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**Outdoor Learning: years 7 and 8**

The following table identifies how the key aspects of outdoor learning are evident in content descriptions from across the Australian Curriculum Version 9.0. From this information, teachers could develop a sequential program for outdoor learning by connecting the key aspects of learning with learning area and subject-specific content descriptions.

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| Years 7 and 8 |
| Key aspect 1: Skills and knowledge |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**Interacting with others | examine the roles of respect, empathy, power and coercion in developing respectful relationshipsAC9HP8P04 | * analysing how behaviours, actions and responses to situations can change depending on whether they are by themselves, with friends or with family
* recognising the impact bullying and harassment can have on relationships, including online relationships
* showing respect for cultural norms and sensitivities when building relationships with people from different cultural backgrounds
* proposing strategies for addressing racism towards First Nations Australians, including the role of bystanders in promoting respectful interactions and challenging disrespect and discrimination
* examining what constitutes disrespectful, harmful or violent behaviour within peer, family and intimate relationships
 |
| **Personal, social and community health**Interacting with others | investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communitiesAC9HP8P05 | * investigating how respecting diversity and challenging racism, sexism, ableism (disability discrimination) and homophobia influence individual and community health and wellbeing
* examining values and beliefs about cultural and social issues such as gender, race, violence, sexuality and ability, and how resisting stereotypes can help students be themselves
* developing strategies to challenge narrow views of gender, race, violence, sexuality, gender diversity and ability to contribute to inclusive communities
* researching how norms, stereotypes and prejudice are challenged in local, national and global contexts
* investigating events and strategies that value the contributions of First Nations Australians and strengthen relationships, such as Indigenous rounds in sporting codes and NAIDOC Week
* identifying examples of beliefs and cultural practices within, between and across cultural groups, including cultural groups from the Asian region, and describing how they have changed or remained the same over time
 |
| **Personal, social and community health**Interacting with others | analyse factors that influence emotional responses and devise strategies to self-manage emotionsAC9HP8P06 | * investigating personal, social and cultural factors that influence the way individuals respond emotionally to different situations and determining the impact these responses could have on others
* exploring different viewpoints, practising being empathetic and considering alternative ways to respond in a variety of situations, which take into account how they may affect others
* recognising and interpreting emotional responses to stressful situations and proposing strategies for ensuring those responses don’t have a negative impact on others
 |
| **Personal, social and community health**Making healthy and safe choices | refine protective behaviours and evaluate community resources to seek help for themselves and othersAC9HP8P08 | * exploring different strategies they can use, and resources or help sites they can access or refer others to, if they are experiencing symptoms of anxiety or depression
* examining scenarios to highlight how emotions, dispositions, social supports, and gender and cultural norms can affect a person’s willingness to seek help
* exploring help-seeking scenarios young people may encounter and sharing strategies for dealing with each situation, including situations linked to substance use, mental health issues, safety and risk-taking, and sexual health
 |
| **Personal, social and community health**Making healthy and safe choices | plan and implement strategies, using health resources, to enhance their own and others’ health, safety, relationships and wellbeing AC9HP8P10 | * proposing and implementing actions and behaviours that promote safe participation in physical activities, and evaluating the impact participation can have on their own and others’ mood and mental wellbeing
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| **Movement and Physical activity**Moving our bodies | analyse, refine and transfer movement skills in a variety of movement situationsAC9HP8M01 | * implementing feedback from a teacher to refine how they move within the playing or performance space
* using feedback from teammates in a game to know when to travel, mark or intercept to achieve and retain possession
* using feedback from a peer coach to adapt movement sequences to create, use and defend space in invasion, net/court, striking and fielding, and target games
* refining a range of swimming strokes using feedback from a teacher, peers or video resources
* using feedback from others to refine the composition of a group dance sequence
* using feedback from others to safely and efficiently travel around, over, up, under and through natural or built obstacles
