Aboriginal and Torres Strait Islander Histories which was developed in partnership with Australians Together in 2019, and Sustainability which was developed with Christian Heritage College in 2020. All these documents outline the philosophy and process used for each KLA or CCP using the GBS Framework.

The opportunities to integrate the *shalomic* principles of well-being and prosperity, justice and God-centred moral or ethical concerns when discussing the Key Learning Area of HPE are many. Teachers who integrate the GBS Framework would need to be aware of some issues in planning with the GBS Framework. The first is that engagement with HPE should not just focus on one area but investigate ways that all four stages of the *GBS 2.0* framework.

Full engagement with the principles of *shalom* will see teachers more than just teaching about health and physical education but inviting them to engage in active discussion about why the study of HPE is important and how Christian views can contribute to a common flourishing.

In the Appendix to this document, you will also find some exemplar units from attendees of the HPE Symposium that will assist you in your own curriculum development.

## HOW DO WE LOCATE LEARNERS IN GOD’S BIG STORY OF HPE

The GBS Health and Physical Education approach comprises two key elements: The HPE Framework (Table 3) and the Lensing Tool (Figure 4).

The HPE Framework provides guiding statements, conceptual links and a developmental progression across and down the Framework. The Framework’s X axis illuminates the WHY or purpose of HPE mirroring the biblical narrative. The Father’s design, Humankind’s failure, Jesus’ redemption and the Holy Spirit’s restorative actions through us.

The Framework’s Y axis outlines the scope or WHERE of God’s design for HPE. Beginning with the triune GOD, revealed individually to each person (SELF) and expressed and outworked in the community (OTHERS) toward restoring his creation (WORLD).

### THE FRAMEWORK’S X-AXIS

The GBS framework asks the teacher to place the biblical narrative ‘front and centre’ in their curriculum design and pedagogical practice.

*Christian mindset- God purposed practice:*

The foundation of any Christian integration begins with the mindset of the teacher. A Christian educator, irrespective of their disciplinary context, must see their learning area and teaching practice as inspired by the two great commandments: - *love the Lord your God with all your heart, and with all your soul and with all your mind and with all your strength... love your neighbour as yourself* (Mark 12: 30-31 NIV).

The Framework’s X-axis answers must become overarching goals elevated above curriculum knowledge, skills and applications.





	<b>Creation Purpose</b> 	<b>Fall Problem</b> 	<b>Redemption Response</b> 	<b>Restoration Hope</b> 
<b>FOCUS</b>	How do God’s purposes illuminate this subject, idea, or concept?	What went wrong and how has God’s purpose been distorted?	How does God’s grace save the world and call us to respond in love?	Where is hope found and what would restoration look like?
	How does God’s Holy Spirit and purposes illuminate the use of concepts and ideas in this subject?	What went wrong, and how has God’s purpose been distorted in the concepts and ideas in this subject?	How does God’s grace save the world and call us to respond in love through the use of the concepts and ideas in this subject?	Where is hope found and what would restoration look like as we work as God-empowered partners in the use of the concepts and ideas in this subject?

Table 2: HPE Framework X-Axis



## THE FRAMEWORK'S Y-AXIS

The Framework's Y-axis essential questions are intentionally sequential and follow the repeated biblical theme of God revealing himself to us individually and personally and then empowering and partnering with us to serve others and build His kingdom in this world.

*The essential statements flow and are understood firstly from a God-centric perspective. They then cascade into and through us to others and beyond to the whole of God's world.*

### **ESSENTIAL QUESTION: GOD**

We are made in the image of God. How does this subject and topic reveal who God the Creator, Jesus the Redeemer and the Holy Spirit are and how they are at work?



### **ESSENTIAL QUESTION: SELF**

We are each called for a purpose and plan. How does this subject and topic provide opportunities to understand this purpose and plan for my life?



### **ESSENTIAL QUESTION: OTHERS**

We are developed in community as the Body of Christ. How does this subject and topic show how we can contribute to the lives of others?











### **ESSENTIAL QUESTION: WORLD**

We are called to be 'salt and light' in the World. How does this subject and topic show us ways that we can participate in God's reconciling work in the world today?

Figure 3: God-centric Perspectives and Questions

## GBS 2.0: HEALTH AND PHYSICAL EDUCATION FRAMEWORK

<h3>HEALTH AND PHYSICAL EDUCATION</h3>	<p>Creation   Purpose</p>  <p>How do God’s purposes illuminate the concepts and ideas in the subject of HPE?</p>	<p>Fall   Problem</p>  <p>What went wrong, and how has God’s purpose been distorted in the concepts and ideas in the subject of HPE?</p>	<p>Redemption   Response</p>  <p>How does God’s grace save the world and call us to respond in love in the concepts and ideas in the subject of HPE?</p>	<p>Restoration   Hope</p>  <p>Where is hope found and what would restoration look like in the concepts and ideas in the subject of HPE?</p>
<p><b>Rationale Statements:</b></p>	<ul style="list-style-type: none"> <li>• Relationships are central to God’s purpose</li> <li>• God created mankind to live peacefully in community with one another</li> <li>• The body is the temple of the Holy Spirit</li> <li>• The body is created to glorify God</li> <li>• Identity is found in Christ and sustained within Christian community</li> </ul>	<ul style="list-style-type: none"> <li>• The impact of the fall causes us to elevate ourselves above God</li> <li>• People search for meaning in creation</li> <li>• Mankind is no longer in community with God or tuned in to His leading</li> <li>• Mankind struggles to live in harmonious relationship with one another</li> <li>• Mankind exploit one another to meet their own needs</li> <li>• People are focused on finding value within their physicality and appearance</li> </ul>	<ul style="list-style-type: none"> <li>• God provides mankind with unique gifts and talents to serve one another</li> <li>• God’s grace helps us to live in community with others</li> <li>• God’s grace helps us to demonstrate restraint towards unhealthy, dangerous and sinful behaviours</li> <li>• The fruit of the spirit enables Christians to share empathy and compassion towards others</li> <li>• Christians demonstrate love and respect to all humans remembering we are all created in the image of God</li> </ul>	<ul style="list-style-type: none"> <li>• Mankind lives in right relationship with God and helps the community</li> <li>• Healthy decision-making improves health, fitness and wellbeing</li> <li>• God is glorified through our bodies, we train and move our bodies as we practice personal and social skills</li> <li>• Diversity is valued and people are treated equally</li> <li>• Inclusion, consent, and respect are displayed in different social contexts</li> </ul>

HEALTH AND PHYSICAL EDUCATION		Creation   Purpose 	Fall   Problem 	Redemption   Response 	Restoration   Hope 
Essential Question: God We are made in the image of God – How does HPE reveal God the Creator, Jesus the Redeemer and the Holy Spirit at work?	Through studying HPE, what do we learn about God’s purposes and identity as worker, the creator and sustainer of all that is?  How do we partner with the loving community of Father-Son-Spirit in tending and keeping this garden of delight?	<ul style="list-style-type: none"> <li>• God created mankind in His image</li> <li>• Each person is created with unique gifts and talents that can be shared within community</li> <li>• The trinitarian God models perfect community</li> <li>• The Holy Spirit empowers human flourishing</li> </ul>	<ul style="list-style-type: none"> <li>• We are no longer in communion with God and our lives are not aligned with His purposes</li> <li>• We elevate ourselves above God</li> <li>• We live selfishly and focus on meeting our own needs</li> <li>• An unhealthy obsession with health and fitness causes harm</li> <li>• Mankind pursues and honours physical beauty</li> </ul>	<ul style="list-style-type: none"> <li>• God uses secular authority and organisations to improve and support community health</li> <li>• God’s grace empowers us to repair and improve the world around us</li> <li>• God’s grace develops our capacity to love others, showing compassion and empathy, enabling us to value diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Mankind is back in right relationship with each other and a triune God</li> <li>• Mankind co-partners with God to restore and recreate healthy communities</li> <li>• God heals and restores the body and mind</li> </ul>
Essential Question: Self We are each called for a Purpose and plan. How does HPE enhance this assumption?	What does it mean to be human?  Where do God’s purposes, the world’s needs, and my deepest passions and gifts meet in my call as a steward?	<ul style="list-style-type: none"> <li>• Mankind brings glory to God when they care for their bodies and minds</li> <li>• Humanity is created to uphold the rights and responsibilities of others</li> <li>• God gave us the freedom to make decisions related to our health and fitness</li> <li>• God has created each one of us with unique gifts and talents</li> </ul>	<ul style="list-style-type: none"> <li>• As we drift from God, so too does our capacity to live in right relationship with others</li> <li>• We forget that everyone is created equally, worthy of dignity and respect, irrespective of race, gender, appearance or other</li> <li>• Without God at the centre, we search horizontally for our identity</li> </ul>	<ul style="list-style-type: none"> <li>• A healthy body and clear mind help us to understand our identity and His purpose for our lives</li> <li>• We develop an appreciation for and understanding of how to serve the community</li> </ul>	<ul style="list-style-type: none"> <li>• We engage in healthy decision making</li> <li>• We train and move our bodies to good health and to practice personal, social, and cognitive skills while moving</li> <li>• We work together to respond to health concerns</li> </ul>





<h1>HEALTH AND PHYSICAL EDUCATION</h1>		<p>Creation   Purpose</p>  <p>How do God's purposes illuminate the concepts and ideas in the subject of HPE?</p>	<p>Fall   Problem</p>  <p>What went wrong, and how has God's purpose been distorted in the concepts and ideas in the subject of HPE?</p>	<p>Redemption   Response</p>  <p>How does God's grace save the world and call us to respond in love in the concepts and ideas in the subject of HPE?</p>	<p>Restoration   Hope</p>  <p>Where is hope found and what would restoration look like in the concepts and ideas in the subject of HPE?</p>
<p><b>Essential Question: Others</b> We are developed in Community as the Body of Christ. How does this subject enable us to contribute to one another's lives?</p>	<p>Who are our neighbours, and what do they most want and truly love?</p> <p>How do they understand their role and responsibility to cultivate the world?</p>	<ul style="list-style-type: none"> <li>Valuing others, created in the image of God demonstrates love and respect</li> <li>Gifts and talents can be used to support community members to build health fitness and wellbeing</li> <li>The community can work together to create harmony and bring out the best in one another</li> </ul>	<ul style="list-style-type: none"> <li>Mankind exploits one another to meet their own needs</li> <li>The Health and Fitness industry can exploit humans in their pursuit of cosmetic perfection and eternal youth</li> <li>Our differences cause individuals to live separately from one, to look down on, or judge others due to the devaluing of the image of God in others</li> </ul>	<ul style="list-style-type: none"> <li>Learning about diversity and inclusion helps us to better understand and exhibit empathy, compassion and understanding of, and towards others</li> <li>Government, health promotion organisations and individuals take action to improve people's lives by providing opportunities to make healthy choices</li> <li>Jesus shows mankind how to treat people</li> </ul>	<ul style="list-style-type: none"> <li>The exploration of identity, wellbeing and health help us to understand our needs and the needs of others</li> <li>The Body of Christ becomes the hope of the world, we develop and utilise health resources to enhance health, fitness and wellbeing</li> </ul>
<p><b>Essential Question: World</b> We are called to be Salt and Light in the world. How does this subject enable us to participate in Gods reconciling work in the world today?</p>	<p>What is the nature of the world God loves revealed in the orders of creation?</p> <p>When do I sense delight and wonder?</p> <p>What potential can I work on it culture making for the holistic flourishing of all things?</p>	<ul style="list-style-type: none"> <li>Human flourishing requires a socially-just world</li> <li>Godly governance enables the promotion of good health and wellbeing for all</li> <li>Gods ongoing agency in the world builds our capacity to partner with Him and contribute to God's purpose in the world</li> </ul>	<ul style="list-style-type: none"> <li>Personal achievement is elevated above God</li> <li>Sport is misused in the world, harming athletes, their families and communities</li> <li>Sport replaces God and is worshipped globally</li> <li>Self-interest replaces a desire for community advancement</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and skills are developed to improve quality of life and promote longevity</li> <li>The redemptive work of Christ enables the world to value diversity and promote health and wellbeing for all</li> </ul>	<ul style="list-style-type: none"> <li>Global factors that influence health, safety, relationships, wellbeing and physical activity are understood worldwide</li> <li>Discrimination, assumption and negative stereotypes are addressed to promote active, healthy communities</li> <li>Diversity, inclusion, consent and respect are understood and displayed in different social contexts</li> </ul>

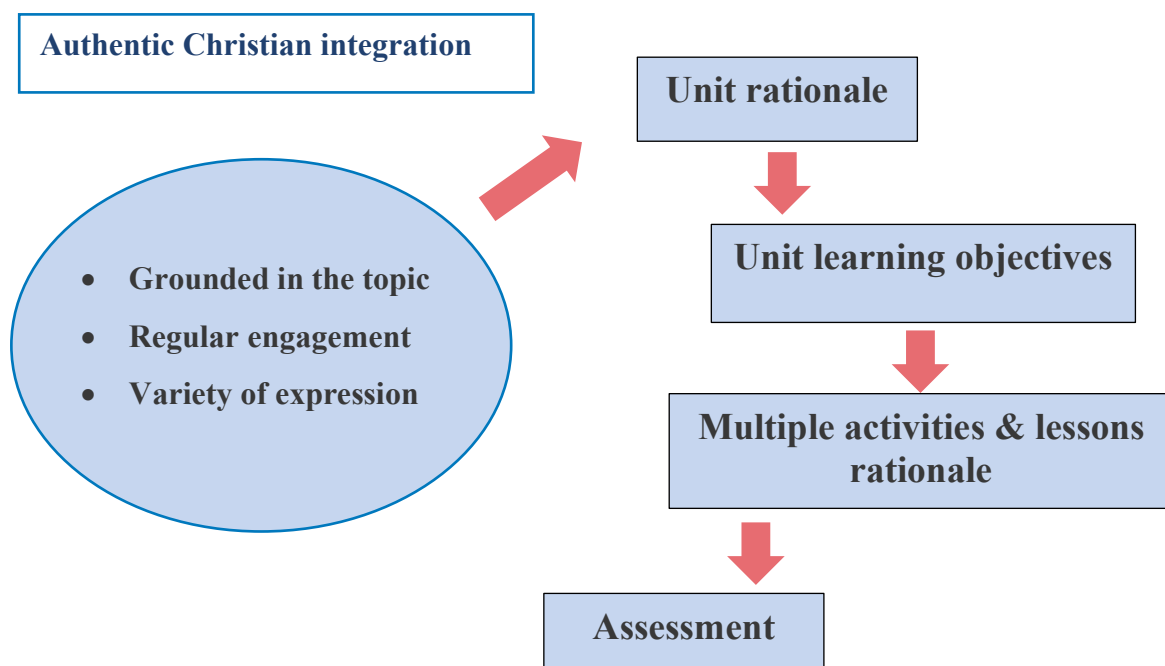
Table 3: GBS 2.0 HPE Framework

# ENGAGING THE GBS 2.0: HPE COMPANION IN UNIT PLANNING

## KEYS FOR AN AUTHENTIC INTEGRATED CHRISTIAN PERSPECTIVE WITHIN CURRICULAR

Authentic Christian integration and illumination of God in the Australian HPE Curriculum requires Christian educators to move beyond simply placing a bible verse or devotional aspect at the beginning or end of a unit or lesson. It requires overt intentionality when planning units, framing lessons and assessing. A Christian perspective should be incorporated within all elements of a unit's teaching cycle.

