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**Outdoor Learning: years 9 and 10**

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 9 and 10 |
| 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 | evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationshipsAC9HP10P04 | * investigating the characteristics of positive, respectful relationships and the rights and ethical responsibilities of individuals in relationships
* investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful
* investigating how demonstrating support for causes that promote truth-telling can build cultural awareness, empathy and respectful relationships
* identifying the ways in which historical patterns of inequity, violence and discrimination can have lasting intergenerational effects on wellbeing, and considering strategies to build the cultural awareness, empathy, compassion and respect that contribute to reconciliation
 |
| **Personal, social and community health**Interacting with others | propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communitiesAC9HP10P05 | * investigating community health resources to evaluate how accessible they are for marginalised individuals and groups, and proposing changes to improve inclusiveness and accessibility
* critiquing media representations of different cultural and racial groups and analysing whether the representations are respectful, realistic and inclusive
* analysing messages about gender norms and stereotypes in popular culture and considering the impact these might have on individuals, institutions and communities
* designing strategies and actions they can implement to challenge stereotypes, prejudices and discrimination, and publicly acknowledge the contributions First Nations Australians make to Australia’s sporting and health fields
* proposing strategies to challenge prejudices, biases and discrimination that target specific cultural groups, including Australians of Asian heritage
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| **Personal, social and community health**Interacting with others | evaluate emotional responses in different situations to refine strategies for managing emotions AC9HP10P06 | * proposing strategies for managing emotional responses and resolving conflict in a family, school or social situation, or online environment
* reflecting on the possible consequences of not recognising their own or others’ emotions in a range of challenging situations, including responses to rejection, failure, harassment and violence
* evaluating situations where an individual may react with extreme or uncontrolled emotion and reflecting on the impact that this response may have on the situation and/or their relationships
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| **Personal, social and community health**Making healthy and safe choices | plan, rehearse and evaluate strategies for managing situations where their own or others’ health, safety or wellbeing may be at riskAC9HP10P08 | * critiquing the appropriateness and effectiveness of help and support services available for young people in the local community
* proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks, such as in relation to the use of e-cigarettes, cannabis, psychostimulants, opiates or hallucinogens
* investigating a range of behaviours to determine positive, safe, legal and ethical behaviour when using digital tools and environments and recognising what actions can be taken when behaviour becomes abusive
* planning and practising responses to emergencies where they may be required to administer first aid to a friend or stranger, including CPR
* understanding the factors that impact a person’s ability to seek, give or deny consent, including when a person is affected by alcohol and other drugs, or there is an imbalance of power or coercion within the relationship
* examining practices, policies and processes for ensuring safe blood practices in a range of situations, including not sharing needles, precautions when participating in physical activities and safe practices during sexual activity, including use of condoms and dams
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| **Personal, social and community health**Making healthy and safe choices | critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions AC9HP10P09 | * critiquing health information and services that provide advice and support on issues targeted at specific groups of young people, including support with substance use, healthy food choices, fitness and exercise plans, mental health support, sexual health and personal safety
* analysing the nutritional composition of foods eaten by the First Peoples of Australia and explaining how the information could be used to increase health benefits for everyone
* evaluating strategies and actions to increase personal safety and planning to promote these in the school and community
* investigating health issues specific to First Nations Australian communities and proposing proactive community strategies for promoting better access and health outcomes; for example, remote area dialysis buses and community-based treatment options
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| **Movement and physical activity**Moving our bodies | analyse, adapt and refine their own and others’ movement skills in a range of challenging movement situations to enhance performanceAC9HP10M01 | * using knowledge of results feedback to support another student in refining a skill to perform with greater accuracy and control
* using digital tools to record their own and others' performance, and providing feedback on timing of movements in relation to teammates, opposition players, movement of the ball or other external stimuli
