Health & Physical Education
Primary Campuses
Curriculum Policy
2011

To be Reviewed 2013 or when Australian Curriculum for H&PE is available to schools.
INTRODUCTION

Healthy and Physical Education is concerned with learning about and through healthy human development and change. Physical Education and Health aims to develop skills and enhance the growth and well-being of all students.

Health and Physical Education is organised around three major strands:

- Physical Activity and Participation,
- Personal and Social Development and
- Health of Individuals and Communities.

OBJECTIVES

The health and physical education Learning Area aims to develop in all children:

- an understanding of the interrelated nature of the physical, social, emotional and spiritual dimensions of life
- the ability to make informed judgments about health and wellbeing for themselves and in their relations with others
- a positive disposition towards lifelong participation in regular physical activity
- the ability to enhance their own and others' self-concept
- a wide range of skills which promote healthy active practices
- skills for creating and maintaining positive interactions
- safe and respectful behaviours and responsibility to maintain safe environments
- understanding and the skills to promote equity, valuing diversity and justice, and to contribute to safe and supportive learning environments
- an exploration of future work in the health, education and training, food and hospitality, fitness, sport and recreation industries
- an ability to critically reflect on, articulate and challenge social constructs with a view to improving health outcomes for themselves, others and communities
- capacities to apply learning in health and physical education to other Learning Areas, to life in the wider community, to the virtual community, and in accessing further education and training.

Student learn best:

- through a multi-sensory approach (hear, see, say and do);
- when the material is authentic and meaningful
- when they are emotionally engaged and given opportunities for reflection
- through social interaction and collaboration
- when the material is challenging but achievable
- when the feedback is positive, specific, timely, and learner-controlled
- through novelty and repetition
- when the material is developmentally appropriate and student-centered
- when the material is presented sequentially and holistically, rather than randomly and in sub-parts
- through a variety of teaching strategies.

Jensen’s 7 Golden Maximisers of Learning

1. Physical activity (voluntary, gross motor)
2. Novel, challenging, and meaningful learning (that includes contrast to the everyday)
3. Coherent complexity (not chaotic)
4. Managed stress levels (not boring or distressful)
5. Social support (at home, school and community)
6. Good nutrition (balanced and healthy)
7. Sufficient time (not rushed, plenty of sleep)

Effective Teaching provides:

- Explanations of specific cues
- Demonstration of skill
- Individual, partner and group work
- Activities that relate to game like situations (Teaching games for Understanding)
- Minor games with maximum participation
- Questioning of skills and strategies
- Provide thoughtful feedback
- Progressive challenges and self-testing
- Play and fun
- Role plays
- Discussions
- Research
- Provide opportunities to make healthy lifestyle choices
- Encouragement
- ‘have-a-go’ approach

The Health and Physical Education Strands

**Strand: physical activity and participation**

Physical activity and participation develops movement skills through active involvement in play, games, sport, dance, gymnastics, aquatics and outdoor activities in a variety of contexts, alone, with others and in teams. Children learn about the importance of regular activity to their physical, social, emotional and spiritual health. They learn about fitness and develop strategies to achieve good health. Children are encouraged to critically reflect on their own and varying community attitudes and beliefs towards physical activity and to acknowledge the wide diversity of abilities and preferences.

<table>
<thead>
<tr>
<th>Early Years (R-2)</th>
<th>Primary Years (3-5)</th>
<th>Middle Years (6-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children explore movement patterns and refine coordinated actions, developing self-awareness and skills that facilitate ongoing participation in physical activity.</td>
<td>Students individually, in groups or teams enhance their self-awareness through developing, refining and expanding their movement abilities and strategies within an appropriate context of physical activities.</td>
<td>Students enhance their sense of self and group identity through the development and application of specialised movement skills in an increasing variety of preferred physical activities, individually and in teams.</td>
</tr>
<tr>
<td>Children investigate a range of movement options and participate regularly in energetic physical activity to enhance their physical vitality and assist</td>
<td>Students gain an understanding of the importance of regular and planned participation in vigorous physical activity to their own and others’ long-term health, at</td>
<td>Students develop, through participation, an understanding of the components of fitness that influence their healthy growth and emerging physical capabilities. They are able</td>
</tr>
</tbody>
</table>
the process of healthy growth, development and learning.

school and in community contexts.

to plan and make changes to those practices and values that are harmful or counterproductive.