In examining the representative units in the Appendices, note the quantum of Christian perspective, how it is grounded into the topic, its regularity throughout, the variety of expression and its incorporation within assessment.



When students experience Christian perspectives alongside and within their learning, they can naturally assimilate with God's design and plan if a Christian perspective is immersed in an integrated manner.

In the Appendices of this document you will see a number of exemplar units for the various strands and year levels of HPE required by ACARA. All of these units have used the GBS Biblical Lensing tool (Appendix F) and the GBS 4X6 Planning tool (Appendix G) in their creation. If Christian integration is to be authentic, it is fundamentally important to embed the GBS approach throughout the whole unit including:

- GBS in learning intentions and essential questions
- GBS integrated into the assessment piece
- GBS within each teaching phase

The planning process that this document suggests has been taken from Understanding by Design (Wiggins and McTighe, 2006). This process is about good design of curriculum, assessment and instruction focusing on developing and deepening understanding of important ideas. The essence of the model is this: How do we make it more likely – by our design – that more students really understand what they are asked to learn? (Wiggins and McTighe, 2006).

The model is not prescriptive but suggests a way of thinking around which to develop units of learning. It is not a philosophy of education and does not adhere to any one pedagogical approach. We want the biblical understandings and theological concepts embedded in the Australian Curriculum, HPE illuminated for students and explicitly taught, based on a solid plan. This will help execute the purposes and intentions clearly and logically.

Additionally, we decided that we wanted the design process to be more streamlined where teachers work smarter not harder. Understanding by Design facilitates this process for classroom teachers.

In addition, this planning approach is also widely known and well-supported. The use of this format of planning is generally understood and concepts, understandings and essential questions are widely known. The unit plan exemplars provided in the appendix of this booklet have utilised Understanding by Design as their planning process by using the GBS Planning Tool.

## STEP 1: FORMATION OF ENDURING UNDERSTANDINGS AND ESSENTIAL QUESTIONS

### 'What are the desired results?'

When creating units for any area of Health and Physical Education, the first essential questions a teacher needs to ask is, "What is the overarching understanding and What are the desired results?"

The best answers have both a curriculum outcome and a faith outcome. Teachers should begin the curriculum planning process by interacting with the Australian Curriculum: HPE (ACARA) to generate a big idea which would situate the learning experiences in a real-world context.

By using the GBS 2.0 Biblical Lensing Tool (see Figure 4), teachers can lens the big idea using the elements of Creation, Fall, Redemption and Restoration. From this starting point you can then generate theological ideas about the HPE Big Idea using the prompt questions in each circle of the diagram.

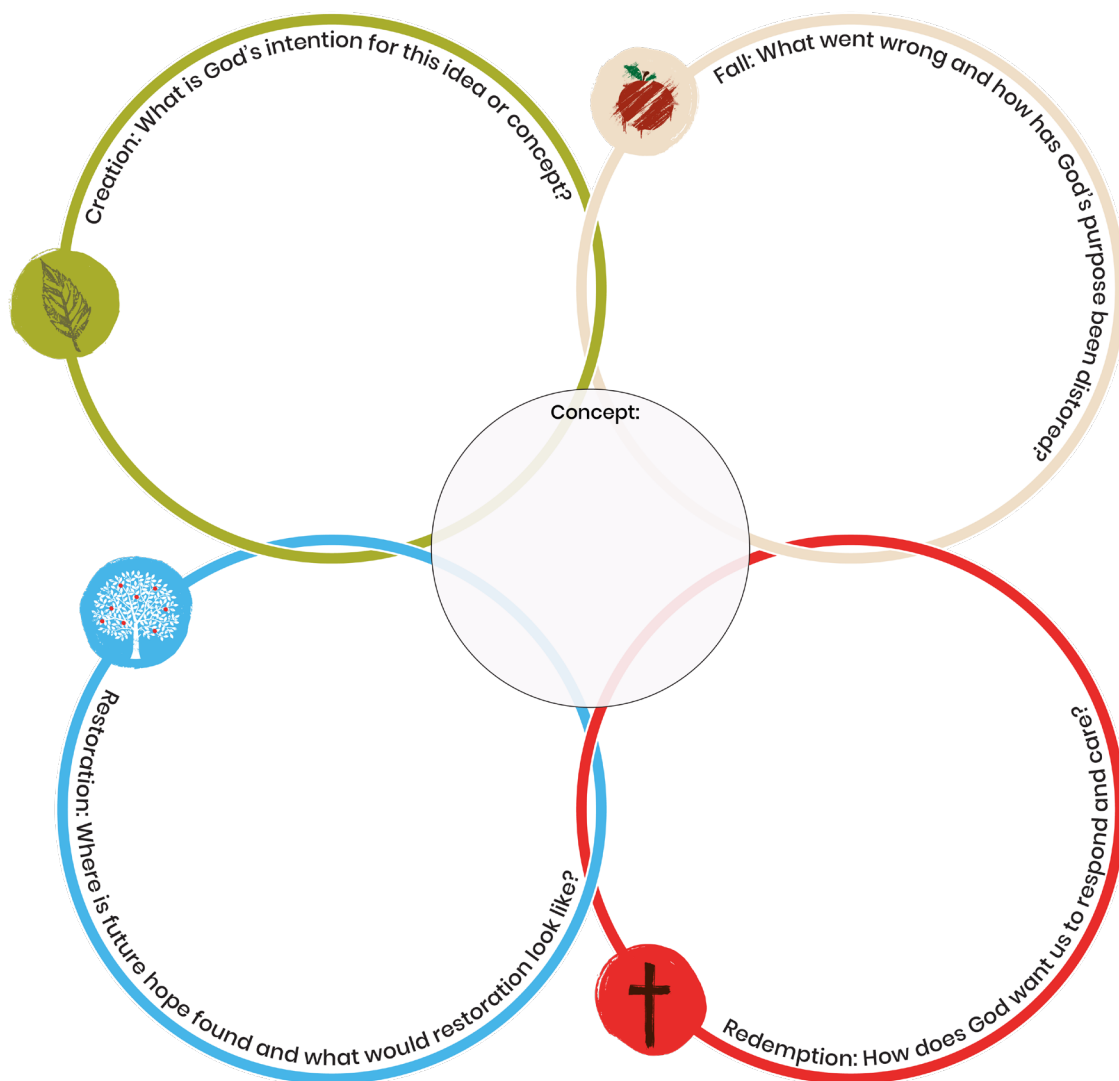


Figure 4: GBS 2.0 Biblical Lensing Tool

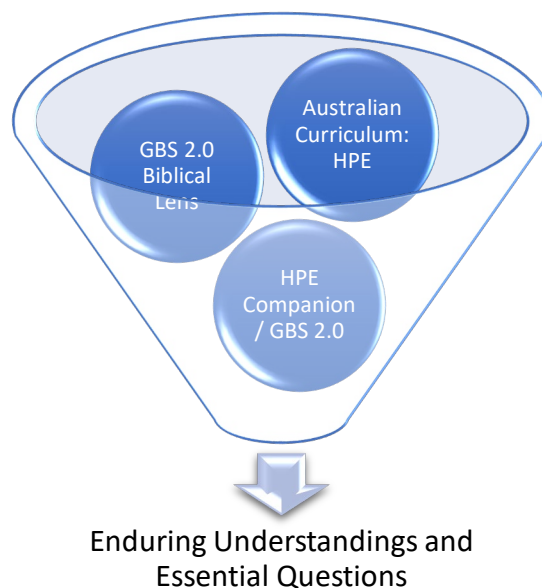


Figure 5: Using the GBS 2.0 Lensing tool to generate theological ideas about the HPE Big Idea

After lensing the 'Big Idea', teachers can then use the HPE Framework in the GBS 2.0 HPE Companion (see Table 3) to select the complementary statements that align with the unearthed theological ideas. This then informs the formation of the enduring understandings and essential questions. It is important to note that this process is not a sequential process but more like a concept mapping exercise. Here, there is opportunity to address and redress ideas in the formation of the enduring understandings and the essential questions which will more faithfully reflect biblical truth and curriculum correlation.

These enduring understandings and essential questions will contain the biblical understandings and concepts as well as the evidence needed for the year level achievement standard.

Using the GBS tools provides a 'funnel' approach to curriculum planning whereby teachers address the essential questions of the teaching unit from a biblical perspective first and then integrate their biblical understanding with the ACARA curriculum requirements.



Appendix E provides some examples of essential questions and enduring understandings and their alignment with the strands and sub-strands of the Australian Curriculum, Health and Physical Education.

## STEP 2: FORMATION OF THE PERFORMANCE PIECE

### **‘What evidence will we collect that demonstrates achievement of the desired results?’**

The formation of enduring understandings and essential questions leads to step two of the unit plan design process, which is the formation of the performance piece (or what is more commonly known as the summative assessment). The performance piece should provide opportunity for the students to demonstrate evidence of understanding of the enduring understandings and interaction with the essential questions. These understandings and questions inform the formation of the success criteria of the performance piece and the other assessment (such as formative assessment). It is at the end of this stage that teachers have answered the two main questions of, ‘What are the desired results?’ and if so, ‘what evidence will we collect that demonstrates achievement of the desired results?’

The assessment will reflect the achievement of these biblical understandings and concepts as well as the evidence needed for the year level achievement standard.

## STEP 3: FORMATION OF THE PLAN

### **‘How will students learn the core skills, knowledges and understandings of this unit?’**

In this phase, the learning experiences are sequenced into a learning plan using a pedagogical design that will best suit the intention of the unit. A good design will feel coherent and connected: there will be a strong through-line of embedded biblical understanding that will align with the God’s Big Story existing in the learning experiences.

At this point the teacher may review the sequence of learning to ensure that there is a mix of learning experiences utilising a variety of thinking strategies (such as conceptualising, analysing, experiencing and applying) which address God’s Big Story academically. In this way, the learning is purposefully designed to ensure that there is an effective mix of pedagogies, that they connect well with one another, either building on those activities which came before or supporting those that come after, and that each activity is relevant to the learning and has ‘earned its keep’.

Some questions to consider when reviewing the learning sequence:

- What do we want our learners to achieve? How? (refer to the enduring understandings)
- Is this the right activity to achieve that outcome?
- How do our activities connect one with another?
- Do our activities build on those that come before and scaffold those that come after?

It is important throughout the learning experiences that teachers are mapping the levels of challenge that they expect their students to encounter. A balance of surface, deep and transfer learning needs to occur (Hattie 2016). Students cannot be expected to engage in deep learning until the ideas are first established and built upon. Too often students are expected to inquire without the support of any groundwork being established. For students to interact with any sort of deep understanding or engagement with biblical concepts, the ideas or surface concepts first need to be introduced and experienced. The teacher should know if students need surface, deep, or transfer-type work – or what combination – while ensuring the parts are explicit for the student. In this way the teacher can maintain the challenge while providing appropriate instructional supports (Hattie 2016).



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God's Big Story 2.0:  
Health and Physical Education

## APPENDIX A | SAMPLE UNIT OUTLINE: YEAR 10

<b>Title:</b>	Community-based physical activity interventions
<b>Curriculum:</b>	Australian Curriculum Version 9.0 HPE
<b>Subject and Concept:</b>	HPE – Community physical activity interventions designed to improve health, fitness and wellbeing
<b>Year Level:</b>	10
<b>Rational Statement:</b>	<p>This unit provides students with an opportunity to participate in, propose and evaluate community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others. It utilises God’s Big Story to understand God’s desire for healthy communities.</p> <p>God <i>created</i> our bodies to be the temple of the Holy Spirit. Caring for our bodies and using them to glorify God is an act of worship. Our bodies were also designed to interact with others, within community, just like the triune God modelled to us. The <i>Fall</i> occurs when humans take their eyes off God, and one another, and begin to satisfy the lusts of the flesh making poor health choices and living for themselves. People begin to withhold gifts and talents that could support the health, fitness and wellbeing of the wider community. Exploring <i>Redemption</i> is about assisting students to understand that Jesus could have focused on His own needs but instead, kept His eyes on the Father and the plans for all humanity.</p> <p>All humans have the capacity to support one another to promote health, fitness and wellbeing, and in fact need one another to achieve this. God can use secular authority and organisations to reduce rates of illness and isolation, and we can co-partner with the Holy Spirit to make healthy decisions. <i>Restoration</i> occurs when we love our neighbour as ourselves, and when we belong to and participate in a community focused on promoting health and wellbeing. Health, fitness and wellbeing is a priority for God and He wants this to be a priority for us as well. Some supportive scriptures include:</p> <ul style="list-style-type: none"> <li>• <i>Therefore, I urge you, brothers and sisters, in view of God’s mercy, to offer your bodies as a living sacrifice, holy and pleasing to God—this is your true and proper worship (Romans 12:1)</i></li> <li>• <i>Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your bodies (1 Corinthians 6:19-20)</i></li> </ul> <p>This unit comprises both theoretical and practical aspects. In practical classes students will participate in a variety of community-based physical activity interventions that are designed to improve their health, fitness and wellbeing. Examples include walking or riding local trails, hiking, using outdoor fitness equipment at a local park, designing and completing a fitness circuit at a local oval or sporting ground, or participating in a tai chi, boxing, meditation or pilates lesson led by an instructor in an outdoor space.</p> <p>The theoretical unit commences with a group brainstorm about God’s views on health, fitness, wellbeing and His intention for healthy communities before sin was introduced. After establishing the biblical perspective for this topic students will continue their study by investigating and evaluating existing community-based interventions. It is helpful to streamline the process by providing the list of websites students should use (see examples within the lesson plan). They will then design and present their own intervention, and evaluate the effectiveness of their classmates interventions using an agreed criteria.</p>

## PART ONE | INTENDED LEARNING OUTCOMES

**Curriculum: (ACARA Version: 9.0)**

**Achievement standard:** Propose and evaluate a community-based physical activity intervention designed to improve the health, fitness and wellbeing of themselves and others.