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| **Movement and Physical activity**Moving our bodies | design and demonstrate how movement strategies can be manipulated to improve movement outcomes AC9HP8M02 | * developing and implementing appropriate strategies for selected movement scenarios
* selecting strategies that have been successful previously and applying the most appropriate ones when solving new movement challenges
* exploring similarities between the bases of support and flow of movements when performing different movement sequences that require static and dynamic balance
* predicting the effectiveness of changes in tactics or strategies on scoring opportunities and suggesting reasons for any unexpected results
 |
| **Movement and Physical activity**Making active choices | design and justify strategies to increase physical activity levels to achieve health and wellbeing outcomesAC9HP8M06 | * designing and monitoring a personal physical activity plan that proposes realistic strategies for increasing physical activity levels and reducing sedentary behaviours
* investigating which physical activities people engage in to maintain emotional and social wellbeing, and designing a program of activities aimed at increasing social connection and wellbeing
* comparing their current physical activity levels, amount of sleep and sedentary activity time with Australia’s 24-Hour Movement Guidelines for Children and Young People and suggesting strategies for themselves and others to meet these recommendations
 |
| **Movement and Physical activity**Learning through movement | propose and evaluate movement strategies and skills that would be most effective in different movement situations AC9HP8M07  | * explaining and justifying the movement strategies selected in response to movement challenges when participating in outdoor or nature-based activities such as rope courses, bushwalking, orienteering or canoeing
 |
| **Movement and Physical activity**Learning through movement | investigate modifications to equipment, rules and scoring systems that support fair play and inclusive participationAC9HP8M08 | * modifying rules, equipment or scoring systems to allow all participants to enjoy success in physical activities
* analysing the benefits and potential drawbacks of activities where players, rather than an independent official, are responsible for officiating the game
* exploring rules, equipment and scoring systems of traditional games of First Nations Australians and investigating how they support skill development and fair and inclusive play
 |
| **Movement and Physical activity**Learning through movement | practise and apply leadership, collaboration and group decision-making processes when participating in a range of physical activitiesAC9HP8M09 | * adopting roles and responsibilities that support and enhance team cohesion and lead to successful movement outcomes
* applying an understanding of verbal, physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group
* reflecting on their role and articulating how the actions they initiated in that role led to the achievement of successful outcomes
* undertaking various roles as a leader or collaborator to support the planning of physical activities for their team or peer group
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| **Humanities and Social Sciences (HASS)****Geography –** **Year 8** | **Skills**Concluding and decision-making  | identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impactsAC9HG8S05  | * evaluating the effectiveness of a strategy in relation to environmental, economic and social factors
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| Years 7 and 8 |
| Key aspect 2: Connections |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Movement and Physical activity**Making active choices | participate in physical activities that utilise community spaces and outdoor settings, and evaluate strategies to support increased use of these spacesAC9HP8M05 | * investigating different approaches to custodial responsibility for Country/Place used by First Nations Australian communities to support the use of local settings and spaces for physical activity while protecting the environment
* promoting an understanding of minimal-impact outdoor recreation in the local area
 |
| **Movement and Physical activity**Learning through movement | practise and apply leadership, collaboration and group decision-making processes when participating in a range of physical activitiesAC9HP8M09 | * applying an understanding of verbal, physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group
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| **Humanities and Social Sciences (HASS) -** **Geography****Year 7** | **Knowledge and understanding**Water in the world | the economic, cultural, spiritual and aesthetic value of water for people, including First Nations AustraliansAC9HG7K03  | * discussing the multilayered meanings (material, cultural and spiritual wellbeing) associated with rivers, waterways, waterholes, human-made wells, seas, lakes, soaks and springs for First Nations Australians
* examining bays, rivers, waterfalls or lakes in Australia and in countries of Asia that have been listed as either World Heritage sites or national parks for their aesthetic and cultural value
 |