**Strand: personal and social development**

Personal and social development focuses on children’s increasing skills and knowledge, and changing attitudes and values, which assist the understanding of ‘self’ and ‘self and others’ as they each grow and develop, build a positive self-concept and establish relationships with others across diverse groups in the world around them. An integral dimension of this strand is generating an understanding of the nature and importance of individual, group, team and community identity and the ability to work cooperatively.

<table>
<thead>
<tr>
<th>Early Years (R-2)</th>
<th>Primary Years (3-5)</th>
<th>Middle Years (6-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children recognise differences and similarities between themselves and others as they share with, and contribute to, the different groups in their expanding world.</td>
<td>Students increasingly understand, analyse and communicate the influence of factors such as culture, location, gender, ability, emergent technologies and family on their identity.</td>
<td>Students further develop an understanding of their different identities in and beyond local environments. They critically analyse the different ways people view each other. They establish a sense of increasing rights and responsibilities in relation to family, peers and the wider community.</td>
</tr>
<tr>
<td>Children conceptualise identity through understanding the changes that occur in themselves and others through growth.</td>
<td>Students increase their understanding, through collecting and analysing information, that human development involves a continuous process of change, while appreciating similarities and differences between people.</td>
<td>Students further develop personal resilience as they interpret the meaning of physical, emotional and social change, and their own developing sexuality and that of others.</td>
</tr>
<tr>
<td>Children develop an understanding of what is required to live together, communicate with others both personally and virtually and share feelings and ideas as they experience relationships and make friends.</td>
<td>Students enhance their understandings of relationships and group dynamics through developing knowledge and skills in collaborating with others and working in teams.</td>
<td>Students extend their social knowledge and skills to enable them to make and maintain positive relationships and close friendships, and work collaboratively in teams.</td>
</tr>
</tbody>
</table>

**Strand: health of individuals and communities**

This strand aims to encourage children to consider what it means to be healthy. They realise that good health is important for all people; that there are many influences on the health of an individual, a family and a community; and that the health of an individual is interdependent with that of physical and social environments at local, national and global levels. Children critically reflect on community health practices and standards, and look at ways to take action to shape these communities. A vital component of this strand is the development of knowledge, skills and values in relation to safe behaviours. Links between this and other components of the Learning Area are extensive as children consider safe practices in relation to matters such as substance use, preparing food, participating in physical activity, and working with others or in teams.

Food is investigated in this strand as being vital to human functioning. Students learn about the need for particular foods for healthy growth and energy. They investigate the importance of food in meeting emotional and social needs, while developing an appreciation of the use and sources of food across a variety of cultures. Knowledge and skills are developed that relate to many aspects of food, such as analysing and evaluating food intake, acting on nutrition-related issues, and preparing food.

<table>
<thead>
<tr>
<th>Early Years (R-2)</th>
<th>Primary Years (3-5)</th>
<th>Middle Years (6-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children conceptualise that there are many dimensions to health,</td>
<td>Students accept increasing responsibility for their future</td>
<td>Students consider the range of influences on their health associated</td>
</tr>
</tbody>
</table>

2011
<table>
<thead>
<tr>
<th>appreciating what it means to be healthy and understanding that health involves an interdependence between the individual and communities.</th>
<th>wellbeing and analyse factors that support or present risks to their health and that of their families, friends and communities.</th>
<th>with increasing freedom of choice, critically examine information available about those choices, and devise personal and community strategies based on them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children identify safe and unsafe situations in homes, school, work and community environments. They explore rules and behaviours and develop skills to help themselves and others to remain safe and healthy.</td>
<td>Students identify potential hazards or threats to their health and safety and devise plans for acting to protect themselves and their communities.</td>
<td>Students learn to assess and build their understandings of skills to effectively manage risky and challenging situations for themselves and others.</td>
</tr>
<tr>
<td>Children collect, organise and use information about the types of food that comprise a healthy diet and identify skills for safe handling and preparation of food.</td>
<td>Students read and interpret information about food selection in relation to sound dietary practice. They analyse their own meals, consider factors that influence food choice and develop skills to prepare a variety of foods which are physiologically and environmentally healthy.</td>
<td>Students increase their knowledge of and skills for healthy dietary practice. They research and critically analyse information, including online, on food choice, and identify the influence of peers and the media on nutritional choices.</td>
</tr>
</tbody>
</table>
TIME ALLOCATION

Physical Education
Minimum of 2 hours and 15 minutes per week required.
- Physical Education Lesson – 60 min 1 per week.
- Daily Physical Activity – 15 min 5 per week.