### Enduring Understandings:

Students will understand that...

- God's original design is for people to live in community with one another
- God wants us to care for our bodies and wellbeing
- They each have unique gifts and talents that can be used to benefit the community
- They can support and participate in community-based interventions that promote fitness, health and wellbeing.

### Essential Questions:

- What was God's original intent for community?
- In what ways is health, fitness and wellbeing important to God's plan for mankind?
- How can individuals use their gifts and talents to improve the health, fitness and wellbeing of themselves and others?
- What community-based, physical activity interventions, already exist to support the community?
- What criteria could be used to evaluate the effectiveness of the identified initiatives?
- What are some signs of healthy communities?

### Specific knowledge:

- Knowledge of community-based interventions they could access
- Knowledge of the elements that make community-based interventions effective
- Knowledge of ways they could contribute to, and connect with the community

### Specific Skills:

- Research community-based intervention programs
- Design, implement and evaluate personalised plans
- Create and deliver an oral presentation
- Critique strategies to enhance their own and others programs

### Content Descriptors:

**Strand: Personal,** social and community health

**Sub strand:** Making healthy and safe choices

- plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing (AC9HP10P10)

**Strand:** Movement and physical activity

**Sub strand:** Making active choices

- participate in physical activities designed to enhance health, wellbeing and fitness, and design, apply and evaluate strategies for incorporating these activities into their lives (AC9HP10M04)
- participate in physical activities that promote health and social outcomes to design and evaluate participation strategies for themselves and others (AC9HP10M05)
- design, implement and evaluate personalised plans for improving or maintaining their own or others' physical activity levels to achieve fitness, health and wellbeing outcomes (AC9HP10M06)



#### Creation

- God created our bodies to be the temple of the Holy Spirit
- We are designed to live harmoniously in community
- Our gifts should be used to improve the lives of others



#### Fall

- When we take our eyes off Jesus, we also take our eyes off community and begin to live for ourselves
- When we withdraw from community our gifts and talents can't be used to support the health, fitness and wellbeing of others



#### Redemption

- God wants us to look after our fitness, health and wellbeing
- The Holy Spirit empowers us to live in community with others
- We can support one another to promote fitness, health and wellbeing, and in fact need one another to achieve this
- God uses secular authority and organisations to promote population health and enable people to make healthy decisions



#### Restoration

- Belonging to a happy, supportive community
- Displaying the fruit of the spirit
- The use of the body as an act of worship
- Good fitness, health and wellbeing and low levels of disease and premature death

## PART TWO | SUMMATIVE ASSESSMENT

The summative assessment task for this unit requires students to work collaboratively in groups of 3 to design a community-based physical activity intervention that will improve the health, fitness and wellbeing of themselves and others.

Groups should give consideration to the following design elements, and any other elements that could be significant:

- Target-audience (supported by data about a specific people group).
- Location/accessibility
- Cost
- Inclusiveness
- Ability to develop a supportive community that reflects the heart of God for mankind
- The overall impact of the intervention on health, fitness and wellbeing
- Other

Students will present an intervention presentation in class using ICT tools such as Prezi, Canva, PowerPoint, etc.

Teachers should allow 6 minutes for each presentation, 2 minutes for each class member to complete an intervention check list (teachers may wish to use the criteria above, or create a plus/minus/interesting table), and a further 2 minutes for other students to share some feedback with the presenting group. 10 minutes in total is required per group.

### Part 1: DESIGN A PHYSICAL ACTIVITY INTERVENTION

1. Conduct research on a specific target audience, consider the challenges faced by this group of people in regard to their health, fitness and wellbeing (consider the three parts individually).
2. Identify the unique needs of your target group and design an intervention that would be appropriate for this group.
3. Select a location for your intervention (program) and include a map that shows roads, train lines or bus stations.
4. Identify ways to make the service as inclusive as possible.
5. Describe the possible elements that make a group of people feel like a community.
6. Identify the possible positive impact of your intervention on the health, fitness and wellbeing of the participant.

### Part 2: ORAL PRESENTATION

1. Use an ICT tool of your choice to create a 6-minute colourful, informative presentation for the class. All students in the group need to present and students should avoid reading off the slides. The more interesting the better!

### Part 3: EVALUATION OF A PHYSICAL ACTIVITY INTERVENTION (not graded)



1. Use the class criteria previously developed to evaluate the effectiveness of each group's physical activity intervention. Be ready to share some feedback if asked by the teacher.


### ASSESSMENT GOAL:

For students to propose a community-based physical activity intervention designed to improve the health, fitness and wellbeing of themselves and others and to use a set of criteria to critique/evaluate the effectiveness of interventions proposed by their classmates.


**PART THREE | UNIT OVERVIEW**


2 Practical lessons p/week 3 Theory per fortnight	Week 1	Week 2	Week 3	Week 4
<b>TOPIC:</b>	<b>Theory Lesson 1 &amp; 2:</b> <ul style="list-style-type: none"> <li>• Exploration of key terms</li> <li>• Understanding the specific needs and barriers for different people groups</li> <li>• Exploration of the elements required to form community</li> <li>• Exploration of existing community-based interventions</li> <li>• Development of criteria to critique existing physical activity interventions</li> <li>• Research and critique existing interventions</li> </ul>	<b>Theory Lesson 3:</b> <ul style="list-style-type: none"> <li>• Design a community-based physical activity intervention (Summative Task 1)</li> </ul>	<b>Theory Lesson 4 &amp; 5:</b> <ul style="list-style-type: none"> <li>• Lesson one - Continue working on the Summative Task 1.</li> <li>• Lesson two - Presentations commence. Groups share proposals with the class, receive feedback and critique each other's programs.</li> </ul>	<b>Theory Lesson 6:</b> <ul style="list-style-type: none"> <li>• Continue presentations</li> <li>• Reflection task</li> </ul>
	<b>Prac:</b> <ul style="list-style-type: none"> <li>• Over the next four weeks, expose students to a variety of community-based physical activity interventions. For Week 1, visit a local walking/hiking track, or outdoor gym.</li> </ul>	<b>Prac:</b> <ul style="list-style-type: none"> <li>• Visit a local indoor sport centre and participate in tennis, soccer, volleyball, cricket games.</li> </ul>	<b>Prac:</b> <ul style="list-style-type: none"> <li>• Locate the closest Park Run trail and complete the course.</li> </ul>	<b>Prac:</b> <ul style="list-style-type: none"> <li>• Complete a boxing/fitness circuit at a local park or oval, or a yoga/tai chi/pilates lesson at the beach or in a garden. <i>*Invite instructor</i></li> </ul>






TEACHING AND LEARNING SEQUENCE				
KEY ELEMENTS	SEQUENCE OF TEACHING ACTIVITIES/LEARNING EXPERIENCES/THINKING APPROACHES	ASSESSMENT STRATEGIES	CONTENT DESCRIPTORS	RESOURCES
<p><b>THEORY LESSONS</b></p> <p><i>Week 1 (double):</i></p> <p><b>Topic Introduction:</b> Teacher to introduce the achievement standard that will be explored over the coming weeks....</p> <p style="text-align: right;"> </p> <p><i>Propose and evaluate a community-based physical activity intervention designed to improve the health, fitness and wellbeing of themselves and others.</i></p> <p><b>Learning Intention:</b> We are learning to identify and evaluate community-based physical activity interventions designed to improve the health, fitness and wellbeing of ourselves and others.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can identify the benefits of physical activity interventions on health, fitness and wellbeing.</li> <li>• I can provide examples of community-based physical activity interventions</li> <li>• I can devise and utilise criteria to evaluate a community-based intervention</li> <li>• I can explain God's original plan for supportive communities</li> </ul> <p><b>Icebreaker:</b> Use the icebreaker activity below to learn the key terms required for this study.</p> <p>Print 13 copies of the key terms and definitions below. Cut them up and place each set in an envelope. Ask students to work in pairs to link the key terms with the correct definitions. After 3-5 minutes share the correct responses with students and ask them to arrange all key terms/definitions correctly. Encourage students to take a photo for future reference.</p>		<p>Key terms and definition match up activity</p>	<p><b>PRAC</b> Participate in physical activities designed to enhance health, wellbeing and fitness, and design, apply and evaluate strategies for incorporating these activities into their lives (AC9HP10M04)</p> <p>Participate in physical activities that promote health and social outcomes to design and evaluate participation strategies for themselves and others (AC9HP10M05)</p> <p><b>THEORY</b> Design, implement and evaluate personalised plans for improving or maintaining their own or others' physical activity levels to achieve fitness, health and wellbeing outcomes (AC9HP10M06)</p>	<p>13 copies of terms and definitions</p> <p>13 envelopes</p>

TEACHING AND LEARNING SEQUENCE				
KEY ELEMENTS	SEQUENCE OF TEACHING ACTIVITIES/LEARNING EXPERIENCES/THINKING APPROACHES	ASSESSMENT STRATEGIES	CONTENT DESCRIPTORS	RESOURCES
Health	Is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity (World, Health Organisation, 1948)			
Physical health and wellbeing	Relates to the functioning of the body and its systems; it includes the physical capacity to perform daily activities or tasks.			
Mental health and wellbeing	Relates to the state of a person’s mind or brain and the ability to think and process information. Optimal mental health and wellbeing enables an individual to positively form opinions, make decisions, and use logic, and is associated with low levels of stress, anxiety, positive self-esteem, as well as a sense of confidence and optimism.			
Mental health conditions	Refers to both mental health problems and mental disorders.			
Social health and wellbeing	The ability to form meaningful and satisfying relationships with others and the ability to manage or adapt appropriately to different social situations.			
Fitness	The condition of being physically and mentally fit with good health. It is the ability to carry out daily tasks with vigour and alertness, without undue fatigue, and with ample energy to enjoy life.			
Wellbeing	A positive outcome that is meaningful for people and for many sectors of society, because it tells us that people perceive that their lives are going well. Good living conditions (e.g., housing, employment) are fundamental to well-being.			
Intervention	The act of interfering with the outcome or course especially of a condition or process (as to prevent harm or improve functioning).			
Walkability	The measure of the overall walking conditions in an area. Factors that commonly make up walkability indices include shade, aesthetics, lighting, crossings, access to footpaths, traffic calming, driver behaviour, safety and crime.			
Community	A group of people living in the same place or having a particular characteristic in common.			
<b>Grounded in God’s Big Story</b>				
<b>Questions –</b>				
<ul style="list-style-type: none"> <li>• Why is our body so important to God?</li> <li>• What are some ways that we can glorify God with our bodies?</li> <li>• Why is it important to live in community with others?</li> <li>• How does God model this for us?</li> <li>• What happens when we live for ourselves?</li> </ul>		Reflection Questions		




TEACHING AND LEARNING SEQUENCE				
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<ul style="list-style-type: none"> <li>• What happens when we decide to support others?</li> <li>• Can God use secular authority and organisations to reduce rates of illness and isolation?</li> <li>• How can we co-partner with the Holy Spirit to make healthy decisions?</li> <li>• How could we partner with God to promote the health, fitness and wellbeing of the community?</li> </ul> <p>Share the supportive scriptures:</p> <ul style="list-style-type: none"> <li>• <i>Therefore, I urge you, brothers and sisters, in view of God’s mercy, to offer your bodies as a living sacrifice, holy and pleasing to God—this is your true and proper worship (Romans 12:1)</i></li> <li>• <i>Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore, honor God with your bodies (1 Corinthians 6:19-20)</i></li> </ul>				
<p><b>Interventions Explained</b></p> <p><i>Class discussion -</i>            What does the word intervention mean? <i>The act of interfering with the outcome or course especially of a condition or process (as to prevent harm or improve functioning).</i></p> <p>Explain the different types of physical activity interventions that can exist such as programs or actual resources such as footpaths, playgrounds, or outdoor recreational spaces. Explain that the interventions can be free or may cost money. Programs that are expensive may limit participation rates in the community.</p> <p>Can you think of any Community Based Physical Activity Interventions near the school?            What do you think they are trying to achieve? Consider the target group, type of Physical Activity and possible impact on the community.</p>		Group Discussion		
<p><b>Explore Parkrun</b></p> <p>View parkrun website as a class: <a href="https://www.parkrun.com.au/">https://www.parkrun.com.au/</a></p> <ul style="list-style-type: none"> <li>• Has anyone heard of, or participated in Parkrun?</li> </ul>				<a href="https://www.parkrun.com.au/">https://www.parkrun.com.au/</a>




TEACHING AND LEARNING SEQUENCE										
KEY ELEMENTS	SEQUENCE OF TEACHING ACTIVITIES/LEARNING EXPERIENCES/THINKING APPROACHES	ASSESSMENT STRATEGIES	CONTENT DESCRIPTORS	RESOURCES						
<ul style="list-style-type: none"> <li>• What type of physical activity does Parkrun promote?</li> <li>• How much does it cost?</li> <li>• Who does the program target?</li> <li>• Where is the closest Parkrun to the school?</li> <li>• What days and times does it run?</li> <li>• How does it seek to build community?</li> </ul>		Review website and discuss								
<p><b>Benefits of Physical Activity Interventions</b></p> <p>On the board, brainstorm the benefits of Community Based Physical Activity Interventions on Health, Fitness and Wellbeing. Ask students to categorise each benefit as a benefit to health, fitness or wellbeing. Examples could include: Improved mood (health), Increased strength (fitness), Positive outlook on life (wellbeing).</p> <p>Provide students with the Benefits of PA Interventions Task below and ask them to assign the list of benefits to the correct category.</p> <p><b>Benefits of Physical Activity Interventions Task</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Health</th> <th style="width: 33%;">Fitness</th> <th style="width: 33%;">Wellbeing</th> </tr> </thead> <tbody> <tr> <td style="height: 150px;"></td> <td></td> <td></td> </tr> </tbody> </table> <p>Assign the benefits, overpage, to the correct category – health, fitness, wellbeing (feel free to expand the list):</p>	Health	Fitness	Wellbeing					<p>Class Brainstorm</p> <p>Benefits of PA Task</p>		<p>Create the Benefits of PA Interventions Task</p>
Health	Fitness	Wellbeing								