| **Knowledge and understanding**Place and liveability | factors that influence the decisions people make about where to live, including perceptions of the liveability of places and the influence of environmental qualityAC9HG7K05 | * explaining how the economic, cultural, spiritual and aesthetic value of places influence choices about where to live; for example, economic – working for industries located in remote and very remote places; culture – connections for cultural groups; spiritual – meanings attributed to places; aesthetic – bright lights attraction or tree change
* discussing the concept of liveability and the ways it is measured, and comparing objective measures, such as transportation infrastructure, with subjective measures, such as people’s perceptions
* comparing students’ access to and use of places and spaces in their local area, and evaluating how this affects perceptions of liveability
* examining the influence of environmental quality on decisions people make about where to live; for example, clean land, air and water, views, recreation facilities and favourable climate
 |
| **Knowledge and understanding**Place and liveability | the cultural connectedness of people to places and how this influences their identity, sense of belonging and perceptions of a place, in particular the cultural connectedness of First Nations Australians to Country/PlaceAC9HG7K07  | * identifying different places where people can feel included or excluded, safe or threatened, and explaining how this affects perceptions about liveability of place
* explaining the importance of people being socially connected and the effect on perceptions of liveability
* discussing the cultural connectedness and belonging that First Nations Australians have to places through family, Country/Place, dispossession, relocation and employment
 |
| **Knowledge and understanding**Place and liveability | strategies used to enhance the liveability of a place, including for young people, the aged or those with disability, drawing on studies such as those from Australia or EuropeAC9HG7K08 | * identifying strategies implemented in Australia or a country in Europe to improve the liveability of a place (for example, improving public spaces, walkability, transport connections or waste disposal and recycling) and consider applicability to their own locality
* developing a strategy to improve an aspect of liveability at the local scale, taking into account the needs of diverse groups in the community, including young people (for example, through fieldwork in the local recreation area) or Traditional Owners (for example, developing bilingual signage or garden projects in the local area with First Nations Australians)
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| **Humanities and Social Sciences (HASS) -** **Geography****Year 8** | **Knowledge and understanding**Landscapes and landforms | the location and distribution of Australia’s distinctive landscapes and significant landformsAC9HG8K02 | * locating iconic landscapes and landforms in Australia on a map and describing what makes them iconic
* explaining the significance of a landform important to First Nations Australians; for example, the names, meanings and significance of the Three Sisters in the Blue Mountains, New South Wales; Budj Bim cultural landscape within Gunditjmara Country; Uluru-Kata Tjuta National Park in the Northern Territory
 |
| **Knowledge and understanding**Landscapes and landforms | the spiritual, aesthetic and cultural value of landscapes and landforms for people, including Country/Place of First Nations Australians AC9HG8K03  | * identifying the ways people value significant landscapes in Japan and China, such as Mt Fuji and the Yellow Mountains respectively, and describing what makes them important
* analysing the role of landforms and landscapes in tourism; for example, Uluru in Australia or the Himalayas in Nepal
* examining how Aboriginal Dreaming stories and Torres Strait Islander Creation stories give meaning to Country/Place
* discussing the meaning of the stories that describe First Nations Australians’ special connection to Country/Place
* discussing the multilayered meanings (material, cultural and spiritual wellbeing) associated with landscapes and significant landforms for First Nations Australians
* explaining the formation of a landform with reference to the special connections First Nations Australians have to Country/Place
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| **Science****Year 8** | **Science understanding**Earth and space sciences | describe the key processes of the rock cycle, including the timescales over which they occur, and examine how the properties of sedimentary, igneous and metamorphic rocks reflect their formation and influence their useAC9S8U04 | * explaining the uses of different types of rocks with reference to their properties and formation
* exploring the traditional geological knowledges of First Nations Australians that are used in the selection of different rock types for different purposes
* investigating how First Nations Australians have used quarrying to access rocks for use as or production of everyday objects such as grindstones, hammerstones, anvils and cutting tools
 |