* adapting and responding to changes in equipment that increase the complexity of a movement task or performance
* analysing their own and others’ performances, such as at a swimming, cross-country or athletics carnival, and propose strategies for refining techniques to improve performance
* providing constructive feedback on their own and others' group performance of a movement sequence
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| **Movement and physical activity**Moving our bodies | create and refine movement strategies to achieve successful outcomes across a range of challenging movement situationsAC9HP10M02 | * reviewing, proposing and implementing alternative responses to movement situations based on the outcome of previous performances
* performing specialised movement skills in situations where the rules or conditions have been modified to vary complexity
* adapting and refining movement strategies to enhance movement outcomes when using different types of equipment
* evaluating the effectiveness of a range of strategies in game situations using a personally developed set of criteria and suggesting how to adapt to improve performance
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| **Movement and physical activity**Making active choices | participate in physical activities that promote health and social outcomes to design and evaluate participation strategies for themselves and othersAC9HP10M05 | * creating and evaluating proposals to promote the use of natural settings within the local community for physical activity
* designing and critiquing a strategy to involve family, friends and members of the community in celebrations based around culturally significant physical activities to promote a sense of connection with and belonging to the community
* investigating community-based campaigns to promote physical activity participation and determining key elements of success that could be replicated in a school-based campaign
* identifying local natural resources and community spaces where individuals and groups can connect and participate in physical and social activities
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| **Movement and physical activity**Making active choices | design, implement and evaluate personalised plans for improving or maintaining their own or others’ physical activity levels to achieve fitness, health and wellbeing outcomesAC9HP10M06 | * using digital tools to design, implement and monitor a personal fitness plan that includes a timeframe, goals and a variety of specific activities that meet the needs of different people
* justifying the selection of physical activities included in a personalised plan linked to physical activity goals and wellbeing outcomes they wish to improve or maintain
* investigating target training heart-rate zones for a range of different people, how these zones can be measured and how they relate to health, wellbeing and fitness levels
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| **Movement and physical activity**Learning through movement | demonstrate fair play and reflect on how ethical behaviour can influence physical activity outcomes for individuals and groupsAC9HP10M08  | * analysing how equitable participation in group activities can influence outcomes in physical activity
* analysing how First Nations Australian athletes have been treated in different sports and evaluating the impact that may have on the participation of young First Nations Australians in sport and physical activity
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| **Movement and physical activity**Learning through movement | devise, implement and refine strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skillsAC9HP10M09 | * evaluating the contribution they make as an individual to teamwork, leadership and enjoyable participation for all
* analysing the use of self-talk and encouragement to motivate themselves and team members to continue to participate, persist when things get challenging and improve performance
* creating and implementing self-assessment and peer-assessment tools to evaluate performance in a variety of roles
* identifying and critiquing leadership styles and group dynamics through collaboratively solving initiative games
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| **Humanities and Social Sciences (HASS)****Geography –** **Year 9** | **Skills**Concluding and decision-making  | "develop and evaluate strategies, using environmental, economic or social criteria; recommend a strategy and explain the predicted impacts AC9HG9S05 | * proposing individual action and supporting the proposal with reasons; for example, reducing food wastage or reducing negative environmental impacts when visiting theme parks or national parks
* proposing collective action and supporting the proposal with reasons; for example, organisations that work to end hunger and improve food security, or improve labour practices and increase wages for people working to produce goods exported to other countries
* evaluating the effectiveness of a strategy in relation to environmental, economic or social criteria; for example, examining factors likely to impact on achieving Goal 2 of the Sustainable Development Goals – Ending global hunger by 2030 or monitoring the extent that a management plan for a national park is implemented
* explaining the outcomes and impacts of a strategy, such as providing people with adequate and quality food that is acceptable in different cultures, or reducing the global movement of hazardous waste between countries
* reflecting on the influence of personal values and attitudes on predicted outcomes and impacts; for example, how preferring to buy locally produced food reduces food miles and greenhouse gases, or how reducing, recycling and reusing goods contributes to a more sustainable environment