TEACHING AND LEARNING SEQUENCE															
KEY ELEMENTS	SEQUENCE OF TEACHING ACTIVITIES/LEARNING EXPERIENCES/THINKING APPROACHES		ASSESSMENT STRATEGIES	CONTENT DESCRIPTORS	RESOURCES										
Positive thinking Lots of energy Healthy weight range Healthy resting heart rate Blood pressure 120/80 High work productivity Free from illness Can make decisions Positive body image	Meaningful, close friendships Positive perception of life Low levels of fatigue Good sleep quality Ability to manage stress Feeling things are going well Fast return to resting heart rate after physical activity Low levels of anxiety	Wide circle of friends High employee morale Physically strong Good muscle tone Low levels of cholesterol Alertness Optimistic about life Making healthy choices Good self esteem													
<b>Intervention Target Groups and Barriers</b>   <p>Introduce the concept of target groups and barriers.</p> <ul style="list-style-type: none"> <li>- Interventions are usually designed to cater for specific groups of people, known as target groups.</li> <li>- Barriers are things that may prevent these groups of people from participating in physical activity and achieving the same health, fitness and wellbeing outcomes as others.</li> </ul> <p>Ask the students to identify some possible target groups and barriers, for example:</p> <table border="1"> <thead> <tr> <th>Target Group</th> <th>Barrier</th> </tr> </thead> <tbody> <tr> <td>Teenage girls</td> <td>Body conscious, safety issues</td> </tr> <tr> <td>Adults aged 65 or older</td> <td>Mobility issues, injury, loss of income (retirement)</td> </tr> <tr> <td>Minority ethnic groups or religious groups</td> <td>Inclusion issues, uniform problems (too revealing)</td> </tr> <tr> <td>People with disabilities</td> <td>Access or transport issues</td> </tr> </tbody> </table>			Target Group	Barrier	Teenage girls	Body conscious, safety issues	Adults aged 65 or older	Mobility issues, injury, loss of income (retirement)	Minority ethnic groups or religious groups	Inclusion issues, uniform problems (too revealing)	People with disabilities	Access or transport issues	Targets & Barriers Task		
Target Group	Barrier														
Teenage girls	Body conscious, safety issues														
Adults aged 65 or older	Mobility issues, injury, loss of income (retirement)														
Minority ethnic groups or religious groups	Inclusion issues, uniform problems (too revealing)														
People with disabilities	Access or transport issues														
<b>Intervention Investigation</b>    <p>Ask students to select <u>five interventions</u> that interest them from the list below, limit to 15 mins</p> <p>Ask students to respond to the following questions:</p> <ol style="list-style-type: none"> <li>1. Identify the target group for each of the five interventions selected.</li> <li>2. Identify the barriers to physical activity that may exist for these different groups of people.</li> <li>3. Reflect on the suitability of the activity for the target group, the location/timing/cost etc.</li> </ol>			Research Questions												

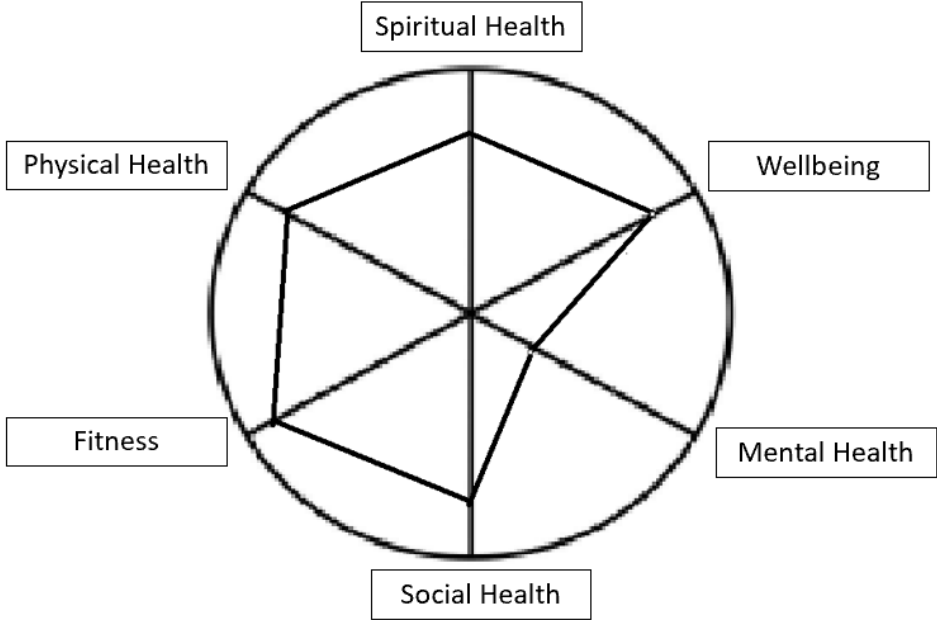
TEACHING AND LEARNING SEQUENCE				
KEY ELEMENTS	SEQUENCE OF TEACHING ACTIVITIES/LEARNING EXPERIENCES/THINKING APPROACHES	ASSESSMENT STRATEGIES	CONTENT DESCRIPTORS	RESOURCES
<p>4. If you were to participate in a community based physical activity intervention, what elements would be important to you?</p> <p>5. Identify 5 elements that you feel would make a community-based program successful?</p>	<p><a href="https://www.monash.vic.gov.au/Things-to-Do/Active-Communities/Active-Outdoors">https://www.monash.vic.gov.au/Things-to-Do/Active-Communities/Active-Outdoors</a></p> <ul style="list-style-type: none"> <li>- Active communities program (fitness camps, meditation, tai chi, walking basketball, walking groups, football, bike confidence.</li> </ul> <p><a href="https://www.casey.vic.gov.au/casey-girls-can">https://www.casey.vic.gov.au/casey-girls-can</a></p> <ul style="list-style-type: none"> <li>- #caseygirlscan(pilates, badminton, yoga, pregnancy workouts)</li> </ul> <p><a href="https://www.vichealth.vic.gov.au/physical-activity-strategy">https://www.vichealth.vic.gov.au/physical-activity-strategy</a></p> <ul style="list-style-type: none"> <li>- Walk to school campaign</li> <li>- This Girl Can campaign</li> </ul> <p><a href="https://www.sportaus.gov.au/schools">https://www.sportaus.gov.au/schools</a></p> <ul style="list-style-type: none"> <li>- Sporting Schools Initiative (Australian Government – Australian Sports Commission – AIS)</li> </ul> <p><a href="https://www.jump rope.org.au/">https://www.jump rope.org.au/</a></p> <ul style="list-style-type: none"> <li>- Jump Rope for Heart (Heart Foundation)</li> </ul> <p><a href="https://www.socialfootbballaustralia.com/">https://www.socialfootbballaustralia.com/</a></p> <ul style="list-style-type: none"> <li>- Bayside social soccer</li> </ul> <p><a href="https://keepactive.com.au/">https://keepactive.com.au/</a></p> <ul style="list-style-type: none"> <li>- Community camping/walking/hiking/sporting groups</li> </ul> <p><a href="https://walking.heartfoundation.org.au/walking/group/red-legs-walking-group">https://walking.heartfoundation.org.au/walking/group/red-legs-walking-group</a></p> <ul style="list-style-type: none"> <li>- Red Legs Walking Group (Community walking groups in your area)</li> </ul> <p><a href="https://fedsquare.com/events/free-workshops">https://fedsquare.com/events/free-workshops</a></p> <ul style="list-style-type: none"> <li>- Fed free workshops including meditation, Tai Chi, Yoga, Dance, Nike run club</li> </ul> <p><a href="https://www.wyndham.vic.gov.au/seniorsep">https://www.wyndham.vic.gov.au/seniorsep</a></p> <ul style="list-style-type: none"> <li>- Central park senior exercise park (Wyndham City Council)</li> </ul> <p><a href="https://movemyway.com.au/">https://movemyway.com.au/</a></p> <ul style="list-style-type: none"> <li>- Move My Way (Gymnastics Victoria)</li> </ul> <p><a href="https://netballconnect.worldsportaction.com/login">https://netballconnect.worldsportaction.com/login</a></p> <ul style="list-style-type: none"> <li>- Rock Up Netball (Netball Victoria)</li> </ul> <p><a href="https://www.coastingsup.com/">https://www.coastingsup.com/</a></p> <ul style="list-style-type: none"> <li>- Coasting (Surfing Victoria)</li> </ul>			


**TEACHING AND LEARNING SEQUENCE**

KEY ELEMENTS	SEQUENCE OF TEACHING ACTIVITIES/LEARNING EXPERIENCES/THINKING APPROACHES	ASSESSMENT STRATEGIES	CONTENT DESCRIPTORS	RESOURCES																					
<p><b>Forming a Criteria</b></p> <p>On the board, record the student responses for Question 5, this will provide ideas for building the criteria that will be used to critique the interventions for the Summative Assessment Task. See below for examples. The intervention is...</p> <table border="1" data-bbox="152 534 1229 678"> <tr> <td>Accessible</td> <td>Targeted to a specific group of people</td> </tr> <tr> <td>Close to public transport</td> <td>Inclusive</td> </tr> <tr> <td>Free or low cost</td> <td>Addresses the barriers to participation</td> </tr> <tr> <td>Builds community connections</td> <td>Improves health, fitness and wellbeing</td> </tr> </table>	Accessible	Targeted to a specific group of people	Close to public transport	Inclusive	Free or low cost	Addresses the barriers to participation	Builds community connections	Improves health, fitness and wellbeing		<p>Design Criteria</p>															
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	<p>As a class, decide on the Top 5 criteria that could be used for the Summative Assessment Task 1. Select a rating system to go with the criteria. Ask students to review one of the interventions from the list above in more detail using the criteria. See example.</p> <p><b>Intervention name:</b> Big Wave Surf Program</p> <table border="1" data-bbox="152 863 1014 1380"> <thead> <tr> <th>Element</th> <th>Rating (H/M/L)</th> <th>Comment</th> </tr> </thead> <tbody> <tr> <td>Access</td> <td>Low</td> <td>Requires a car to access</td> </tr> <tr> <td>Cost</td> <td>Medium</td> <td>Session costs \$20 per lesson, this could be prohibitive for some families</td> </tr> <tr> <td>Target group</td> <td>High</td> <td>Targets teen girls, this group has lower participation rates than teenage boys</td> </tr> <tr> <td>Health/Fitness impact</td> <td>High</td> <td>Swimming and surfing produces endorphins that improve mental health, cardio vascular fitness and strength</td> </tr> <tr> <td>Wellbeing</td> <td>High</td> <td>Games and team building activities bring students together and build community</td> </tr> <tr> <td>Inclusive</td> <td>Low</td> <td>Steps down to the beach make access difficult for those who have a disability</td> </tr> </tbody> </table>	Element	Rating (H/M/L)	Comment	Access	Low	Requires a car to access	Cost	Medium	Session costs \$20 per lesson, this could be prohibitive for some families	Target group	High	Targets teen girls, this group has lower participation rates than teenage boys	Health/Fitness impact	High	Swimming and surfing produces endorphins that improve mental health, cardio vascular fitness and strength	Wellbeing	High	Games and team building activities bring students together and build community	Inclusive	Low	Steps down to the beach make access difficult for those who have a disability		<p>Plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing (AC9HP10P10)</p>	
Element	Rating (H/M/L)	Comment																							
Access	Low	Requires a car to access																							
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TEACHING AND LEARNING SEQUENCE				
KEY ELEMENTS	SEQUENCE OF TEACHING ACTIVITIES/LEARNING EXPERIENCES/THINKING APPROACHES	ASSESSMENT STRATEGIES	CONTENT DESCRIPTORS	RESOURCES
	<p><i>Week 2 (single):</i> </p> <p><b>Learning Intention:</b> We are designing a community-based physical activity intervention designed to improve the health, fitness and wellbeing of ourselves and others.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can identify population groups that face barriers to participation in physical activity</li> <li>• I can design an effective physical activity intervention (in relation to the criteria)</li> <li>• I can use my God given gifts and talents to think creatively and help others</li> </ul> <p><b>Task:</b> Students work in groups of 3 to design a community-based physical activity intervention program. Refer to Summative Assessment Task 1.</p>			
	<p><i>Week 3 (double):</i>  </p> <p><b>Learning Intention:</b> We are designing and presenting a community based physical activity intervention that will improve the health, fitness and wellbeing of ourselves and others. We can critique the effectiveness of other student’s interventions and provide constructive feedback.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can design a community based physical activity intervention program</li> <li>• I can present an intervention program to the class in an engaging way</li> <li>• I can use set criteria to evaluate the effectiveness of other student’s interventions</li> <li>• I can share constructive feedback</li> <li>• I can identify ways I can help to improve the lives of others</li> </ul> <p>Student have one lesson to build their presentations and one lesson for half of the students to present to the class.</p>	<p><b>Design</b> a community-based physical activity intervention (Summative AT1)</p> <p>Design, <b>present</b> and <b>evaluate</b> community-based physical activity interventions (Summative AT1)</p>	<p>Design, implement and evaluate personalised plans for improving or maintaining their own or others’ physical activity levels to achieve fitness, health and wellbeing outcomes (AC9HP10M06)</p>	<p>Intervention Evaluation form for each student (8 forms required per student to review 8 presentations) <i>*Teacher to create.</i></p>

**TEACHING AND LEARNING SEQUENCE**

KEY ELEMENTS	SEQUENCE OF TEACHING ACTIVITIES/LEARNING EXPERIENCES/THINKING APPROACHES	ASSESSMENT STRATEGIES	CONTENT DESCRIPTORS	RESOURCES
<p><b>Week 4 (Single):</b> Continue with class presentations.</p> <p><b>Wrapping Up</b> Star Chart Activity</p> <p>Draw a circle with five equal parts. Select a rating between 0 and 5 for Physical, Mental, Social and Spiritual Health, Fitness and Wellbeing and mark it on a star chat below. 0 is closer to the centre, 5 is on the outside of the circle. Link your rating with lines to form a strange star shape.</p>				
<p><i>Questions</i></p> <ul style="list-style-type: none"> <li>• What areas are going well?</li> <li>• What areas require the greatest improvement?</li> </ul>				





TEACHING AND LEARNING SEQUENCE				
KEY ELEMENTS	SEQUENCE OF TEACHING ACTIVITIES/LEARNING EXPERIENCES/THINKING APPROACHES	ASSESSMENT STRATEGIES	CONTENT DESCRIPTORS	RESOURCES
	<ul style="list-style-type: none"> <li>• Are there any interventions in your local community that you could use to improve your scores?</li> <li>• Are there any interventions that you have learnt about that you would recommend to a friend or family member and why?</li> </ul> <p><i>Final Reflections</i></p>  <ul style="list-style-type: none"> <li>• What are three new learnings since commencing this study?</li> <li>• What are your unique gifts and talents?</li> <li>• How could you use your gifts and talents to improve the health, fitness and wellbeing of yourself and others in the community?</li> <li>• What are some signs of a healthy individual and a healthy thriving community?</li> <li>• What types of activities would community members participate in each day?</li> </ul>			



