

DEVELOPING HEALTH AND WELLBEING FROM HOME

When talking to Health and Physical Education teachers in primary and secondary schools, one of the outcomes for most programs is along the lines of “Develop the skills, knowledge and competencies to live an active and healthy lifestyle”. As adults, the majority of the physical activities we engage in is either as individuals or in small groups. The small groups may be a few friends or with our family. Our current situation provides a perfect time for us to focus on this in our teaching.

A [recent paper](#) by Justen O’Connor and Dawn Penney (2020) discussed the trend towards participation in informal sports. Their discussion highlighted the many curriculum opportunities we have to engage students in learning about informal participation in physical activity.

The purpose of this Tip of the Week HPE (TOTW) is to highlight some of the many curriculum opportunities related to informal participation and health content that can be readily taught through at-home teaching.

There are fantastic health messages which can be shared with our students and families at this time. There are many different ways to teach aspects of both the Personal, Social and Community Health (PSCH) and Movement and Physical Activity (MPA) strands of the curriculum, where possible through practical activities.

On the next page you'll find a sample of content descriptions from the Victorian Curriculum with example activity ideas which lend themselves quite well to learning remotely and the home environment. From foundation, there are learning outcomes which students can achieve resulting in a better understanding of what physical activity can involve, why you should be active daily and associate positive feelings and responses with regular activity.

Personal, social and environmental aspects of participation can be explored in reflections:

- Are you choosing similar or different activities than previously?
- Are there activities you miss?
- Are you participating in more activities with your families (and why)?
- Has your motivation to participate in activity changed?
- Have you found alternative activities to participate in which replace things you used to do?
- Are some forms of physical activity more accessible now?

We have tried to provide at least one movement-based lesson per content description as we know maintaining regular movement at this time is incredibly important. However, these activities often need some reflection to develop positive habits to maintain after this period.

The activity ideas provided can be readily built upon and would fit into a longer unit rather than as a standalone class. We are sure many can be integrated into what you are currently teaching.

NOTE: ACHPER Victoria's [Curriculum Charts](#) and Victorian Curriculum Content Description Elaborations provide further activity ideas specific to these content descriptions.

