



ABOUT THE MOVEMENT AND PHYSICAL ACTIVITY STRAND

The Movement and Physical Activity Strand supports students to develop the skills, strategies, and understanding they need to participate confidently, competently, and creatively in a wide range of physical activities.

USING THIS RESOURCE

This resource helps teachers apply the Content Descriptions and Achievement Standards from the Victorian Curriculum 2.0 in practical and developmentally appropriate ways.

LEVEL Foundation

MOVING OUR BODIES

MAKING ACTIVE CHOICES

LEARNING THROUGH MOVEMENT

PRACTISE FUNDAMENTAL MOVEMENT SKILLS IN ACTIVE PLAY AND MINOR GAMES, IN INDOOR, OUTDOOR AND AQUATIC SETTINGS (VC2HPFM01)

ACHIEVEMENT STANDARDS: Students apply fundamental movement skills to manipulate objects and space in a range of movement situations.

FOCUS AREAS: AP, FMS, LLPA, S, RE

Locomotor Skills - Apply different locomotor skills to move from one point to another. e.g., scarecrow tag, bridges and logs relay, cross the river.

Fine and Gross Motor Skills - Combine fine and gross motor skills in increasingly complex patterns. e.g., balancing on one foot while throwing a ball, dribbling while moving through obstacles.

Object Control - Propel, receive, and control objects at different levels and in different ways. e.g., rolling, bouncing, and catching a ball in a group activity.

Water Confidence - Perform water confidence skills such as floating with a buoyancy aid and submerging face in water. e.g., blowing bubbles, kickboard floating challenges.

Weight Transfer - Demonstrate how to transfer weight from one part of the body to another. e.g., frog jumps, rolling and landing safely in gymnastic activities.

CAPABILITY ACHIEVEMENT STANDARDS: PSC - Students identify personal strengths and cooperative approaches.

EXPLORE DIFFERENT WAYS OF MOVING THEIR BODY SAFELY WHEN MANIPULATING OBJECTS AND MOVING THROUGH SPACE (VC2HPFM02)

ACHIEVEMENT STANDARDS: Students apply fundamental movement skills to manipulate objects and space in a range of movement situations.

FOCUS AREAS: AP, FMS, RE, S

Exploring Movement - Suggest and test different ways to move in a playing space or use equipment effectively. e.g., trying different ways to balance on a beam or throw a ball at a target.

Game Awareness - Participate in games requiring awareness of boundaries, rules and personal safety. e.g., freeze tag, avoiding obstacles while running.

Equipment Manipulation - Manipulate equipment in a variety of movement situations, including minor games and imaginative play. e.g., striking a balloon with a bat, rolling hoops to a partner.

Spatial Awareness - Demonstrate spatial awareness when moving around, under, over, and through objects and people safely. e.g., navigating an obstacle course, following pathways in a relay race.

CAPABILITY ACHIEVEMENT STANDARDS: PSC - Students identify emotions and their own and others' responses in different situations and interactions.

PARTICIPATE SAFELY IN A RANGE OF ACTIVITIES IN OUTDOOR ENVIRONMENTS AND AQUATIC SETTINGS AND EXPLORE THE BENEFITS OF BEING PHYSICALLY ACTIVE (VC2HPFM03)

ACHIEVEMENT STANDARDS: They recognise the benefits of being physically active.

FOCUS AREAS: AP, CA, HBPA, S

Cultural Games - Participate in children's games from Aboriginal and Torres Strait Islander cultures and discuss similarities to other games. e.g., Yulunga games, Kangaroo Jump.

Confident Participation - Explore ways to enjoy outdoor play and aquatic activities, while identifying risks and using strategies. e.g., assessing playground equipment before use, identifying safe landing zones when jumping.

Active Participation - Explore a variety of ways to play and be active in outdoor and aquatic settings. e.g., nature walks, shallow water play, balancing on logs.

Community Activity - Discuss opportunities to be active in spaces in and around their homes. e.g., backyard games, local park activities, bike riding.

CAPABILITY ACHIEVEMENT STANDARDS: PSC - Students identify emotions and their own and others' responses in different situations and interactions.

FOCUS AREAS KEY

- AD Alcohol and Other Drugs
AP Active Play and Minor Games
CA Challenge and Adventure Activities
FMS Fundamental Movement Skills
FN Food and Nutrition
GS Games and Sports
HBPA Health Benefits of Physical Activity
LLPA Life Long Physical Activity
MH Mental Health
RE Rhythmic and Expressive Movement Activities
RS Relationships and Sexuality
S Safety

CAPABILITIES KEY

- CCT Critical and Creative Thinking
EC Ethical Capability
IC Intercultural Capability
PSC Personal and Social Capability

Reference:

Content descriptions, achievement standards, focus areas and capability achievement standards are all sourced directly from: https://f10.vcaa.vic.edu.au/

FOLLOW RULES TO PROMOTE FAIR PLAY AND INCLUSION IN A RANGE OF PHYSICAL ACTIVITIES (VC2HPFM04)

ACHIEVEMENT STANDARDS: Students use personal and social skills to engage in fair and inclusive play.

FOCUS AREAS: AP, FMS, RE, S

Fair Play Actions - Identify and describe actions that constitute fair play in minor games. e.g., taking turns, sharing equipment, following game rules.

Demonstrating Fairness - Show fair play while participating in minor games and play situations. e.g., encouraging teammates, waiting for a turn in a relay race.

Understanding Rules - Discuss game rules related to boundaries, equipment and safety. e.g., why we stay in play areas, why we use soft balls for certain games.

Participation for All - Demonstrate that following rules allows everyone to participate. e.g., adapting rules to include all skill levels, modifying games for inclusivity.

Fairness and Respect - Explore how class-developed rules reflect fairness and respect, and modify rules when fairness is challenged.

CAPABILITY ACHIEVEMENT STANDARDS: PSC - Students recognise their own and others' personal strengths and interests. EC - Describe ethical behaviours and values using examples

COOPERATE WITH OTHERS WHEN PARTICIPATING IN PHYSICAL ACTIVITIES (VC2HPFM05)

ACHIEVEMENT STANDARDS: Students use personal and social skills to engage in fair and inclusive play.

FOCUS AREAS: AP, FMS, RE, S

Partner Tasks - Work with a partner or small group to complete a movement task. e.g., balancing a ball between two players without using hands.

Mirror Movements - Mirror a partner's movements in music and rhythm activities. e.g., copying dance moves, synchronised stepping in a game.

Communication Skills - Use words and body language to communicate during play and minor games. e.g., calling names before passing a ball, signalling for help.

Team Success - Achieve agreed outcomes by listening and cooperating with others. e.g., building a human bridge, working as a team to build a tower.

Turn-Taking - Practise turn-taking and sharing equipment in small-group activities. e.g., rotating through a circuit of activities, waiting for a go on the trampoline.

CAPABILITY ACHIEVEMENT STANDARDS: PSC - Students describe personal strengths and solve group problems.



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LEVEL 1 & 2

MOVING OUR BODIES

MAKING ACTIVE CHOICES

LEARNING THROUGH MOVEMENT

PRACTISE FUNDAMENTAL MOVEMENT SKILLS AND APPLY THEM IN A VARIETY OF MOVEMENT SITUATIONS, INCLUDING INDOOR, OUTDOOR AND AQUATIC SETTINGS (VC2HP2M01)

ACHIEVEMENT STANDARDS: Students apply fundamental movement skills in different movement situations and explain how they move their body with objects and in space effectively.

FOCUS AREAS: AP, CA, FMS, RE, LLPA, S

Locomotor Movements – Perform locomotor movements using different body parts to travel in various directions. e.g., skipping in different patterns, hopping on alternating feet through an agility ladder. Movement Selection – Choose and apply different movement skills to be successful in various games and movement situations, such as an obstacle course. e.g., crawling under hurdles, zigzag running between cones. Object Control – Perform fundamental movement skills to control objects with equipment and different body parts. e.g., dribbling a ball with hands and feet, striking a balloon with a bat. Water Movement – Practise gliding forwards and backwards in water using arm and kicking movements. e.g., floating and kicking with a kickboard, streamlined push-off from the wall. Balancing Skills – Demonstrate balances and describe what helps to maintain stable positions. e.g., balancing on one foot while catching a ball, holding a yoga pose on a stability mat.

CAPABILITY ACHIEVEMENT STANDARDS: PSC– Students describe strengths and teamwork solutions.

INVESTIGATE DIFFERENT WAYS OF MOVING THEIR BODY AND MANIPULATING OBJECTS AND SPACE, AND DRAW CONCLUSIONS ABOUT THEIR EFFECTIVENESS (VC2HP2M02)

ACHIEVEMENT STANDARDS: Students apply fundamental movement skills in different movement situations and explain how they move their body with objects and in space effectively.

FOCUS AREAS: AP, CA, FMS, RE, S

Movement Variation – Demonstrate changes in speed, direction, and level as they use locomotor and non-locomotor skills in sequences. e.g., performing a forward roll. Game Creation – Invent new games based on rules and equipment from familiar games and assess their effectiveness. e.g., adapting a basketball game with different scoring zones. Stimulus-Based Play – Use equipment, rhythm, music, and words to create simple playground games and evaluate which games they enjoy most. e.g., designing a chasing game using hoops. Movement Challenges – Use different equipment or skills to solve a movement challenge and explain which were more successful. e.g., choosing between hopping or crawling to move through an obstacle course. Outdoor Movement – Participate in activities requiring movement through outdoor spaces and discuss safe and efficient movement techniques. e.g., navigating a playground course.