## APPENDIX B | SAMPLE UNIT OUTLINE: YEAR 8

<b>Title:</b>	Movin' 'n' Groovin'
<b>Curriculum:</b>	Australian Curriculum Version 9.0
<b>Subject and Concept:</b>	HPE – Movement Composition
<b>Year Level:</b>	8
<p><b>Rational Statement:</b></p> <p>This unit is designed to provide students an opportunity to investigate, experiment and explore how their bodies can move in different ways. It provides for them an appreciation that the body God has given them is designed for movement and that these movements can be used in God honouring ways through the medium of dance. It invites talented students to give honour and glory for their performance. Students are encouraged to express joy in all circumstances and dance is one of the many expressions that can give glory to God (Ecclesiastes 3:4).</p> <p>Through a duration of 5 weeks, students will learn skills necessary to the creation, practice and performing of a movement sequence. They will identify different types of movements and how movement skills can be transferred from dance to other sporting and physical activity contexts. A core focus of the unit is on the application and manipulation of the movement concepts of effort, space, time, objects and people. Students acknowledge the wide range of physical, emotional and social benefits of dance and actively participate in the learning experiences to reap these benefits.</p> <p>This unit of work addresses an array of general capabilities. Through movement, students develop and refine movement concepts and strategies that enable them to think both critically and creatively to improve performance, solve movement challenges and persist in achieving set goals. Through practical learning experiences, students explore concepts of fair play, equitable participation, empathy and inclusion and develop the capacity to apply these concepts through movement. The nature of this unit also allows students to use their autonomy to practice dance from their own and others' cultures and explore the importance of culture on participation in physical activity. They develop their understanding of and utilise health and physical activity-related terminology as they provide feedback on movement performances and critically analyse a range of visual and multimodal health messages. Using movement concepts and feedback, students develop their personal capabilities to improve performance and solve movement challenges. Through a range of movement contexts students can negotiate and perform a variety of roles and responsibilities and are provided with opportunities to evaluate the contribution of themselves and others when working in groups or teams.</p> <p>Essentially, this unit is based on the principle that God has created us as creative beings. We can use our intellect and skill to move in ways that give God glory and honour. We were created to move in various contexts that can serve as a joyful expression of God's goodness.</p> <p>The formative assessment task involves student's participation, engaging and creating a movement composition to a stimulus that demonstrates a range of movement skills as well as the elements of composition. Students will be working through sequential learning experiences that allows them to engage with a variety of movements, explore fundamental movement skills, and explain how the elements of composition can be established and manipulated, elaborate to stimulate creativity and evaluate performance and learning experiences.</p> <p>The summative assessment task for this unit is a group performance where students perform their movement composition in front of an audience. A reflection component of the course involves students identifying outcomes that have been achieved throughout the unit as well as exploring enduring understanding and Christian perspective of movement composition.</p> <p>The Christian worldview that is underpinned throughout the unit focusses on students recognising that their bodies can be and should be used as an active way to worship God and bless others. Students in Stage 4 can often feel anxious about moving in front of others. As such, creating and sustaining an environment in which learning through movement is of a collaborative and explorative nature whereby students feel safe to explore and manipulate their bodies to perform a range of movements. In 1 Corinthians 20, Paul encourages us to "glorify God in your Body". Students are encouraged weekly to do that, not just by engaging in movement but by ensuring respectful and inclusive language and behaviours towards each other as they collaborate and cooperate.</p>	

## PART ONE | INTENDED LEARNING OUTCOMES

Content Descriptors/Objectives:	God's Big Story Framework
<p><b>Movement and physical activities – Moving our bodies:</b></p> <ul style="list-style-type: none"> <li>analyse, refine and transfer movement skills in a variety of movement situations (AC9HP8M01)</li> <li>design and demonstrate how movement strategies can be manipulated to improve movement outcomes (AC9HP8M02)</li> <li>demonstrate and explain how movement concepts related to effort, space, time, objects and people can be manipulated to improve movement outcomes (AC9HP8M03)</li> </ul>	 <b><u>Creation</u></b> <ul style="list-style-type: none"> <li>God has created us as multi-faceted beings – embodied and creative God has created us as a relational being- to work, celebrate and belong within community</li> <li>God has created us as physical beings – interacting with our environment and our community is lifegiving and allows us to thrive</li> <li>We use our bodies to communicate/relate to each other, with respect and awareness of our body language and body movement</li> </ul>
<p><b>Movement and physical activities – Making active choices:</b></p> <ul style="list-style-type: none"> <li>participate in physical activities designed to improve fitness and wellbeing to investigate the impact of regular participation on health, fitness and wellbeing (AC9HP8M04)</li> </ul>	 <b><u>Fall</u></b> <ul style="list-style-type: none"> <li>Bodies are broken – physically we suffer pain, aging, death, disease, mentally we suffer from feelings of fear, failure, destructive competition</li> <li>Our bodies have become a commodity, often value is attributed or judged on physical appearance (social media and 'best self', hypersexualised interactions, wellbeing and identity shaped by appearance)</li> <li>We have difficulty working together in harmony within community – we have become individualistic</li> </ul>
<p><b>Movement and physical activities – Learning through movement:</b></p> <ul style="list-style-type: none"> <li>propose and evaluate movement strategies and skills that would be most effective in different movement situations (AC9HP8M07)</li> </ul>	 <b><u>Redemption</u></b> <ul style="list-style-type: none"> <li>God wants us to move our bodies in ways that honour Him, ourselves and others</li> <li>Engaging in physically activity brings a sense of joy, wellbeing and purpose</li> <li>Physical movement helps with wellbeing and mental health – refocus</li> </ul>
<p><b>Personal, social and community health – Interacting with others:</b></p> <ul style="list-style-type: none"> <li>examine the roles of respect, empathy, power and coercion in developing respectful relationships (AC9HP8P04)</li> </ul>	 <b><u>Restoration</u></b> <ul style="list-style-type: none"> <li>Belonging to a community which exemplifies encouragement, respect, appreciation for different abilities and hope</li> <li>The use of our body is seen as an act of worship – both in our physical movements and our interactions with each other</li> </ul>

## PART TWO | SUMMATIVE ASSESSMENT



### TASK 1


In small groups, coordinated by your teacher, students are to successfully collaborate, prepare and perform a dance movement sequence, and critically reflect on the process and growth gained from this learning experience. Students are assessed on their participation and engagement in physical activities as well as the development and/or enhancement of skills. Formative assessment is used via students co-creating dances as per instructors/teachers' direction.


#### **ASSESSMENT GOAL:**

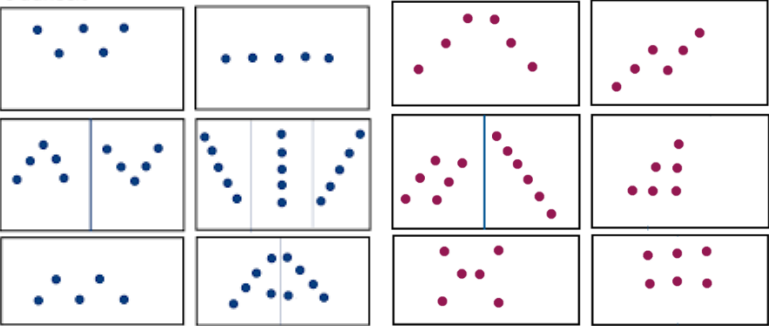

For students to develop and refine their movement skills by creating a movement piece that demonstrates their understanding and application of movement concepts. By participating in the learning experiences, completing the tasks and via reflection, students appreciate the value of respect, empathy and power when relating to others in the collaborative process of the task. They portray knowledge of how dance can improve health outcomes for all people and why dance can and should be used to honour God.



**PART THREE | TEACHING AND LEARNING SEQUENCE**  
**5E's MODEL**


Key elements	Sequence of teaching activities/ learning experiences/ thinking approaches	Assessment strategies	Content descriptors/ Objectives	Resources
<b>STAGE ONE   ENGAGE (1 week)</b>				
<p>Students watch the <a href="https://www.youtube.com/watch?v=49cU7gtPlzM">Spellbound Audition</a> (<a href="https://www.youtube.com/watch?v=49cU7gtPlzM">https://www.youtube.com/watch?v=49cU7gtPlzM</a>) YouTube clip of a movement performance. A discussion is led by the teacher addressing the following questions:</p> <ul style="list-style-type: none"> <li>• What do you SEE?</li> <li>• What do you THINK about what you see?</li> <li>• What do you WONDER about what you have seen?</li> </ul> <p>*Links can be made to movement concepts of space, effort, time, objects and people.</p> <p>Students answer the following questions in relation to their perspective and prior knowledge of movement composition:</p> <ul style="list-style-type: none"> <li>• What are your current thoughts, beliefs and opinions about dance?</li> <li>• What do you already know about dance?</li> <li>• What are the benefits of engaging in dance?</li> <li>• What challenges do you foresee when participating in dance?</li> </ul> <p style="text-align: right;">   </p> <p>Students engage in a musical warm up. They perform the following songs and actions as per video display:</p> <ul style="list-style-type: none"> <li>• <a href="#">I get knocked down</a></li> <li>• <a href="#">Old McDonald had a farm</a></li> <li>• <a href="#">Ghostbusters Theme</a></li> <li>• <a href="#">"Happy" song</a></li> <li>• <a href="#">Ice, Ice baby workout</a></li> </ul> <p>Students form small groups. Teacher to use discretion and professional judgment as to the size and method of arranging groups. Recommendation is that groups have mixed ability and genders, no more than 6 students in any given group.</p>	<p>Teacher Observation</p> <p>Personal Reflection in Student Writing Book</p> <p>Verbal Feedback</p> <p>Teacher Observation</p>	<p>Participate in physical activities designed to improve fitness and wellbeing to investigate the impact of regular participation on health, fitness and wellbeing (AC9HP8M04)</p> <p>Examine the roles of respect, empathy, power and coercion in developing respectful relationships. (AC9HP8P04)</p>	<p>Projector</p> <p>Laptop</p> <p>School Hall</p> <p>Students Writing Book</p>	

Key elements	Sequence of teaching activities/ learning experiences/ thinking approaches	Assessment strategies	Content descriptors/ Objectives	Resources
<p>Students are questioned about locomotor and non-locomotor movements. They discuss in which contexts in sports and physical activities these movements are observed. Students are reminded of what defines <i>locomotor</i> and <i>non-locomotor</i> movement skills. These can be found below. Teacher encouraged to have posters in the gym/hall/MPC as visual prompts</p> <p>Students individually set a SMARTER goal for themselves to aim for and achieve throughout this unit.</p>  <p>Source:  <a href="https://pbs.twimg.com/media/ErFfEYeXUAEWUg.jpg">https://pbs.twimg.com/media/ErFfEYeXUAEWUg.jpg</a>  <a href="https://static.wixstatic.com/media/65fa05_0310112439764d3a89c9a19d8dc172ae~mv2.jpg/v1/fill/w_498,h_664,al_c,q_85,usm_0.66_1.00_0.01/65fa05_0310112439764d3a89c9a19d8dc172ae~mv2.jpg">https://static.wixstatic.com/media/65fa05_0310112439764d3a89c9a19d8dc172ae~mv2.jpg/v1/fill/w_498,h_664,al_c,q_85,usm_0.66_1.00_0.01/65fa05_0310112439764d3a89c9a19d8dc172ae~mv2.jpg</a></p>		<p>Personal Reflection in Student Writing Book  Teacher Observation</p>	<p>Demonstrate and explain how movement concepts related to effort, space, time, objects and people can be manipulated to improve movement outcomes (AC9HP8M03)</p>	

Key elements	Sequence of teaching activities/ learning experiences/ thinking approaches	Assessment strategies	Content descriptors/ Objectives	Resources
	 <p>Source:  <a href="https://pbs.twimg.com/media/ErFfEYeXUAEeWUg.jpg">https://pbs.twimg.com/media/ErFfEYeXUAEeWUg.jpg</a>  <a href="https://static.wixstatic.com/media/65fa05_0310112439764d3a89c9a19d8dc172ae~mv2.jpg/v1/fill/w_498,h_664,al_c,q_85,usm_0.66_1.00_0.01/65fa05_0310112439764d3a89c9a19d8dc172ae~mv2.jpg">https://static.wixstatic.com/media/65fa05_0310112439764d3a89c9a19d8dc172ae~mv2.jpg/v1/fill/w_498,h_664,al_c,q_85,usm_0.66_1.00_0.01/65fa05_0310112439764d3a89c9a19d8dc172ae~mv2.jpg</a></p> <p>Students then perform a range of songs to explore a variety of movements. These can include but are not limited to;</p> <ul style="list-style-type: none"> <li>• <a href="#">Nutbush</a></li> <li>• <a href="#">Macarena</a></li> <li>• <a href="#">Cha Cha Slide</a></li> <li>• <a href="#">Just Dance</a></li> <li>• <a href="#">Zumba</a></li> <li>• <a href="#">The Zealand 'Haka'</a></li> <li>• <a href="#">Aboriginal Dance Workshop</a></li> </ul>	Verbal Feedback		

Key elements	Sequence of teaching activities/ learning experiences/ thinking approaches	Assessment strategies	Content descriptors/ Objectives	Resources
<p>Teacher to lead a discussion with students about identifying which songs involve which locomotor movements.</p> <p>Students are given a detailed explanation of the assessment task. This may include encouraging students to embrace a theme of movement such as dance, martial arts, yoga, cultural dance or sport.</p> <p>The teacher introduces the first element/concept of movement composition which is 'time'. This is done by defining 'time'</p>		<p>Personal Reflection in Student Writing Book</p> <p>Personal Reflection</p>		
<b>STAGE TWO   EXPLORE (1 week)</b>				
<p><b>Continued exploration of locomotor and non-locomotor movement skills</b></p> <p>Students are to collaborate and decide on the 8 movements they are going to include in their final performance. Students are to actively explore the movements. They will give peer feedback to each other on the movements.</p> <p>Once the students have decided on the 8 movements and have had some time to practice, develop and refine the movements, the teacher is to introduce the second layer of the movement sequence which is space.</p> <p>Students are to brainstorm ways in which they can manipulate space in their movement composition. This involves experimenting with levels, rotations, formations and patterns. Demonstrations can be given using students or video stimulus.</p> 		<p>Teacher Observation</p> <p>Verbal Feedback</p> <p>Personal Reflection in Student Writing Book</p>	<p>Participate in physical activities designed to improve fitness and wellbeing to investigate the impact of regular participation on health, fitness and wellbeing (AC9HP8M04)</p> <p>Design and demonstrate how movement strategies can be manipulated to improve movement outcomes (AC9HP8M02)</p> <p>Demonstrate and explain how movement concepts related to effort, space, time, objects and people can be manipulated to improve movement outcomes (AC9HP8M03)</p>	<p>Projector</p> <p>Laptop</p> <p>School Hall</p> <p>Speaker System</p>