#Note:
- This is the minimum requirement and teachers can provide additional time above the minimum.
- Physical Activity needs to be timetabled daily to enhance learning in other aspects of the teaching and learning program as well as contributing to the achievement of minimum daily physical activity recommendations for children and adolescents.

Health
A minimum of 45 minutes per week is required to be allocated to the teaching and learning of Health Education including Personal and Social Development.
It is the responsibility of the class teacher to develop a scope and sequence of units of work over the year based on the SACSA Framework.

P.E. UNIFORM
As stated in the College uniform policy
TOPICS COVERED

Physical Activity and Participation

Early Years (R-2)

By the end of year 2 the following skills need to be explicitly taught.

Fundamental Movement Skills

Body Management Skills
- Balance on one foot
- Line or beam walk
- Climb
- Forward Roll

Locomotor Skills
- Sprint Run
- Hop
- Jump for distance
- Jump for height
- Skip
- Gallop
- Side Gallop
- Dodge
- Continuous leap

Object Control Skills
- Catch
- Overhand throw
- Underhand throw
- Chest pass
- Kick
- Punt
- Two-handed strike
- Hand dribble
- Foot dribble

Dance

- Learners participate in various forms of dance that are integrated and include creative, modern, social, aerobic, cultural and folk dance. Many of the skills learnt in dance reinforce previously learnt FMS.
Movement Exploration
- Introductory gymnastic-style skills. Refer to Companion Document for more specific details.

Swimming & Water Safety

Active Living
- For Early Years learners, developmentally appropriate physical activity includes ‘lifestyle activities’ such as active play, games, climbing and tumbling. Activities should be structured to include vigorous activity followed by periods of rest.
- Refer to SACSA Companion Document for more specific details.

*Primary Years (3-5)*

Games and Sports

LMS (Locomotor Skills)
- End of year 3 – demonstrates refined LMS with increased **AGILITY**
- End of year 4 – performs and demonstrates LMS with increased **STRENGTH AND AGILITY**
- End of year 5 – performs and demonstrates LMS with increased **SPEED, STRENGTH AND AGILITY**

Manipulative Movement Skills (MMS)

<table>
<thead>
<tr>
<th>MMS</th>
<th>End of Year 3</th>
<th>End of Year 4</th>
<th>End of Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throws</td>
<td>Underarm/overarm</td>
<td>Overarm in game situations</td>
<td>Using preferred and non-preferred hand</td>
</tr>
<tr>
<td>Catches</td>
<td>Preferred hand</td>
<td>One-handed, preferred and non-preferred</td>
<td>Objects of various size and shape, with and without equipment</td>
</tr>
<tr>
<td>Kicks</td>
<td>Both feet</td>
<td>Both feet to a large target</td>
<td>Whilst passing to another person</td>
</tr>
<tr>
<td>Strikes</td>
<td>Both forehand and backhand Also 2-handed</td>
<td>Backhand</td>
<td>Applies refined techniques to games or sports</td>
</tr>
<tr>
<td>Dribbles</td>
<td>Preferred foot or hand in a straight line</td>
<td>Preferred foot or hand whilst changing direction</td>
<td>Using alternate hand/feet and using sticks</td>
</tr>
<tr>
<td>Passes</td>
<td>To a stationary target</td>
<td>To a moving target from a stationary position</td>
<td>To a moving target whilst moving</td>
</tr>
<tr>
<td>Skipping</td>
<td>Simple routines using a short rope</td>
<td>Performs more complex routines</td>
<td>Jumps in and skips in a 2 rope, egg-beater formation</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Work in small groups</td>
<td>Works collaboratively in small groups</td>
<td>Works towards assuming different roles in a small group</td>
</tr>
<tr>
<td>Safety</td>
<td>Uses equipment safely</td>
<td>Develops personal judgement to assess safety procedures</td>
<td>Acts responsibly and safely in group situations</td>
</tr>
<tr>
<td>Sportmanship</td>
<td>Good behaviour demonstrated whether a win or a loss</td>
<td>Plays cooperatively and fairly in group and team situations</td>
<td>Explores and analyses positive and negative sporting behaviours</td>
</tr>
</tbody>
</table>