| **Science inquiry**Planning and conducting | plan and conduct reproducible investigations to answer questions and test hypotheses, including identifying variables and assumptions and, as appropriate, recognising and managing risks, considering ethical issues and recognising key considerations regarding heritage sites and artefacts on Country/PlaceAC9S8I02  | * acknowledging and recognising First Nations Australians’ artefacts and heritage sites of significance such as ceremonial grounds and traditional quarries, and ensuring they cause no harm to heritage sites and artefacts
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| Years 7 and 8 |
| Key aspect 3: Conservation and sustainability |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**Making healthy and safe choices | plan and implement strategies, using health resources, to enhance their own and others’ health, safety, relationships and wellbeingAC9HP8P10 | * investigating food-serving recommendations from The Australian Guide to Healthy Eating and producing a guide to help students make healthy choices when buying food from the school canteen
* researching a variety of snack and lunch options, and evaluating nutritional value, value for money and sustainability to create a weekly menu plan; considering the benefits of eating locally grown, chemical-free produce to support personal health benefits, reduce food miles and support local producers
* investigating how First Nations Australians have developed complete diets that meet nutritional requirements, and used and continue to use food for medicinal purposes
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| **Humanities and Social Sciences (HASS)** **Geography –** **Year 7** | **Knowledge and understanding**Water in the world | classification of environmental resources and the way that water connects and changes places as it moves through environmentsAC9HG7K01 | * classifying resources into renewable, non-renewable and continuous resources, and identifying examples of each type
* explaining how the movement of water, such as groundwater; soil moisture (green water); surface water in dams, rivers and lakes (blue water); through the environment connects places and how water is a potential resource when it exists as salt water, ice or water vapour
* explaining the environmental, economic or social effects of water as it connects places; for example, the environmental effects of water diversion in the Snowy Mountains, the economic effects of irrigation in the Ord River or the social effects of the Mutitjulu Waterhole connecting Australian First Nations Peoples in Central Australia
* explaining how moving water changes places; for example, moving water causes soil and rock erosion or cuts valleys into mountains
 |
| **Knowledge and understanding**Water in the world | the location and distribution of water resources in Australia, their implications, and strategies to manage the sustainability of waterAC9HG7K02 | * representing the location of Australia’s water resources, such as surface water and groundwater
* describing the distribution of Australia’s water resources and its implications for people; for example, limited access to water for people in rural and remote places and its implications
* identifying the causes of variability in water resources or water scarcity; for example, an absolute shortage of water (physical cause), inadequate development of water resources (economic cause), or the ways water is used (such as farming, industry, drinking, washing or watering)
* explaining the factors that contribute to variability in water resources or water scarcity; for example, location, climate, topography, seasonality or evaporation
* examining why water is a difficult resource for communities to manage and sustain; for example, because of its shared and competing uses, and variability of supply over time
* examining how a strategy may manage the sustainability of water resources; for example, recycling (grey water), stormwater harvesting and re-use, desalination, inter-regional transfer of water and trade in virtual water, and reducing water consumption
 |
| **Knowledge and understanding**Water in the world | the economic, cultural, spiritual and aesthetic value of water for people, including First Nations AustraliansAC9HG7K03  | * discussing the multilayered meanings (material, cultural and spiritual wellbeing) associated with rivers, waterways, waterholes, human-made wells, seas, lakes, soaks and springs for First Nations Australians
* examining bays, rivers, waterfalls or lakes in Australia and in countries of Asia that have been listed as either World Heritage sites or national parks for their aesthetic and cultural value
 |
| **Knowledge and understanding**Place and liveability | factors that influence the decisions people make about where to live, including perceptions of the liveability of places and the influence of environmental qualityAC9HG7K05 | * explaining how the economic, cultural, spiritual and aesthetic value of places influence choices about where to live; for example, economic – working for industries located in remote and very remote places; culture – connections for cultural groups; spiritual – meanings attributed to places; aesthetic – bright lights attraction or tree change
* discussing the concept of liveability and the ways it is measured, and comparing objective measures, such as transportation infrastructure, with subjective measures, such as people’s perceptions
* comparing students’ access to and use of places and spaces in their local area, and evaluating how this affects perceptions of liveability