CAPABILITY ACHIEVEMENT STANDARDS: PSC– Students describe strengths and teamwork solutions.

PARTICIPATE IN A RANGE OF PHYSICAL ACTIVITIES IN OUTDOOR ENVIRONMENTS AND AQUATIC SETTINGS AND INVESTIGATE CONTEXTUAL FACTORS AND ENVIRONMENTS THAT MAKE PHYSICAL ACTIVITY SAFE AND ENJOYABLE (VC2HP2M03)

ACHIEVEMENT STANDARDS: They describe factors that make physical activity safe and beneficial.

FOCUS AREAS: AP, CA, HBPA, S

Cultural Games – Participate in traditional Aboriginal and Torres Strait Islander Peoples' games and compare them to familiar games. e.g., playing Kai (Torres Strait Islander ball game) Environmental Awareness – Recognise physical features in different environments that make physical activity enjoyable, such as play equipment and imaginative play spaces. e.g., exploring different types of playgrounds Outdoor Activity– Participate in outdoor and aquatic physical activities (safely) and explain the benefits of being active in these settings. e.g., hiking on marked trails. Game Enjoyment – Play a range of minor games and discuss what makes them enjoyable. e.g., teamwork in relay races, excitement in chasing games. Indoor vs Outdoor Activities – Compare the characteristics and benefits of physical activities in outdoor environments to indoor activities. e.g., playing soccer on grass vs indoors.

CAPABILITY ACHIEVEMENT STANDARDS: PSC– Students explain how emotional responses vary and work empathetically in teams.

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CO-CONSTRUCT AND APPLY RULES TO PROMOTE FAIR PLAY AND INCLUSION IN A RANGE OF PHYSICAL ACTIVITIES (VC2HP2M04)

ACHIEVEMENT STANDARDS: Students develop and apply rules while cooperating with others in a range of movement contexts.

FOCUS AREAS: AP, FMS, RS, S

Fairness Discussion – Discuss what is fair and unfair when developing rules and co-construct fair and inclusive rules. e.g., deciding on fair turn-taking in a tag game. Rule Modifications – Discuss changes to rules to make activities more inclusive. e.g., adding extra time for slower runners in a relay. Understanding Rules – Explain how rules contribute to fair play and apply them in group activities. e.g., following a referee's decisions, using a clear start/stop signal in a game. Game Adaptation – Create or adapt a game with others and co-construct rules to make it fun, safe, fair, and inclusive. e.g., modifying soccer with a no-running zone for inclusivity.

CAPABILITY ACHIEVEMENT STANDARDS: PSC– Students describe how they feel and how they can help others.

APPLY STRATEGIES TO WORK COOPERATIVELY WHEN PARTICIPATING IN PHYSICAL ACTIVITIES (VC2HP2M05)

ACHIEVEMENT STANDARDS: Students develop and apply rules while cooperating with others in a range of movement contexts.

FOCUS AREAS: AP, CA, FMS, RE, S

Partner Skills – Work cooperatively with a partner when practising new skills. e.g., tossing a ball back and forth, guiding a partner through an obstacle course. Inclusive Play – Suggest and trial game modifications to involve everyone. e.g., using different equipment for varying abilities, changing team sizes for fairness. Communication in Play – Demonstrate appropriate verbal and non-verbal language when encouraging and including others in games. e.g., clapping for teammates, using hand signals to communicate plays. Turn-Taking & Sharing – Demonstrate turn-taking and sharing equipment in cooperative games. e.g., rotating in a parachute game, sharing a skipping rope. Role-play conflict resolution – Explore scenarios in physical games. e.g., Students act out situations where players disagree about a score, and practise resolving the issue using respectful words and body language.

CAPABILITY ACHIEVEMENT STANDARDS: PSC– Students describe their personal strengths and identify how they can be used when working and learning with others.



**ABOUT THE MOVEMENT AND PHYSICAL ACTIVITY STRAND**

The Movement and Physical Activity Strand supports students to develop the skills, strategies, and understanding they need to participate confidently, competently, and creatively in a wide range of physical activities. By learning through movement, students build personal, social, cognitive and behavioural skills that support their health and wellbeing. This strand lays the foundation for lifelong physical activity and empowers students to make positive contributions to their own wellbeing and the wellbeing of others.

**USING THIS RESOURCE**

This resource helps teachers apply the Content Descriptions and Achievement Standards from the Victorian Curriculum 2.0 in practical and developmentally appropriate ways. It includes sequential skills, games and activities for each level of the curriculum continuum. These examples are based on or inspired by curriculum elaborations, presented for practical classroom application. The focus is on teaching through a strengths-based approach and encouraging students to explore and question through critical inquiry.

**LEVEL 3 & 4**

**MOVING OUR BODIES**

**MAKING ACTIVE CHOICES**

**LEARNING THROUGH MOVEMENT**

**PRACTISE AND REFINE FUNDAMENTAL MOVEMENT SKILLS IN DIFFERENT MOVEMENT SITUATIONS, INCLUDING INDOOR, OUTDOOR AND AQUATIC SETTINGS (VC2HP4M01)**

**ACHIEVEMENT STANDARDS:**  
Students refine and apply fundamental movement skills and demonstrate movement concepts across a range of situations.

**FOCUS AREAS:** AP, CA, FMS, RE, LLPA, S

**Locomotor and Object Control** – Combine locomotor and object control skills to complete movement tasks, such as dribbling while moving or catching a ball in a modified game. e.g., dribbling a basketball while weaving through cones.

**Propelling Objects** – Practise different techniques to propel objects towards targets from various distances. e.g., underarm throwing at a target, kicking a ball into a goal from different spots.

**Weight Transfer** – Demonstrate weight transference when striking, propelling objects, or performing locomotor activities. e.g., shifting weight when kicking a soccer ball.

**Striking for Accuracy** – Refine striking skills with various equipment and modify techniques for accuracy and distance. e.g., adjusting grip and stance when using a tennis racket.

**Coordinated Swimming** – Coordinate kicking with arm movements to move efficiently through water using different strokes. e.g., freestyle stroke with proper arm-leg coordination.

**CAPABILITY ACHIEVEMENT STANDARDS:**  
PSC – Students describe and manage their emotions.

**PARTICIPATE IN PHYSICAL ACTIVITIES TO EXPLORE HOW THEIR BODY FEELS AND DESCRIBE HOW REGULAR PHYSICAL ACTIVITY HELPS THE BODY STAY HEALTHY AND WELL (VC2HP4M05)**

**ACHIEVEMENT STANDARDS:**  
Students describe the benefits of regular physical activity on health, wellbeing, and physical fitness.

**FOCUS AREAS:** AP, HBPA, LLPA, GS, RE

**Body Awareness** – Explore how the body feels before, during, and after various physical activities. e.g., recognising increased heart rate after running.

**Health and Fitness** – Investigate different physical activities that help maintain health, wellbeing, and fitness. e.g., identifying activities for cardiovascular health vs strength training.

**Warm-Up and Stretching** – Perform warm-up and stretching routines to understand body preparation for activity. e.g., dynamic stretching before running.

**Activity Comparison** – Describe different body responses to activities like yoga vs. cross-country running. e.g., relaxation vs endurance building.

**High-Intensity Benefits** – Participate in activities like skipping and climbing and explain their fitness benefits. e.g., discussing muscle strength after rock climbing.

**CAPABILITY ACHIEVEMENT STANDARDS:**  
PSC – Students describe how relationships influence their emotions and behaviour.

**APPLY CREATIVE THINKING SKILLS WHEN SOLVING MOVEMENT PROBLEMS (VC2HP4M08)**

**ACHIEVEMENT STANDARDS:**  
They apply movement strategies to enhance movement outcomes.

**FOCUS AREAS:** AP, FMS, GS, RE, CA

**Solving Movement Challenges** – Apply fundamental movement skills to solve challenges, such as moving a ball across a field or striking a ball off a tee into space. e.g., using different passing techniques to advance the ball in a modified soccer game.

**Prior Knowledge in Problem-Solving** – Draw on prior knowledge from other physical activities to solve challenges in outdoor activities like ropes courses or initiative games. e.g., applying climbing techniques from playground experiences to a ropes course.

**Inquiry-Based Learning** – Develop questions and trial solutions in movement challenges, such as balance challenges or game tactics. e.g., testing different stances for stability in a tug-of-war game.

**Propelling Accuracy** – Apply different techniques to propel objects toward targets and determine the best method for accuracy. e.g., adjusting throwing angle in a beanbag toss game.

**CAPABILITY ACHIEVEMENT STANDARDS:**  
PSC – Students describe emotions and how relationships influence behaviour.  
CCT – Students describe and use strategies to generate and evaluate ideas and possibilities.  
IC – Students describe how cultural understanding influences interactions.

**PRACTISE AND APPLY BASIC MOVEMENT STRATEGIES TO ACHIEVE MOVEMENT OUTCOMES (VC2HP4M02)**

**ACHIEVEMENT STANDARDS:**  
They apply movement strategies to enhance movement outcomes.

**FOCUS AREAS:** AP, FMS, GS, RE

**Strategy Planning** – Plan and perform strategies to be successful in minor and small-sided games such as tag, target, and net/court games. e.g., using teamwork to avoid being tagged in a game.

**Scoring in Territory Games** – Demonstrate movement strategies to create scoring opportunities in Territory games. e.g., positioning to receive a pass in a soccer game.

**Balance and Stability** – Manipulate centre of gravity to enhance stability and explain how balance is influenced. e.g., keeping a low stance in wrestling-style activities.