2011
Dance

- Learners participate in various forms of dance that are integrated and include creative, modern, social, aerobic, cultural and folk dance

Movement Exploration/Gymnastics

Swimming and Water safety

School Sport

Active Living

- Outcome 2.2 – articulates on the basis of personal participation, understandings about fitness through experience of the feelings and effects of different types of exercise on the body.
- Outcome 3.2 – develops, through participation in health-related fitness activities, an understanding of those activities' appropriateness and effectiveness
- Refer to SACSA Companion Document

**Middle Years (6-9)**

Sport Skills

<table>
<thead>
<tr>
<th></th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refined MMS</td>
<td>continues to refine and practice MMS for games/sport situations</td>
<td>practices with persistence and modified skills to enhance performance</td>
<td>appreciates that different activities require different skills and develops these skills</td>
</tr>
<tr>
<td>Specialised Movement</td>
<td>Demonstrates specialized movement, stability, locomotor and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>skills</td>
<td>manipulative skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperative interaction</td>
<td>Interacts cooperatively with others</td>
<td>Organizes cooperative interactions</td>
<td>Considers own developmental needs to participate in a team</td>
</tr>
<tr>
<td>Safety</td>
<td>Explains rules and safety implications</td>
<td>Applies knowledge to ensure positive sporting behaviour and safe practices</td>
<td></td>
</tr>
<tr>
<td>Tactics and Game sense</td>
<td>Develops strategies to understand tactics and game sense</td>
<td>Performs confidently in a variety of roles</td>
<td>Appreciates the need to help develop necessary skill level in all members of a team</td>
</tr>
</tbody>
</table>
Dance

- Learners participate in various forms of dance that are integrated and include creative, modern, social, aerobic, cultural and folk dance with consideration of personal and group identity

Gymnastics

Swimming, Aquatics & Water Safety

Active Living

- Outcome 3.2 – develops, through participation in health-related fitness activities, an understanding of those activities’ appropriateness and effectiveness
- Outcome 4.2 – evaluates their own beliefs about fitness and undertakes activities of interest to develop a preferred future of personal health-related fitness

**Personal and Social Development**

*Three Key Ideas make up this Strand:*

- Identity
- Growth & Development
- Relationships

**Early Years (R-2)**

*Topics suggestions*

- Families, social construction & identity
- Getting along with others
- Growing, changing & identity

*Learning Outcomes*

**Identity**

1.3 Demonstrates a sense of self-worth and respect for others in social and working contexts and describes similarities and differences between themselves and others.

**Growth and development**

1.4 Demonstrates a sense of self-worth and respect for others in social and working contexts and describes similarities and differences between themselves and others.
Relationships

1.5 Develops a range of capacities in social and working contexts by demonstrating skills of developing and maintaining effective relationships.

Primary Years (3-5)

Topic suggestions

- Understanding relationships and working in teams
- Identity & influences on identity
- Growth, human development & change

Learning Outcomes

Identity

2.3 Establishes a sense of self-worth in a variety of contexts within the school, and communicates personal feelings in different situations.

Growth and Development

2.4 Describes different stages of the life span and the predictable sequences of growth.

Relationships

2.5 Understands different relationships and, through a variety of experiences, develops co-operative work and social skills.

Middle Years (6-8)

Topic Suggestions

- Self & group identity through the development of movement skills and physical activities
- Relationships & working in teams
- Identity and environments. Relationships, rights & responsibilities
- Growth & development

Learning Outcomes
Identity

3.3 Explains how different ways of describing people influences the way people value and treat themselves and others.

4.3 Investigates key ways in which groups and cultures contribute to forming identities.

Growth and development

3.4 Identifies physical, social and emotional changes associated with their growth and development, and appreciates differences between people of the same age.

4.4 Analyses the changes associated with growth and development and uses problem-solving skills to manage significant transitions and issues in their own and others’ lives.

Relationships

3.5 Assumes different roles when working as part of a cooperative group or team to achieve a shared goal and understands the effects on relationships.

4.5 Develops skills for working effectively in groups and in teams, explores different constructions of group dynamics such as leadership and identifies qualities for good leaders.

