

# Queensland

**Key Learning Area:** In QLD, the Hear 4 Tomorrow programme fits within the Health and Physical Education KLA.

The key items are listed below. Although most suitable for students in Year 5, relevant components are also listed for year 7.

	Year 5	7
<b>Learning and Assessment Focus</b>	<p>Students demonstrate evidence of their learning over time in relation to the following assessable elements:</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding</li> <li>• Investigating</li> <li>• Planning</li> </ul>	
<b>Ways of Working</b>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• identify and apply safe practices</li> <li>• collect, organise and evaluate information and evidence</li> <li>• propose, justify and implement simple plans or actions to promote health and wellbeing</li> <li>• reflect on and identify how their own and others' behaviours, skills and actions influence health and wellbeing, movement capacities and personal development</li> </ul>	<ul style="list-style-type: none"> <li>• identify risks and justify and apply safe practices</li> <li>• identify issues and plan investigations and activities</li> <li>• collect, analyse and evaluate information and evidence</li> <li>• propose, justify, implement and monitor plans or actions to promote health and wellbeing</li> <li>• reflect on learning, apply new understandings and identify future applications.</li> </ul>
<b>Knowledge and Understanding</b>	<p><b>Health</b></p> <ul style="list-style-type: none"> <li>• Individual and group action can promote health and wellbeing, including safety <i>e.g. wearing hearing protection to prevent hearing loss lowering noise at events to protect hearing of attendees,</i></li> <li>• Health includes physical, social, emotional and cognitive (relating to thought processes, reasoning and intuition) dimensions <i>e.g. choices about hearing protection methods can assist in promoting hearing health</i></li> </ul>	<p><b>Health</b></p> <ul style="list-style-type: none"> <li>• Individuals, groups and communities act on the advice in health promotion campaigns to promote health and wellbeing, including safety, and contribute to management of health risks <i>e.g. Individuals reducing noise exposure, despite peer pressure to be involved in noisy activities, communities advocating for low-noise events or machinery</i></li> <li>• Family, peers and the media influence health behaviours <i>e.g. advertisements and celebrity personal stories of hearing damage can influence adolescents to maintain hearing health.</i></li> </ul>

Extracted from: <http://www.qsa.qld.edu.au/7294.html>

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# Victoria

**Domain:** In Victoria, The Hear 4 Tomorrow Programme fits within the domain of Health and Physical Education, with particular relevance to the Key Concepts of Health Promotion, and Safety. For Level 4, i.e., *“Describe the physical, social and emotional dimensions of health and establish health goals and plan strategies for improving their personal health.”*

## **Learning Focus:**

*Students develop an understanding of the right to be safe. They learn to describe and assess the strategies for responding to situations that are potentially unsafe, risky or harmful in a range of settings (at home, at school and in the community).*

**&**

*Students consider what it means to be physically, socially and emotionally healthy. They explore their own and others’ views about health and suggest what it might mean for certain groups of people; for example, the elderly, people with a disability or those from another culture.*

*Students consider factors that affect their own and others’ ability to access and effectively use health information, products and services. They discuss and develop strategies for improving their personal health.*

## **Standards:**

Students describe the actions they can take if they feel unsafe at home, school and in the community.

Students describe the physical, social and emotional dimensions of health and establish health goals and plan strategies for improving their personal health.

For example, students:

- consider what it means to them to be healthy
- reflect on aspects of their personal health that could be improved or maintained
- design strategies to achieve an improvement in their personal health
- investigate a range of health services and products that can be used to meet a specific health need or concern
- identify health services in the local community, including what they provide and who can access them
- identify where they can get information on health issues

Extracted from: <http://vels.vcaa.vic.edu.au/support/charts/hpe.html#health>

# South Australia

**Learning Area:** In South Australia, the Hear 4 Tomorrow programme fits within PDHPE.

## Key Ideas:

A summary of relevant key ideas and outcomes for primary and middle years are shown in the table below:

<i>Years/ Standards</i>	<i>Ref</i>	<i>Key Ideas</i>	<i>Outcomes</i>
<b>Primary Years (Standards 2 &amp; 3)</b>	2.6	Students accept increasing responsibility for their future wellbeing and analyse factors that support or present risks to their health and that of their families, friends and communities. <b>F In KC1 relating to Outcome 2.6</b>	Explains ways in which communities support their own and others' health. F In KC2
	2.7	Students identify potential hazards or threats to their health and safety and devise plans for acting to protect themselves and their communities. <b>F Id In KC3 relating to Outcome 2.7</b>	Plans and practises strategies to maintain safety in the home, school and community. F Id In T KC3
<b>MIDDLE SCHOOL YEARS</b>	3.6,4.6	Students consider the range of influences on their health associated with increasing freedom of choice, critically examine information available about those choices, and devise personal and community strategies based on them. <b>F In T KC1 KC6 relating to Outcome 3.6, 4.6</b>	3.6 Analyses a variety of community health issues that affect them and investigates community programs to address them. In T KC1 KC6 4.6 Identifies health issues relevant to adolescents in their community and develops strategies to deal with those issues for self and others. <b>In T KC1 KC3</b>
	3.7, 4.7	Students learn to assess and build their understandings of skills to effectively manage risky and challenging situations for themselves and others. <b>In T KC6 relating to Outcome 3.7, 4.7</b>	3.7 Identifies skills to deal with situations that pose a risk to their health and safety. In T KC1 <b>4.7</b> Analyses and articulates the consequences of risk taking and demonstrates behaviours to minimise harm. <b>In T KC1 KC2</b>

# Australian Capital Territory

**Essential Learning Achievement:** The Hear 4 Tomorrow programme fits within the Health and Physical Education ELA, specifically ELA 12: The student takes action to promote health.

*"In order to take action to promote health, students need to understand and develop ways of maintaining a healthy lifestyle. This involves the development of skills in decision-making, planning, risk management and problem-solving, as well as the ability to access relevant health information and services. Students also need to understand health and lifestyle issues that are likely to affect them and the community, now and in the future."* (P120, [http://activated.act.edu.au/ectl/resources/ECTL\\_Framework.pdf](http://activated.act.edu.au/ectl/resources/ECTL_Framework.pdf))

**Band of Development:** The programme would suit students in later childhood or early adolescence.

**Related Attitudes and Values:**

- Value the benefits of a healthy lifestyle
- Appreciate the need to take personal responsibility for their own health choices
- Appreciate their right to personal safety and their responsibility for contributing to the safety of others.

**Essential Content: Safety**

	Later Childhood	Early Adolescence
<b>Students have opportunities to understand and learn about:</b>	<b>12.LC.12</b> how the places people live, work and play can influence their health	<b>12.EA.10</b> factors influencing risk-taking and possible consequences of risk behaviour  <b>12.EA.11</b> strategies to minimise harm (e.g. acquiring knowledge, safe attitudes, developing personal skills, identifying support networks)
	<b>12.LC.15</b> consider how their choices influence health status now and in the future	<b>12.EA.13</b> investigate how contemporary health issues affect young people and identify health information, services and products designed to address the health needs of young people
<b>Students have opportunities to learn to:</b>	<b>12.LC.17</b> assess options and consequences in responding to unsafe situations	<b>12.EA.14</b> critically interpret what is presented in the media about health
	<b>12.LC.18</b> identify risk situations, people and places and ways to respond	<b>12.EA.18</b> identify risk factors and behaviours in real-life situations and identify and assess strategies to minimise harm
	<b>12.LC.19</b> plan how to take responsibility for their own safety and that of others	<b>12.EA.19</b> recognise unsafe situations and make judgements about when it is necessary to seek help from others.

# New South Wales

**Syllabus:** In NSW, the Hear 4 Tomorrow Programme fits within the Personal Development, Health, and Physical Education syllabus. Specifically, in relation to the strand of Personal Health Choices, and Safe Living.

**Stage:** The programme is best suited for students in Stage 3.

## Knowledge and Understanding - Outcomes & Indicators

Values and Attitudes: V4- Increasingly accepts responsibility for personal and community health

- Values their health and safety and that of others
- defends the need for making decisions that enhance health
- appreciates the need for shared responsibility and decision making
- values the need to pursue healthy lifestyles
- appreciates the need for safe practices in a range of situations and environments

Personal Health Choices: 3.12 - Explains the consequences of personal lifestyle choices

- Identifies the effects of their decision on themselves, other, and the environment
- Identifies the positive and negative effects of various substances on the body
- Describes the factors that influence personal health choices

Safe Living: 3.13 - Describes safe practices that are appropriate to a range of situations and environments.