* examining the influence of environmental quality on decisions people make about where to live; for example, clean land, air and water, views, recreation facilities and favourable climate
 |
| **Knowledge and understanding**Place and liveability | strategies used to enhance the liveability of a place, including for young people, the aged or those with disability, drawing on studies such as those from Australia or EuropeAC9HG7K08 | * identifying strategies implemented in Australia or a country in Europe to improve the liveability of a place (for example, improving public spaces, walkability, transport connections or waste disposal and recycling) and consider applicability to their own locality
* developing a strategy to improve an aspect of liveability at the local scale, taking into account the needs of diverse groups in the community, including young people (for example, through fieldwork in the local recreation area) or Traditional Owners (for example, developing bilingual signage or garden projects in the local area with First Nations Australians)
 |
| **Skills**Concluding and decision-making  | identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impactsAC9HG7S05 | * proposing individual action in response to a geographical phenomenon or challenge and supporting the proposal with reasons; for example, reducing the individual water footprint; walking, cycling or using public transport for a more environmentally liveable place
* proposing collective action in response to a geographical phenomenon or challenge and supporting the proposal with reasons; for example, developing guidelines for conserving water at school to promote awareness of levels of water usage for a community over time, especially during droughts; planning sustainable and liveable cities such as the ecopolis
 |
| **Humanities and Social Sciences (HASS)****Geography –** **Year 8** | **Knowledge and understanding**Landscapes and landforms | the interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapesAC9HG8K04 | * identifying the interconnections and effects of erosion and sedimentation produced by human activities on the quality of the environment; for example, the effects of overuse of tourist tracks in bushland or the effects of land-clearing for the production of palm oil in Indonesia and Malaysia
* explaining the interconnections and effects of mining, quarrying and urban development on the quality of the environment; for example, the interconnections of the quality of the environment and uranium mining in Kakadu, urban development in Singapore or the extension of land area in Tokyo Bay
* explaining the effects of river regulation, including dams, locks, channel straightening and drains, on the quality of riverine and wetland environments; for example, the Three Gorges Dam on the Yangtze River in China, or dams and weirs on the Murray–Darling river system
* identifying the contribution of the knowledges of First Nations Australians to the use and management of distinctive landscapes; for example, Indigenous Peoples’ Knowledge (IPK) incorporated into modern management of diverse landscapes and landforms such as Kakadu National Park, Uluru, the Great Barrier Reef and the Snowy Mountains
 |
| **Knowledge and understanding**Changing nations | strategies to manage the sustainability of Australia’s changing urban placesAC9HG8K09  | * examining a strategy used by local, state or national governments to manage projected population growth in one of Australia’s cities or regional urban centres, and identifying implications for sustainability (environmental, economic and social factors) and liveability
* generating ideas for a strategy for a more balanced distribution of urban population, such as decentralisation, using Canberra as an example
 |
| **Science** **Year 7** | **Science as a human endeavour**Nature and development of science | explain how new evidence or different perspectives can lead to changes in scientific knowledgeAC9S7H01 | * investigating how the land management practices of First Nations Australians inform contemporary management of the environment to protect biodiversity
* investigating how First Nations Australians’ traditional ecological and zoological knowledges inform sustainable harvesting practices of certain species, such as dugongs and turtles
 |
| **Science inquiry**Planning and conducting | plan and conduct reproducible investigations to answer questions and test hypotheses, including identifying variables and assumptions and, as appropriate, recognising and managing risks, considering ethical issues and recognising key considerations regarding heritage sites and artefacts on Country/PlaceAC9S7I02  | * considering ethical issues relating to interactions with living things
* acknowledging and recognising First Nations Australians’ artefacts and heritage sites, such as human stonework and scatter sites in comparison with rocks changed by natural processes, and understanding not to harm or disturb sites
 |
| **Science** **Year 8** | **Science understanding**Earth and space sciences | describe the key processes of the rock cycle, including the timescales over which they occur, and examine how the properties of sedimentary, igneous and metamorphic rocks reflect their formation and influence their useAC9S8U04 | * explaining the uses of different types of rocks with reference to their properties and formation