**Tactical Reflection** – Reflect on how applying a game tactic improved scoring opportunities. e.g., analysing positioning in a basketball drill.

**CAPABILITY ACHIEVEMENT STANDARDS:**  
PSC – Students describe how emotions influence relationships.

**PARTICIPATE IN PHYSICAL ACTIVITIES IN OUTDOOR ENVIRONMENTS AND AQUATIC SETTINGS TO EXAMINE CONTEXTUAL FACTORS THAT CAN INFLUENCE THEIR OWN AND OTHERS' SAFE PARTICIPATION (VC2HP4M06)**

**ACHIEVEMENT STANDARDS:**  
They examine contextual factors that influence safe participation in physical activity and propose strategies to incorporate regular physical activity into their own and others' lives.

**FOCUS AREAS:** AP, CA, HBPA, LLPA, S

**Active Participation** – Engage in outdoor and aquatic physical activities and reflect on enjoyable aspects. e.g., swimming safety lessons.

**Cultural Connection** – Discuss Aboriginal and Torres Strait Islander Peoples' connection to special places and their link to physical activities. e.g., learning about Dreaming stories connected to land and water activities.

**Outdoor Play at Home** – Participate in outdoor activities at home and explore creative ways to stay active. e.g., setting up backyard obstacle courses.

**Community Connection** – Explore ways people connect with the community through recreational and formal physical activities. e.g., joining a community sports club.

**Risk Navigation** – Participate in activities that challenge perceived risks, such as climbing safely. e.g., negotiating monkey bars with proper technique.

**CAPABILITY ACHIEVEMENT STANDARDS:**  
PSC – Students describe how relationships influence their emotions and behaviour.

**APPLY RULES AND SCORING SYSTEMS TO PROMOTE FAIR PLAY AND INCLUSION WHEN PARTICIPATING IN OR DESIGNING PHYSICAL ACTIVITIES (VC2HP4M09)**

**ACHIEVEMENT STANDARDS:**  
Students demonstrate fair play and inclusion through a range of roles in movement contexts.

**FOCUS AREAS:** AP, FMS, GS, RS, S

**Creating Inclusive Rules** – Collaborate to establish rules for a new game that ensures fair play and inclusivity. e.g., modifying tag games so all players stay involved.

**Officiating Games** – Interpret and apply rules fairly when officiating games. e.g., acting as a referee in a small-sided game, ensuring fair play.

**Cultural Game Comparisons** – Examine rules and scoring systems from Aboriginal and Torres Strait Islander games and compare them to other games. e.g., discussing the similarities between traditional Indigenous games and modern sports.

**Recognising and Addressing Exclusion** – Identify unfairness and exclusion in game settings and propose solutions. e.g., adjusting team sizes to balance skill levels in a game.

**CAPABILITY ACHIEVEMENT STANDARDS:**  
PSC – Students describe emotions and how relationships influence behaviour.  
CCT – Students use strategies to solve problems.



LEVEL 3 & 4 Continued

MOVING OUR BODIES

MAKING ACTIVE CHOICES

LEARNING THROUGH MOVEMENT

DEMONSTRATE HOW MOVEMENT CONCEPTS RELATED TO EFFORT, SPACE, TIME, OBJECTS AND PEOPLE CAN BE APPLIED WHEN PERFORMING MOVEMENT SKILLS (VC2HP4M03)

ACHIEVEMENT STANDARDS: They perform movement sequences using fundamental movement skills.

FOCUS AREAS: AP, FMS, GS, RE

Speed and Direction – Demonstrate acceleration, deceleration, and directional changes in minor games and rhythmic activities. e.g., sprinting and stopping in agility-based games.

Levels and Space – Discuss and demonstrate different movement levels, pathways, and spatial awareness in sequences. e.g., choreographing a dance routine using different heights and directions.

Symmetry and Shapes – Use the body to demonstrate symmetry, angles, and shapes in movement skills. e.g., gymnastics sequences focusing on balance and form.

Manipulating Space – Explore ways to manipulate space to maintain possession or create scoring opportunities in various games. e.g., moving into open areas to receive a pass.

Cultural Adaptions – Apply movement concepts in cultural or drama-based contexts. e.g., Use symmetry and group shapes to represent animals or objects in a story retelling.

CAPABILITY ACHIEVEMENT STANDARDS: PSC – Students describe emotional responses and how to manage them.

PERFORM MOVEMENT SEQUENCES THAT LINK FUNDAMENTAL MOVEMENT SKILLS (VC2HP4M04)

ACHIEVEMENT STANDARDS: They perform movement sequences using fundamental movement skills.

FOCUS AREAS: FMS, RE

Jumping and Landing – Perform routines incorporating different jumping, landing, and balancing techniques. e.g., combining hops, leaps, and landings in a gymnastic sequence.

Sequencing Skills – Demonstrate fundamental movement skills in the correct sequence to complete a movement task. e.g., executing a long jump with proper approach and landing.

Floor Routines – Perform rolling, weight transfer, flight, and balance in floor routines. e.g., forward roll into a balance pose.

Cultural Dance – Participate in dance routines inspired by Aboriginal and Torres Strait Islander cultures and other traditions. e.g., performing the Tinikling from the Philippines.

Surface Dive – Use a surface dive to propel underwater and recover an object. e.g., retrieving a dive ring in a swimming pool.

CAPABILITY ACHIEVEMENT STANDARDS: CCT – Students use problem-solving strategies in movement contexts.

EXPLORE RECOMMENDATIONS ABOUT PHYSICAL ACTIVITY AND SEDENTARY BEHAVIOURS, AND DISCUSS STRATEGIES TO ACHIEVE THE RECOMMENDATIONS (VC2HP4M07)

ACHIEVEMENT STANDARDS: They examine contextual factors that influence safe participation in physical activity and propose strategies to incorporate regular physical activity into their own and others' lives.

FOCUS AREAS: HBPA, AP, MH

Active Breaks – Brainstorm and participate in games to create a movement bank for break times. e.g., setting up quick movement challenges during recess.

Activity Benefits – Examine how regular physical activity benefits sleep, concentration, and wellbeing. e.g., discussing how exercise helps with focus in class.

Screen Time Awareness – Explore screen time recommendations and create a plan to balance physical activity. e.g., limiting device use before bedtime.

Barriers to Activity – Identify enablers and barriers to participation, such as cost and motivation. e.g., brainstorming free activity options.

CAPABILITY ACHIEVEMENT STANDARDS: PSC – Students describe how relationships influence their emotions and behaviour.

PERFORM A RANGE OF ROLES IN RESPECTFUL WAYS TO ACHIEVE SUCCESSFUL OUTCOMES IN GROUP OR TEAM MOVEMENT ACTIVITIES (VC2HP4M10)

ACHIEVEMENT STANDARDS: Students demonstrate fair play and inclusion through a range of roles in movement contexts.

FOCUS AREAS: AP, FMS, GS, RS, CA

Encouraging Teamwork – Use cooperative skills and encouragement to complete a movement task. e.g., guiding a partner through a blindfold obstacle course with verbal instructions.

Self-Officiating – Cooperate with team members and opponents when self-umpiring small-sided games. e.g., making fair calls in a self-refereed game of ultimate frisbee.

Maintaining Possession – Work with teammates to maintain possession in a game by passing effectively and communicating. e.g., calling teammates' names before passing in a netball game.

Inclusive Modifications – Modify physical activities to ensure participation for all, adjusting equipment, rules, or playing space. e.g., using larger balls or adjusted goal heights in a kicking game.

Varied Roles - Take on varied team roles such as captain, timekeeper, motivator, or referee, and reflect on which role best suits personal strengths.

Feedback - Practise giving peer feedback in a role, such as a student umpire encouraging fairness.

CAPABILITY ACHIEVEMENT STANDARDS: PSC – Students describe personal strengths and explain how they use them when working and learning with others.

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LEVEL 5 & 6

MOVING OUR BODIES

MAKING ACTIVE CHOICES

LEARNING THROUGH MOVEMENT

ADAPT MOVEMENT SKILLS ACROSS A VARIETY OF SITUATIONS, INCLUDING INDOOR, OUTDOOR AND AQUATIC SETTINGS (VC2HP6M01)

ACHIEVEMENT STANDARDS:

Students refine and modify movement skills and apply movement concepts across a range of situations.

FOCUS AREAS: AP, FMS, GS, HBPA, LLPA, RE, S

Dodging and Feinting – Apply stability and locomotor skills to dodge and feint in different movement situations. e.g., changing direction quickly in a tag game.

Transitioning Skills – Perform activities that transition from one skill to another, such as dribbling to shooting or leaping to balancing. e.g., receiving a pass and pivoting before shooting in basketball.

Skill Adaptation – Modify kicking, striking, and throwing skills to suit new games and activities. e.g., adjusting a soccer kick to suit an indoor futsal game.

Aquatic Skills – Combine surface propulsion and underwater skills in aquatic environments. e.g., diving to retrieve objects in a swimming lesson.

Using Feedback – Apply feedback to improve body control and coordination. e.g., adjusting posture in gymnastics based on teacher advice.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students explain empathy and teamwork strategies.

TRANSFER FAMILIAR MOVEMENT STRATEGIES TO DIFFERENT MOVEMENT SITUATIONS (VC2HP6M02)

ACHIEVEMENT STANDARDS:

They transfer movement strategies between situations and analyse the impact on movement outcomes.

