

# Areas of Impact: Observational Story

for the SA Curriculum: HPE Dispositions, Capabilities and Knowledge

Date:

Child(ren) name(s):

Age(s) of child(ren):

School/Site:

Observed by:

## HPE Learning Standard Years 5 to 6

By the end of year 6, learners strengthen their dispositions, including being resilient, respectful, resourceful and responsible in a range of health and movement experiences. They explain how different factors shape their identity and suggest ways to manage emotions and changes. Learners propose strategies to show respect, empathy and inclusion and explain how stereotypes influence roles and responsibilities. They explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline.

Learners analyse health information to refine, monitor and achieve goals by applying strategies that improve the physical activity, health and wellbeing of themselves and others. They explain community programs designed to improve health, fitness and wellbeing. Learners describe how they can contribute as team members to support fair play and inclusion in different movement contexts.

Learners explain how experiences in natural and outdoor settings help them connect with people and places, enhancing their sense of belonging, identity, health and wellbeing. They explain how personal and social responsibility, critical inquiry, and creativity enhance movement and health experiences. Learners use, adapt and transfer movement skills, concepts and strategies in various situations, assessing their impact on outcomes

## SA Curriculum: Dispositions, Capabilities and Knowledge Tick applicable

### Dispositions (Be)

- Resilient:**  
Experience belonging, purpose, connection, persistence, determination, positive self-talk, as well as physical, mental, emotional and social wellbeing.
- Respectful:**  
Care for self, people, places and resources. Embrace and respect uniqueness and diversity, express needs, and respect Aboriginal people and culture.
- Resourceful:**  
Face challenge and problem solve, ask questions, seek support, experience positive physical activity, joy and learning, display curiosity, and inclusive behaviours.
- Responsible:**  
Understand and action self-care, demonstrate inclusive and ethical behaviours, build and maintain positive relationships, personal safety, and social responsibility, and develop care for nature and the outdoors.

### Capabilities (Do)

- Personal responsibility:**  
Develop and use emotional literacy, thoughtfulness, reflection and self-care for good health outcomes. Experience a sense of hope for future self and set goals. Learn to utilise online resources in safe ways and seek trusted-adult guidance.
- Social responsibility:**  
Discuss and explore developmentally appropriate ethics, rights of diverse people and groups, and engage with others in inclusive and respectful ways. Develop perspective taking and conflict resolution.
- Critical inquiry and creativity:**  
Identify digital and non-digital factual health information. Use curiosity and investigation to understand and apply learning and experiences to various contexts.
- Movement:**  
Learn via movement and varying levels and types of physical activity and transfer learning from situation to situation. Describe feelings before, during and after physical activity.

### Knowledge (Understand)

- Identities, change and relationships:**  
Understanding and respecting self, forming a unique identity, and having positive relationships with others. Changes and transitions are navigated, and diversity, empathy, and compassion is valued.
- Influences, decisions and actions:**  
Learners have autonomy and understand that their actions can influence the safety and wellbeing of self and others. Health literacy supports ethical and informed decisions. Health and wellbeing is positively influenced by a variety of movement and outdoor experiences.
- Movement and physical activity:**  
Confidence is nurtured with practice and experimentation of movement skills and concepts. Physical activity is enhanced through personal, social and critical and creative thinking skills. Teamwork, and opportunities to lead, support inclusive and safe participation in physical activities.

### Play Type: Tick applicable

- Solitary**
 **Onlooker**
 **Parallel**
 **Associative**
 **Cooperative**



### Observation Record: What happened?

Describe setting, and people involved. Explain the play, interaction, conversation, actions observed. Elaborate on your role in the story. Make links to curriculum, learning and development.

### Child's voice:

Encourage children to share their ideas, views, feelings and wonderings. You can explore here any ideas for future learning/play that children may have. Children may also wish to write here themselves or draw a picture to communicate.

If more than one student, attach another sheet to this observation.

### Teacher/Educator/Facilitator reflections:

What did you notice or learn? Did anything surprise you? What went well? What might you like to change? How will this change your practice going forward? Can you extend on this student's learning with this information? What next? Anything to read, source, explore further?

Please fill out after you have collected children's voice.