<table>
<thead>
<tr>
<th>Early Years (R-2)</th>
<th>Primary Years (3-5)</th>
<th>Middle Years (6-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>About Me</td>
<td>Program Achieve</td>
<td>Self Image</td>
</tr>
<tr>
<td>Australian Families</td>
<td>Protective Behaviours</td>
<td>Cultural Acceptance</td>
</tr>
<tr>
<td>Autobiographies</td>
<td>Road Ready</td>
<td>Bounce Back</td>
</tr>
<tr>
<td>Families around the world</td>
<td>Body Parts</td>
<td>Friendly Kids Friendly</td>
</tr>
<tr>
<td>Oral History</td>
<td>Family</td>
<td>Classroom</td>
</tr>
<tr>
<td>Body Systems</td>
<td>Growth</td>
<td>Program Achieve</td>
</tr>
<tr>
<td>Life Cycles</td>
<td>Reproductive System</td>
<td>Conflict Resolution</td>
</tr>
<tr>
<td>‘Me’ Book</td>
<td>Anti-harassment</td>
<td>Drug Strategy</td>
</tr>
<tr>
<td>The Senses</td>
<td>Anti-racism</td>
<td>POOCH</td>
</tr>
<tr>
<td>Friends</td>
<td>Bully proofing</td>
<td>Primary Health and Values</td>
</tr>
<tr>
<td>Games from around the world</td>
<td>Grievance procedures</td>
<td>MITIOG</td>
</tr>
<tr>
<td>Starting School</td>
<td>Stop/think/do</td>
<td>Class Camps and excursions</td>
</tr>
<tr>
<td>MITIOG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Families, social construction &amp; identity</td>
<td>• Understanding relationships and working in teams</td>
<td>• Self &amp; group identity through the development of movement skills and physical activities</td>
</tr>
<tr>
<td>• Getting along with others</td>
<td>• Identity &amp; influences on identity</td>
<td>• Relationships &amp; working in teams</td>
</tr>
<tr>
<td>• Growing, changing &amp; identity</td>
<td>• Growth, human development &amp; change</td>
<td>• Identity and environments. Relationships, rights &amp; responsibilities</td>
</tr>
</tbody>
</table>

2011
Health of Individuals and communities

Three Key Ideas make up this Strand:

- States of health and activity
- Safety
- People and food

Early Years (R-2)

Topics suggestions

- Healthy habits
- Safety in school, home & community including:
  - Road Safety
  - Personal safety
  - Safe & unsafe places
- Health promoting environments
- Food and diet
  - Food groups
  - Eating a balanced diet

Learning Outcomes

States of health and activity

1.6 Describes what it means to be healthy and the role of others in the community in supporting the health of its members

Safety
1.7 Understands and can demonstrate behaviours and strategies that promote their health and safety and that of others

**People and food**

1.8 Communicates understanding about foods they can eat to enhance their health and practices good hygiene when handling food

**Primary Years (3-5)**

**Topic suggestions**

- Nutrition & food choices
  - Simple food preparation
  - Healthy eating and diet
  - Food labelling and food content
- Safe & unsafe behaviours, making health decisions
  - Challenge, Risk & Safety – Decision making
  - Road safety – Safe routes to school
- Health or unhealthy? Healthy communities
  - Community health services – doctors, hospitals and preventative health

**Learning Outcomes**

**States of health and activity**

2.6 Explains ways in which communities support their own and others’ health

**Safety**

2.7 Plans and practices strategies to maintain safety in the home, school and community

**People and food**

2.8 Evaluates and reports about their diet and considers influences on their choice of foods for an active and healthy life
Middle Years (6-8)

Topic Suggestions

• Health dietary practice, influence on food choice
  • Food preparation
• Identifying & managing risky and challenging situations
  • Friends and families
  • MITIOG (Made in the Image of God)
• Health issues, adolescence and making healthy choices
  • Health issues – Drugs and substance usage, Healthy Weight, Body Image

Learning Outcomes

States of health and activity

3.6 Analyses a variety of community health issues that affect them and investigates community programs to address them

4.6 Identifies health issues relevant to adolescence in their community and develops strategies to deal with those issues for self and others

Safety

3.7 Identifies skills to deal with situations that pose a risk to their health and safety

4.7 Analyses and articulates the consequences of risk taking and demonstrates behaviours to minimise harm

People and food

3.8 Researches and shares findings about issues related to why individuals and groups have different eating patterns
4.8 Understands a range of influences on nutritional needs and implements a dietary strategy for adolescence