FOCUS AREAS: AP, FMS, GS, CA

Strategy Transfer – Apply successful offensive or defensive strategies from one game to another and assess effectiveness. e.g., using defensive zone marking in both basketball and netball.

Movement Comparisons – Examine and demonstrate how strategies from one activity transfer to another, such as hitting a ball into space in striking and fielding games and net/court games. e.g., comparing placement in cricket and badminton.

Obstacle Navigation – Transfer strategies to safely traverse obstacles in outdoor environments. e.g., adjusting balance techniques when moving across uneven terrain.

Effectiveness Evaluation – Make judgements based on agreed criteria about the success of transferring strategies between games. e.g., reflecting on whether a passing technique in handball works effectively in ultimate frisbee.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students describe how emotions influence relationships.

PARTICIPATE IN PHYSICAL ACTIVITIES TO INVESTIGATE THE BODY'S RESPONSE TO DIFFERENT LEVELS OF INTENSITY (VC2HP6M05)

ACHIEVEMENT STANDARDS:

Students analyse the body's response to physical activity of varying intensity.

FOCUS AREAS: HBPA, LLPA, GS, S

Monitoring Body Responses – Perform activities of different intensities and measure breathing rate, heart rate, and other responses. e.g., tracking pulse changes before and after sprints.

Circuit Training – Participate in circuits to explore body changes before, during, and after activity. e.g., noticing muscle fatigue after strength exercises.

Warm-Up & Cool-Down – Design and model warm-up and cool-down routines and discuss their role in reducing injury. e.g., stretching after running to reduce soreness.

Personal Fitness Plans – Participate in and design activities that align with personal health and fitness goals. e.g., setting a goal to improve endurance through interval running.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students explain self-management and teamwork strategies.

PARTICIPATE IN PHYSICAL ACTIVITIES THAT ENHANCE HEALTH AND WELLBEING IN OUTDOOR ENVIRONMENTS AND AQUATIC SETTINGS AND INVESTIGATE THE STEPS AND RESOURCES NEEDED TO PROMOTE SAFE PARTICIPATION (VC2HP6M06)

ACHIEVEMENT STANDARDS:

They propose strategies to promote safe physical activity participation that enhance health and wellbeing.

FOCUS AREAS: CA, HBPA, LLPA, MH, S

Access to Outdoor Environments – Analyse how access to outdoor spaces influences participation and wellbeing. e.g., identifying how local parks support exercise routines.

Community Connections – Discuss how connections to community spaces impact physical activity choices. e.g., skate parks encouraging participation in skating sports.

Aquatic Confidence – Participate in swimming programs and discuss how to access aquatic environments safely. e.g., learning about riptides before beach swimming.

Sociocultural Factors – Explore how community, peers, family, and culture impact physical activity participation. e.g., understanding how family traditions influence sport choices.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students explain strategies for teamwork and empathy. CCT – Students explain how these strategies help solve problems.

PREDICT AND TEST THE EFFECTIVENESS OF APPLYING DIFFERENT SKILLS AND STRATEGIES IN A RANGE OF MOVEMENT SITUATIONS (VC2HP6M08)

ACHIEVEMENT STANDARDS:

They transfer movement strategies between situations and analyse the impact on movement outcomes.

FOCUS AREAS: AP, CA, FMS, GS

Skill Application – Predict and systematically test different movement solutions in unfamiliar challenges, such as kicking techniques in target games. e.g., testing different kicking angles in soccer to improve accuracy.

Strategy Adaptation – Adapt movement skills and strategies from one context to another to solve movement challenges. e.g., using teamwork from netball in a modified frisbee game.

Assessment Criteria – Co-develop criteria to assess movement solutions, then test and refine strategies. e.g., adjusting dribbling techniques in basketball based on peer feedback.

Effectiveness Testing – Experiment with applying different offensive or defensive strategies and evaluate their success. e.g., testing defensive formations in a small-sided Territory game.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students explain strategies for teamwork and empathy. CCT – Students explain how strategies support problem-solving.

DEVISE AND TEST RULES AND GAME MODIFICATIONS TO SUPPORT FAIR PLAY AND INCLUSIVE PARTICIPATION (VC2HP6M09)

ACHIEVEMENT STANDARDS:

Students describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts.

FOCUS AREAS: AP, GS, LLPA, FMS

Observing Fairness – Discuss examples of fairness and inclusion in games and analyse what makes them inclusive. e.g., observing a cooperative tag game and identifying inclusive behaviours.

Traditional Game Rules – Investigate the effectiveness of rules in traditional Aboriginal and Torres Strait Islander games for participation. e.g., playing Inkanyi and discussing how the absence of winners changes gameplay.

Game Modification – Propose and test changes to rules or conditions to enhance fairness and inclusion. e.g., modifying soccer field dimensions for accessibility.

Applying Rules – Interpret and apply rules correctly while playing games to ensure fairness. e.g., officiating a small-sided game using agreed-upon rules.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students describe emotions and how relationships influence behaviour. CCT – Students use strategies to solve problems.



# LEVEL 5 & 6 Continued

## MOVING OUR BODIES

## MAKING ACTIVE CHOICES

## LEARNING THROUGH MOVEMENT

**INVESTIGATE HOW DIFFERENT MOVEMENT CONCEPTS RELATED TO EFFORT, SPACE, TIME, OBJECTS AND PEOPLE CAN BE APPLIED TO IMPROVE MOVEMENT OUTCOMES (VC2HP6M03)**

**ACHIEVEMENT STANDARDS:**  
They apply the elements of movement when creating movement sequences.

**FOCUS AREAS:** AP, FMS, GS, RE, RS

**Adjusting Force & Speed** – Modify force and speed of an object to improve accuracy and control. e.g., reducing force when passing to a nearby teammate.

**Counterbalances** – Work with a partner to explore pushing and pulling movements and how these generate counterbalances. e.g., experimenting with resistance in partner push exercises.

**Using Space Strategically** – Develop strategies that use playing space for offensive or defensive advantage. e.g., spreading out in an Territory game to create passing options.

**Timing Adjustments** – Modify constraints within a game to influence decision-making time for attackers. e.g., reducing reaction time by shortening the space between defenders in a practice drill.

**CAPABILITY ACHIEVEMENT STANDARDS:**

CCT – Students explain how strategies support thinking and performance.

**EXPLORE STRATEGIES TO INCREASE PHYSICAL ACTIVITY AND REDUCE SEDENTARY BEHAVIOUR LEVELS IN THEIR LIVES (VC2HP6M07)**

**ACHIEVEMENT STANDARDS:**  
They propose strategies to promote safe physical activity participation that enhance health and wellbeing.

**FOCUS AREAS:** HBPA, LLPA, GS, AP

**At-Home Fitness** – Create and participate in home-based activity circuits for health-related fitness. e.g., designing a no-equipment workout for a small space.

**Local Activity Research** – Research and explore local options for physical activity participation. e.g., mapping fitness opportunities in the community.

**School-Based Initiatives** – Investigate the resources and steps required to set up a lunchtime sports competition. e.g., planning a school-wide mini-Olympics event.

**Screen Time Awareness** – Research movement guidelines and develop strategies to reduce sedentary behaviour. e.g., setting personal movement goals based on national guidelines.

**CAPABILITY ACHIEVEMENT STANDARDS:**

CCT – Students explain how they generate and justify ideas and strategies in movement situations.

**PARTICIPATE POSITIVELY IN GROUPS AND TEAMS BY CONTRIBUTING TO GROUP ACTIVITIES, ENCOURAGING OTHERS AND NEGOTIATING A RANGE OF ROLES AND RESPONSIBILITIES (VC2HP6M10)**

**ACHIEVEMENT STANDARDS:**  
Students describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts.

**FOCUS AREAS:** AP, GS, LLPA, RS, CA

**Team Roles & Responsibilities** – Explore and perform different roles in physical activities that promote enjoyment, safety, and positive outcomes. e.g., taking turns being a referee, scorer, or player in small games.

**Respectful Communication** – Use reflective listening and respectful communication when working in small groups. e.g., providing positive reinforcement to teammates during a relay race.

**Role Exploration** – Perform various duties and responsibilities in physical activities, such as coaching, officiating, and team leadership. e.g., leading a group warm-up before a class game.

**Conflict Resolution** – Demonstrate effective communication skills to resolve disagreements in movement situations. e.g., negotiating team strategies in a modified basketball game.

**CAPABILITY ACHIEVEMENT STANDARDS:**

PSC – Students identify and explain strategies for developing respectful relationships.

CCT – Students use questions to clarify issues and compare information from different sources.

**CREATE AND PERFORM A VARIETY OF MOVEMENT SEQUENCES, MODIFYING THE MOVEMENT ELEMENTS OF TIME, EFFORT, SPACE, PEOPLE AND OBJECTS (VC2HP6M04)**

**ACHIEVEMENT STANDARDS:**  
They apply the elements of movement when creating movement sequences.

**FOCUS AREAS:** FMS, RE, CA, GS

**Balancing Sequences** – Compose movement sequences including balances to travel from one point to another. e.g., linking different balances in a gymnastics routine.

**Flow and Levels** – Create a sequence that varies flow and levels while moving in time with others. e.g., choreographing a group routine incorporating high and low movements.

**Music Integration** – Experiment with different music genres when performing creative dances. e.g., using bhangra music to influence movement choices.

**Equipment-Based Movement** – Create movement sequences incorporating changes in speed, direction, and levels using equipment. e.g., a skipping rope routine with increasing speed.

