

Health and Physical Education

Years 9-12

Samoa Secondary School Curriculum

Curriculum Design and Materials Division
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Health and Physical Education: Years 9-12
Samoa Secondary School Curriculum

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Introduction

In the context of the Health and Physical Education Curriculum, the Samoan term Soifua Mālōlōina is used to define Health.

An active life style is one that is holistic in nature. It embodies the whole concept of health including being physically, mentally, emotionally, socially and spiritually healthy. The health and well-being of all Samoans is vital in ensuring a productive economy and a dynamic society. The rising incidences of lifestyle diseases (obesity, diabetes, hypertension, heart disease etc.) and social health issues such as child and sex abuse, HIV/AIDS and young crime offenders threaten the stability, vitality and coherence of the Samoan community.

The choices people make can have an impact on their health and well-being as well as their family and others in their community. It is therefore of great importance that students learn how their choices affect their relationships, what they eat, the type of activities they are involved in, and the environment in which they live. Students need to gain appropriate knowledge, relevant skills and attitudes to make informed decisions. Such knowledge, skills and attitudes enable them to contribute to their well-being, the well-being of others and that of the Samoan community as a whole.

The Health and Physical Education curriculum provides opportunities for young people to

learn about health, and to practise health-enhancing behaviors. It provides opportunities for them to demonstrate health-care skills, and to develop a sense of responsibility for personal and social health. It is also an opportunity for students to experience different kinds of physical activities and develop the necessary physical and social skills for lifelong participation in physical activities.

Being physically fit and healthy helps to create positive feelings about oneself and raises the student's feeling of self-worth.

Addressing broad health issues that affect a student's learning will also foster academic achievement and create a healthy learning environment for all.

The Health and Physical Education Curriculum:

- uphold the rights of children to a good, healthy, fit, enjoyable and safe life;
- promote the safety and protection of children in any and all environments;
- promote and encourage the development of the social, physical and spiritual environment in the school setting; and
- encourage beneficial outcomes in the health and physical fitness of each child.

Structure of the Health and Physical Education Curriculum

The National Curriculum is made up of:

- the Samoa Secondary Curriculum Overview Document which outlines the framework of underpinning principles and required learning areas; and
- a set of subject curriculum statements which define the learning principles, aims and learning outcomes which all Samoan schools are required to follow.

The Health and Physical Education Curriculum sets out the progression of skills and knowledge for students in secondary schools in Sāmoa. This curriculum statement applies to:

- all secondary schools in Samoa;
- all students irrespective of gender, ethnicity, belief, ability, social or cultural background; and
- Years 9-12 of secondary schooling.

Each school provides programs of learning based on the national curriculum in response to local needs, priorities and resources. The Health and Physical education statement provides a basis for teachers to plan and implement programmes for teaching Health and Physical Education in secondary schools. The learning

programmes must provide the experiences and opportunities for students to achieve the standards that are included in the National Curriculum. The learning programmes must also consider the abilities of students in each classroom.

It is the intent of this curriculum to be inclusive of all students. Therefore even when not specifically noted, teachers should always take into account the needs of those students with special needs.

This Curriculum Statement provides information for teachers, students' parents, families and the wider community on what students are expected to be able to do by the end of each year of secondary schooling.

All National subject curriculum statements are organized to show the:

1. General Aims;
2. Organizing Strands;
3. Sub-strands;
4. Major Learning Outcomes and Key Learning Outcomes
5. Specific Learning Outcomes at each year level.

Key Principles

The National Curriculum Framework lists five key principles which underpin all aspects of the Samoan education including the development of the curriculum that are embedded in the teaching of Health and Physical Education in schools.

Equity

Equity require that the system will treat all individuals fairly and justly in provision of educational; opportunities. Policies and practices which advantage some social groups and disadvantage others will be avoided, while those which address existing inequalities in access, treatment and outcome will be promoted.

Quality

Educational quality is exemplified by high standards of academic achievement, cultural understanding and social behavior, and results from complex interplay of professional and technical factors, and social cultural practices. Policies promoting these will focus on the learning institutions and specifically on day to day classroom practices including monitoring, assessment and reporting of students outcomes and teaching effective.

Relevance

Relevance in education implies a system which is meaningful, recognized, applicable and useful

to one's life. It should enhance individual and community well-being and ultimately national development, including cultural, humanistic and spiritual aspects. Policy decisions will address what is relevant to the individual learner, to the community and nation.

Efficiency

Efficiency in education is demonstrated by leadership and management practices which ensure optimum use of resources – human, financial and material – at all levels, efficient service delivery, effective communication and coordinated and transparent decision making. Policies will reflect the need to be both efficient and effective.

Sustainability

Sustainability requires the wise utilization of human, financial and material resources, to ensure balanced and continual development in the system. Transparency and accountability are necessary at all levels. The collective values trust, integrity and a sense of responsibility for the common good in community and national development will be promoted.

Curriculum Principles

This curriculum is based on the Curriculum Principles in the National Schools Curriculum Framework. The principles emphasise the notion that the individual student is at the center of all teaching and learning, which lends itself to an outcomes-based curriculum, and that the curriculum will be of the highest quality. In planning and implementing their programmes, teachers must take the principles promoted in

the National Schools Curriculum Framework into account. These are as follows.

All students can be successful learners.

- All students can be successful learners when they are provided with sufficient time and support.
- The Curriculum provides a challenge for all

students and reflects the need to be inclusive and allows for individual differences.

- The Curriculum promotes the presentation of essential knowledge by means of a systematic bilingual methodology.

Students need to be engaged.

- For students to succeed, teaching and learning experiences must relate to student interests, needs and learning styles in order to engage students in their learning.
- The Curriculum promotes language learning and communication skills in all areas of the curriculum to show the interrelationships of disciplines.

Programmes must be planned.

- For students to be successful, programmes must be carefully planned and use a range of teaching approaches in order to cater for the various learning styles of students.
- The Curriculum provides for flexibility taking into account the context in which schools operate and the resources available to them.

Programmes must develop the whole person.

- Programmes must be broad, balanced and provide opportunities for the intellectual, social, spiritual and cultural dispositions of each student to be developed so when students complete their schooling they are well prepared for work and/or further studies.
- The Curriculum fosters and enhances the self-concept of all students, and encourages them to be self-directed in their learning.

- The Curriculum establishes a direction for learning and ensures that each student's school experience progresses in a systematic and coherent way.

Assessment must inform practice.

- The Curriculum recognises the need for teachers to use monitoring, assessment and reporting practices that help them evaluate the effectiveness of their teaching practices as well as provide an indication of student achievement against established standards.

Teachers make a difference.

- The Curriculum recognises the centrality of highly effective teaching in ensuring quality outcomes for students.

Community involvement assists learning.

- The Curriculum recognises that the 'faasā-moa' must be upheld and that the community plays a large role in the education of students.

A sustainable future is key.

- The Curriculum emphasises the need to develop environmentally and socially sustainable practices. This applies not only to the physical environment but also in the way society structures itself socially, culturally and economically.
- The Curriculum will be responsive to change so that it is relevant to the needs of the individual student, to the well-being of the community and ultimately to national development.

Organisation of the Curriculum

General Aims

The aims of the Health and Physical Education Curriculum are for students to develop the knowledge, skills and attitudes required to:

- pursue personal Soifua Mālōlōina practices and to achieve positive behavioural changes;
- pursue an active and healthy lifestyle through movement and regular physical activity;

- enhance inter-personal and family relationships; and
- build healthy communities by making responsible choices and engaging in active services.

Strands

The Curriculum Statement is divided into four strands:

1. Active Personal Health and Relationships;
2. Active Human Movement;
3. Active Interpersonal Family Health;
4. Active Community Health.

In order to achieve its general aims, teaching and learning in the Health and Physical Education curriculum is organised around 4 strands:

- Active Personal Health and Relationships
- Active Human Movement

- Active Family Health
- Active Community Health

Each strand has a major learning outcome that develops each general aim of the Health and Physical Education Curriculum. The sub-strands of each strand establish a clear and structured progression of key learning outcomes that span Years 9-12. They provide an overview of the expected learning in each strand.

Sub-strands

1. From their study of **Active Personal Health and Relationships** the students will develop their knowledge, understanding, attitudes and skills through the study of the following sub-strands:
 1. Holistic personal identity and self-esteem;
 2. Human growth and development;
 3. Regular personal physical activity;
 4. Personal safety, protection and responsible behaviour.
2. From their study of **Active Human Movement**, the students will develop their knowledge, understanding, attitudes and skills through the study of the following sub-strands:
 1. Motor skill development;
 2. Participation and fitness for life;
 3. Sports science and technology;
 4. Cooperation, socialization and culture.

3. From their study of **Active Interpersonal Family Health**, the students will develop their knowledge, understanding, attitudes and skills through the study of the following sub-strands:

1. Relationships for active family health;
2. Respect, sensitivity and acceptance of others;
3. Family safety, protection and responsible behaviour;
4. Healthy physical environments.

From their study of **Active Community Health**, the students will develop their knowledge, understanding, attitudes and skills through the study of the following sub-strands:

1. Health promotion in the community;
2. Community resources;
3. Rights, decision making, responsibilities and the law;
4. Interrelationships, culture and the environment.

Major Learning Outcomes

The essential skills as stated in the Sāmoa Secondary Schools Curriculum Overview are those that need to be developed by all the students.