<table>
<thead>
<tr>
<th>Early Years (R-2)</th>
<th>Primary Years (3-5)</th>
<th>Middle Years (6-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What it means to be Healthy</strong></td>
<td><strong>Communities supporting health</strong></td>
<td><strong>Community Health Issues</strong></td>
</tr>
<tr>
<td>Health &amp; safety promoting behaviours</td>
<td>Community Health issues</td>
<td>Adolescent Health Issues</td>
</tr>
<tr>
<td>Hygiene</td>
<td>Safety in home, school, community</td>
<td>Deal with Risk</td>
</tr>
<tr>
<td>Foods to enhance health</td>
<td>Skill building</td>
<td>Consequences of Risk</td>
</tr>
<tr>
<td>• Healthy habits</td>
<td>Food for an active and healthy life</td>
<td>Different eating patterns</td>
</tr>
<tr>
<td>• Safety in school, home &amp; community including:</td>
<td>Different eating habits</td>
<td>Nutrition</td>
</tr>
<tr>
<td>• Road Safety</td>
<td>• Nutrition &amp; food choices</td>
<td>• Health dietary practice, influence on food choice</td>
</tr>
<tr>
<td>• Personal safety</td>
<td>• Simple food preparation</td>
<td>• Food preparation</td>
</tr>
<tr>
<td>• Safe &amp; unsafe places</td>
<td>• Healthy eating and diet</td>
<td>• Identifying &amp; managing risky and challenging situations</td>
</tr>
<tr>
<td>• Health promoting environments</td>
<td>• Food labelling and food content</td>
<td>• Friends and families</td>
</tr>
<tr>
<td>• Food and diet</td>
<td>• Safe &amp; unsafe behaviours, making health decisions</td>
<td>• MITIOG</td>
</tr>
<tr>
<td>• Food groups</td>
<td>• Challenge, Risk &amp; Safety – Decision making</td>
<td>• Health issues, adolescence and making healthy choices</td>
</tr>
<tr>
<td>• Eating a balanced diet</td>
<td>• Road safety – Safe routes to school</td>
<td>• Health issues – Drugs and substance usage, Healthy Weight, Body Image</td>
</tr>
</tbody>
</table>

Our school year has many activities that come under the guise of physical activity. These include Sports Day, P.E. week activities, Jump Rope For Heart, Daily Activity, Swimming Lessons and visiting clinics.
Valuable Resources

This is a very small selection of valuable resources that can be found in the college Libraries. There are many other valuable resources that you will find; this is simply a quick guide.

**Physical Education**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Site found</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedometers – Class set of 30</td>
<td>OLHCC &amp; STC</td>
</tr>
<tr>
<td>Fundamental Fun</td>
<td>OLHCC &amp; STC</td>
</tr>
<tr>
<td>Fundamental Movement Skills Book 1 &amp; 2</td>
<td>OLHCC &amp; STC</td>
</tr>
<tr>
<td>Teaching Games for Understanding</td>
<td>OLHCC &amp; STC</td>
</tr>
<tr>
<td>Active Children, Enhancing daily physical activity in primary schools</td>
<td>OLHCC</td>
</tr>
<tr>
<td>Be Active, Take Steps, Pedometer activities for Schools</td>
<td>OLHCC</td>
</tr>
</tbody>
</table>

**Health**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Site found</th>
</tr>
</thead>
<tbody>
<tr>
<td>Come out and try fruits and vegetables</td>
<td>OLHCC</td>
</tr>
<tr>
<td>Primary Health &amp; Values Book A-G</td>
<td>OLHCC &amp; STC</td>
</tr>
<tr>
<td>Sing Along, Move Along: promoting children’s health through movement</td>
<td>OLHCC &amp; STC</td>
</tr>
<tr>
<td>Food For Health</td>
<td>OLHCC &amp; SJC</td>
</tr>
<tr>
<td>Healthy Eating Guidelines</td>
<td>OLHCC</td>
</tr>
<tr>
<td>The Australian Guide to Healthy Eating</td>
<td>OLHCC/STC/SJC</td>
</tr>
<tr>
<td>Healthy Eating, Curriculum Kit for South Australian Primary Schools</td>
<td>OLHCC &amp; STC</td>
</tr>
<tr>
<td>TV Food Ads, Educate and Advocate</td>
<td>OLHCC</td>
</tr>
<tr>
<td>Walk &amp; Talk</td>
<td>OLHCC</td>
</tr>
</tbody>
</table>