**Rotation and Pivoting** – Compose and perform static and dynamic balances, incorporating rotation and pivoting. e.g., integrating spins into a dance routine.

**CAPABILITY ACHIEVEMENT STANDARDS:**

PSC – Students explain how empathy influences decisions.

### FOCUS AREAS KEY

- AD** Alcohol and Other Drugs
- AP** Active Play and Minor Games
- CA** Challenge and Adventure Activities
- FMS** Fundamental Movement Skills
- FN** Food and Nutrition
- GS** Games and Sports
- HBPA** Health Benefits of Physical Activity
- LLPA** Life Long Physical Activity
- MH** Mental Health
- RE** Rhythmic and Expressive Movement Activities
- RS** Relationships and Sexuality
- S** Safety

### CAPABILITIES KEY

- CCT** Critical and Creative Thinking
- EC** Ethical Capability
- IC** Intercultural Capability
- PSC** Personal and Social Capability

### Reference:

Content descriptions, achievement standards, focus areas and capability achievement standards are all sourced directly from: <https://f10.vcaa.vic.edu.au/>



**ABOUT THE MOVEMENT AND PHYSICAL ACTIVITY STRAND**

The Movement and Physical Activity Strand supports students to develop the skills, strategies, and understanding they need to participate confidently, competently, and creatively in a wide range of physical activities. By learning through movement, students build personal, social, cognitive and behavioural skills that support their health and wellbeing. This strand lays the foundation for lifelong physical activity and empowers students to make positive contributions to their own wellbeing and the wellbeing of others.

**USING THIS RESOURCE**

This resource helps teachers apply the Content Descriptions and Achievement Standards from the Victorian Curriculum 2.0 in practical and developmentally appropriate ways. It includes sequential skills, games and activities for each level of the curriculum continuum. These examples are based on or inspired by curriculum elaborations, presented for practical classroom application. The focus is on teaching through a strengths-based approach and encouraging students to explore and question through critical inquiry.

**LEVEL 7 & 8**

**MOVING OUR BODIES**

**MAKING ACTIVE CHOICES**

**LEARNING THROUGH MOVEMENT**

**REFINE AND TRANSFER MOVEMENT SKILLS IN A VARIETY OF MOVEMENT SITUATIONS, INCLUDING INDOOR, OUTDOOR AND AQUATIC SETTINGS (VC2HP8M01)**

**ACHIEVEMENT STANDARDS:**

Students apply and transfer movement skills and movement concepts across a range of situations.

**FOCUS AREAS:** CA, FMS, GS, LLPA, RE, AP, S

**Digital Feedback** – Analyse performance using digital tools and implement feedback to enhance movement skills. e.g., using video analysis to improve sprinting form.

**Fielding Skill Transfer** – Apply fielding skills from familiar games to traditional and non-traditional sports. e.g., adapting cricket catching techniques for baseball fielding.

**Passing Under Pressure** – Refine passing and receiving skills in games with increased defensive pressure. e.g., quick passing drills in netball to evade defenders.

**Teammate Communication** – Use feedback from teammates to adjust travel, marking, or interception skills. e.g., adjusting movement based on verbal cues in basketball.

**Swimming Stroke Refinement** – Improve a range of swimming strokes using feedback from teachers, peers, or video resources. e.g., correcting freestyle arm technique using slow-motion video analysis.

**CAPABILITY ACHIEVEMENT STANDARDS:**

PSC – Students justify support strategies and reflect on outcomes.

**PARTICIPATE IN PHYSICAL ACTIVITIES DESIGNED TO IMPROVE FITNESS TO INVESTIGATE THE IMPACT OF REGULAR PARTICIPATION ON HEALTH AND WELLBEING (VC2HP8M05)**

**ACHIEVEMENT STANDARDS:**

Students propose strategies designed to achieve personal fitness and evaluate their impact on health and wellbeing outcomes.

**FOCUS AREAS:** HBPA, LLPA, GS

**Digital Tracking** – Use digital tools to design and monitor personal physical activity programs that support health, wellbeing, and fitness goals. e.g., using a fitness app to set and track running goals.

**Home-Based Fitness** – Participate in fitness circuits that can be implemented at home with minimal equipment. e.g., bodyweight exercises like push-ups, lunges, and squats.

**Exploring New Activities** – Research and try activities such as yoga, Pilates, or HIIT to evaluate their health benefits. e.g., comparing flexibility improvements from yoga vs. Pilates.

**Personal Activity Planning** – Create a fitness plan aimed at improving or maintaining key components of fitness. e.g., developing a four-week endurance training schedule.

**Physical Response Evaluation** – Participate in activities and assess acute responses such as heart rate, breathing rate, and recovery time. e.g., monitoring heart rate before and after interval sprints.

**CAPABILITY ACHIEVEMENT STANDARDS:**

PSC – Students select and justify support strategies in social contexts.

**PROPOSE, TEST AND EVALUATE MOVEMENT STRATEGIES AND SKILLS THAT WOULD BE MOST EFFECTIVE IN DIFFERENT MOVEMENT SITUATIONS (VC2HP8M08)**

**ACHIEVEMENT STANDARDS:**

They implement and evaluate the effectiveness of movement strategies on movement outcomes.

**FOCUS AREAS:** CA, GS, LLPA

**Success Factors in Movement** – Evaluate factors that contribute to success in movement activities and assess how they transfer to other contexts. e.g., identifying core strength as key to both gymnastics and surfing.

**Justifying Strategies** – Explain and justify the movement strategies selected in response to challenges in outdoor activities. e.g., choosing between pacing or sprinting in a bushwalking challenge.

**Predicting Outcomes** – Test movement solutions by predicting and trialling different approaches. e.g., experimenting with different running techniques to maximise sprint speed.

**Skill Application Across Contexts** – Apply movement solutions in new scenarios and evaluate their effectiveness. e.g., using netball passing techniques in an ultimate frisbee game.

**CAPABILITY ACHIEVEMENT STANDARDS:**

PSC – Students justify strategies for support and analyse outcomes.  
CCT – Students generate alternatives and justify ideas and strategies.

**DESIGN AND DEMONSTRATE HOW MOVEMENT STRATEGIES CAN BE MANIPULATED TO IMPROVE MOVEMENT OUTCOMES (VC2HP8M02)**

**ACHIEVEMENT STANDARDS:**

They implement and evaluate the effectiveness of movement strategies on movement outcomes.

**FOCUS AREAS:** CA, GS, LLPA, AP

**Strategic Development** – Develop and implement strategies for selected movement scenarios. e.g., adjusting defensive shape in soccer drills.

**Strategy Selection** – Apply previously successful strategies to new movement challenges. e.g., using zone defence from basketball in a modified handball game.

**Game Tactics Design** – Create new attacking or defensive strategies in minor or modified games. e.g., setting up a quick transition play in small-sided hockey.

**Tactical Prediction** – Predict the impact of strategy changes on scoring opportunities. e.g., assessing the effectiveness of short vs. long passes in a netball game.

**Strategy Transfer** – Examine similarities in movement strategies across activities and apply them in new contexts. e.g., comparing dodging techniques in touch football and ultimate frisbee.

**Emerging Contexts** – Apply skills such as urban parkour, skateboarding or obstacle courses, using video reflection.

**CAPABILITY ACHIEVEMENT STANDARDS:**

PSC – Students explain and justify strategies for independence.

**PARTICIPATE IN PHYSICAL ACTIVITIES THAT UTILISE COMMUNITY SPACES, OUTDOOR ENVIRONMENTS, AND AQUATIC SETTINGS SAFELY, AND EVALUATE STRATEGIES TO SUPPORT THE INCREASED USE OF THESE SPACES (VC2HP8M06)**

**ACHIEVEMENT STANDARDS:**

They propose and evaluate strategies designed to promote personal health and wellbeing outcomes.

**FOCUS AREAS:** CA, LLPA, S

**Environmental Management** – Evaluate strategies used to protect environments where physical activities occur. e.g., understanding conservation efforts in bushwalking trails and surf beaches.

**Reimagining Spaces** – Design and assess new ways to use community spaces for active lifestyles. e.g., proposing a bike track in a local park to encourage cycling.

**Custodial Responsibility** – Investigate Aboriginal and Torres Strait Islander Peoples' approaches to sustainable land use in recreation. e.g., exploring how traditional fire management practices support outdoor activity spaces.

**Community Activity Options** – Explore and evaluate physical activities available at local parks, sports clubs, and leisure centres. e.g., mapping fitness opportunities in a local suburb.

**CAPABILITY ACHIEVEMENT STANDARDS:**

PSC – Students reflect on responses to challenges and make decisions independently.

**ANALYSE MODIFICATIONS TO EQUIPMENT, RULES AND SCORING SYSTEMS THAT SUPPORT FAIR PLAY AND INCLUSIVE PARTICIPATION (VC2HP8M09)**

**ACHIEVEMENT STANDARDS:**

Students apply and refine strategies to support inclusion, fair play, and collaboration across a range of movement contexts.

**FOCUS AREAS:** FMS, GS, HBPA, S

**Game Modification Testing** – Trial and modify rules, equipment, or scoring systems to improve fairness and inclusivity. e.g., reducing field size to increase engagement in modified soccer.

**Self-Officiated Games** – Assess the benefits and challenges of player-officiated games vs. independently refereed games. e.g., evaluating fairness in self-refereed ultimate frisbee.

**Cultural Game Analysis** – Examine traditional Aboriginal and Torres Strait Islander games to understand how they support skill development and inclusivity. e.g., analysing cooperative games like Kai for teamwork development.