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| **Humanities and Social Sciences (HASS)****Geography –** **Year 10** | **Skills**Interpreting and analysing geographical data and information | develop and evaluate strategies, using environmental, economic or social criteria; recommend a strategy and explain the predicted impactsAC9HG10S05 | * proposing individual action and supporting the strategy with reasons; for example, reducing their ecological footprint by reducing the amount of food packaging included in a packed lunch, or becoming volunteers for non-government organisations such as the Red Cross or Red Crescent to increase social connectedness
* proposing collective action and evaluation of actions; for example, identifying ways to improve the wellbeing of remote communities of First Nations Australians and evaluating the actions proposed and implemented by the community members
* evaluating the effectiveness of a strategy in relation to environmental, economic or social criteria; for example, reflecting on whether environment degradation has been reduced and human wellbeing improved
* explaining reasons for decisions and choices, such as the traditional use of firestick farming by First Nations Australians to control fires, or grassroots decisions on implementation and effectiveness of aid projects
* reflecting on personal values and attitudes and how these influence strategies; for example, applying sustainable design principles to urban redevelopment projects that provide green, open spaces for residents, or supporting non-government organisations that reflect personal values
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| Years 9 and 10 |
| Key aspect 2: Connections |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**Interacting with others | evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationshipsAC9HP10P04 | * investigating how demonstrating support for causes that promote truth-telling can build cultural awareness, empathy and respectful relationships
* identifying the ways in which historical patterns of inequity, violence and discrimination can have lasting intergenerational effects on wellbeing, and considering strategies to build the cultural awareness, empathy, compassion and respect that contribute to reconciliation
 |
| **Movement and physical activity**Making active choices | participate in physical activities that promote health and social outcomes to design and evaluate participation strategies for themselves and othersAC9HP10M05 | * creating and evaluating proposals to promote the use of natural settings within the local community for physical activity
* designing and critiquing a strategy to involve family, friends and members of the community in celebrations based around culturally significant physical activities to promote a sense of connection with and belonging to the community
* investigating community-based campaigns to promote physical activity participation and determining key elements of success that could be replicated in a school-based campaign
* identifying local natural resources and community spaces where individuals and groups can connect and participate in physical and social activities
 |
| **Movement and physical activity**Learning through movement | devise, implement and refine strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skillsAC9HP10M09 | * evaluating the contribution they make as an individual to teamwork, leadership and enjoyable participation for all
* analysing the use of self-talk and encouragement to motivate themselves and team members to continue to participate, persist when things get challenging and improve performance
 |
| **Humanities and Social Sciences (HASS) -** **Geography****Year 9** | **Knowledge and understanding**Biomes and food security | the effects on places of people’s travel, recreational, cultural or leisure choices, and the strategies for managing the impacts on these placesAC9HG9K06 | * discussing the causes of the global growth of tourism and its environmental, economic or social impacts on places
* explaining the impacts of people’s cultural and leisure choices on the sustainability of places popular with tourists (for example, visiting Mecca, Vatican City or Varanasi as religious pilgrimages) and predicting how space tourism or the impacts of COVID-19 may affect places
* examining how management plans for national parks, such as Uluru-Kata Tjuta National Park, bring together cultural and scientific knowledge and experience, and examining governance and past experience to manage the effects of people’s cultural and leisure choices
 |
| **Humanities and Social Sciences (HASS) -** **Geography****Year 10** | **Knowledge and understanding**Environmental change and management | the human-induced changes that challenge the sustainability of places and environmentsAC9HG10K01  | * identifying tensions between the conflicting perspectives of individuals, communities and governments on the use of sustainable practices
* explaining the nature of human-induced environmental changes (for example, water and atmospheric pollution; loss of biodiversity; degradation of land and aquatic environments) and the challenges they pose for sustainability
* discussing the concept of sustainability in relation to environmental functions and identifying tensions between the conflicting perspectives of communities, businesses and government
 |
| **Knowledge and understanding**Environmental change and management | the environmental world views of people and their implications for environmental managementAC9HG10K02 | * discussing the influence of people’s environmental world views (human-centred and earth-centred) regarding environmental management