Key elements	Sequence of teaching activities/ learning experiences/ thinking approaches	Assessment strategies	Content descriptors/ Objectives	Resources
<b>STAGE THREE   EXPLAIN (1 week)</b>				
<p><b>Continued exploration of locomotor and non-locomotor movement skills</b></p> <p>Students are to continue to practice their movement sequence from the previous lesson. This lesson is focused on introducing <i>'effort'</i> and <i>'relationship'</i> as elements of composition.</p> <p>The teacher is to define these terms and instruct student to apply them in their movement composition:</p> <ul style="list-style-type: none"> <li><i>Effort</i> refers to force exerted and expressed by and for the body during movement.</li> <li><i>Relationship</i> is concerned with how and why the individuals in the group relate and interact with each other.</li> </ul> <p>During this lesson, students are given the opportunity to explain in verbal or written form how they and their group are manipulating the elements of movement composition. This may include responding to written questions and or drawing diagrams that indicate the use and manipulation of <i>'effort'</i> and <i>'relationship'</i> with group members.</p> <p>Instruct students to complete reflection questions based on the lesson (see Stage 1).</p>		<p>Teacher Observation</p> <p>Verbal Feedback</p> <p>Personal Reflection in Student Writing Book</p>	<p>Participate in physical activities designed to improve fitness and wellbeing to investigate the impact of regular participation on health, fitness and wellbeing (AC9HP8M04)</p> <p>Design and demonstrate how movement strategies can be manipulated to improve movement outcomes (AC9HP8M02)</p>	<p>Projector</p> <p>Laptop</p> <p>School Hall</p> <p>Students Writing Book</p>
<b>STAGE FOUR   ELABORATE (1 week)</b>				
<p><b>Students continue to perform, practice and refine their movement composition</b></p> <p>This lesson is focused on introducing <i>'object'</i> as an element of movement composition. Basically speaking, students are engaged in a conversation whereby the teacher encouraged deep thinking and discussion in terms of what they have achieved so far in their movement piece but also encouraging them to consider, what <i>'story'</i> they want to tell with their movement piece and how an object can be used to tell that story. For example, if a group decided to use a soccer ball as their object, how can the ball be used in a way that incorporates all the elements of movement composition together in a seamless, meaningful movement piece.</p> <p>During this lesson, students are given the opportunity to explain in verbal or written form how they and their group are manipulating the elements of movement composition.</p> <p>Instruct students to complete reflection questions based on the lesson.</p>		<p>Teacher Observation</p> <p>Verbal Feedback</p> <p>Personal Reflection in Student Writing Book</p>	<p>Participate in physical activities designed to improve fitness and wellbeing to investigate the impact of regular participation on health, fitness and wellbeing (AC9HP8M04)</p>	<p>Projector</p> <p>Laptop</p> <p>School Hall</p> <p>Students Writing Book</p>



Key elements	Sequence of teaching activities/ learning experiences/ thinking approaches	Assessment strategies	Content descriptors/ Objectives	Resources
<b>STAGE FIVE   EVALUATE (1 week)</b>				
<p><b>Performance</b></p> <p>Students perform their movement piece in front of the class. This can be done in smaller groups if and where necessary</p> <p>Students are given an opportunity in their Student Writing Book to identify and express how movements within their composition can be transferred to other physical activities and sports.</p> <p>Students must make a judgement on their own performance and ONE other performance from their class. Feedback must be related to the movement concepts covered throughout the unit.</p> <p>Targeted questions are responded to in written form based on the learning outcomes and goals.</p> <ol style="list-style-type: none"> <li>Explain how your group used and manipulated effort to improve your performance</li> <li>Explain how your group used and manipulated time to improve your performance</li> <li>Explain how your group used and manipulated objects to improve your performance</li> <li>Explain how your group used and manipulated people/relationship to improve your performance</li> <li>Describe how Christian values and attitudes impacted your group's ability to complete the task</li> </ol> <p>*Students review the goal they set for themselves and evaluate progress/achievement.</p>	 <p>Teacher Observation (filmed performances)</p> <p>Peer Feedback</p> <p>Self-Assessment</p> <p>Reflection Questions</p>	<p>Participate in physical activities designed to improve fitness and wellbeing to investigate the impact of regular participation on health, fitness and wellbeing (AC9HP8M04)</p> <p>Analyse, refine and transfer movement skills in a variety of movement situations (AC9HP8M01)</p>	<p>Projector</p> <p>Laptop</p> <p>School Hall</p> <p>Students Writing Book</p>	





## APPENDIX C | SAMPLE UNIT OUTLINE: YEAR 5/6

<b>Title:</b>	Being a whole person
<b>Curriculum:</b>	Australian Curriculum Version 8.4
<b>Subject and Concept:</b>	HPE – Mental Health and Wellbeing
<b>Year Level:</b>	5/6
<p><b>Rational Statement:</b>            This unit is designed to allow students to explore what it means to be mentally healthy and have positive wellbeing. Through a duration of 5 weeks, students will be learning in an collaborative environment to investigate mental health and wellbeing, and writing and trialling a two-week mental health and wellbeing program for themselves. The final week of the unit is set aside for student reflection. This unit encourages students to develop their personal identity in Christ and to live Philippians 4:8... "Fill your mind with those things that are good and deserve praise: things that are true, noble, right, pure, lovely and honourable."</p> <p>Students are encouraged to investigate the meaning of the phrase 'mental health and wellbeing', alongside God's vision of wholeness. They will develop an understanding of factors that can positively and negatively affect an individual's mental health and wellbeing. Students will be encouraged to participate in strategies that are designed to maintain and improve good mental health and wellbeing.</p> <p>The Unit Plan is developed through 'The Four Biblical Lenses' outlined by Christian Schools Australia. God's Big Story is effectively a narrative that is underpinned throughout the unit plan to develop students' deeper thinking skills in discovering their purpose (Christian Schools Australia, 2019). The concept of wholeness specifically refers to the way God created humans to be creations made in His image - in body, soul, and spirit (Genesis 1, New International Version). This represents the Creation aspect of the framework, as students are encouraged to recognise that God created us and declared us 'good'. The Fall is represented throughout the unit plan in the way humans take their eyes off God and begin to make comparisons with others. The Redemption phase involves the students understanding that Jesus was tempted yet kept His eyes on the Father at all times. Students will explore the role stress plays in our life. They will identify where they can source help from when facing challenging times, and how they can be a source of help for others around them. The Restoration phase promotes future thinking and involves self-reflection about hope for the future and the responsibility students have on improving and maintaining sound mental health and wellbeing. God's Big Story reframes student thinking around the concept of wholeness and God's promise of providing hope and a plan for the future (Jeremiah 29:11).</p> <p>The summative assessment task for this unit asks students to design a two-week program to improve/maintain sound mental health and wellbeing. Once written, students will actively follow their program. At the conclusion of the program, students will reflect on the effectiveness of the program to improve/maintain sound mental health and wellbeing. They will make suggestions for improvements to their program.</p> <p>The Christian worldview that is underpinned throughout the unit focusses on the concept of wholeness. Students in Year 6 can often feel anxious about change, and the uncertainty of moving to high school the following year. This unit encourages students to identify signs of good/poor mental health and wellbeing, employ strategies to improve and maintain good mental health and wellbeing, and reflect on the importance of maintaining wholeness.</p>	

### PART ONE | INTENDED LEARNING OUTCOMES












Content Descriptors/Objectives:	God's Big Story Framework
<p><b>Being healthy, safe and active:</b></p> <ul style="list-style-type: none"> <li>Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)</li> </ul> <p><b>Communicating and interacting for health and wellbeing:</b></p> <ul style="list-style-type: none"> <li>Practice skills to establish and maintain relationships (ACPPS055)</li> <li>Examine the influence of emotional responses on behaviour and relationships (ACPPS056)</li> </ul>	<p> <b><u>Creation - Wholeness</u></b></p> <ul style="list-style-type: none"> <li>God wants us to be whole and have healthy minds.</li> <li>John 10:10b "I came to give life, and life in full"</li> </ul> <p> <b><u>Fall - Focus</u></b></p> <ul style="list-style-type: none"> <li>In tough situations we can only see the problems, not God's options. We focus on other things.</li> </ul>

<ul style="list-style-type: none"> <li>Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)</li> </ul> <p><b>Contributing to healthy and active communities:</b></p> <ul style="list-style-type: none"> <li>Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)</li> </ul> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>What does it mean to be whole, in Jesus' eyes?</li> <li>What factors contribute to good/poor mental health and wellbeing?</li> <li>What are signs of good/poor mental health and wellbeing?</li> <li>What are strategies to improve/maintain mental health and wellbeing?</li> <li>Who can help if my mental health is poor?</li> <li>How can I help others who are overwhelmed?</li> </ol>	<ul style="list-style-type: none"> <li>In challenging times we make unhealthy comparisons with others and display self-doubt and lack of confidence.</li> </ul> <p> <b><u>Redemption - Respond</u></b></p> <ul style="list-style-type: none"> <li>Jesus was tested. He kept God in focus at all times.</li> <li>Stress is a natural part of life and is an important component of building resilience.</li> <li>When overwhelmed, we seek help from appropriate others.</li> <li>God wants us to be good listeners and help appropriately.</li> <li>Philippians 4:6-7 "Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God which transcends all understanding, will guard your hearts and your minds in Christ Jesus."</li> </ul> <p> <b><u>Restoration - Recognition &amp; Thanks</u></b></p> <ul style="list-style-type: none"> <li>Continual process of learning and applying skills, and responding, for wholeness.</li> <li>Fruits of the Spirit will be evident</li> <li>Philippians 4:8 "Fill your mind with those things that are good and deserve praise: things that are true, noble, right, pure, lovely and honourable"</li> </ul>
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PART TWO   FORMATIVE ASSESSMENT	
<b>TASK 1</b>	
Pre-unit reflection: <ul style="list-style-type: none"> <li>In your journal, identify on a five-point scale, how you are feeling today.</li> <li>If possible, identify factors that have contributed to the way you are feeling.</li> </ul>	
<b>ASSESSMENT GOAL:</b>	For students to reflect and articulate the way they are feeling and reasons for those feelings.
CRITERIA	CONDITIONS
<ul style="list-style-type: none"> <li>Students to identify how they are feeling on a scale of one to five – one representing poor and five representing fantastic.</li> <li>Students to attempt to identify factors that led to them feeling that way. E.g., the sun is shining and I got to walk to school – 4; or I woke up late and everything seemed to go wrong – 2.</li> </ul>	Individual assessment
<b>TASK 2</b>	
Case study analysis.	
<b>ASSESSMENT GOAL:</b>	<ul style="list-style-type: none"> <li>Students will identify a person's mental health and wellbeing status.</li> <li>Students will suggest strategies to improve/maintain a person's mental health (apply class knowledge)</li> </ul>
CRITERIA	CONDITIONS
<ul style="list-style-type: none"> <li>Analyse a case study as a class. Identify key words. Suggest strategies that would assist the individual in the case study.</li> </ul>	Group work

<ul style="list-style-type: none"> <li>Work with others to analyse a different case study. Identify strategies that would improve the individual's mental health and wellbeing.</li> </ul>	
<b>TASK 3</b>	
Design a two-week daily program that will improve/maintain an individual's good mental health and wellbeing.	
<b>ASSESSMENT GOAL:</b>	<ul style="list-style-type: none"> <li>Students will use strategies taught in class to design a two-week daily program of activities to improve/maintain their mental health and wellbeing.</li> <li>Students will include three different activities to choose from each day: a movement activity; a spiritual activity; and a creative/quiet activity.</li> <li>Students will implement the program for two weeks, completing some activities in class time.</li> <li>Students will reflect, in their journal, on the effectiveness of their program</li> </ul>
<b>CRITERIA</b>	<b>CONDITIONS</b>
<ul style="list-style-type: none"> <li>Students identify their level of wholeness.</li> <li>Students use personal experience to determine coping strategies.</li> <li>Using their own reflection, students will create and implement a two-week program that is designed to improve/maintain their own mental health and wellbeing.</li> </ul>	Individual project work

## Unit Overview

	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Topic</b>	Wholeness	Strategies that promote good mental health and wellbeing.	Analyse case studies	Design a program	Implement and Reflect
<b>Hook – Different strategy each lesson</b>	Pre-Unit Reflection Spiritual strategy – Buddy prayer / pray a verse	Movement strategy – Go Noodle Walk Zumba	Quiet/Creative - Mindful colouring Read a book Doodling Relaxation techniques	Spiritual Strategy - Praise and Worship music - meditation	Complete your own mindfulness activity.
<b>Focus</b>	<p>What does it mean to be whole? </p> <p>What factors could contribute to good/poor Mental Health and Wellbeing? </p> <p>Can I recognise signs of good/poor mental health and wellbeing? </p>	<p>What are strategies we can learn to improve/maintain mental health and wellbeing? </p> <p>Who can help if we're feeling overwhelmed? </p> <p>How can I help others who are feeling overwhelmed? </p>	<p>Case study analysis.</p> <ul style="list-style-type: none"> <li>- Model</li> <li>- Group work</li> </ul> 	<p>Components of a mental health and wellbeing program. </p> <p>Importance of a balanced program. </p>	<p>Participate in 2-3 other programs.</p> <p>Reflect in your journal on the effectiveness of other strategies. </p> <p>Modify your program to include a more suitable strategy. </p> <p>Post-unit reflection - Complete reflection sheet.</p>

**PART THREE | TEACHING AND LEARNING SEQUENCE**  
**5E's MODEL**

Key elements	Sequence of teaching activities/ learning experiences/ thinking approaches	Assessment strategies	Content descriptors/ Objectives	Resources
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**STAGE ONE | ENGAGE (1 week)**

**LESSON ONE...FOCUS: Wholeness**

Tune In: See, Think, Wonder (Visible Thinking Routine)



Source: [https://www.huffpost.com/entry/habits-of-happy-women\\_n\\_56f456c8e4b014d3fe22b0ac](https://www.huffpost.com/entry/habits-of-happy-women_n_56f456c8e4b014d3fe22b0ac)

Photo: Todor Tsvetkov/istockphoto



- Without introducing the unit, display the above image on the classroom screen.
- Ask students look at the image. Without speaking to anyone else, write ideas on sticky notes of what you see. Students to then adhere sticky notes to poster paper entitled "See".
- Repeat the step above focussing on what you think. Students to then adhere sticky notes to a new piece of poster paper entitled "Think".
- Finally write your wonderings on separate sticky notes. Students to then adhere sticky notes to a new piece of poster paper entitled "Wonder".