- Demonstrates ways to improve unsafe environments
- Devises strategies to respond to risky and dangerous situations
- Plans how to take responsibility for their own safety and that of others
- Uses safety devices and protective equipment in relevant situations

# Western Australia

**Learning Area:** In WA, the Hear 4 Tomorrow programme fits within the learning area of Health and Physical Education

**Phase of Development:** The programme is best suited to Middle Childhood.

## Links to Outcomes

6. Students visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options.

Students visualise and predict their future health, based on the decisions they are prepared to make about a range of health options. They test options and think laterally in family, school, work and other social situations to achieve sound health practices.

11. Students value and implement practices that promote personal growth and well-being

Students examine the physical, mental, emotional and social development of the individual and the impact of interactions between the individual, the wider community and the environment on the health of populations. They acquire understandings, attitudes and values which are essential for promoting health practices and which encourage participation in regular physical activity and the adoption of a well-balanced lifestyle, taking into account work, leisure and rest.

They use skills to safeguard and enhance their physical and mental health and to plan for their future.

13. Students recognise that everyone has the right to feel valued and be safe, and in this regard understand their rights and obligations and behave responsibly

Students recognise and comment on safe practices and are able to recognise safe people and safe houses. They know their rights and understand and value the obligations associated with particular health issues such as sexuality, hygiene, communicable diseases, relationships, drugs, **personal safety**, sun protection, **injury prevention**, first aid, road safety, tobacco smoke and car exhaust fumes. Students know the rights and responsibilities of employers and employees in regard to occupational safety, health and welfare.

# Northern Territory

**Learning Area:** In The Northern Territory, the Hear 4 Tomorrow programme fits with the Health and Physical Education learning area. In particular, it relates to the strand Promoting Individual and Community Health - “Learners focus on developing the actions needed to maintain and promote personal health and safety and the services available in the community to promote health and safety”

**Band:** The programme is most likely to be appropriate for students in Band 3.

## Relevant Outcomes

HP 3.1 Individual and Community Health and Safety - Analyse images of health, develop strategies to promote personal safety and well-being and investigate the health services available to different groups in the community

- generate personal health goals based on what it means to be healthy, and take action to achieve the goals, **[In 2] [LT-P]**
- describe strategies to respond to situations that are potentially unsafe, harmful or risky in a range of settings and activities
- identify safety equipment, rules and procedures to be followed for various recreational and sporting activities **[Con 1] [Con 3] [SOSE-Soc] [VL]**.

# Tasmania

**Syllabus Area:** In Tasmania, the Hear 4 Tomorrow programme fits within the Health and Wellbeing area, specifically in relation to Physical Health and within the strand of Understanding Health and Wellbeing.

Key Focus Area	Suggested Content Focus
<b>Health Knowledge &amp; Practices</b>	Health promoting behaviours in relation to common illnesses
<b>Safety</b>	Behaviours and practices that promote personal and group safety in varied environments
	Risky and challenging behaviours, risk assessment strategies, risk management, positive and negative risks
	Harm minimisation strategies
<b>Taking Action</b>	Strategies to promote personal and community health
	Using self management skills such as decision making, planning, goal setting, problem solving and choice to take action

**Stage:** The most appropriate standard is standard 3 stages are 7-9

Performance Criteria	Stage 7	Stage 8	Stage 9
<b>Students understand how to maintain and integrate the elements of a healthy lifestyle</b>	<ul style="list-style-type: none"> <li>understand some factors that influence personal health and wellbeing</li> <li>identify situations and behaviours that are safe or unsafe</li> </ul>	<ul style="list-style-type: none"> <li>understand the role of individuals in maintaining health and wellbeing</li> <li>identify how situations can be made safer</li> </ul>	<ul style="list-style-type: none"> <li>understand their personal role in maintaining health and Wellbeing</li> <li>Understand and propose personal actions to promote personal and group safety</li> </ul>
<b>Students use health knowledge to promote personal and group health and wellbeing (PC2)</b>	<ul style="list-style-type: none"> <li>identify personal and social skills required in planning</li> <li>Identify choices individuals make</li> </ul>	<ul style="list-style-type: none"> <li>understand how to use particular personal and social skills in planning</li> <li>identify factors that influence personal choice</li> </ul>	<ul style="list-style-type: none"> <li>understand how particular skills contribute to health and wellbeing plans</li> <li>understand some factors that influence personal choice</li> </ul>