Levels:	Vic Curriculum Content Descriptions:	Remote Activity Ideas:
Foundation	Identify actions that promote health, safety and wellbeing (VCHPEP062)	Draw a picture / take a photo of you doing something which makes you healthy. e.g.: playing outside, eating a healthy meal, doing some kids yoga.
	Participate in play that promotes engagement with outdoor settings including aquatic and the natural environment (VCHPEP063)	Select an activity to do outside (e.g.: make an obstacle course in your back yard or ride your bike along a trail). Where did you play? How does it make you feel when you play there? Have you tried to play something new?
Levels 1 and 2	Practise strategies they can use when they need help with a task, problem or situation at home and / or at school (VCHPEP073)	Provide students with a list of strategies (e.g.: who can you ask for help?) they can use when they are requiring assistance with remote learning tasks. Ask students to reflect on these at the end of the week – did they need to use any? Which did they like using the most? How did they help them?
	Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074)	Identify things you have started doing since you have been learning from home which improve your health and make you feel good. Write down (or take photos of) 5x things and explain why they make you feel good and healthier. Share with your class and see if you can get some other ideas.
	Identify and explore natural and built environments in the local community where physical activity can take place (VCHPEP079)	Participate in physical activity every day – try to be active in some different places if you can. At the end of the week, write down where you were active (e.g.: inside house, backyard, local park or walking track). Create a list of other places near to your home where you can be physically active, which you would like to visit soon (or when you are allowed to). Can you find three different areas in your house or yard where you can do different types of activities? Explain what is different between the three places and the types of activities you did?
Levels 3 and 4	Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091)	Select a strategy to practice every day for the week to help improve your physical or emotional health. Write down (e.g.: in journal, table) the strategy you have selected, what it will help you with, how it works, and a reflection at the end of the week of how it has made you feel. (e.g.: you could practice some kids yoga every lunch time to help make you feel calmer, or you could do 5 minutes of moving in between your class lessons in the school day).
	Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (VCHPEP096)	One day this week, participate in an activity in an indoor or built environment (e.g.: backyard, living room, basketball court). On another day, participate in an activity in a natural environment (local park, trail or green space). After participating, write a journal reflection or create a video response to explain the benefits of being active in each environment and which one you prefer.
	Examine the benefits of physical activity and physical fitness to health and wellbeing (VCHPEM100)	Use this document (or other internet research) to learn about the benefits of moving more and sitting less (being active). Identify 5 benefits of being active and sitting less.
Levels 5 and 6	Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113)	When you are participating in physical activity in an open / outdoor spaces (e.g.: park or local streets), look out for other members of the community and what they are doing. Write a journal response / create a video reflection explaining what you are observing. Why might people be doing these activities and why might they be participating in these activities in open spaces? How might it make them feel?
	Participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing (VCHPEM118)	Participate in some form of vigorous physical activity every second day (things where it is hard for you to talk because you 'huff and puff'). At the end of each week, write down what you did and how you felt after the activity. Do you think your fitness is improving? How do you feel mentally / emotionally after you participate?
	Investigate community resources and strategies to seek help about health, safety and wellbeing (VCHPEP107)	Select a resource which could be accessed to support people at this time (i.e.: headspace , reachout or Kids Helpline). Look at the page. Create a half page summary of the resource and explain how it could help you or your peers during this time.
Levels 7 and 8	Use feedback to improve body control and coordination when performing specialised movement skills (VCHPEM133)	Select a sport specific skill you can perform at home which you can practice and think you need to work on (e.g.: basketball free throw, athletics long jump, tennis strike against a wall, AFL kick). Do some research to find teaching points / components for your skill. Record yourself performing the skill 5-10 times, then watch the footage. Write down your observations. Are you demonstrating the skill correctly? Which parts of the skill need work? Provide yourself with some goals / teaching points to focus on. Practice 2-3 times per week, then repeat the filming and observations process to see if you have improved.
	Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (VCHPEM136)	Maintain a diary of regular participation in physical activity on a Google Doc. Include date, activity, duration and reflection of how you feel after each session. Submit each week for 5 weeks, with a short reflection on how your fitness has improved, plus any other mental / physical health observations. Compare what you're doing at the moment with what you would normally be doing. Identify the fitness components you are targeting through your choice of activities – are these different to what you would normally focus on?
Levels 9 and 10	Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)	Plan a strategy to enhance the health and wellbeing of a particular group (select from – family, your class, teachers at school, people in your suburb etc). Your plan needs to include a rationale as to why you feel this group needs some support to enhance their health and wellbeing and how it aims to do so.
	Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (VCHPEP150)	Are there spaces in your home / local area where you can be active in the current situation? Plan an activity session for one of these environments. Look for a range of objects you can use around the house to use as equipment (e.g.: filled up water bottles, rolled up towels, paper plates). Complete the activities with your family (or virtually with friends). Reflect on the session - How do the at-home equipment items fare as a substitute? Within your local area, are there spaces you would normally use for physical activity? How would the restrictions alter your physical activity program?
	Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (VCHPEM157)	Develop a written / video response to reflect Australian participation in physical activity and outdoor recreation prior to the COVID-19 situation. Using your observations of the last four weeks (your own, information from peers / teachers / family members, observing others in the community), how has physical activity and outdoor recreation changed in the last four weeks? What lessons can be learned to take on board after COVID-19 restrictions are lifted?

Please share with us 😊

We would love to hear your ideas and what you are doing to teach health and wellbeing at home. In speaking to teachers, some of whom provided ideas for this TOTW, we know there are many awesome ideas out there!

As ACHPER Victoria continues to support you in your remote learning, we would love for teachers to share with us their triumphs and their tears. If you have any remote learning activities to contribute to our [Google Drive Resources](#), please contact our Professional Learning Manager, Bernie Holland via [email](#) or phone 0411 268 902.

Find all TOTWs in the series released to date [here](#) and to access all ACHPER Victoria's HPE at Home Resources please [click here >>](#)