* comparing differences in people’s views about the causes of an environmental issue of personal, national and global importance
* discussing whether environmental change is necessarily a problem that should be managed and explaining people’s choices of methods for managing or responding to environmental changes
 |
| **Knowledge and understanding**Environmental change and management | First Nations Australians’ approaches to custodial responsibility and environmental management in different regions of AustraliaAC9HG10K03 | * identifying the influence of cultural values on how First Nations Australians manage environments (for example, continuity of cultural practices, management or development of Country/Place, and land tenure systems) and explaining custodial responsibilities for a Country/Place
* discussing the role of First Nations Australian Park Rangers and their cultural knowledge and practices in the management of their Country/Place and environments
* explaining First Nations Australians’ models of sustainability, which contribute to broader conservation practices; for example, obligations to Country/Place, land management and care practices such as cleaning up the land and fire management, removal of weeds and rubbish, protection of threatened species, and capacity building within their communities
 |
| **Skills**Interpreting and analysing geographical data and information | evaluate geographical data and information to make generalisations and predictions, explain patterns and trends, and infer relationshipsAC9HG10S03  | * inferring relationships between key environmental indicators and sustainability of places at the national scale; for example, using a geospatial technologies application to create a map of Australia and another country to show measures of environmental change such as air quality, freshwater quality, fish resources, energy use, biodiversity or waste generation
 |
| **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 9 and 10 |
| Key aspect 3: Conservation and sustainability |
| 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 promote health and social outcomes to design and evaluate participation strategies for themselves and othersAC9HP10M05 | * creating and evaluating proposals to promote the use of natural settings within the local community for physical activity
* identifying local natural resources and community spaces where individuals and groups can connect and participate in physical and social activities
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| **Humanities and Social Sciences (HASS)** **Geography –** **Year 9** | **Knowledge and understanding**Biomes and food security | the distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivityAC9HG9K01  | * explaining the effects of interconnections between environmental processes (atmosphere, hydrosphere, lithosphere and biosphere) and human activities such as deforestation, mining and agriculture on the characteristics of biomes
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| **Knowledge and understanding**Biomes and food security | challenges to sustainable food production and food security in Australia and appropriate management strategiesAC9HG9K04  | * examining the impacts of modifications to biomes on the productivity and availability of staple resources for First Nations Australians; for example, reduced access to bush food such as myrrnong (yam daisy) in Victoria or cycads, bunya nuts and wongi plums in northern Australia
* examining management strategies that improve food security; for example, efforts to reduce food wastage, government policies or trade barriers
 |
| **Knowledge and understanding**Biomes and food security | the effects on places of people’s travel, recreational, cultural or leisure choices, and the strategies for managing the impacts on these placesAC9HG9K06 | * discussing the causes of the global growth of tourism and its environmental, economic or social impacts on places
* explaining the impacts of people’s cultural and leisure choices on the sustainability of places popular with tourists (for example, visiting Mecca, Vatican City or Varanasi as religious pilgrimages) and predicting how space tourism or the impacts of COVID-19 may affect places
* examining how management plans for national parks, such as Uluru-Kata Tjuta National Park, bring together cultural and scientific knowledge and experience, and examining governance and past experience to manage the effects of people’s cultural and leisure choices
 |
| **Knowledge and understanding**Biomes and food security | the impacts of the production and consumption of goods on places throughout the world, and strategies to manage sustainability in these placesAC9HG9K08 | * examining the effects on people, places or environments of mining, farming, forestry or the production of manufactured goods
* explaining the environmental effects of the production and distribution of consumer products and services on the places that produce the raw materials, the people who make the products, and the environments that receive the waste at the end of the products’ life; for example, the environmental effects of an e-waste supply chain from mining, production and sales to waste disposal
* evaluating the environmental, economic and social impacts of the global oil supply chain, from where the resource is extracted, processed and sold, and how impacts could be sustainably managed in Australia and in West Asia
* examining a strategy used by local, state or national governments to manage waste in one of Australia’s cities or regional urban centres, and identifying implications for sustainability (environmental, economic and social factors)