**Rule Adaptations for Inclusion** – Suggest and trial rule changes to ensure equitable participation. e.g., modifying game rules to support students of varying abilities.

**CAPABILITY ACHIEVEMENT STANDARDS:**

PSC – Students analyse strategies for inclusion and decision-making. CCT – Students evaluate thinking and justify decisions.



LEVEL 7 & 8 Continued

MOVING OUR BODIES

MAKING ACTIVE CHOICES

LEARNING THROUGH MOVEMENT

DEMONSTRATE AND EXPLAIN HOW MOVEMENT CONCEPTS RELATED TO EFFORT, SPACE, TIME, OBJECTS AND PEOPLE CAN BE MANIPULATED TO IMPROVE MOVEMENT OUTCOMES (VC2HP8M03)

ACHIEVEMENT STANDARDS:

They adapt and apply the elements of movement to compose and perform movement sequences.

FOCUS AREAS: AP, FMS, GS, RE

Effort and Technique Analysis – Perform movements and analyse technique based on effort in take-off, body position, and landing. e.g., refining body position for a long jump take-off.

Angle of Release – Adjust and explain how angle of release impacts height and distance of an object in motion. e.g., optimising shot-put launch angle for maximum distance.

Spatial Awareness in Play – Design and refine performances to manipulate space and player positioning for successful movement outcomes. e.g., positioning teammates effectively in an Territory game.

Timing Adjustments – Modify timing of movements for different contexts, such as striking a moving ball or adjusting movement to music. e.g., timing a swing in baseball to match pitch speed.

Reaction Time Training – Adjust reaction time in movement scenarios to optimise performance. e.g., quick footwork drills in badminton to improve reaction speed.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students reflect on strategy decisions. IC – Students adapt movements to include diverse abilities.

DESIGN AND JUSTIFY A PHYSICAL ACTIVITY PLAN THAT INCORPORATES STRATEGIES TO INCREASE PHYSICAL ACTIVITY LEVELS TO ACHIEVE HEALTH AND WELLBEING OUTCOMES (VC2HP8M07)

ACHIEVEMENT STANDARDS:

They propose and evaluate strategies designed to promote personal health and wellbeing outcomes.

FOCUS AREAS: HBPA, LLPA, MH

Activity Planning – Design and monitor a physical activity plan with realistic strategies to increase participation and reduce sedentary behaviour. e.g., setting weekly step-count goals and tracking progress.

Emotional and Social Wellbeing – Investigate physical activities that enhance mental and social wellbeing and design programs to increase connection. e.g., organising social walking groups to promote mental health.

Guideline Comparisons – Compare current physical activity levels, sleep patterns, and sedentary time with the Australian 24-Hour Movement Guidelines and propose adjustments. e.g., setting screen time limits to align with recommendations.

Health-Related Fitness – Create a personalised plan to improve or maintain health-related fitness components. e.g., developing a strength and flexibility routine for injury prevention.

Impact Evaluation – Participate in and reflect on a personal daily physical activity program to assess mood and mental wellbeing changes. e.g., keeping a journal tracking how exercise affects stress levels.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students reflect on responses to challenges and make decisions independently. CCT – Students use questions to clarify issues and compare information from different sources.

PRACTISE AND APPLY LEADERSHIP, COLLABORATION, AND GROUP DECISION-MAKING PROCESSES WHEN PARTICIPATING IN A RANGE OF PHYSICAL ACTIVITIES (VC2HP8M10)

ACHIEVEMENT STANDARDS:

Students apply and refine strategies to support inclusion, fair play, and collaboration across a range of movement contexts.

FOCUS AREAS: CA, FMS, GS, LLPA, RE, RS

Leadership in Physical Activity – Undertake leadership or collaboration roles in planning and running physical activities. e.g., leading a team warm-up or skill drill in PE lessons.

Enhancing Team Cohesion – Adopt roles that support team cohesion and contribute to successful movement outcomes. e.g., serving as a motivator or strategist in a small-sided soccer game.

Understanding Team Cues – Apply knowledge of verbal and non-verbal cues to respond appropriately in team settings. e.g., recognising hand signals for play changes in volleyball.

Reflecting on Leadership – Assess personal contributions to a group and how they impacted overall success. e.g., reviewing team strategy adjustments made during a competition.

Conflict Resolution in Teams – Demonstrate effective communication strategies to manage disagreements in movement contexts. e.g., facilitating a discussion to resolve a dispute in a basketball game.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students demonstrate skills for respectful relationships and examine the impact of values. CCT – Students evaluate thinking and decision-making. EC – Students apply context and experience in ethical decisions.

FOCUS AREAS KEY

- AD Alcohol and Other Drugs
AP Active Play and Minor Games
CA Challenge and Adventure Activities
FMS Fundamental Movement Skills
FN Food and Nutrition
GS Games and Sports
HBPA Health Benefits of Physical Activity
LLPA Life Long Physical Activity
MH Mental Health
RE Rhythmic and Expressive Movement Activities
RS Relationships and Sexuality
S Safety

CAPABILITIES KEY

- CCT Critical and Creative Thinking
EC Ethical Capability
IC Intercultural Capability
PSC Personal and Social Capability

Reference:

Content descriptions, achievement standards, focus areas and capability achievement standards are all sourced directly from: https://f10.vcaa.vic.edu.au/

ADAPT AND PERFORM MOVEMENT SEQUENCES IN A VARIETY OF CONTEXTS, DEMONSTRATING HOW THE MOVEMENT ELEMENTS OF TIME, EFFORT, SPACE, PEOPLE AND OBJECTS CAN ENHANCE PERFORMANCE (VC2HP8M04)

ACHIEVEMENT STANDARDS:

They adapt and apply the elements of movement to compose and perform movement sequences.

FOCUS AREAS: FMS, RE, CA, GS

Group Sequence Refinement – Use feedback from others to refine a movement sequence in response to music or stimuli. e.g., adjusting timing and spacing in a group dance routine.

Rhythmic Sequences – Perform movement sequences demonstrating variations in flow, space use, and relationships. e.g., choreographing a gymnastics routine with controlled tempo shifts.

Static and Dynamic Balance – Create movement sequences requiring balance and fluid transitions. e.g., connecting balances in a yoga flow.

Obstacle Navigation – Perform movement sequences navigating obstacles safely in outdoor or built environments. e.g., completing a parkour-style course in a school playground.

Game Space Adaptation – Adapt movement sequences to create, use, and defend space in various sports. e.g., modifying running angles in ultimate frisbee for better passing options.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students justify responses to social challenges.



ABOUT THE MOVEMENT AND PHYSICAL ACTIVITY STRAND

The Movement and Physical Activity Strand supports students to develop the skills, strategies, and understanding they need to participate confidently, competently, and creatively in a wide range of physical activities.

USING THIS RESOURCE

This resource helps teachers apply the Content Descriptions and Achievement Standards from the Victorian Curriculum 2.0 in practical and developmentally appropriate ways.

LEVEL 9 & 10

MOVING OUR BODIES

MAKING ACTIVE CHOICES

LEARNING THROUGH MOVEMENT

ANALYSE, APPLY AND ADAPT THEIR OWN AND OTHERS' MOVEMENT SKILLS IN A RANGE OF CHALLENGING MOVEMENT SITUATIONS TO ENHANCE PERFORMANCE IN INDOOR, OUTDOOR AND AQUATIC SETTINGS (VC2HP10M01)

ACHIEVEMENT STANDARDS:

Students evaluate and refine their own and others' movement skills and performances, and apply movement concepts in challenging or unfamiliar situations.

FOCUS AREAS: CA, GS, LLPA, RE

Feedback for Skill Refinement - Use knowledge of results to support others in refining skills for accuracy and control. e.g., providing verbal feedback to a teammate on shooting technique in basketball.

Digital Performance Analysis - Use digital tools to record performance and provide feedback on timing, positioning, and technique. e.g., using slow-motion video to analyse a tennis serve.

Equipment Adaptation - Adjust and respond to changes in equipment that increase movement complexity. e.g., adapting stroke technique when using different-sized paddles in kayaking.

Technique Refinement - Analyse performances in swimming, athletics, or cross-country and propose strategies for improvement. e.g., identifying weaknesses in sprint starts and refining foot placement.

Skill Transfer - Adapt skills learned in one context to different movement situations. e.g., applying balance techniques from gymnastics to surfing.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC - Students justify adapted strategies to support others in varied contexts.

CREATE AND REFINE MOVEMENT STRATEGIES TO ACHIEVE SUCCESSFUL OUTCOMES ACROSS A RANGE OF CHALLENGING MOVEMENT SITUATIONS (VC2HP10M02)

ACHIEVEMENT STANDARDS:

They adapt and transfer movement skills and strategies to unfamiliar situations and evaluate the effectiveness to achieve successful outcomes.

FOCUS AREAS: CA, GS, LLPA, RE

Strategic Review and Adaptation - Propose and implement alternative strategies based on past performances. e.g., adjusting defensive positioning in netball based on previous game play.

Refining Movement in Modified Games - Perform and adapt skills in modified rule environments to increase challenge. e.g., playing touch football with a reduced team to encourage spatial awareness.

Equipment Strategy Modification - Adjust strategies when using different equipment to enhance movement outcomes. e.g., modifying grip and foot positioning when using a heavier bat in cricket.

Evaluating Game Strategies - Use personal criteria to assess and improve game strategies. e.g., analysing offensive plays in soccer and suggesting tactical adjustments.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC - Students reflect on barriers and adapt strategies. EC - Students consider fairness and values in decision-making.