The National Curriculum identifies nine broad areas of essential skills: communication, number, information, problem solving, artistic, social, self-management, physical, work and study skills.

Key Learning Outcomes

The key learning outcomes derived from each of the major learning outcomes and sub-strands outlining the knowledge and essential skills which students will develop as they learn Health and Physical Education. Most key learning outcomes relate to a specific content area. The key learning outcomes also relate to the skills that are essential in pursuing holistic health and well-being - Soifua Mālōlōina.

In Years 9 and 10, students will develop basic skills to develop an active healthy and physical

The Health and Physical Education Curriculum involves students in using physical practices to meet everyday situations. Physical development integrates the knowledge and skills from other curriculum areas. The essential skills that are consistently applied in Health and Physical Education are motor skill development, communication, information, problem-solving, social, self-management, physical activity, work and study skills.

lifestyle. The activities in Years 11 and 12 are designed to be more complex with practical and theoretical skill levels extended.

The key learning outcomes may also be woven together into learning situations that enable teachers to develop units of work which best meet and enrich the students' needs and experiences. This enables students to see connections between the different aspects of the subject.

Specific Learning Outcomes

This is the final stage of the unpacking of the learning outcomes where they can be very specific to the to a particular skill level and the level of achievement expected from the students. So,

in Health and Physical Education, the number of specific learning outcomes varies from one key learning outcome to each other depending on what is require in the Key Learning Outcome.

Approaches to Teaching and Learning

The National Curriculum is aimed at enabling students to learn. Learning is a process by which new understandings are constructed. Students learn best when they take action themselves to generate and create meaning in their understanding and application of knowledge in a relevant situation.

Teaching practices must aim for effective learning. Students are more likely to be engaged in effective learning if teachers provide relevant role models and use interactive activities such as modeling techniques, problem solving, investigation, discussion and peer work. These types of activities provide students with learning 'hooks' to think deeply about the content they are learning.

Assessment and Evaluation

Assessment is the process of gathering meaningful information upon which judgments of learners' performance are based. The primary purpose of assessment is to improve students' learning and the quality of learning programmes. Assessment information is also used for reporting students' progress at certain points in time. In this way assessment information provides assurance about the quality of education.

The real power of assessment in improving learning relates to the feedback dimension - providing information on how and why a student understands and misunderstands, and what direction the student must take to improve. Descriptive feedback gives students information about their achievement in relation to criteria, and it looks towards continuing improvement. It tells a student what they have or have not achieved, tells a student where they are right or wrong, and why, and specifies or implies a better way of doing something through regular feedback, demonstration or explanation.

Evaluation is the process of collecting information to judge the effectiveness and value of a programme. Sources of evaluative information can be teachers themselves carrying out self-evaluation, other teachers observing and making judg-

ments, and students being involved in the process as well.

It is important therefore that:

- a range of assessment procedures is used to provide useful information on students' progress against the achievement objectives stated in the curriculum;
- skills and knowledge such as independent inquiry, oral language, and many practical skills are assessed. These are not easily assessed by examination and need assessment through school-based activities;
- assessment and evaluation be ongoing and help improve the ways in which Health and Physical Education programs are meeting the students' needs;
- where appropriate, families and communities be involved as participants in the assessment and evaluation process;
- students be involved in the assessment of their own progress in Health and Physical Education;
- assessment helps students and teachers focus on learning.

Essential skills

These are the broad skills that are developed throughout the years of schooling. The essential skills are developed as a result of the quality of the experiences provided in all classroom and school activities. They are used by students in all school activities as well as in their social and cultural environments outside the school. Sāmoa's National Curriculum Policy Framework specifies seven essential skills.

Communicating effectively

Communication underpins all learning and includes reading, writing, speaking and listening, visual and graphic representation, non-verbal communication and the use of numbers and data to convey meaning.

In Health and Physical Education this means: students develop the skills to communicate beliefs, ideas, understanding, options, choices, consequences, decisions, and solutions in a range of contexts, using oral, written and visual language skills.

Students are expected to:

- express their needs and feelings clearly and confidently;
- respond sensitively to the needs and feelings of others;
- listen, assert themselves, advocate, mediate and negotiate;
- demonstrate skills to discriminate, criticise and analyse, particularly in relation to the information provided by the media.

Solving problems

This involves the use of enquiry and reasoning, gathering data and processing information, posing creative solutions and evaluating outcomes. Mathematical concepts and skills are often used when solving problems. In Health and Physical Education this means students develop problem-solving skills in a range of contexts that are directly relevant to their health and well-being through learning experiences that provide opportunities to:

- identify, describe and redefine problems and analyze them from different perspectives;

- enquire, research and explore options and consequences;
- make informed choices and implement decisions;
- evaluate processes, decisions, actions and outcomes.

Utilising aesthetic judgement

This involves the use of visual and performing arts as a means of expression and requires an appreciation of the aesthetic value of objects and experiences.

Students in Health and Physical Education can exercise imagination, initiative and flexibility as they explore the environment and resources available to them to express and relate body movements to music, dance, cultural performing arts, musical games and gymnastics. Students will:

- think critically, creatively, reflectively and logically;
- make connections and establish relationships;
- experiment and experience different forms of movement and dance;
- explore and demonstrate the use of music and body rhythms in performing arts.

Developing social and cultural skills and attributes

The capacity to operate socially and to work effectively with others is an essential skill. It requires an understanding of context, of cultural norms and expectations and the ability to negotiate and reach consensus. It also involves individuals developing their ethical framework including an informed understanding of the issues associated with gender.

Students are expected to:

- demonstrate effective relationships with others and work in cooperative ways to achieve common goals;
- accept various roles and take responsibility as a member of a group for jointly decided actions and decisions;
- participate in a range of social, cultural and physical settings;

- demonstrate fair play in situations where people are involved in physical settings;
- demonstrate fair play in situations where people are involved in physical activities;
- exercise leadership skills and respond appropriately to discriminatory practices and behaviours.

Managing oneself and developing work and study skills

Students need to learn how to manage their time effectively to allow them to pursue personal, spiritual, sporting and academic interests. They need to know how to resolve conflict in constructive ways that allow all involved to feel that they have been treated with fairness and respect. They need to take personal responsibility for their choices and actions and learn from both their mistakes and successes. This includes responsibility for their personal health and fitness.

Students are expected to develop skills to:

- self-appraisal and self-advocacy;
- set, evaluate, and achieve realistic personal goals;
- manage time effectively;
- show initiative, commitment, perseverance, courage and enterprise;
- adapt to new ideas, technologies and situations;
- develop constructive approaches to challenge and change, stress and conflict, competition success and failure;
- achieve self-discipline and take responsibility for their actions and decisions.

Integrating knowledge

While learning areas are used as the organisers of knowledge, the prime purpose of education is for students to understand the world around them and see the links between the various areas. This requires a deep and thorough understanding of subjects so the knowledge gained can be linked to experience and complex interrelated understandings they develop.

Students are expected to:

- develop self-esteem and personal integrity;
- take responsibility for their own health and safety, including the development of skills for protecting the body from harm and abuse;
- participate effectively as responsible citizens in a democratic society.

Using technology effectively

Technology involves the development of the skills and knowledge used to make and construct objects and products used on a daily basis and in the pursuit of special interests. It also involves the use of technology used to access information stored electronically. Over time, information technology will become more widely available and be increasingly used in all areas of the curriculum to create, locate and store information.

Students are expected to:

- collect, analyse process and interpret data and use appropriate technologies to present;
- develop sound, honest and reliable working habits;
- take responsibility for their own work.

Movement and Skills

Health and Physical Education recognises that movement skills are essential skills to be developed by all students across the whole curriculum. Engaging in physical activities empowers students to have confidence to participate in a variety of physical activities that would become career pathways in life.

Students are expected to:

- participate, enjoy and have fun in a range of physical activities;
- learn about the anatomy of the body and its functions;
- develop and empower fundamental movement and skills of locomotor, stability and actions.

Language and Learning

The language associated with learning in subject areas is often abstract and demanding for any learner. Learning is even more complex for students who must learn through the medium of their second language, English. Students who learn English as their second language may take at least 5-7 years to develop English language skills for academic learning compared to their peers for whom English is the first language.

As second language learners of English, students are required to develop their skills, and knowledge of the English language for learning to be effective. They are expected to use English to reason and draw conclusions, read and understand texts, develop arguments, analyze and evaluate ideas. Furthermore they are assessed in English on how well they demonstrate and participate in physical activities and the ability to express themselves either orally or in writing.

All students must develop the language associated with learning in Health and Physical Education. Teachers in all subject areas are teachers of language. In practice it requires Health and Physical Education class programs to have specific language objectives. The language that

students need in order to understand and talk about Health and Physical Education content and to participate effectively in learning activities, should be identified and taught together with the appropriate content. In this way language is developed in relevant and meaningful contexts.

Language Functions Across Subject Areas

Language functions refer to the purposes for which language is being used. For example, language can be used to express and respond to greetings, give reasons, give instructions, ask for help and so on. There are a number of language functions necessary for understanding content across the curriculum. A lot of the language functions are common to all subjects. For example, whether the students are learning about anatomy in Science or body and growth and development in Health and Physical Education, central to both topics is the concept of defining and describing. The words and sentence structures used to express the same language functions e.g. define and describe in different subjects will be the same.