Teacher to display these posters in the classroom for the duration of the unit.

Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)

Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)

Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)

Key elements	Sequence of teaching activities/ learning experiences/ thinking approaches	Assessment strategies	Content descriptors/ Objectives	Resources
<p><b>Think, Pair, Share (Visible Thinking Routine)</b></p> <p>1. Discuss what the unit might be about with your elbow buddy. Share your ideas as a class.</p> <p><b>Students to complete a pre-unit reflection</b></p> <p>1. On a scale of 1-5, rate how you are feeling today (1 being 'extremely poorly' and 5 being 'couldn't be better' (complete in HPE journal).</p> <p>2. Identify factors that contributed to the way you are feeling today. For example, if you rate a 2 you may suggest that everything seemed to be going wrong this morning. If you rated a 5 you may suggest that it was because the sun was shining, and you could walk to school with your best friend.</p> <p><b>Content: Wholeness</b></p> <p>1. Brainstorm with your table group what wholeness could mean.</p> <p>2. Find some verses from the Bible that could support your definition.</p> <p>3. Create posters of Bible verses with 'exciting' fonts to display under the 'Wholeness' header.</p>				<p>HPE Journal</p> <p>Poster-making materials</p>
<p><b>Factors that contribute to good/poor mental health and wellbeing</b> </p> <p>1. With your table group, brainstorm factors, on a t-chart, that could contribute to mental health and wellbeing.</p> <p>2. Gallery walk to see what other groups have included.</p> <p>3. Class discussion – can they be rated (are some better/ more harmful than others?)</p> <p><b>Signs of good/poor mental health and wellbeing?</b> </p> <p>1. Act out what you would see if...</p> <ul style="list-style-type: none"> <li>A person displayed good mental health and wellbeing (facial expressions, posture, manner of walking, interactions with others etc).</li> <li>A person displayed poor mental health and wellbeing (facial expressions, posture, manner of walking, interactions with others etc).</li> </ul> <p>2. In your journal, write out a list of signs to watch for to recognise good/poor mental health and wellbeing.</p> <p><b>Wrapping Up: Strategy to practice – Spiritual</b></p> <p>1. Watch the youtube clip to gain an understanding of praying through Scriptures.</p> <p>2. Use the verses you found about wholeness to pray about mental health and wellbeing.</p>				<p>T Charts</p> <p>YouTube clip:  <a href="https://www.youtube.com/watch?v=-0Op_bWDOGDO&amp;ab_channel=KimCashTate">https://www.youtube.com/watch?v=-0Op_bWDOGDO&amp;ab_channel=KimCashTate</a>            (start at 0.42 seconds)</p>

Key elements	Sequence of teaching activities/ learning experiences/ thinking approaches	Assessment strategies	Content descriptors/ Objectives	Resources
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**STAGE TWO | EXPLORE (2 weeks)**

**LESSON TWO....FOCUS: Strategies that promote good mental health and wellbeing.**

**Tune In: 10 x 2 (Visible Thinking Routine)**



alamy Image ID: 18N1TCS  
www.alamy.com


<https://www.alamy.com/stock-photo/outdoor-activities.html>

1. Students look at the image. In your journal, write ten words that the pictures prompts you to think of.
2. Share 3 words with your table group.
3. Look more closely at the image. Write down another ten words.
4. Class discussion about the words the image invoked.
5. What does this picture have to do with good mental health and wellbeing?

Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)

Practice skills to establish and maintain relationships (ACPPS055)



Examine the influence of emotional responses on behaviour and relationships (ACPPS056)


Key elements	Sequence of teaching activities/ learning experiences/ thinking approaches	Assessment strategies	Content descriptors/ Objectives	Resources
<p><b>Content: What are strategies we can learn to improve/maintain mental health and wellbeing?</b> </p> <p>Break class into 6 groups. Assign 2 groups per topic – Physical, Spiritual, Quiet/Creative. Provide the groups with the resources below.</p> <p><b>Physical</b>  <i>Exercise has many benefits, not only for your physical health but also your mental health. In your brain, exercise stimulates chemicals that improve your mood and the parts of the brain responsible for memory and learning.</i></p> <p><i>Exercise releases chemicals like endorphins and serotonin that improve your mood. It can also get you out in the world, help to reduce any feelings of loneliness and isolation, and put you in touch with other people.</i></p> <p><i>If you exercise regularly, it can reduce your <u>stress</u> and symptoms of <u>mental health</u> conditions like <u>depression</u> and <u>anxiety</u>, and help with <u>recovery</u> from mental health issues. It can also improve your <u>sleep</u>, which is important in many different ways.</i></p> <p><a href="https://www.healthdirect.gov.au/exercise-and-mental-health">https://www.healthdirect.gov.au/exercise-and-mental-health</a></p> <ul style="list-style-type: none"> <li>• Investigate reasons why being physically active improves/maintains good mental health and wellbeing.</li> <li>• Brainstorm a list of physical activities that people could enjoy to improve/maintain their mental health and wellbeing.</li> <li>• Create a poster of your chosen activities.</li> </ul> <p><b>Spiritual</b></p> <ul style="list-style-type: none"> <li>• Investigate reasons why focussing on God may improve/maintain good mental health and wellbeing.</li> <li>• Brainstorm a list of spiritual activities that people could enjoy to improve/maintain their mental health and wellbeing.</li> <li>• Create a poster of your chosen activities.</li> </ul>				




Key elements	Sequence of teaching activities/ learning experiences/ thinking approaches	Assessment strategies	Content descriptors/ Objectives	Resources
<p><b>Quiet/Creative</b>  <i>Silence works like a buffer between external stimuli and emotional processing. In other words, the lack of noisy distraction can help kids’ brains better understand the world around them. And in fact, multiple studies have shown that silence <u>might boost feel-good oxytocin levels</u> and therefore decrease stress, <u>help focus and streamline thoughts</u>, and promote a general calmness that allows their brains to learn to regulate their emotions.</i></p> <p><i>Luckily, you don’t need to force kids to sit mutely in a corner to get the benefits of silence. Experts say quiet time—fusing soundlessness with calming activities like puzzles or painting—works just as well. Likewise, daydreaming can act like a staycation for children’s thoughts. Even focusing on calming sounds, like nature or hums, can centre children.</i></p> <p><a href="https://www.nationalgeographic.co.uk/family/2021/09/shh-how-a-little-silence-can-go-a-long-way-for-kids-mental-health">https://www.nationalgeographic.co.uk/family/2021/09/shh-how-a-little-silence-can-go-a-long-way-for-kids-mental-health</a></p> <ul style="list-style-type: none"> <li>• Investigate reasons why being quiet/creative improves or maintains good mental health and wellbeing.</li> <li>• Brainstorm a list of quiet/creative activities that people could enjoy to improve/maintain their mental health and wellbeing.</li> <li>• Create a poster of your chosen activities.</li> </ul> <p>Think about how you are currently feeling. Record this in your HPE journal.</p> <p>Participate in an active game outside – Fruit Salad, Pacman Tiggy etc.  Think about how you are feeling after a short period of exercise.  Record your reflections in your HPE journal.</p> <p><b>Who can help if we're feeling overwhelmed?</b>  <a href="https://www.beyondblue.org.au/get-support/who-can-assist">https://www.beyondblue.org.au/get-support/who-can-assist</a>  <a href="https://www.betterhealth.vic.gov.au/health/servicesandsupport/children-young-people-and-mental-health-services#primary-school-children-and-mental-health">https://www.betterhealth.vic.gov.au/health/servicesandsupport/children-young-people-and-mental-health-services#primary-school-children-and-mental-health</a>  <a href="https://kidshelpline.com.au/kids">https://kidshelpline.com.au/kids</a>  <a href="https://www.rch.org.au/mental-health/for_parents_and_carers/">https://www.rch.org.au/mental-health/for_parents_and_carers/</a></p> <ul style="list-style-type: none"> <li>• Make a list of people you could talk to.... in your family, at your church, in your school, at your local sporting club etc..</li> <li>• Create a credit card sized card with the names and contact numbers of people you could talk to.</li> </ul>				



Key elements	Sequence of teaching activities/ learning experiences/ thinking approaches	Assessment strategies	Content descriptors/ Objectives	Resources
 <p><a href="https://bulletjournal.com/blogs/bulletjournalist/5-ways-to-bullet-journal-to-benefit-your-mental-health">https://bulletjournal.com/blogs/bulletjournalist/5-ways-to-bullet-journal-to-benefit-your-mental-health</a></p> <p>How to Doodle:  <a href="https://www.youtube.com/watch?v=JamMsWo6Kdk&amp;ab_channel=Learningwithabiandummi">https://www.youtube.com/watch?v=JamMsWo6Kdk&amp;ab_channel=Learningwithabiandummi</a></p> <p><b>Content: Case Studies – Apply what you already know and look for more strategies that could improve/maintain good mental health.</b></p> <p>As a class, read and discuss the case study about the 3 primary aged males. </p> <p><a href="https://ypas.org.uk/news/case-studies/">https://ypas.org.uk/news/case-studies/</a></p> <ul style="list-style-type: none"> <li>• Are they displaying sound mental health and wellbeing? Justify your answer.</li> <li>• What strategies would you recommend to improve the boys’ mental health and wellbeing?</li> <li>• Is Mum’s mental health and wellbeing at risk? What strategies could Mum use to improve her mental health and wellbeing?</li> <li>• Who could the boys talk to if they are feeling frustrated? Angry? Behaviourally challenged?</li> <li>• Who could Mum talk to if she is feeling overwhelmed?</li> </ul>		<p><b>FORMATIVE:</b> Collect case study analysis.</p>		<p><a href="https://ypas.org.uk/news/case-studies/">https://ypas.org.uk/news/case-studies/</a></p>

Key elements	Sequence of teaching activities/ learning experiences/ thinking approaches	Assessment strategies	Content descriptors/ Objectives	Resources
<b>STAGE FOUR   ELABORATE (1 week)</b>				
<p><b>LESSON FOUR...Focus: Components of a mental health and wellbeing program.</b></p> <p><b>Tune In:</b> Spiritual Strategy - Teacher to share a variety of scriptures on wellbeing and discuss/unpack in groups or as a whole class (depending on student cohort).</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• A joyful heart is good medicine, but a crushed spirit dries up the bones. Proverbs 17:22</li> <li>• Anxiety in a man's heart weighs him down, but a good word makes him glad. Proverbs 12:25</li> <li>• Jesus said to them, "I am the bread of life; whoever comes to me shall not hunger, and whoever believes in me shall never thirst. John 6:35</li> <li>• Gracious words are like a honeycomb, sweetness to the soul and health to the body. Proverbs 16:24</li> <li>• Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus. Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things. Philippians 4:6-7.</li> </ul> <p><b>Content: Summative Assessment</b> Students design and create a program to support their mental health and wellbeing. They include physical, spiritual and quiet/creative elements.</p> <ul style="list-style-type: none"> <li>• Students will use strategies taught in class to design a two-week daily program of activities to improve/maintain their mental health and wellbeing.</li> <li>• Students will include three different activities to choose from each day: a movement activity; a spiritual activity; and a creative/quiet activity.</li> <li>• Students will implement the program for two weeks, completing some activities in class time.</li> <li>• Students will reflect, in their journal, on the effectiveness of their program.</li> <li>• They should reflect on why it is important to have a balanced program.</li> </ul> 	<p><b>SUMMATIVE ASSESSMENT:</b> Part A: Design a program.</p>	<p>Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)</p>	<p>Biblical verses/Bibles</p> <p>Exemplar of a wellbeing program for reference</p> <p>Program template</p>	


Key elements	Sequence of teaching activities/ learning experiences/ thinking approaches	Assessment strategies	Content descriptors/ Objectives	Resources
<b>STAGE FIVE   EVALUATE (1 week)</b>				
<p><b>LESSON FIVE...Focus: Implement and Reflect</b></p> <p><b>Tune In:</b> Participate in 2-3 activities from other class member's program.</p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Reflect in your journal on the effectiveness of other strategies.</li> <li>• Modify your program to include more suitable strategies</li> </ul> <p><b>Wrap-up:</b> Show students an exemplar reflection sheet before they complete their post-unit reflection.</p>		<p><b>SUMMATIVE ASSESSMENT:</b> Part B: Participate in a program.</p>	<p>Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)</p>	<p>Reflection sheet</p>


## APPENDIX D | QUESTIONS, UNDERSTANDINGS, CURRICULUM

Much of the Australian Curriculum HPE can be linked to two major themes, those being Identity and Wellbeing. The table below provides some examples of how the **God's Big Story** framework can be used to explore the two themes, while aligning them with curriculum from various year levels.