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| **Humanities and Social Sciences (HASS)****Geography –** **Year 10** | **Knowledge and understanding**Environmental change and management | the human-induced changes that challenge the sustainability of places and environmentsAC9HG10K01  | * identifying tensions between the conflicting perspectives of individuals, communities and governments on the use of sustainable practices
* explaining the nature of human-induced environmental changes (for example, water and atmospheric pollution; loss of biodiversity; degradation of land and aquatic environments) and the challenges they pose for sustainability
* discussing the concept of sustainability in relation to environmental functions and identifying tensions between the conflicting perspectives of communities, businesses and government
 |
| **Knowledge and understanding**Environmental change and management | the environmental world views of people and their implications for environmental managementAC9HG10K02 | * discussing the influence of people’s environmental world views (human-centred and earth-centred) regarding environmental management
* comparing differences in people’s views about the causes of an environmental issue of personal, national and global importance
* discussing whether environmental change is necessarily a problem that should be managed and explaining people’s choices of methods for managing or responding to environmental changes
 |
| **Knowledge and understanding**Environmental change and management | First Nations Australians’ approaches to custodial responsibility and environmental management in different regions of AustraliaAC9HG10K03 | * identifying the influence of cultural values on how First Nations Australians manage environments (for example, continuity of cultural practices, management or development of Country/Place, and land tenure systems) and explaining custodial responsibilities for a Country/Place
* discussing the role of First Nations Australian Park Rangers and their cultural knowledge and practices in the management of their Country/Place and environments
* explaining First Nations Australians’ models of sustainability, which contribute to broader conservation practices; for example, obligations to Country/Place, land management and care practices such as cleaning up the land and fire management, removal of weeds and rubbish, protection of threatened species, and capacity building within their communities
 |
| **Knowledge and understanding**Environmental change and management | causes and effects of a change in an identified environment at a local, national or global scale, and strategies to manage sustainabilityAC9HG10K04 | * identifying a context to be studied, describing the causes of the environmental change and impacts for the sustainability of its functions (resource, service or spiritual)
* recognising and discussing the influence of people’s world views on how management strategies are developed and implemented
* proposing strategies to manage the effects of environmental change; for example, environmental strategies – establishing marine reserves, national parks, World Heritage sites or ecosystem-based management; spatial strategies – corridors to preserve flora and fauna or urban planning to reduce energy consumption; holistic thinking – addressing past and present causes of environmental change
* comparing management strategies in Australia with strategies in another country for human-induced environmental change, using criteria; for example, managing waste in Australia compared with India’s rubbish pickers or managing floods in Australia compared to floods in China
* explaining how Traditional Owners, communities, developers, governments and non-government organisations use environmental, economic and social criteria, and consider trade-offs when making decisions
 |
| **Skills**Interpreting and analysing geographical data and information | evaluate geographical data and information to make generalisations and predictions, explain patterns and trends, and infer relationshipsAC9HG10S03  | * inferring relationships between key environmental indicators and sustainability of places at the national scale; for example, using a geospatial technologies application to create a map of Australia and another country to show measures of environmental change such as air quality, freshwater quality, fish resources, energy use, biodiversity or waste generation
 |
| **Science** **Year 9** | **Science understanding**Earth and space sciences | represent the carbon cycle and examine how key processes including combustion, photosynthesis and respiration rely on interactions between Earth’s spheres (the geosphere, biosphere, hydrosphere and atmosphere)AC9S9U03  | * investigating how First Nations Australians are reducing Australia’s greenhouse gas emissions through the reinstatement of traditional fire management regimes
 |
| **Science inquiry**Planning and conducting | plan and conduct valid, reproducible investigations to answer questions and test hypotheses, including identifying and controlling for possible sources of error and, as appropriate, developing and following risk assessments, considering ethical issues, and addressing key considerations regarding heritage sites and artefacts on Country/PlaceAC9S9I02  | * recognising First Nations Australians’ heritage laws and public responsibilities to report new sites or artefacts, and developing awareness of the consequences for disturbing heritage sites on, above or below the land surface, or in waters
 |