Learning Programs in Health and Physical Education

Learning programmes should have the following features.

- A planned integration of content and language learning in interesting contexts.
- The provision of opportunities for students to use language for both social and academic purposes.
- A balanced use of listening and speaking, reading and writing; viewing and presenting through a range of activities to promote learning and the skills of communication and physical activities.
- Focused instruction on language structures found in Health and Physical Education from word forms and meanings to sentence patterns, to the way information or ideas are grouped and connected to longer texts.
- The provision of opportunities in learning activities for students to interact with others in both Samoan and English.
- The provision of frequent opportunities for meaningful interaction between teachers and students.

Samoan Concepts and Values

Health and well-being are an integral part of life. They impact on all aspects of a person's growth, development, relationship and communication with others. They impact on their

socio-economic, emotional, and spiritual life. Therefore it is recognized that there are underlying concepts which are basic to all the strands and cannot be contained in any one. The follow-

ing ideas or concepts flow through the curriculum and impact on all aspects of students' health and well-being.

- Samoa is founded on God and Samoa is a Christian nation. Attending church, praying and other religious activities are part of the Samoan way of life.
- Samoan Culture is based on *fa'aaloalo* (respect, reciprocity or sharing and receiving), *alofa* (love and compassion), *tautau* (service), *aganu'u tālimalō* (hospitality) and *fealofani* (positive and caring relationships).
- Samoans' strong sense of values (*tulaga e fa'atāuaina*), cultural practices (*fa'asāmoa*) and beliefs (*talitonuga*) are exhibited in the loving and caring nature of the people.
- Our Samoan identity (*fāia ma le fa'asinomaga*) is based on the extended family (*'aiga potopoto*), with strong linkages to the land.

Gender

The Samoa Secondary School Curriculum: Curriculum Overview requires education to be gender inclusive. This means that students should not be discouraged or excluded from developing good self-esteem and participating successfully in learning settings because of narrow gender stereotypes.

Materials used to deliver this curriculum must give learners the opportunities to understand how men and women, girls and boys can have a wide range of occupations, tasks and responsibilities. Materials must also use gender-neutral language where possible.

School programmes and classroom learning tasks should reflect the diversity of roles available to women and men and girls and boys. Teachers need to ensure that gender is not an

- Relationships (*va fealoai*) are significant in the family, village, district structure and in communicating with others e.g., between brother – sister (*feagaiga*), parent – child, (*mātua fanau*), elder – youth, (*mātua – la'ititi*), eldest and youngest sibling, (*ulumatua ma le ui'i*) experienced versus knowledge, (*mua mai – muli mai*), husband – wife (*tane – avā*), matai and family (*fa'amatai*), matai in the village council and district level.
- Like other cultures, the Samoan culture goes through changes. The education of young people must uphold the important traditions of education and religious beliefs while accommodating what is necessary in modernisation. The issues facing young people growing up in a changing Samoan society require opportunities for self-expression in an environment that enhances the holistic development of each individual whilst reinforcing the principles of co-operation and group effort that are the essence of the *fa'asāmoa*.

obstacle to learning success or individual value. To ensure this, programmes will:

- include the interests, perspectives and contributions of both females and males in the content, resources and methods of teaching;
- ensure that both females and males use Health and Physical Education equipment and take part in investigations and practical work;
- ensure both females and males take active and valued leadership roles in activities; and
- ensure females and males have equitable access to resources, including teachers' time, learning assistance and technological equipment.

Inclusive Education

The Ministry of Education, Sports and Culture is committed to providing high-quality inclusive education to all Samoan students within a school culture based on respect and acceptance.

A key component of quality education is the provision of appropriate programmes for students with special needs or at risk because of social or economic circumstances. The principle

that 'All students can be successful learners' recognises that all students can succeed when they are provided with sufficient time, support and effective teaching. This ensures that the aims of

social justice and equity are seen in practice as all students irrespective of race, ethnicity, disability or socio-economic background can achieve quality educational outcomes.

Time Allocation

The following time allocation should only be taken as a guide. It is based on the assumption that a school year consists of 40 teaching weeks.

Strands	Recommended Time Allocation (40 Weeks)
Active Personal Health and Relationships	12 weeks
Active Human Movement	12 weeks
Active Interpersonal Family Health	8 weeks
Active Community Health	8 weeks



Curriculum Overview

Strands, Sub-strands, Major Learning Outcomes, Key Learning Outcomes and Specific Learning Outcomes for Years 9 – 12

STRAND 1: Active Personal Health and Relationships				
MAJOR LEARNING OUTCOME				
Students are able to demonstrate skills and understanding of personal identity, self-esteem and interpersonal relationships.				
SUB-STRAND	YEAR 9	YEAR 10	YEAR 11	YEAR 12
1. Identity and Self-Worth	<p>Students should be able to investigate and develop their knowledge, skills and understanding of:</p> <p>Identity and self-worth when they:</p> <ul style="list-style-type: none"> Define self, personal identity and self-esteem. Identify and accept who they are, where they come from (fa'asinomaga). Describe the aspects that make them different and unique from other students, their siblings and other people. Examine their own spiritual beliefs and values. Identify the cultural factors related to identity. Explore various aspects about themselves and how they select their friends: <ul style="list-style-type: none"> likes and dislikes; talents, aspects they are good at; aspects they need improving; aspects they want to change, why should they change these? who are their heroes and role models? What is special about these people? 	<p>Relationships and interacting to other family members when they:</p> <ul style="list-style-type: none"> Discuss the differences and similarities of personal, platonic, interpersonal, spiritual relationships. Define and describe peer and opposite sex pressure and draw on personal experiences. Explain situations or actual experiences where they have felt hurt or belittled. Examine what they consider as important in selecting school friends, church friends, sports friends and friends. Discuss the importance of learning and practicing good communication skills when advising friends on peer pressure and family issues. Compare and contrast the beliefs and values and relationships within their family. Discuss relationships crisis issues amongst peers. Discuss different ways or methods they can use to overcome feelings of inadequacies or guilt. 	<p>Religious beliefs and ideas when they:</p> <ul style="list-style-type: none"> Identify the various church denominations, religions and other types of faith organisations in their community. Explain the similarities and differences with their beliefs. Discuss whether the information they gathered has altered the way they think or feel about other people who are different from them. Identify people in the community or organisations who can help to build up their self-esteem. Examine how they would feel if they were required to live away from home in another country for a year. Discuss the changes a student may feel about one's acceptance of self when they travel overseas and experience other lifestyle changes. 	<p>Interacting and relating to people in the wider community when they:</p> <ul style="list-style-type: none"> Set goals and discuss plans for the future. Explore the choices available to them when they move out into the work force. Investigate the reasons for success or failure of school leavers going to: <ul style="list-style-type: none"> university; into the work force; private enterprise. Discuss views or perspectives with regard to dealing and relating to the wider world. Describe and identify the challenges that they believe they need to overcome as they prepare to go out into the world.

STRAND 2: Active Personal Health and Relationships				
MAJOR LEARNING OUTCOME				
Students are able to demonstrate skills and understanding of personal health, self-esteem and interpersonal relationships.				
SUB-STRAND	YEAR 9	YEAR 10	YEAR 11	YEAR 12
2. Growth and Development	<p>Students should be able to investigate and develop their knowledge, skills and understanding of:</p> <p>Personal growth and hygiene when they:</p> <ul style="list-style-type: none"> Explore by way of diagrams and pictures the anatomy of the human body. Identify the different parts of their bodies. Compare and contrast the physical changes that occur in the male and female body during puberty (menstruation, hormonal changes). Describe the relationship between what they eat and the effect on their growth and development e.g. <i>fast convenience foods, pies, pancakes, pork buns etc.</i> Explain why they need to keep their bodies clean in relation to the normal functions of the body. Discuss why good hygiene and sanitation is important during puberty and the changes occurring in their bodies e.g. <i>menstruation, pimples, boils, skin conditions, body odour.</i> Describe and demonstrate ways to promote and encourage good hygiene and sanitation practices in what they wear, daily habits, sports and leisure activities. 	<p>Growth, sexuality and factors affecting body composition when they:</p> <ul style="list-style-type: none"> Define the meaning of sexuality and describe how this relates to a man or a woman. Discuss the consequences of sexual relations and being prepared to accept the responsibilities that come with it e.g. <i>STDs, HIV-Aids, and teenage pregnancy.</i> Discuss acceptable behaviour and values that must be used by young people as guidelines to be 'good' and respectable members of the community. Compare and contrast the differences in body size, body shape and color across the different races and countries. Classify their favorite foods into a health-promoting model (food groups or Samoan Guide to Healthy Eating) and examine the nutritional adequacies of their diets. Discuss the reasons why teenagers choose to eat what they eat. Explain what fad diets are and identify the consequences of poor eating habits. 	<p>Factors affecting human reproduction when they:</p> <ul style="list-style-type: none"> Investigate and identify the parts of the anatomy of a man and a woman that are needed for reproduction or procreation. Evaluate the choices that a young man and a young woman should consider before entering into a relationship that may lead to parenthood e.g. <i>safe sex practices, HIV aids, family planning, teenage pregnancy.</i> Analyse all the factors and aspects that they need to consider regarding choosing the right partner for a lifetime commitment. Discuss the importance of breastfeeding and the need for mothers to prepare themselves for this. Develop awareness of preventative measures available for protection from sexually transmitted diseases, HIV-Aids and teenage pregnancy. 	<p>Growing up physically, emotionally and mentally and becoming an adult when they:</p> <ul style="list-style-type: none"> Identify the main changes in the focus of their interests and conversation in the past last year and this year. Explore and discuss the main changes they see in themselves regarding how they relate to their parents, members of the opposite sex, teachers and other adults with whom they interact. Compare and contrast the main changes in their emotional reactions to situations that occur at school, at home, or on the streets. Examine some of the characteristics adults display that may be valuable for them to cultivate in the future e.g. <i>patience, being trustworthy, expressing love, listening before they speak etc.</i> Discuss the causes and effects of good hygiene? Examine ways to improve best practices for good hygiene and sanitation in their communities?