* exploring the traditional geological knowledges of First Nations Australians that are used in the selection of different rock types for different purposes
* investigating how First Nations Australians have used quarrying to access rocks for use as or production of everyday objects such as grindstones, hammerstones, anvils and cutting tools
 |
| **Science as a human endeavour**Nature and development of science | explain how new evidence or different perspectives can lead to changes in scientific knowledgeAC9S8H01  | * analysing how sustainability priorities such as efficiency and limiting environmental impact have led to innovative practices in mining and mine site regeneration
 |
| **Science inquiry**Planning and conducting | plan and conduct reproducible investigations to answer questions and test hypotheses, including identifying variables and assumptions and, as appropriate, recognising and managing risks, considering ethical issues and recognising key considerations regarding heritage sites and artefacts on Country/PlaceAC9S8I02  | * acknowledging and recognising First Nations Australians’ artefacts and heritage sites of significance such as ceremonial grounds and traditional quarries, and ensuring they cause no harm to heritage sites and artefacts
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| Years 7 and 8 |
| Key aspect 4: Health and wellbeing |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**Identities and change | analyse and reflect on the influence of values and beliefs on the development of identitiesAC9HP8P01 | * examining how their values and beliefs, as well as those of family and friends, influence the development of identities
* analysing how naming of deceased protocols, such as kumanjayi, can impact the identities of other members within First Nations Australian communities
* examining how cultural values and beliefs influence the way young people view themselves, including young Australians of Asian heritage
* examining how cultural beliefs about the physical changes experienced during puberty can influence gender, cultural and sexual identities
 |
| **Personal, social and community health**Making healthy and safe choices | refine protective behaviours and evaluate community resources to seek help for themselves and othersAC9HP8P08 | * exploring different strategies they can use, and resources or help sites they can access or refer others to, if they are experiencing symptoms of anxiety or depression
* examining scenarios to highlight how emotions, dispositions, social supports, and gender and cultural norms can affect a person’s willingness to seek help
* exploring help-seeking scenarios young people may encounter and sharing strategies for dealing with each situation, including situations linked to substance use, mental health issues, safety and risk-taking, and sexual health
 |
| **Personal, social and community health**Making healthy and safe choices | plan and implement strategies, using health resources, to enhance their own and others’ health, safety, relationships and wellbeingAC9HP8P10 | * proposing and implementing actions and behaviours that promote safe participation in physical activities, and evaluating the impact participation can have on their own and others’ mood and mental wellbeing
* investigating food-serving recommendations from The Australian Guide to Healthy Eating and producing a guide to help students make healthy choices when buying food from the school canteen
* researching a variety of snack and lunch options, and evaluating nutritional value, value for money and sustainability to create a weekly menu plan; considering the benefits of eating locally grown, chemical-free produce to support personal health benefits, reduce food miles and support local producers
* investigating how First Nations Australians have developed complete diets that meet nutritional requirements, and used and continue to use food for medicinal purposes
* examining how different cultures value the contribution of the mind–body–spirit connection to health and wellbeing; for example, Dadirri – the Aboriginal meditative practice of deep listening developed and shared by First Nations Australians of the Daly River region, and yoga and meditation practices from the Asia region
* investigating preventive health practices relevant to young people, and designing and implementing health promotion activities targeting these practices
* investigating tools and designing routines that help to regulate the use of digital environments and tools and ensure a healthy pattern of use, such as using do not disturb mode or turning off notifications
* investigating different approaches and developing personal plans for promoting their own positive mental health and wellbeing, such as mindfulness, relaxation techniques and healthy eating
 |
| **Movement and Physical activity**Making active choices | participate in physical activities designed to improve fitness and wellbeing to investigate the impact of regular participation on health, fitness and wellbeingAC9HP8M04 | * using digital tools to design personal physical activity programs that support regular participation and meet their individual health, wellbeing and fitness goals
* designing and performing a fitness circuit they could implement at home (with minimal equipment) that improves one or more fitness components