PARTICIPATE IN AND EVALUATE PHYSICAL ACTIVITIES DESIGNED TO ENHANCE HEALTH, FITNESS AND WELLBEING (VC2HP10M05)

ACHIEVEMENT STANDARDS:

Students critique the effectiveness of strategies designed to enhance health, fitness and wellbeing.

FOCUS AREAS: GS, HBPA, LLPA

Fitness Component Analysis - Perform activities to improve fitness and assess their impact on different fitness components. e.g., comparing heart rate responses in sprint vs. endurance training.

Personalised Activity Planning - Design, implement, and evaluate a program to increase physical activity. e.g., creating a four-week fitness plan based on personal goals.

Warm-Up and Cool-Down Routines - Design and explain routines to prevent injuries and soreness. e.g., leading a warm-up focused on dynamic stretching before a game.

Mental Health and Physical Activity - Investigate the cognitive benefits of exercise and propose strategies to stay active. e.g., discussing how regular exercise reduces stress and anxiety.

Recognising Overtraining Risks - Evaluate signs of overtraining and its effects on mental health and wellbeing. e.g., identifying burnout symptoms in competitive athletes.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC - Students justify wellbeing strategies and analyse their effectiveness.

PARTICIPATE IN PHYSICAL ACTIVITIES THAT PROMOTE HEALTH, SAFETY AND SOCIAL OUTCOMES IN OUTDOOR ENVIRONMENTS AND AQUATIC SETTINGS TO DESIGN AND EVALUATE PARTICIPATION STRATEGIES FOR THEMSELVES AND OTHERS (VC2HP10M06)

ACHIEVEMENT STANDARDS:

They propose and evaluate community-based physical activity interventions designed to improve the health and wellbeing of themselves and others.

FOCUS AREAS: CA, HBPA, LLPA, MH

Community Outdoor Activity Promotion - Create and evaluate strategies to promote the use of outdoor spaces for physical activity. e.g., designing a campaign to encourage hiking in local parks.

Cultural Connection Through Movement - Plan and evaluate events that celebrate culturally significant physical activities. e.g., organising a traditional Indigenous games day for the school community.

School-Based Physical Activity Initiatives - Analyse successful community campaigns and design school-based versions. e.g., implementing a school-wide step challenge modelled on national initiatives.

Access to Local Facilities - Investigate how community spaces can support physical and social activities. e.g., mapping local swimming pools and parks for accessibility.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC - Students reflect on challenges, independence, and responsible decisions.

TRANSFER AND ADAPT SKILLS AND STRATEGIES FROM PREVIOUS EXPERIENCES TO CREATE SUCCESSFUL OUTCOMES IN UNFAMILIAR MOVEMENT SITUATIONS (VC2HP10M08)

ACHIEVEMENT STANDARDS:

Students evaluate and refine their own and others' movement skills and performances, and apply movement concepts in challenging or unfamiliar situations.

FOCUS AREAS: CA, GS, LLPA

Strategic Transfer Across Sports - Identify similarities between movement strategies in different sports. e.g., applying defensive techniques from basketball to soccer.

Applying Past Solutions to New Challenges - Use prior movement knowledge to solve unfamiliar challenges. e.g., adapting canoeing paddling techniques to kayaking.

Movement Reflection and Adaptation - Assess the effectiveness of past strategies and refine them for new contexts. e.g., modifying climbing grip techniques from indoor to outdoor rock climbing.

Cross-Skill Application in Nature-Based Activities - Transfer balance and coordination skills to different terrains. e.g., using gymnastics core strength principles for paddle-boarding.

Experimenting with Tactical Adjustments - Test different approaches in modified games and evaluate success. e.g., adjusting team formations in futsal based on prior netball positioning knowledge.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC - Students adapt and justify strategies across contexts. CCT - Students evaluate reasoning and decision-making. EC - Students evaluate how values and context influence ethical decisions.



LEVEL 9 & 10 Continued

MOVING OUR BODIES

MAKING ACTIVE CHOICES

LEARNING THROUGH MOVEMENT

APPLY MOVEMENT CONCEPTS IN NEW OR CHALLENGING MOVEMENT SITUATIONS AND ANALYSE THE IMPACT THEY HAVE ON MOVEMENT OUTCOMES (VC2HP10M03)

ACHIEVEMENT STANDARDS: They apply criteria to evaluate and refine their own and others' movement performances.

FOCUS AREAS: AP, CA, GS, RE

Force and Speed Experimentation – Manipulate force and speed to impact movement paths. e.g., comparing top-spin vs. flat forehand strokes in tennis.

Force Absorption for Injury Prevention – Analyse body positioning and equipment effectiveness in reducing impact. e.g., evaluating landing techniques in gymnastics to minimise joint strain.

Spatial Awareness for Performance – Modify spatial and temporal factors to improve movement efficiency. e.g., optimising passing lanes in ultimate frisbee for better team movement.

Timing Adjustments – Adapt timing of movements to enhance performance in new situations. e.g., adjusting the timing of a volleyball spike to counter blockers.

Strategy Refinement through Video Analysis – Use technology to assess and adjust individual or team performance. e.g., using motion tracking to fine-tune sprinting acceleration.

CAPABILITY ACHIEVEMENT STANDARDS: CCT – Students examine reasoning and justify movement decisions.

EVALUATE THEIR OWN AND OTHERS' MOVEMENT COMPOSITIONS AND PROVIDE AND APPLY FEEDBACK TO ENHANCE PERFORMANCE (VC2HP10M04)

ACHIEVEMENT STANDARDS: They apply criteria to evaluate and refine their own and others' movement performances.

FOCUS AREAS: RE, GS, CA

Constructive Feedback in Group Performance – Provide feedback on movement sequences to refine performance. e.g., suggesting improved synchronisation in a dance routine.

Group Performance Analysis – Create and evaluate a performance incorporating synchronous and individual movements. e.g., choreographing and reviewing a gymnastics floor routine.

Digital Performance Evaluation – Use digital tools to record performances and assess timing, movement, and positioning. e.g., analysing a team's passing sequences in futsal.

Skill Breakdown Using Technology – Apply movement-analysis software to deconstruct and improve technique. e.g., breaking down a high jump technique using video replay.

Refining Synchronisation in Movement – Adjust movement sequences to improve alignment and coordination with external stimuli. e.g., refining a relay changeover to maximise efficiency.

CAPABILITY ACHIEVEMENT STANDARDS: PSC – Students reflect on diversity and respectful relationships.

DESIGN, IMPLEMENT AND EVALUATE PERSONALISED PLANS FOR IMPROVING OR MAINTAINING THEIR OWN OR OTHERS' PHYSICAL ACTIVITY LEVELS TO ACHIEVE HEALTH-RELATED FITNESS, HEALTH AND WELLBEING OUTCOMES (VC2HP10M07)

ACHIEVEMENT STANDARDS: They propose and evaluate community-based physical activity interventions designed to improve the health and wellbeing of themselves and others.

FOCUS AREAS: HBPA, LLPA

Digital Monitoring of Fitness Plans – Use apps and digital tools to track and evaluate progress in a personal fitness plan. e.g., setting daily activity goals using a smartwatch.

Justifying Physical Activity Choices – Explain how selected activities align with personal fitness goals. e.g., choosing swimming to improve cardiovascular endurance.

Community-Based Activity Inclusion – Identify and evaluate local activity options to enhance engagement. e.g., assessing the accessibility of public gym programs.

Time Management for Active Lifestyles – Develop schedules that integrate physical activity into daily routines. e.g., setting up morning yoga sessions before school.

Evaluating Fitness Plans for Effectiveness – Review progress and modify training methods to improve outcomes. e.g., adjusting a running plan to include interval training for better endurance gains.

Wearable Trackers – Analyse data from wearable fitness trackers to evaluate trends in daily movement and design responsive changes.

Address Barriers – Compare personal movement levels to national recommendations and address barriers such as time, motivation, or cultural differences.

CAPABILITY ACHIEVEMENT STANDARDS: PSC – Students analyse respectful relationships and manage competing rights.

FOCUS AREAS KEY

- AD Alcohol and Other Drugs
AP Active Play and Minor Games
CA Challenge and Adventure Activities
FMS Fundamental Movement Skills
FN Food and Nutrition
GS Games and Sports
HBPA Health Benefits of Physical Activity
LLPA Life Long Physical Activity
MH Mental Health
RE Rhythmic and Expressive Movement Activities
RS Relationships and Sexuality
S Safety

CAPABILITIES KEY

- CCT Critical and Creative Thinking
EC Ethical Capability
IC Intercultural Capability
PSC Personal and Social Capability

Reference:

Content descriptions, achievement standards, focus areas and capability achievement standards are all sourced directly from: https://f10.vcaa.vic.edu.au/

DEMONSTRATE FAIR PLAY AND REFLECT ON HOW ETHICAL BEHAVIOUR CAN INFLUENCE PHYSICAL ACTIVITY OUTCOMES FOR INDIVIDUALS AND GROUPS (VC2HP10M09)

ACHIEVEMENT STANDARDS: Students apply and evaluate leadership approaches, collaboration strategies, and ethical behaviours across a range of movement contexts.

FOCUS AREAS: GS, RS, MH, S

Evaluating Equitable Participation – Assess how fairness in team activities influences performance outcomes. e.g., adjusting team balance in mixed-ability games.

Aboriginal and Torres Strait Islander Athlete Analysis – Analyse how Indigenous athletes' achievements in sport have inspired participation and inclusion. e.g., researching the experiences of prominent Indigenous athletes.