SUB-STRAND	YEAR 9	YEAR 10	YEAR 11	YEAR 12
3. Nutrition and Physical Activities	<p>Students will be able to investigate and develop their skills and understanding of:</p> <p>Relevance of physical activity to personal wellbeing when they:</p> <ul style="list-style-type: none"> Identify the importance of regular physical activity for personal well-being and an active lifestyle for teenagers (including those with special needs). Diagnose health and fitness state by completing Year 9 SSSH and PE Inclusive SWD fitness test battery. See Strand 2. Explore the specific physical and health benefits from the different physical activities and sports that are carried out in school, church and community. Describe the enjoyable aspects of participating in physical activities. Discuss how they can choose and decide on a regular form of exercise to maintain good health for life. Examine the hindrances that may stop them from having regular exercise and identify ways to overcome these. Participate in physical activities as set out in Strand 2. 	<p>Students will be able to investigate and develop their skills and understanding of:</p> <p>Maintaining physical fitness and challenging their existing fitness level when they:</p> <ul style="list-style-type: none"> Explain how regular physical activity helps to keep a person healthy. Describe and demonstrate some of the sedentary to more physical activities that are available e.g., walking, lawn bowls, aerobics, squash. Discuss ways that teenagers can maintain or continue to have regular physical activity Explain the relationship between health and fitness and regular exercise. Diagnose health and fitness state by completing Year 10 SSSH and PE Fitness test battery. See Strand 2. Identify their strengths and weaknesses in regards to sports or physical activity. Compare and contrast types of physical activities and sports they like or dislike and reasons for these. Identify and set their physical fitness goals. Explore how the fitness goals you make now will protect you against non-communicable diseases and life-style diseases later in life. Participate in selected physical activities as set out in Strand 2. 	<p>Students will be able to investigate and develop their skills and understanding of:</p> <p>Factors affecting motivation to participate in regular physical activity when they:</p> <ul style="list-style-type: none"> Synthesise all the components necessary to enable a teenager to live a balanced and healthy lifestyle. Present their findings from an essay of no less than 500 words. Examine how a teenager with a disability can achieve personal fitness. Diagnose health and fitness state by completing year 12 SSSH and PE Fitness test battery. See Strand 2. Participate in selected physical activities as set out in Strand 2. 	<p>Students will be able to investigate and develop their skills and understanding of:</p> <p>Self-motivation and persistence when they:</p> <ul style="list-style-type: none"> Plan, develop, implement and monitor a good nutrition and exercise program for personal fitness for 6 months during this school year.

SUB-STRAND	YEAR 9	YEAR 10	YEAR 11	YEAR 12
4. Safety and Responsible Behaviour	<p>Students will be able to investigate and develop their knowledge, skills and understanding of:</p> <p>Self-discipline, personal safety and protection when they:</p> <ul style="list-style-type: none"> Define self-discipline, personal safety, and protection. Explore the various activities presently pursued by teenagers and identify their good and bad points. Describe the dangers that are connected to some of the pastimes currently carried out by teenagers e.g., drugs, alcohol, smoking, and unsafe sex. Identify potential situations that can lead to any or all forms of abuse e.g., physical and sexual abuse, incest. Explain the benefits of doing things in groups, or staying together with friends when away from home. Describe the dangers that can exist in the home situation due to poor handling or storage practices e.g., accidents from knives, falls, dog bites, food poisoning, chemical and paraquat poisoning. 	<p>Students will be able to investigate and develop their knowledge, skills and understanding of:</p> <p>Responsible behaviour when they:</p> <ul style="list-style-type: none"> Define the term <i>responsible behaviour</i> and discuss the issues involved. Explain how responsible behaviour is a sign of maturity or gaining maturity. List and describe some good examples of responsible behavior that they have come across in their peers. Communicate a clear message to their peers about the dangers of alcohol, drugs, smoking, unsafe sex and other practices. List situations where their life or person may be in danger and identify ways to protect themselves and/or others. Explore how what they eat today will impact their looks, health and well-being when they are in their forties. 	<p>Students will be able to investigate and develop their knowledge, skills and understanding of:</p> <p>Responsible action to maintain a healthy lifestyle when they:</p> <ul style="list-style-type: none"> Define what stress is and how it affects the health and well-being of a person. Examine the issues and subjects that cause stress and worry in the lives of teenagers. Discuss ways to alleviate or manage stress. Explore the relationship between stress and NCDs. Understand the Convention for the Rights of the Child and how it can enhance or not enhance the rights of Samoan children and their families. Identify specific issues relating to teenagers. Understand the notion of rights within the context of their peers, family, church and community. Discuss ways they could encourage the endorsement of the beneficial aspects of this convention for teenagers or the youth of Samoa. 	<p>Students will be able to investigate and develop their knowledge, skills and understanding of:</p> <p>Responsible action for personal safety and protection when they:</p> <ul style="list-style-type: none"> Produce a simple 10-point plan for personal safety and protection that they can follow daily. Illustrate this plan using a poster or pamphlet. Identify three people in their lives that they can go to for help and advice when they are in trouble or have problems. Identify and discuss with peers the most likely situations where they will be most tempted to do harm to themselves or others. Examine how problem solving and/or conflict resolution concepts can help to alleviate some of these situations.

STRAND 2: Active Human Movement				
MAJOR LEARNING OUTCOME				
Students are able to demonstrate skills and understanding of motor skills development.				
SUB-STRAND	YEAR 9	YEAR 10	YEAR 11	YEAR 12
1. Motor Skills Development	<p>The fundamentals of a motor skills when they:</p> <ul style="list-style-type: none"> Define a motor skill and its relationship to movement. Examine the importance of regular physical activity for a Year 9 student. Experience a series of progressive motor skills acquisition in up to two activities. Compare the motor skill fundamentals required for an active healthy lifestyle for a Samoa Year 9 student in 1960 compared with a Year 9 student of the present time. Experience the progressive application of movement fundamentals in the following conditioning activities: power walking, jogging, exercise to music activities, sasa, faataupati, etc. Participate in the Year 9 Sport Specific Skills Assessment. 	<p>Students should be able to investigate and develop their knowledge, skills and understanding of:</p> <p>Acquiring motor skills and factors affecting movement in physical activities when they:</p> <ul style="list-style-type: none"> Define the components of acquiring a skill in a physical activity. Examine the importance of physical activity for a Year 10 student. Document their experience of a series of progressive motor skills acquisition in up to two activities. Discuss an experience of movement skills to keep afloat in the water e.g., <i>floating and freestyle</i>. (Referred to the Year 10 Student Science Book 3, Unit 6 for information on this LO). Explain factors that affect acquiring basic skills needed for physical activities e.g., <i>shooting a basketball, kicking a ball, running technique</i>. Experience further the series of progressive motor skills acquisition in up to two activities from Year 10. Participate in the Year 10 Sport Specific Skills Assessment. 	<p>Opportunities to diversify and enhance motor skill information when they:</p> <ul style="list-style-type: none"> Identify and describe 2 sporting and 2 recreational activities suitable for Year 11 students in school and in the local community. Identify and describe sport and recreational opportunities in their local community or town area. Discuss an experience of two activities that utilise the local playing facilities for sport and recreation purposes. See list on right. Participate in one individual sport or recreational opportunity e.g., <i>squash, tennis, badminton, athletics, body building, wrestling, weightlifting, judo, taekwondo, golf</i>. Set goals for sport and recreational opportunities after completing school years. Participate in the Year 11 Sport and Recreation Specific Motor Skills Assessment. 	<p>Career opportunities involving motor skill development information when they:</p> <ul style="list-style-type: none"> Undertake an Introduction to Coaching Certificate in a chosen sport or recreational activity. Identify 3 career opportunities to which motor skill development information systems could lead. Examine the career pathway to achieve one of the three career opportunities identified above. Experience one activity that utilises local playing facilities for sport and recreation purposes per term. Comment on vocational and career opportunities and motor skill development. Participate in the Year 12 Sport and Recreation Specific Motor Skills Assessment.
		<p>Students should be able to investigate and develop their knowledge, skills and understanding of:</p> <p>Regular physical activity when they:</p> <ul style="list-style-type: none"> Define a conditioning programme e.g., <i>body resistance programme, weight training programme</i>. Describe one's engagement in an enjoyable and challenging personal exercise programme over a six-week period. Document participation in two of the physical activities outlined in Year 9 (Strand 2, Sub-strand 1) which they have never done before. Record and monitor fitness activities over a one-week period. Identify the sporting and recreational opportunities for Year 10 students in their school, village, community, church and local sports organisations. Explain two principles of fitness training. Analyse their own state of fitness by engaging in the SSSFTB i.e., weight, height, beep test, push-ups, sit ups and flexibility tests. 	<p>Regular physical activity when they:</p> <ul style="list-style-type: none"> Define a conditioning programme e.g., <i>body resistance programme, weight training programme</i>. Describe one's engagement in an enjoyable and challenging personal exercise programme over a six-week period. Document participation in two of the physical activities outlined in Year 9 (Strand 2, Sub-strand 1) which they have never done before. Record and monitor fitness activities over a one-week period. Identify the sporting and recreational opportunities for Year 10 students in their school, village, community, church and local sports organisations. Explain two principles of fitness training. Analyse their own state of fitness by engaging in the SSSFTB i.e., weight, height, beep test, push-ups, sit ups and flexibility tests. 	<p>Regular physical activity when they:</p> <ul style="list-style-type: none"> Define a conditioning programme e.g., <i>body resistance programme, weight training programme</i>. Describe one's engagement in an enjoyable and challenging personal exercise programme over a six-week period. Document participation in two of the physical activities outlined in Year 9 (Strand 2, Sub-strand 1) which they have never done before. Record and monitor fitness activities over a one-week period. Identify the sporting and recreational opportunities for Year 10 students in their school, village, community, church and local sports organisations. Explain two principles of fitness training. Analyse their own state of fitness by engaging in the SSSFTB i.e., weight, height, beep test, push-ups, sit ups and flexibility tests.