* researching and participating in new activities to explore how they can enhance health, fitness and wellbeing, such as yoga, mindfulness meditation, gym classes, HIIT sessions
 |
| **Movement and Physical activity**Making active choices | participate in physical activities that utilise community spaces and outdoor settings, and evaluate strategies to support increased use of these spacesAC9HP8M05 | * evaluating different strategies used to manage and protect environments where physical activities take place, such as bushwalking trails, surf beaches, skate parks and sporting fields
* investigating different approaches to custodial responsibility for Country/Place used by First Nations Australian communities to support the use of local settings and spaces for physical activity while protecting the environment
* designing and evaluating physical activity options that reimagine the use of community spaces to encourage more active lifestyles among their peer group
* promoting an understanding of minimal-impact outdoor recreation in the local area
 |
| **Movement and Physical activity**Making active choices | design and justify strategies to increase physical activity levels to achieve health and wellbeing outcomesAC9HP8M06 | * designing and monitoring a personal physical activity plan that proposes realistic strategies for increasing physical activity levels and reducing sedentary behaviours
* investigating which physical activities people engage in to maintain emotional and social wellbeing, and designing a program of activities aimed at increasing social connection and wellbeing
* comparing their current physical activity levels, amount of sleep and sedentary activity time with Australia’s 24-Hour Movement Guidelines for Children and Young People and suggesting strategies for themselves and others to meet these recommendations
 |
| **Humanities and Social Sciences (HASS)****Geography –** **Year 7** | **Knowledge and understanding**Place and liveability | factors that influence the decisions people make about where to live, including perceptions of the liveability of places and the influence of environmental qualityAC9HG7K05 | * explaining how the economic, cultural, spiritual and aesthetic value of places influence choices about where to live; for example, economic – working for industries located in remote and very remote places; culture – connections for cultural groups; spiritual – meanings attributed to places; aesthetic – bright lights attraction or tree change
* discussing the concept of liveability and the ways it is measured, and comparing objective measures, such as transportation infrastructure, with subjective measures, such as people’s perceptions
* comparing students’ access to and use of places and spaces in their local area, and evaluating how this affects perceptions of liveability
* examining the influence of environmental quality on decisions people make about where to live; for example, clean land, air and water, views, recreation facilities and favourable climate
 |
| **Knowledge and understanding**Place and liveability | the cultural connectedness of people to places and how this influences their identity, sense of belonging and perceptions of a place, in particular the cultural connectedness of First Nations Australians to Country/PlaceAC9HG7K07  | * identifying different places where people can feel included or excluded, safe or threatened, and explaining how this affects perceptions about liveability of place
* explaining the importance of people being socially connected and the effect on perceptions of liveability
* discussing the cultural connectedness and belonging that First Nations Australians have to places through family, Country/Place, dispossession, relocation and employment
 |
| **Knowledge and understanding**Place and liveability | strategies used to enhance the liveability of a place, including for young people, the aged or those with disability, drawing on studies such as those from Australia or EuropeAC9HG7K08 | * identifying strategies implemented in Australia or a country in Europe to improve the liveability of a place (for example, improving public spaces, walkability, transport connections or waste disposal and recycling) and consider applicability to their own locality
* developing a strategy to improve an aspect of liveability at the local scale, taking into account the needs of diverse groups in the community, including young people (for example, through fieldwork in the local recreation area) or Traditional Owners (for example, developing bilingual signage or garden projects in the local area with First Nations Australians)

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| **Skills**Concluding and decision-making  | identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impactsAC9HG7S05 | * proposing individual action in response to a geographical phenomenon or challenge and supporting the proposal with reasons; for example, reducing the individual water footprint; walking, cycling or using public transport for a more environmentally liveable place
* proposing collective action in response to a geographical phenomenon or challenge and supporting the proposal with reasons; for example, developing guidelines for conserving water at school to promote awareness of levels of water usage for a community over time, especially during droughts; planning sustainable and liveable cities such as the ecopolis
 |