Self-Officiated Competitions – Participate in games where players enforce the rules independently. e.g., playing self-refereed ultimate frisbee and discussing fairness.

Understanding Sports Governance – Interpret how organisations promote fairness and ethical play in sport. e.g., analysing the role of the Australian Sports Anti-Doping Authority.

Ethical Leadership in Sport – Evaluate leadership strategies that promote fair play and inclusion. e.g., observing and reflecting on the role of captains in team sports.

CAPABILITY ACHIEVEMENT STANDARDS: PSC – Students evaluate strategies for inclusive collaboration. CCT – Students critically examine reasoning and justify decisions.

DEVISE, IMPLEMENT AND REFINE STRATEGIES FOR DECISION-MAKING WHEN WORKING IN GROUPS OR TEAMS THAT DEMONSTRATE LEADERSHIP AND COLLABORATION SKILLS (VC2HP10M10)

ACHIEVEMENT STANDARDS: Students apply and evaluate leadership approaches, collaboration strategies, and ethical behaviours across a range of movement contexts.

FOCUS AREAS: CA, GS, LLPA, RE, RS

Self-Assessment of Leadership Contribution – Evaluate individual contributions to teamwork and participation. e.g., identifying personal strengths in a group-based sport setting.

Using Motivation Strategies in Teams – Apply self-talk and encouragement to support team performance. e.g., developing positive communication techniques during stressful match situations.

Peer and Self-Evaluation of Teamwork – Design assessment tools to track collaboration skills. e.g., using a teamwork rubric to assess contributions in group sports.

Exploring Leadership Styles in Movement Contexts – Compare different leadership approaches in team sports. e.g., analysing the impact of an authoritarian vs. democratic coaching style.

Collaborative Problem-Solving in Movement Activities – Work together to solve movement-based challenges. e.g., strategising to complete an outdoor obstacle course as a team.

CAPABILITY ACHIEVEMENT STANDARDS: PSC – Students demonstrate skills for respectful relationships and examine the impact of values. CCT – Students critically evaluate strategies. IC – Students analyse how intercultural understanding influences collaboration.



RESOURCE	WEBSITE
AFL 9s	<a href="http://www.afl9s.com.au">www.afl9s.com.au</a>
Adventure Racing – In2Adventure Schools	<a href="http://www.in2adventure.com.au">www.in2adventure.com.au</a>
Archery Australia – School Program	<a href="http://www.archery.org.au">www.archery.org.au</a>
AusKick	<a href="http://www.play.afl/auskick">www.play.afl/auskick</a>
AusCycling	<a href="http://auscycling.org.au">auscycling.org.au</a>
Ausdance – Creative Dance	<a href="http://www.ausdance.org.au">www.ausdance.org.au</a>
Australian Baseball League – Development Pathways	<a href="http://www.theabl.com.au">www.theabl.com.au</a>
Australian Fencing Federation – School Programs	<a href="http://www.ausfencing.org">www.ausfencing.org</a>
Australian Handball Federation	<a href="http://www.handballaustralia.org.au">www.handballaustralia.org.au</a>
Australian Ice Hockey League – Learn to Play	<a href="http://www.theaihl.com">www.theaihl.com</a>
Australian Karate Federation	<a href="http://www.akf.com.au">www.akf.com.au</a>
Australian Taekwondo – Kids Programs	<a href="http://www.austkd.com.au">www.austkd.com.au</a>
Badminton Australia – Shuttle Time	<a href="http://www.badminton.org.au">www.badminton.org.au</a>
Baseball Victoria	<a href="http://www.baseballvictoria.com.au">www.baseballvictoria.com.au</a>
Baseball5	<a href="http://baseball.com.au/baseball5/">baseball.com.au/baseball5/</a>
Basketball Australia	<a href="http://www.australia.basketball/">www.australia.basketball/</a>
Bluearth Active Classrooms	<a href="http://www.bluearth.org">www.bluearth.org</a>
Bowls Australia – Jack Attack	<a href="http://www.bowlsaustralia.com.au">www.bowlsaustralia.com.au</a>
Bowls Victoria – Schools Program	<a href="http://www.bowlsvic.org.au/schools">www.bowlsvic.org.au/schools</a>
Cheerleading – AASCF	<a href="http://www.aascf.com.au">www.aascf.com.au</a>
Climbing (Sport Climbing Australia)	<a href="http://www.sportclimbingaustralia.org.au">www.sportclimbingaustralia.org.au</a>
Cricket – In2CRICKET	<a href="http://www.community.cricket.com.au">www.community.cricket.com.au</a>
DanceSport Australia – Schools Dance	<a href="http://www.dancesport.org.au">www.dancesport.org.au</a>
Disc Golf Australia	<a href="http://australiandiscgolf.com">australiandiscgolf.com</a>
Get Skilled Get Activ	<a href="http://education.nsw.gov.au">education.nsw.gov.au</a>





RESOURCE	WEBSITE
Gymnastics – Launchpad	<a href="http://www.gymnastics.org.au/schools/launchpad">www.gymnastics.org.au/schools/launchpad</a>
High Ropes Challenge Programs	<a href="http://www.adventureworks.com.au">www.adventureworks.com.au</a>
Hockey – Hookin2Hockey	<a href="http://www.hookin2hockey.com.au">www.hookin2hockey.com.au</a>
Indoor Rock Climbing	<a href="http://www.sportclimbingaustralia.org.au">www.sportclimbingaustralia.org.au</a>
Inline Hockey Australia	<a href="http://ilha.hockeysyte.com/">ilha.hockeysyte.com/</a>
Just Dance for Schools	<a href="http://www.justdance.com">www.justdance.com</a>
KIDDO – Fundamental Movement	<a href="http://www.kiddo.edu.au">www.kiddo.edu.au</a>
Lacrosse Australia	<a href="http://www.lacrosse.com.au">www.lacrosse.com.au</a>
Little Athletics Victoria	<a href="http://www.lavic.com.au">www.lavic.com.au</a>
Martial Arts Australia	<a href="http://www.martialartsaustralia.com.au">www.martialartsaustralia.com.au</a>
Modern Pentathlon – Laser Run in Schools	<a href="http://modernpentathlon.org.au/">modernpentathlon.org.au/</a>
Modified Tag Games	<a href="http://www.kidactivities.net">www.kidactivities.net</a>
Netball – PlayFast5 / NetSetGO	<a href="http://fast5netball.com/">fast5netball.com/</a> / <a href="http://www.netsetgo.asn.au">www.netsetgo.asn.au</a>
Ninja Warrior-style programs (e.g., Ninja Parc)	<a href="http://www.ninjaparc.com.au">www.ninjaparc.com.au</a>
Orienteering	<a href="http://www.orienteeing.asn.au">www.orienteeing.asn.au</a>
Oztag Australia	<a href="http://www.oztag.com.au">www.oztag.com.au</a>
Paddle Australia – School Programs	<a href="http://www.paddle.org.au">www.paddle.org.au</a>
Playground Buddy Games	<a href="http://www.activekids.com.au">www.activekids.com.au</a>
Pickleball Australia	<a href="http://www.pickleballaus.org/">www.pickleballaus.org/</a>





RESOURCE	WEBSITE
Rowing Australia	<a href="http://www.rowingaustralia.com.au">www.rowingaustralia.com.au</a>
Rugby Australia – Game On	<a href="http://www.rugby.com.au">www.rugby.com.au</a>
School Sport Victoria	<a href="http://www.ssv.vic.edu.au/">www.ssv.vic.edu.au/</a>
Skate Australia – Learn to Skate	<a href="http://www.skateaustralia.org.au">www.skateaustralia.org.au</a>
Skipping Australia	<a href="http://www.skippingaustralia.org.au">www.skippingaustralia.org.au</a>
Snow Australia – Interschools Program	<a href="http://www.snow.org.au">www.snow.org.au</a>
Softball – Batter Up	<a href="http://www.softballbatterup.com.au">www.softballbatterup.com.au</a>
Speedminton	<a href="http://www.speedminton.com.au">www.speedminton.com.au</a>
Spikeball	<a href="http://www.spikeballaustralia.com.au">www.spikeballaustralia.com.au</a>
Squash Australia – OzSquash	<a href="http://www.squash.org.au">www.squash.org.au</a>
Surfing Victoria – Surf Groms	<a href="http://www.surfgroms.com/location/victoria/">www.surfgroms.com/location/victoria/</a>
Table Tennis Australia	<a href="http://www.tabletennis.org.au">www.tabletennis.org.au</a>
Tchoukball Australia	<a href="http://www.tchoukball.org.au">www.tchoukball.org.au</a>
Tennis Hot Shots	<a href="#">Tennis Hot Shots</a>
Tennis – Bounce	<a href="http://www.tennis.com.au/coaches/bounce">www.tennis.com.au/coaches/bounce</a>
Touch Football Australia	<a href="http://www.touchfootball.com.au">www.touchfootball.com.au</a>
Ultimate Australia – Flying Disc School Resources	<a href="http://www.afda.com/school-resources">www.afda.com/school-resources</a>
Volleyball – Have a Go	<a href="http://www.volleyballsaustralia.com.au/spikezone">www.volleyballsaustralia.com.au/spikezone</a>
Wrestling Australia – Participation Programs	<a href="http://www.wrestling.com.au">www.wrestling.com.au</a>
Yoga Australia – Schools Yoga	<a href="http://www.yogaaustralia.org.au">www.yogaaustralia.org.au</a>