STRAND 2: Active Human Movement					
MAJOR LEARNING OUTCOME					
Students are able to demonstrate skills and understanding of motor skills development.					
SUB-STRAND	YEAR 9	YEAR 10	YEAR 11	YEAR 12	
2. Fitness for Living	<p>The components of fitness when they:</p> <ul style="list-style-type: none"> Define the components of fitness. Explain cardiovascular fitness and its importance to a healthy lifestyle. Explain the importance of static or dynamic stretching prior to physical activity. Analyse their own state of physical fitness by engaging in the Year 9 Fitness Battery Test which includes height, weight, beep test, sit ups, push-ups and flexibility tests three times a year, record heart rate and recovery rates. Experience a series of physical activities to enhance physical fitness levels. See activities outlined in Year 9 (Strand 2, Sub-strand 1). 	<p>Regular physical activity when they:</p> <ul style="list-style-type: none"> Define a conditioning programme e.g., <i>body resistance programme, weight training programme</i>. Describe one's engagement in an enjoyable and challenging personal exercise programme over a six-week period. Document participation in two of the physical activities outlined in Year 9 (Strand 2, Sub-strand 1) which they have never done before. Record and monitor fitness activities over a one-week period. Identify the sporting and recreational opportunities for Year 10 students in their school, village, community, church and local sports organisations. Explain two principles of fitness training. Analyse their own state of fitness by engaging in the SSSFTB i.e., weight, height, beep test, push-ups, sit ups and flexibility tests. 	<p>Regular physical activity when they:</p> <ul style="list-style-type: none"> Define a conditioning programme e.g., <i>body resistance programme, weight training programme</i>. Describe one's engagement in an enjoyable and challenging personal exercise programme over a six-week period. Document participation in two of the physical activities outlined in Year 9 (Strand 2, Sub-strand 1) which they have never done before. Record and monitor fitness activities over a one-week period. Identify the sporting and recreational opportunities for Year 10 students in their school, village, community, church and local sports organisations. Explain two principles of fitness training. Analyse their own state of fitness by engaging in the SSSFTB i.e., weight, height, beep test, push-ups, sit ups and flexibility tests. 	<p>Regular physical activity when they:</p> <ul style="list-style-type: none"> Define a conditioning programme e.g., <i>body resistance programme, weight training programme</i>. Describe one's engagement in an enjoyable and challenging personal exercise programme over a six-week period. Document participation in two of the physical activities outlined in Year 9 (Strand 2, Sub-strand 1) which they have never done before. Record and monitor fitness activities over a one-week period. Identify the sporting and recreational opportunities for Year 10 students in their school, village, community, church and local sports organisations. Explain two principles of fitness training. Analyse their own state of fitness by engaging in the SSSFTB i.e., weight, height, beep test, push-ups, sit ups and flexibility tests. 	<p>Regular physical activity when they:</p> <ul style="list-style-type: none"> Define a conditioning programme e.g., <i>body resistance programme, weight training programme</i>. Describe one's engagement in an enjoyable and challenging personal exercise programme over a six-week period. Document participation in two of the physical activities outlined in Year 9 (Strand 2, Sub-strand 1) which they have never done before. Record and monitor fitness activities over a one-week period. Identify the sporting and recreational opportunities for Year 10 students in their school, village, community, church and local sports organisations. Explain two principles of fitness training. Analyse their own state of fitness by engaging in the SSSFTB i.e., weight, height, beep test, push-ups, sit ups and flexibility tests.
		<p>Students will be able to investigate and develop their knowledge, skills and understanding of:</p> <p>Regular physical activity when they:</p> <ul style="list-style-type: none"> Define a conditioning programme e.g., <i>body resistance programme, weight training programme</i>. Describe one's engagement in an enjoyable and challenging personal exercise programme over a six-week period. Document participation in two of the physical activities outlined in Year 9 (Strand 2, Sub-strand 1) which they have never done before. Record and monitor fitness activities over a one-week period. Identify the sporting and recreational opportunities for Year 10 students in their school, village, community, church and local sports organisations. Explain two principles of fitness training. Analyse their own state of fitness by engaging in the SSSFTB i.e., weight, height, beep test, push-ups, sit ups and flexibility tests. 	<p>Regular physical activity when they:</p> <ul style="list-style-type: none"> Define a conditioning programme e.g., <i>body resistance programme, weight training programme</i>. Describe one's engagement in an enjoyable and challenging personal exercise programme over a six-week period. Document participation in two of the physical activities outlined in Year 9 (Strand 2, Sub-strand 1) which they have never done before. Record and monitor fitness activities over a one-week period. Identify the sporting and recreational opportunities for Year 10 students in their school, village, community, church and local sports organisations. Explain two principles of fitness training. Analyse their own state of fitness by engaging in the SSSFTB i.e., weight, height, beep test, push-ups, sit ups and flexibility tests. 	<p>Regular physical activity when they:</p> <ul style="list-style-type: none"> Define a conditioning programme e.g., <i>body resistance programme, weight training programme</i>. Describe one's engagement in an enjoyable and challenging personal exercise programme over a six-week period. Document participation in two of the physical activities outlined in Year 9 (Strand 2, Sub-strand 1) which they have never done before. Record and monitor fitness activities over a one-week period. Identify the sporting and recreational opportunities for Year 10 students in their school, village, community, church and local sports organisations. Explain two principles of fitness training. Analyse their own state of fitness by engaging in the SSSFTB i.e., weight, height, beep test, push-ups, sit ups and flexibility tests. 	<p>Regular physical activity when they:</p> <ul style="list-style-type: none"> Define a conditioning programme e.g., <i>body resistance programme, weight training programme</i>. Describe one's engagement in an enjoyable and challenging personal exercise programme over a six-week period. Document participation in two of the physical activities outlined in Year 9 (Strand 2, Sub-strand 1) which they have never done before. Record and monitor fitness activities over a one-week period. Identify the sporting and recreational opportunities for Year 10 students in their school, village, community, church and local sports organisations. Explain two principles of fitness training. Analyse their own state of fitness by engaging in the SSSFTB i.e., weight, height, beep test, push-ups, sit ups and flexibility tests.