For each stage in GBS the following elements have been included:

- the essential questions (EQ)
- the enduring understanding that the Bible presents (EU)
- possible points of contact with the Australian Curriculum (AC)

 <b>CREATION: AFFIRMING GOD'S GOOD DESIGN</b>		
IDENTITY		WELLBEING
<ul style="list-style-type: none"> <li>● What is the basis of my worth?</li> <li>● How do I measure my worth?</li> <li>● Which relationships define me most?</li> </ul>	EQ	<ul style="list-style-type: none"> <li>● What does it mean to thrive?</li> <li>● Where do I get the blueprint for my best life?</li> <li>● Who is responsible for my wellbeing?</li> </ul>
<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>● The Bible presents a relational view of identity as opposed to a material view</li> <li>● Designed to worship God</li> <li>● Placed in a healthy community</li> <li>● Given purpose and meaning</li> </ul>	EU	<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>● In a perfect world, humans trust God for all their needs and that relationship is life-giving</li> <li>● God understands everything I need</li> <li>● God knows what's best for me as a spiritual, relational, and physical being</li> <li>● God is a good father who is always working to bring his best into my life</li> </ul>
<p>Personal, social and community health Sub-strand: Identities and change ACH9HPFP01</p>	AC	<p>Movement and physical activity Sub-strand: Making active choices AC9HPFM03</p>

 <b>FALL: AN ACCURATE DIAGNOSIS OF WHAT'S BROKEN</b>		
IDENTITY		WELLBEING
<ul style="list-style-type: none"> <li>● What's wrong with this world?</li> <li>● Why are relationships so tricky and disappointing?</li> <li>● Where can I discover success and fulfillment?</li> </ul>	EQ	<ul style="list-style-type: none"> <li>● What's wrong with me?</li> <li>● Why is life so hard to stay on top of?</li> <li>● Where does my guilt and shame come from?</li> </ul>
<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>● Every aspect of our identity is impacted by sin</li> <li>● Our worth gets measured in material ways. Self-image – Importance of Possessions / Experiences / Accomplishments / Recognition</li> <li>● Our relationships are damaged by selfishness and insecurities. Abuse / Consent / Bullying</li> <li>● Our sense of meaning and purpose is frustrated. Ego &amp; Ambition in Sport / Depression</li> </ul>	EU	<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>● If I don't trust God, I spend my life trying to create my own happiness, but every part of me suffers</li> <li>● I assume responsibility for things I can't control and I'm not equipped for. Mental Health Challenges / Corporate &amp; Public Health Agendas / Health Education as a whole</li> <li>● Like Adam &amp; Eve we want to deny responsibility and blame others. Cancel Culture / Public Shaming / Social Media / Reputation</li> </ul>
<p>Personal, social and community health Sub-strand: Identities and change ACH9HPFP01</p>	AC	<p>Personal, social and community health Interacting with others AC9HP2P02</p>



## REDEMPTION: DISCOVERING A GRACIOUS SAVIOUR

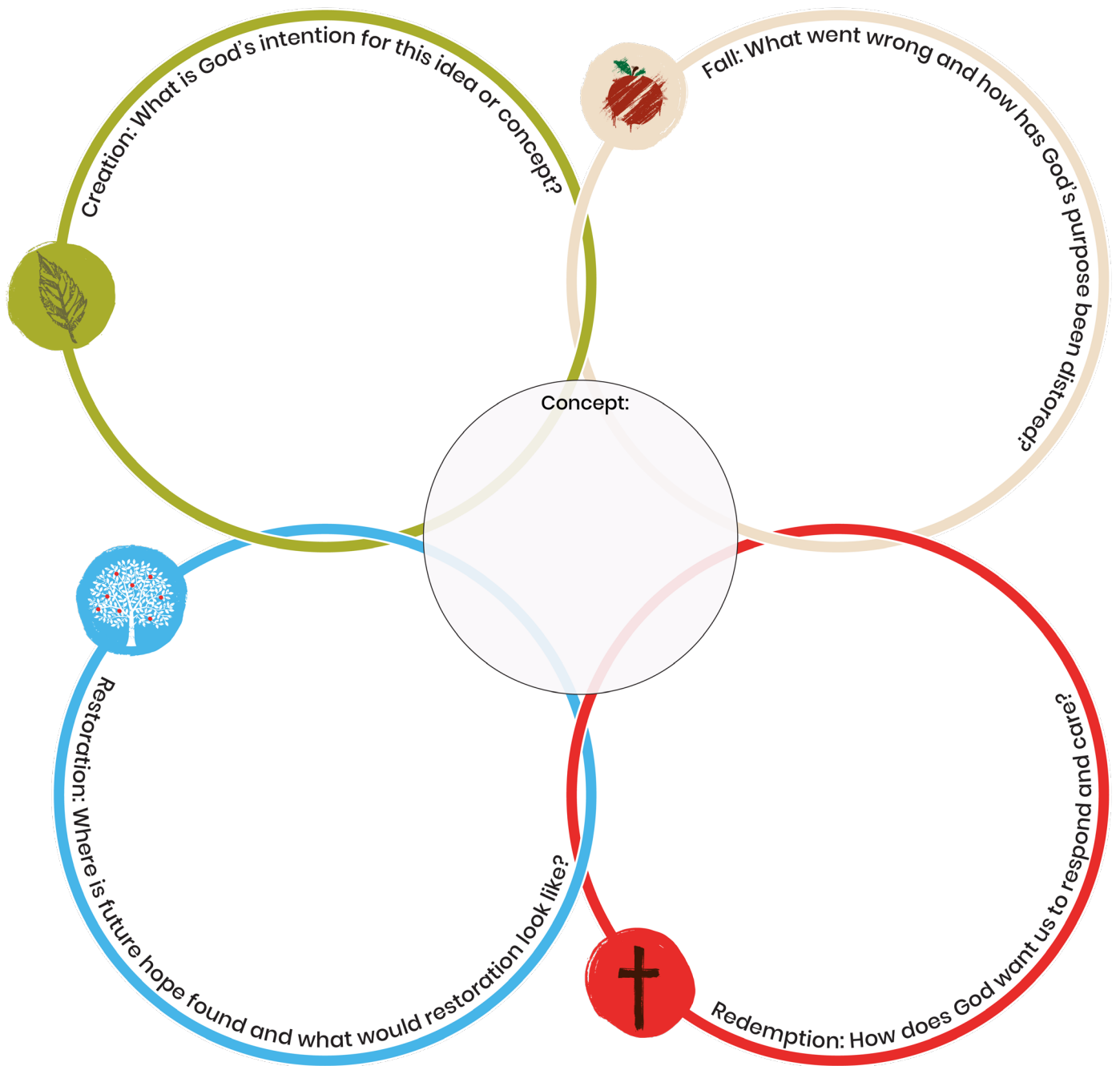
IDENTITY		WELLBEING	
<ul style="list-style-type: none"> <li>What is the best source of love?</li> <li>How do young people discover love and acceptance?</li> <li>What makes relationships/a community truly safe?</li> </ul>	EQ	<ul style="list-style-type: none"> <li>How do I thrive in life?</li> <li>Where is wholeness really found?</li> <li>Who can I trust to meet my needs?</li> </ul>	
<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>When they discover the love of God in Jesus they find true worth and are invited into a safe community</li> <li>God sees us, God knows us, God loves us enough to offer forgiveness and real friendship</li> <li>Followers of Jesus belong to a radical and inclusive community of faith</li> <li>We are invited to follow Jesus and make a difference to the space we live in</li> </ul>	EU	<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>Our best life is found when we become a disciple of Jesus, his words and example are life-giving</li> <li>God's vision for our wellbeing is centred around relational trust, not isolated 'wholeness'</li> <li>Jesus invites us to rely on God's wisdom and provision, whatever the needs we face - Choices / Emotional Maturity / Peer Influence</li> <li>Jesus offers life to the full to refine the best of what we are and inspire hope for the future</li> </ul>	
<p>Personal, social and community health Sub-strand: Interacting with others AC9HPFP04</p> <p>Movement and physical activity Sub-strand: Learning through movement AC9HPFM04</p>	AC	<p>Personal, social and community health Sub-strand: Interacting with others AC9HP2P04</p> <p>Movement and physical activity Sub-strand: Moving our bodies AC9HP2M02</p>	



## RESTORATION: A FRESH VISION OF GOD'S BEST

IDENTITY		WELLBEING	
<ul style="list-style-type: none"> <li>What would a perfect world look like?</li> <li>What is God's ideal for humanity?</li> <li>How does grace transform us and our world?</li> </ul>	EQ	<ul style="list-style-type: none"> <li>What hope does God offer this generation?</li> <li>Can we trust that God knows what's best?</li> <li>How does faith help us to face life's struggles?</li> </ul>	
<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>God is always at work, seeking out and saving the lost. He uses his people to bring life and light to every situation we find ourselves in</li> <li>Our best self is found in relationship with God, but it's a lifelong adventure of discovery</li> <li>Living in community is about learning how to love well, even when its complex and confronting. Critical Inquiry</li> <li>God's plan is to transform this world one soul at a time. We get to share in this ultimate mission</li> </ul>	EU	<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>We live in a messy and complicated world, but God gets every struggle we face. He knows exactly what we need, and he looks after his children</li> <li>Faith is the key to lasting wholeness – because we are made to do life with God.</li> <li>Contentment is powerful and liberating, learning to trust God when things are uncomfortable. Making Active Choices</li> <li>To discover our best life, we embrace the cross and let go off our selfish ambition and agendas</li> </ul>	
<p>Personal, social and community health Sub-strand: Making healthy and safe choices AC9HPFP06</p> <p>Movement and physical activity Sub-strand: Learning through movement AC9HP2M04</p>	AC	<p>Personal, social and community health Sub-strand: Identities and change AC9HP2P01</p> <p>Movement and physical activity Sub-strand: Learning through movement AC9HP2M05</p>	

# APPENDIX E | BIBLICAL LENS PLANNING TOOL






# APPENDIX F | THE 4X6 PLANNING TOOL WITH PROMPTS

## 4 BY 6 PLANNING TOOL WITH PROMPTS

### PART 1

<b>SELECT IT</b>	<p><i>Select Required Curriculum Outcomes – Unpack Nouns &amp; Verbs</i></p> <ul style="list-style-type: none"> <li>• Select the content and standards (e.g. Australian Curriculum, Achievement Standards for this unit).</li> <li>• Unpack big ideas and key concepts learners are required to know and do e.g. <i>photosynthesis, migration, linear equations, persuasive writing, nutrition, landforms, degradation, revolutions.</i></li> <li>• Include specific school goals or values</li> </ul>	 <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>LENS IT</b></p>	<p><i>Use GBS Lenses – Find the Big Ideas</i></p> <ul style="list-style-type: none"> <li>• Select a blank lens tool to record your responses. Use a large version if planning with a team.</li> <li>• Write the key learning concept in the centre of the lens tool e.g. photosynthesis, migration.</li> <li>• Starting with the first lens, Creation – ask the lens questions e.g. What is God’s purpose for... photosynthesis? Brainstorm ideas and record responses. Continue in the same way for each lens.</li> <li>• Think deeply and allow time for more ideas to flow. Avoid settling for surface thinking. Let one idea spark others.</li> </ul>
	<p style="text-align: center;"><i>Overarching Unit Goal Connected with a Clear Biblical Perspective</i></p>		
<b>CONNECT IT</b>	<ul style="list-style-type: none"> <li>• Review the big ideas and those you have recorded in response to the 4 biblical lens questions.</li> <li>• Pray and ask God to guide you to connect the ideas into a clear biblical perspective that captures the heart of the discipline as well as God’s Big Story.</li> <li>• Write the goal of the unit including a biblical perspective. Make sure it is specific to the unit intent.</li> <li>• Reference the perspective to scripture. Be careful to avoid proof texting.</li> </ul>		
<b>EMBED IT</b>	<p><i>Enduring Understanding (EU) - beginning with: That...</i></p> <ul style="list-style-type: none"> <li>• Write the Enduring Understanding – the main ideas students will take from the unit. Always start with the word ‘That’. For example:             <ul style="list-style-type: none"> <li>○ <i>That where we live affects how we live</i></li> <li>○ <i>That algebra uses symbols to represent unknown values</i></li> </ul> </li> </ul>		<p><i>Essential Questions (EQ)</i></p> <ul style="list-style-type: none"> <li>• Add Essential Questions – questions that are open, slightly provocative and arouse curiosity. For example: Why do we need rules? These questions are designed to make learners ponder on the big ideas of the unit.</li> </ul>
	<p><i>Specific Knowledge</i></p> <ul style="list-style-type: none"> <li>• List the Knowledge – write a very specific list of what students will need to know.</li> </ul>	<p><i>Specific Skills</i></p> <ul style="list-style-type: none"> <li>• List Skills – write a very specific list of what students will be able to do as a result of this unit.</li> </ul>	

## PART 2

### *Plan the Assessment Evidence*

- Plan the assessment evidence that will demonstrate that students understand, know, and can do the desired outcome. Ask, what will be acceptable evidence of understanding?

#### *Main Performance Task – Summative*

- Write a **performance task** that will require learners to demonstrate evidence of their understanding and the capacity to transfer their knowledge.

- E – End Goal
- V – Variation – Various Roles
- I – Intended Audience
- D - Dilemma
- E – Evidence of Understanding
- N – Navigate the Path to the Goal
- C – Connection to God’s Big Story
- E – Evaluated by Standards

#### *Other Assessment Evidence – Formative*

- Plan other tasks that will give evidence of acquisition of knowledge and skills.
  - e.g. prompts
  - tests
  - quizzes
  - short answers
  - visual products
  - student demonstrations
  - reflective journals
  - learning logs
  - self-assessments
  - peer reviews

ASSESS IT

## PART 3

### *Plan the Scope and Sequence of Learning Activities*

- Plan the scope and sequence of learning activities for the unit.
- Use a range of strategies that effectively engage learners.
- Find ways for students to continue focusing on the enduring understanding and the essential questions throughout the unit. Connect with their lived experience and God’s Big Story.

- P – Purpose – where, what, why
- E – Engage the heart, Enliven the mind
- D – Direct learning, Demonstrate the concepts
- A – Assess the response, Reteach
- G – Gauge Own Learning
- O – Organised for all, differentiate
- G – God’s Big Story, Guided by Lenses
- Y – Yearn for More, Use for Good

ENLIVEN IT

## APPENDIX G | ACTIVITY: AUS CURRICULUM HPE BRAINSTORM

Using the following link to the HPE Australian Curriculum - <https://v9.australiancurriculum.edu.au/>, as a group or faculty, spend 30 minutes working through the following task. Choose the Band/Year level most relevant to your situation.

1. Select one concept/sentence from the selected year levels Achievement Standard.
2. Examine the Focus Areas (Creation/Fall/Redemption/Restoration) and identify the questions that best suit the achievement standard.
3. Read the content descriptors for the year level and select the ones that speak to the achievement standard.
4. Consider the **Enduring Understanding (focus on Values and Beliefs), Knowledge, and Skills** you would like to explore in the lesson. Don't forget to start the enduring understandings with 'That...'.  
 4.1. Enduring Understanding (Values and beliefs): Students will understand that...  
 Knowledge:  
 Skills:
5. Consider further how you could incorporate a spiritual health perspective related to **Enduring Understanding (Belonging), Meaning, Purpose**.  
 5.1. Enduring Understanding (Belonging): Students will understand that...  
 Meaning:  
 Purpose:
6. Consider a lesson plan **Hook, Content, and Reflection** to explore these ideas and curriculum.  
 6.1. Hook:  
 Content:  
 Reflection:
7. How could you assess the Knowledge/Skills/Enduring Understandings?

1.	Achievement Standard:
2.	Focus Area (Creation/Fall/Redemption/Restoration Questions):
3.	Content descriptor:
4.	Enduring Understanding (Values and beliefs): Students will understand that...  Knowledge:  Skills:
5.	Enduring Understanding (Belonging): Students will understand that...  Meaning:  Purpose:
6.	Hook:  Content:  Reflection:
7.	Assessment options: Knowledge, Skills, Enduring Understanding