| **Science** **Year 10** | **Science inquiry**Planning and conducting | plan and conduct valid, reproducible investigations to answer questions and test hypotheses, including identifying and controlling for possible sources of error and, as appropriate, developing and following risk assessments, considering ethical issues, and addressing key considerations regarding heritage sites and artefacts on Country/PlaceAC9S10I02  | * modelling how to report the discovery of unregistered First Nations Australians artefacts and heritage or any unauthorised disturbance
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| Years 9 and 10 |
| 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 factors that shape identities and evaluate how individuals influence the identities of othersAC9HP10P01 | * evaluating how societal norms, stereotypes and expectations influence how young people view themselves and how they deal with these influences
* analysing how the use of personal totems in First Nations Australian cultures can be based on personal qualities and contribute to identities
* investigating how cultural beliefs and practices surrounding transitions to adulthood may differ between cultures, including the cultures of Asia
* analysing the role of family, friends and community in supporting an individual’s identities, and proposing strategies to enhance their own and others’ wellbeing
* examining how societal norms, stereotypes and expectations influence perceptions of movement competence
 |
| **Personal, social and community health**Interacting with others | evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationshipsAC9HP10P04 | * investigating how demonstrating support for causes that promote truth-telling can build cultural awareness, empathy and respectful relationships
* identifying the ways in which historical patterns of inequity, violence and discrimination can have lasting intergenerational effects on wellbeing, and considering strategies to build the cultural awareness, empathy, compassion and respect that contribute to reconciliation
 |
| **Personal, social and community health**Interacting with others | propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communitiesAC9HP10P05 | * investigating community health resources to evaluate how accessible they are for marginalised individuals and groups, and proposing changes to improve inclusiveness and accessibility
* critiquing media representations of different cultural and racial groups and analysing whether the representations are respectful, realistic and inclusive
* analysing messages about gender norms and stereotypes in popular culture and considering the impact these might have on individuals, institutions and communities
* designing strategies and actions they can implement to challenge stereotypes, prejudices and discrimination, and publicly acknowledge the contributions First Nations Australians make to Australia’s sporting and health fields
* proposing strategies to challenge prejudices, biases and discrimination that target specific cultural groups, including Australians of Asian heritage
 |
| **Personal, social and community health**Making healthy and safe choices | critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions AC9HP10P09 | * critiquing health information and services that provide advice and support on issues targeted at specific groups of young people, including support with substance use, healthy food choices, fitness and exercise plans, mental health support, sexual health and personal safety
* analysing the nutritional composition of foods eaten by the First Peoples of Australia and explaining how the information could be used to increase health benefits for everyone
* evaluating strategies and actions to increase personal safety and planning to promote these in the school and community
* investigating health issues specific to First Nations Australian communities and proposing proactive community strategies for promoting better access and health outcomes; for example, remote area dialysis buses and community-based treatment options
 |
| **Personal, social and community health**Making healthy and safe choices | plan, justify and critique strategies to enhance their own and others’ health, safety, relationships and wellbeing AC9HP10P10  | * investigating community-action initiatives young people have started that have a positive influence on the health and wellbeing of their communities
* proposing, sharing and evaluating a presentation on serving and eating food that has been prepared sustainably; for example, using local ingredients to cut down on emissions, using sustainably produced foods and not using single-use plastic for serving
* engaging in nature experiences to understand how these activities can promote the development of eco-identity and positive sense of wellbeing, including exploring how a deep connection to Country/Place enhances health and wellbeing for First Nations Australians
* investigating how cultural rights of First Nations Australians include maintaining traditional diets and explaining how these have proven health and wellbeing benefits
* analysing the influence social, cultural and economic factors may have on health behaviours and help-seeking, such as factors associated with the cost of help or stigma associated with menstrual health, gender and sexual diversity, sexual health and mental illness
* investigating the pharmacopeia and health practices of First Nations Australian communities while showing respect for Indigenous Cultural and Intellectual Property (ICIP) protocols and cultural knowledge
* designing and evaluating strategies that enhance their own and others’ mental health and wellbeing, such as regular physical activity, positive self-talk, consistent sleep habits, mindfulness and social connection
 |
| **Movement and physical activity**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 livesAC9HP10M04 | * participating in a range of physical activities and evaluating individual responses such as heart rate, breathing rate, ability to talk and recovery rate