SUB-STRAND	YEAR 9	YEAR 10	YEAR 11	YEAR 12
3. Sports Science and Technology	<p>Students will be able to investigate and develop their knowledge, skills and understanding of:</p> <p>Basic anatomy of the human body when they:</p> <ul style="list-style-type: none"> Define the study of anatomy and its relevance to movement. Identify the various bones and joints of the skeletal structure. Identify the muscle groups and how they work to produce movement. Define the role of tendons and ligaments. Identify the various body organs required for movement and physical activity e.g., heart. Identify muscle groups when performing static and dynamic stretching prior to physical activities proposed in Strand 1 Sub-strand 1. Record their own Year 9 fitness battery test results and sport specific skills results in their record books or in removable drives. 	<p>The important of physical activity and its effects on physical ability when they:</p> <ul style="list-style-type: none"> Define the study of exercise physiology and its relevance to movement. Identify and explain the process of muscles working in pairs. Describe the process of how the heart circulates oxygenated and deoxygenated blood to allow movement to take place. Describe the importance of recovery in training. Describe the after effects of over training Discuss the puberty changes for males and females. Explain what motivates each student to perform well in school or on the sports field. Explore a body resistance weight training programme for general and sport specific fitness. Record their own Year 10 fitness test results. 	<p>The role of sports science in enhancing physical activities when they:</p> <ul style="list-style-type: none"> Define sports science and its relevance to movement. Examine the effectiveness of visual aids (TV-video) for sport and recreational activities by videoing a part of a sports training session or a class sport and recreational session. Examine the career paths for the study of sports science e.g., Physiotherapist, Professional Coach, Exercise Physiologist, Bio-mechanic, Doctor, Occupational Therapist, Phys Ed teacher, Nurse, Nutritionist. Record their fitness results on a floppy disc. Attend a general First Aid Training Course. 	<p>The role of sports science in enhancing sports and recreations when they:</p> <ul style="list-style-type: none"> Explore the various technology systems required to organise a major sporting e.g., Pacific Games, Commonwealth Games, Olympic Games, School Athletics. Debate whether a sports science approach to coaching Samoan athletes is beneficial to Samoa's national athletes in preparation for major tournaments. Identify the various career paths to which sports sciences and technology can lead to. Analyse video footage of an international sport for 10 minutes and record statistics that can enhance the coach's perspective. Complete a First Aid Training Course for treatment of specific sports injuries. Compile a basic first aid kit to be used at all school sporting and PE activities.
	<p>Students will be able to investigate and develop their knowledge, skills and understanding of:</p> <p>Code of conduct of behaviour and regulations when they:</p> <ul style="list-style-type: none"> Explain the importance of rules in an organization, sport or recreation. Explain what a behaviour code of conduct is. Examine the role of an umpire/referee in officiating sport. Discuss the role of girls in sport participation. Discuss a 'winning at all costs' mentality and how it may affect individuals. Explain the importance of supporting (tapua'iga) fellow students and other students at inter-school sports competition. Describe ways in which a school, church and village sport may emphasise negative and positive behaviours. 	<p>The culture of sports participation when they:</p> <ul style="list-style-type: none"> Identify traditional sports or physical activities prior to the introduction of modern sport e.g., lapa. Explore how one of the modern sports e.g., rugby, netball, tennis, cricket, soccer, valley ball, squash, basketball, hockey, swimming or other sport code, was first introduced to Samoa. Identify a top female and a male sports role model and the effect they have on young people. Examine the changes Samoans made to English cricket and determine possible reasons for these changes. 	<p>Leadership skills through movement activities when they:</p> <ul style="list-style-type: none"> Identify the correct procedures to hold a sports committee or organisation meeting and the correct sequence of an agenda. Explain the role of one of the various committee members <ul style="list-style-type: none"> » President; » Secretary; » Treasurer. Explain the function of a constitution for a sports or recreational body. Conduct a mock general meeting in class. Undertake any one of the following: <ul style="list-style-type: none"> » Samoa Secondary School Introductory Coaching Certificate Accreditation; » Samoa Secondary Schools Introductory First Aid Certificate Accreditation; » Samoa Secondary Schools Umpires/Referees Certificate Accreditation; Complete and perform one track in a leader's role to an Introductory exercise to Music Class; Certificate A Leadership Role in a recreational or sporting group for up to a 2-month period. 	<p>Advanced leadership skills through outdoor education experiences when they:</p> <ul style="list-style-type: none"> Explore different leadership styles through experiencing an outdoor education camp programme for at least 2 days during the school year. Plan, prepare and submit a proposal for a class outdoor camp (3-5 days) away from the school environment with the focus on developing leadership skills. This activity is to be completed as a class project which includes: <ul style="list-style-type: none"> » costs to school/students; » menu/catering; » appropriate environment; » types of activities; » transport requirements; » funding sources available etc. Experience a 2-5-day outdoor education camp away from the environment of home and school. Undertake the major roles of leadership in the daily activities and chores at camp i.e., preparation, planning, implementing, monitoring, and managing.

SUB-STRAND	YEAR 9	YEAR 10	YEAR 11	YEAR 12
4. Socialisation and Culture	<p>Students will be able to investigate and develop their knowledge, skills and understanding of:</p> <p>Code of conduct of behaviour and regulations when they:</p> <ul style="list-style-type: none"> Explain the importance of rules in an organization, sport or recreation. Explain what a behaviour code of conduct is. Examine the role of an umpire/referee in officiating sport. Discuss the role of girls in sport participation. Discuss a 'winning at all costs' mentality and how it may affect individuals. Explain the importance of supporting (tapua'iga) fellow students and other students at inter-school sports competition. Describe ways in which a school, church and village sport may emphasise negative and positive behaviours. 	<p>The culture of sports participation when they:</p> <ul style="list-style-type: none"> Identify traditional sports or physical activities prior to the introduction of modern sport e.g., lapa. Explore how one of the modern sports e.g., rugby, netball, tennis, cricket, soccer, valley ball, squash, basketball, hockey, swimming or other sport code, was first introduced to Samoa. Identify a top female and a male sports role model and the effect they have on young people. Examine the changes Samoans made to English cricket and determine possible reasons for these changes. 	<p>Leadership skills through movement activities when they:</p> <ul style="list-style-type: none"> Identify the correct procedures to hold a sports committee or organisation meeting and the correct sequence of an agenda. Explain the role of one of the various committee members <ul style="list-style-type: none"> » President; » Secretary; » Treasurer. Explain the function of a constitution for a sports or recreational body. Conduct a mock general meeting in class. Undertake any one of the following: <ul style="list-style-type: none"> » Samoa Secondary School Introductory Coaching Certificate Accreditation; » Samoa Secondary Schools Introductory First Aid Certificate Accreditation; » Samoa Secondary Schools Umpires/Referees Certificate Accreditation; Complete and perform one track in a leader's role to an Introductory exercise to Music Class; Certificate A Leadership Role in a recreational or sporting group for up to a 2-month period. 	<p>Advanced leadership skills through outdoor education experiences when they:</p> <ul style="list-style-type: none"> Explore different leadership styles through experiencing an outdoor education camp programme for at least 2 days during the school year. Plan, prepare and submit a proposal for a class outdoor camp (3-5 days) away from the school environment with the focus on developing leadership skills. This activity is to be completed as a class project which includes: <ul style="list-style-type: none"> » costs to school/students; » menu/catering; » appropriate environment; » types of activities; » transport requirements; » funding sources available etc. Experience a 2-5-day outdoor education camp away from the environment of home and school. Undertake the major roles of leadership in the daily activities and chores at camp i.e., preparation, planning, implementing, monitoring, and managing.
	<p>Students will be able to investigate and develop their knowledge, skills and understanding of:</p> <p>Code of conduct of behaviour and regulations when they:</p> <ul style="list-style-type: none"> Explain the importance of rules in an organization, sport or recreation. Explain what a behaviour code of conduct is. Examine the role of an umpire/referee in officiating sport. Discuss the role of girls in sport participation. Discuss a 'winning at all costs' mentality and how it may affect individuals. Explain the importance of supporting (tapua'iga) fellow students and other students at inter-school sports competition. Describe ways in which a school, church and village sport may emphasise negative and positive behaviours. 	<p>The culture of sports participation when they:</p> <ul style="list-style-type: none"> Identify traditional sports or physical activities prior to the introduction of modern sport e.g., lapa. Explore how one of the modern sports e.g., rugby, netball, tennis, cricket, soccer, valley ball, squash, basketball, hockey, swimming or other sport code, was first introduced to Samoa. Identify a top female and a male sports role model and the effect they have on young people. Examine the changes Samoans made to English cricket and determine possible reasons for these changes. 	<p>Leadership skills through movement activities when they:</p> <ul style="list-style-type: none"> Identify the correct procedures to hold a sports committee or organisation meeting and the correct sequence of an agenda. Explain the role of one of the various committee members <ul style="list-style-type: none"> » President; » Secretary; » Treasurer. Explain the function of a constitution for a sports or recreational body. Conduct a mock general meeting in class. Undertake any one of the following: <ul style="list-style-type: none"> » Samoa Secondary School Introductory Coaching Certificate Accreditation; » Samoa Secondary Schools Introductory First Aid Certificate Accreditation; » Samoa Secondary Schools Umpires/Referees Certificate Accreditation; Complete and perform one track in a leader's role to an Introductory exercise to Music Class; Certificate A Leadership Role in a recreational or sporting group for up to a 2-month period. 	<p>Advanced leadership skills through outdoor education experiences when they:</p> <ul style="list-style-type: none"> Explore different leadership styles through experiencing an outdoor education camp programme for at least 2 days during the school year. Plan, prepare and submit a proposal for a class outdoor camp (3-5 days) away from the school environment with the focus on developing leadership skills. This activity is to be completed as a class project which includes: <ul style="list-style-type: none"> » costs to school/students; » menu/catering; » appropriate environment; » types of activities; » transport requirements; » funding sources available etc. Experience a 2-5-day outdoor education camp away from the environment of home and school. Undertake the major roles of leadership in the daily activities and chores at camp i.e., preparation, planning, implementing, monitoring, and managing.

STRAND 3: Active Family Health				
MAJOR LEARNING OUTCOME				
Students are able to demonstrate skills and understanding of relationships for Active Family Health.				
SUB-STRAND	YEAR 9	YEAR 10	YEAR 11	YEAR 12
1. Relationships for Active Family Health	<p>Personal relationships when they:</p> <ul style="list-style-type: none"> Define and discuss what is meant by interpersonal family health. Discuss the differences in parent-child relationships in a nuclear family model compared to an extended family model. Discuss the value of extended family links. Identify their role and duties in their family network. Explain how the expected duties they must carry out before and after school contributes to the proper functioning of the family. Explore different ways of dealing with personal conflicts and hurts from a physical, emotional and spiritual viewpoint. 	<p>Relationships between family members when they:</p> <ul style="list-style-type: none"> Discuss the importance of communication between parent-child relationship. Examine respect for God, others and self. Identify the activities where their family comes together on a daily basis to communicate. Explain what a role model is and identify who the role models are in their lives. Discuss the concepts of feagaiga and va fealoa'i in its context with family members. Demonstrate how respect and obedience is shown to other family members. Identify reasons for conflict and discuss ways of dealing with conflict within a family e.g. between siblings, between parents and children. 	<p>Family health issues and networks when they:</p> <ul style="list-style-type: none"> Discuss how communication of men- struation and changes at puberty can be improved between parents and children. Identify and discuss the sources of information regarding sex education. Conduct a class survey to families with diabetes and other health related illnesses on ways to reduce these health issues. Identify the social messages and stereotypes in society and in the media that challenge family stability. Examine the impact of alcohol, drugs and smoking on the family situation. Identify agencies that are easily accessible for families to meet health needs. Discuss how the socio-economic environment may affect the well-being of a family. Explore/discuss how the social messages and stereotypes in society can affect and challenge family stability. 	<p>Prevalent family health issues when they:</p> <ul style="list-style-type: none"> Debate who is ultimately responsible for the health and well-being of one's family and the nation. Investigate strategies when making choices regarding teenage pregnancy, suicide, binge drinking and other issues relating to Year 12 students. Debate whether sex education should be a subject taught in schools. Research the relationship between NCDs and poverty in Samoa. Research and discuss ways to combat and deal with personal conflicts, hurts that young people face.

STRAND 3: Active Family Health				
MAJOR LEARNING OUTCOME				
Students are able to demonstrate skills and understanding of relationships for Active Family Health.				
SUB-STRAND	YEAR 9	YEAR 10	YEAR 11	YEAR 12
2. Healthy Family Values	<p>Respect and sensitivity of others when they:</p> <ul style="list-style-type: none"> Conduct a Strengths, Weaknesses, Opportunities and Threats analysis (SWOT) of self. Identify and define others. Define the terms <i>respect, sensitivity</i> and <i>acceptance</i>. Describe respect from the palagi and fa'aSamoa viewpoints or other cultures. Identify personal respect and acceptance levels of friends in school. Examine the lifestyle opportunities for students with special needs in your age group. 	<p>Implication of change, respect and acceptance of others when they:</p> <ul style="list-style-type: none"> Identify stereotypical gender roles. Discuss the role of the fa'afafine in the family and community. Debate whether roles for girls and boys in families should stay the same. Explore two mental health issues affecting teenagers. Explore ways in which students can contribute to the wellbeing of special needs students and vice versa. Identify the types of changes affecting youth that have occurred in the last 5 years with increased access to other countries and cultures via television and the internet. Explain how the process of change has come about with issues like girls wearing shorts in the villages. Compare the role of men and women in the home, on the sports field and in the work place during the 1900's until the present day. 	<p>Effects of communication system when they:</p> <ul style="list-style-type: none"> Investigate how technology has 'shrunk' the world to allow students access to information about others at the touch of a button. Examine the impact of the use of the telephone, cell phone and phone card on a Samoan teenager. Identify websites or available organisations for assistance with youth issues like suicide prevention, child abuse, family planning, etc. Explore how technology has been able to keep families in closer contact. Investigate issues of safety, privacy and health associated with electronic/digital communication. Present findings in the form of a poster or seminar to the class. Evaluate strategies for users' protection. 	<p>Issues regarding interpersonal family relationships when they:</p> <ul style="list-style-type: none"> Discuss and debate the effects of families trying to keep up with appearances and matching others in the village, church or extended family setting. Examine how the interpersonal skills that a Year 12 student uses to show respect, sensitivity and acceptance of others may differ to the skills of a Year 9 or 10 students. Identify and discuss some of the interpersonal skills they have used that have enhanced their relationship with other family members. Recommend some methods they have tried for dealing with conflict within the family.

SUB-STRAND	YEAR 9	YEAR 10	YEAR 11	YEAR 12
3. Protection and Responsible Behaviour	<p>Students will be able to investigate and develop their knowledge, skills and understanding of:</p> <p>Family safety and protection when they:</p> <ul style="list-style-type: none"> • Discuss factors affecting family safety in the following situations: <ul style="list-style-type: none"> » during school and work hours; » at night; » on holiday overseas; » individual members alone. • Identify potential situations in the home setting that can lead to accidents <i>e.g. burns, cuts, falls, poisoning, drowning, shooting.</i> • Describe the aspects of their home environment that makes them feel safe and secure. • Compare duties in the home environment to the school environment. • Compile a list of methods of discipline students would prefer as alternatives to 'hitting or sasa'. 	<p>Students will be able to investigate and develop their knowledge, skills and understanding of:</p> <p>Factors affecting behaviours when they:</p> <ul style="list-style-type: none"> • Define peer pressure and how it can affect an individual. • Define and discuss acceptable or non-acceptable behaviour in their family context. • Discuss how family pressure can affect Year 10 students. • Examine relationships between family members and friends. • Explain how choices can result in negative and positive behaviour. • Examine the way their parents were brought up as teenagers. • Discuss how praise can improve children's efforts at school. • Examine one of their own positive or negative behaviours and determine how it started. • Explore positive and negative reinforcement of children's behaviour at home, school, church, and with peers. 	<p>Students will be able to investigate and develop their knowledge, skills and understanding of:</p> <p>Networks to achieve responsible outcomes when they:</p> <ul style="list-style-type: none"> • Examine how the Matai system encourages family safety and responsible behaviour. • Discuss the leadership styles that can produce positive behavioural outcomes. • Discuss the leadership styles that can produce negative behavioural outcomes. • Examine the fa'aSamoa approach to family safety as opposed to other cultural settings. • Explore the types of assistance given by agencies in the community to assist with physical abuse and domestic violence, <i>e.g. Samoa Victim Support, Samoa Family Health Association.</i> 	<p>Students will be able to investigate and develop their knowledge, skills and understanding of:</p> <p>Factors affecting family issues and crisis when they:</p> <ul style="list-style-type: none"> • Debate the following gender issues in family settings: <ul style="list-style-type: none"> » Year 12 boys should be allowed to go out on their own because they are stronger and can protect themselves. » Year 12 girls can wear whatever they want when they go out to social activities. • Identify issues relating to family safety for a Year 12 student and provide a 5-step plan for resolving these issues. • Explore issues relating to protection for a Year 12 student and discuss possible ways to address these issues. • Identify various types of behaviour carried out by different family members that you would categorise as responsible behaviour and explain why it is responsible behaviour.

SUB-STRAND	YEAR 9	YEAR 10	YEAR 11	YEAR 12
4. Protection and Responsible Behaviour	<p>Students will be able to investigate and develop their knowledge, skills and understanding of:</p> <p>Healthy personal environment when they:</p> <ul style="list-style-type: none"> • Define and describe what a healthy personal environment looks like. • Identify a range of regular physical activities they can participate in to maintain good health. • Discuss how students can create a healthy personal environment for special needs students. • Identify sport and recreational activities for Year 9 students at school, club, church, village or community level. 	<p>Students will be able to investigate and develop their knowledge, skills and understanding of:</p> <p>Factors affecting healthy environment when they:</p> <ul style="list-style-type: none"> • Identify their parents' participation in sport as teenagers. • Examine the effects of advertising cigarettes and alcohol. • Discuss the effects of poverty on a family. • Examine the effects of chemical sprays on the ecological environment. • Define mental health issues and determine whether there is negative stigma attached to these illnesses. • Explore the opportunities for family members to enhance their physical, emotional and spiritual environment. 	<p>Students will be able to investigate and develop their knowledge, skills and understanding of:</p> <p>Importance of physical environment infrastructure systems when they:</p> <ul style="list-style-type: none"> • Identify the agencies or medical professionals who deal with counseling, child abuse, violence against women, men, aids awareness, family planning, etc. • Describe the recycling systems in their homes. • Explore the types of recycling that can be carried out by the whole village. • Discuss whether secondary school aged children should have rights to deal with child abuse, sexuality issues, domestic violence etc. • Describe aspects of their physical environment that contribute to the good health of their family. • Check the sanitation system in their village and explain whether there is a risk of spreading communicable diseases. • Discuss and list the benefits to the community of keeping pigs in enclosed areas. 	<p>Students will be able to investigate and develop their knowledge, skills and understanding of:</p> <p>Formation of physical environment infrastructure when they:</p> <ul style="list-style-type: none"> • Discuss the importance of each secondary school having an indoor gymnasium. • Investigate one of the main sporting complexes <i>e.g. Apia Park Complex, Prince Edward Sports Complex, Faleata Sports Complex, Fagailii Golf Course.</i> <ul style="list-style-type: none"> » How was it built? » Why was it built? » Who built it? » Who owns and maintains it? » What benefit does it offer to the community? • Debate whether land should be apportioned for sport and recreational facilities in each village. • Research the relationship between having world-class sports facilities and world champion athletes.