* performing a range of activities designed to improve fitness and analysing how the activities improve individual components of fitness
* setting realistic physical activity goals, and designing, implementing and evaluating a personalised program to incorporate regular physical activity into their weekly routines
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| **Movement and physical activity**Making active choices | participate in physical activities that promote health and social outcomes to design and evaluate participation strategies for themselves and othersAC9HP10M05 | * creating and evaluating proposals to promote the use of natural settings within the local community for physical activity
* designing and critiquing a strategy to involve family, friends and members of the community in celebrations based around culturally significant physical activities to promote a sense of connection with and belonging to the community
* investigating community-based campaigns to promote physical activity participation and determining key elements of success that could be replicated in a school-based campaign
* identifying local natural resources and community spaces where individuals and groups can connect and participate in physical and social activities
 |
| **Movement and physical activity**Making active choices | design, implement and evaluate personalised plans for improving or maintaining their own or others’ physical activity levels to achieve fitness, health and wellbeing outcomesAC9HP10M06 | * using digital tools to design, implement and monitor a personal fitness plan that includes a timeframe, goals and a variety of specific activities that meet the needs of different people
* justifying the selection of physical activities included in a personalised plan linked to physical activity goals and wellbeing outcomes they wish to improve or maintain
* investigating target training heart-rate zones for a range of different people, how these zones can be measured and how they relate to health, wellbeing and fitness levels
 |
| **Movement and physical activity**Learning through movement | demonstrate fair play and reflect on how ethical behaviour can influence physical activity outcomes for individuals and groupsAC9HP10M08  | * analysing how equitable participation in group activities can influence outcomes in physical activity
* analysing how First Nations Australian athletes have been treated in different sports and evaluating the impact that may have on the participation of young First Nations Australians in sport and physical activity
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| **Humanities and Social Sciences (HASS)****Geography –** **Year 10** | **Knowledge and understanding**Environmental change and management | First Nations Australians’ approaches to custodial responsibility and environmental management in different regions of AustraliaAC9HG10K03 | * identifying the influence of cultural values on how First Nations Australians manage environments (for example, continuity of cultural practices, management or development of Country/Place, and land tenure systems) and explaining custodial responsibilities for a Country/Place
* discussing the role of First Nations Australian Park Rangers and their cultural knowledge and practices in the management of their Country/Place and environments
* explaining First Nations Australians’ models of sustainability, which contribute to broader conservation practices; for example, obligations to Country/Place, land management and care practices such as cleaning up the land and fire management, removal of weeds and rubbish, protection of threatened species, and capacity building within their communities
 |
| **Knowledge and understanding**Geographies of human wellbeing | the methods used to measure spatial variations in human wellbeing and development, and how these can be applied to determine differences between places at the global scaleAC9HG10K05  | * identifying the United Nations Sustainable Development Goals 2015–2030 relevant to human wellbeing
* comparing different measurements of human wellbeing (for example, comparing rankings of selected indicators such as Gross Domestic Product [GDP], Human Development Index [HDI] and Physical Quality of Life Index [PQLI] for Australia, India and a country in the Pacific) and explaining trends in the different measurements
* interpreting and explaining trends in human wellbeing in a developed country and a developing country over time; for example, Australia compared with a country in Asia or the Pacific
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| **Knowledge and understanding**Geographies of human wellbeing | reasons for, and consequences of, spatial variations in human wellbeing in Australia, including for First Nations AustraliansAC9HG10K07  | * explaining the environmental factors (access to resources – fossil fuels, water, fertile soils), the social factors (adequate food, health and education services), the economic factors (employment, income) and the technological factors (information and communications technology) that influence human wellbeing and development between and within countries
* interpreting and analysing similarities, differences, patterns and trends in human wellbeing data for communities of First Nations Australians compared to non-Indigenous Australians, and explaining the links between human wellbeing and Closing the Gap initiatives
* explaining how a person’s wellbeing is influenced by where they live, with reference to interconnections of environmental, economic, social and technological factors in at least 2 different places in Australia, such as urban and remote places
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