STRAND 4: Active Community Health				
MAJOR LEARNING OUTCOME				
Students are able to demonstrate skills and understanding of Health Promotion in Community.				
SUB-STRAND	YEAR 9	YEAR 10	YEAR 11	YEAR 12
1. Health Promotion in Community	Students will be able to investigate and develop their knowledge, skills and understanding of:			
	<p>Personal participation in health promotion when they:</p> <ul style="list-style-type: none"> Identify the specific international and national health promotion days celebrated in Samoa. Describe their participation in any of these events: World Health Day, World Food Day, Samoan Food Day, World Aids Day or others. Explore and identify which government departments and NGOs are mostly involved with health promotion in Samoa. Explain the importance of health promotion and awareness. Examine their personal practices or activities that promote health and fitness. 	<p>Personal promotion of health and fitness when they:</p> <ul style="list-style-type: none"> Classify their hobbies and the types of activities they are involved with and evaluate what percentage of these actively promote health and fitness. Demonstrate different ways or methods they can use to improve personal fitness. Describe specific examples of when they have promoted health and fitness in the community. Investigate the programs or projects that are in place in their village to promote good health and fitness <i>e.g., water tanks, first aid boxes, rubbish collection and others.</i> 	<p>Family and community involvement in health promotion when they:</p> <ul style="list-style-type: none"> Explain some of the activities carried out by their family that promote health and fitness for family members. Recommend what their family and other village members can do to contribute towards keeping toilets clean at home and in public places. Explain how their family could promote health through good waste management. Analyse the articles in some local newspapers for one-week period and evaluate whether they are concerned about health issues or not. Discuss the role of two non-government organisations in promoting health for the country as a whole <i>e.g., Komiti Tumama, Family Health Association, Fa'atua Le Ola, Siosiomaga Society.</i> 	<p>Implementation of health promotion in the community when they:</p> <ul style="list-style-type: none"> Carry out a 'Health Audit' of their environment. List the changes they need to make in their own lives to be health-promoting citizens. Identify and describe the factors in their community that are hindering the process of achieving good health in the areas of food and nutrition and fitness and exercise. Participate in a clean-up campaign to keep the beaches and rivers in their village clean.
2. Community Resources	Students will be able to investigate and develop their knowledge, skills and understanding of:			
	<p>The existing community resources when they:</p> <ul style="list-style-type: none"> Identify the community resources available to encourage health and fitness in their school or community. Describe each resource and identify the people who use these resources in their community. Explain some of the factors that encourage or discourage the use of these resources in their community. 	<p>Utilising community resources to promote health and fitness when they:</p> <ul style="list-style-type: none"> Compare and contrast the benefits and accessibility of the different sporting or physical exercise facilities available in the community. Identify the main hindrances to the utilisation of various sporting and physical exercise facilities available in Samoa. Recommend how these community resources for sports and physical exercise could be made more accessible to young people in the community. Research the frequency with which family members use the community resources available in their village or community over a one-week period <i>e.g., the Health Center, first aid boxes, school grounds, sports field, Women's Committee projects and others.</i> Make recommendations on how to improve the utilisation of these community resources by family members. Identify the volunteer community services that members of their family are involved in <i>e.g., Komiti Tumama, School Village Committee, church groups, youth groups, Asiasiga ma'umaga.</i> 	<p>Responsibility of the community to maintain community resources when they:</p> <ul style="list-style-type: none"> Investigate the long-term plans of your Pulenu'u and Village Council or the Komiti Tumama to maintain or improve the community resources in your village. Explain how the Pulenu'u, the Village Council, the Komiti Tumama and government officials work together to maintain the health of the village. Investigate any programs or projects carried out in your village or community that have been funded through foreign aid. Contrast the benefits and negative aspects of aid-funded projects. Examine the impact of promoting and selling fast, convenient snack foods to school children. 	<p>Mobilising community resources when they:</p> <ul style="list-style-type: none"> Plan, develop, implement and monitor a campaign for mobilising the community resources available to them to improve the food sold at their own school tuck shop or school canteen. (Do this as a class project.)

SUB-STRAND	YEAR 9	YEAR 10	YEAR 11	YEAR 12
3. Decision Making and Responsibilities	<p>Personal rights and privileges to good health and fitness when they:</p> <ul style="list-style-type: none"> Define the terms <i>rights, privileges and responsibilities</i>. Explore the rights and privileges they enjoy as members of their community <i>e.g., right to worship, opportunities for all, education and health for all, democracy</i>. Define the term <i>decision making</i>. Explain how to set goals and make decisions to achieve those goals. Discuss some of the factors that help people to make decisions and carry them out <i>e.g., commitment, determination, honesty, honour, responsibility and loyalty</i>. 	<p>Personal and family responsibility to maintain health and fitness when they:</p> <ul style="list-style-type: none"> Identify good principles that they can live by to maintain health and fitness. Discuss whether there is a 'gender preference' to participation in different sports or physical activities. Examine gender issues that may discriminate against women participating in sports or other physical exercise programs in Samoa. Discuss the food safety and hygiene issues related to school canteens and food vendors. Explain the responsibilities related to the maintenance of the health and fitness of the following family members: <ul style="list-style-type: none"> » elderly grandparents; » a diabetic parent; » a pregnant woman; » a teenager who is overweight. Recommend practices their family can establish to maintain health and fitness. Describe one of the existing regulations and policies that relate to consumer rights and responsibilities in Samoa <i>e.g., Police Offences Ordinances, Food and Drug Regulations, Health Ordinance, Games Act, Animal Ordinance</i>. 	<p>Rights of all members of the community to achieve good health and fitness when they:</p> <ul style="list-style-type: none"> Review one of the acts and ordinances related to Health and Physical Education in Samoa. Investigate how the above act or ordinance encourages or promotes health and fitness for all. Discuss one way the above act or ordinance ensures health for all. Evaluate how village laws help people achieve good health and fitness. Discuss the proper channels of Communications and ways to approach and implement programs in the community. 	<p>The impact of responsible decisions on the overall health of the community when they:</p> <ul style="list-style-type: none"> Examine the definitions of the words 'wise' and 'responsible' in relation to the word 'decision'. Identify two decisions made by the leaders of your community (government, fono a le nu'u, matai, women's committee) that you believe were either wise or responsible. Evaluate the positive and/or negative impact of one of these decisions on the health and fitness of your whole community. Explain why it is important to make wise and responsible decisions. Discuss how the decisions we make can positively or negatively affect our community or the people around us.
	<p>Students will be able to investigate and develop their knowledge, skills and understanding of:</p>			

SUB-STRAND	YEAR 9	YEAR 10	YEAR 11	YEAR 12
4. Culture and Environment	<p>People who are their neighbour in the community when they:</p> <ul style="list-style-type: none"> Define who your 'neighbour' is from a worldly and a scriptural viewpoint. Identify all the people they come in contact with on a daily basis, at school, on the streets, in the village, in Samoa. Observe how these people are dressed, what they talk about, where are they going, what are they interested in, what their ethnic backgrounds are. Describe factors they observed that could be used as indicators of the general health status of people they see every day. Communicate information they can share to a group of people they meet every day to promote good health and fitness. Explain why 'spitting' is not a very neighbourly thing to do from a health point of view. 	<p>Cultural and community activities that encourage health and fitness when they:</p> <ul style="list-style-type: none"> List all the cultural activities that have a positive impact on health and fitness. Describe the type of community activities that encourage health and fitness. Discuss the importance and the contribution of agricultural production to the promotion of health and fitness in the community. Explore migration patterns in the country and discuss the positive and negative effects of migration on the health of people. Examine how good working relationships between the public health nurses, the traditional birth attendants (TBAs) and tau-lasea (traditional samoan healer) encourage good health and fitness for Samoans. 	<p>Cultural and environmental activities that promote health when they:</p> <ul style="list-style-type: none"> Discuss how traditional practices like massaging (fofo) have helped maintain the health and fitness of family members. Discuss the role of the Pastor and other church leaders in promoting health and fitness in the community. Examine how the roles of the taulealea (unmarried men) and the aualuma (unmarried women) help them to maintain their personal health and fitness. Compare and contrast their impact on the environment of the different types of rubbish or waste material generated from food products today with fifty years ago. Explain how village cooperatives and Asiasiga ma'umaga are practices that promote health and fitness. Explore the impact of using local fruits, vegetables and herbs (in herbal and health drinks and natural medicines) on the health, social and economic status of people. 	<p>Interrelationships with people from outside their environment when they:</p> <ul style="list-style-type: none"> Examine the different community activities for the tourist industry and evaluate which ones promote health and fitness. Examine and identify some of the changes that can be seen in our culture or fa'aSamoa that are due to the influence of people from outside through tourism, the education system, TV, video or the internet. Discuss whether the changes have a positive or negative effect on our culture or environment. Explore how the Samoans' natural desire to share, to be friendly and hospitable can have a positive or negative impact on situations when they come in contact with people of other cultures. Research how a local cultural practice can cause many problems as in the case of Kava or 'ava drinking when taken out of context.
	<p>Students will be able to investigate and develop their knowledge, skills and understanding of:</p>			

Terms and Definitions

Abstinence

Voluntarily refraining from an activity such as sexual intercourse or the use of alcohol, tobacco, or other drugs.

Aerobic Exercise

Exercise that requires a continuous use of oxygen over an extended period of time.

Agility

A skill-related component of fitness that relates to the ability to rapidly change the position of the entire body in space with speed and accuracy.

Agonist

A muscle that is the principle mover or one of the principle movers of a lever.

Algorithm

Step-by-step procedure for solving a problem; often developed into a chart or graph.

Anaerobic exercise

Exercise in which the body's demand for oxygen is greater than the supply.

Antagonist

A muscle that in contracting tends to produce movement opposite to that of an agonist.

Assessment

Interpretation of measurements for the purpose of making decisions about placement, program planning, learning, and performance objectives.

ATODs

Alcohol, tobacco, and other drugs, including anabolic steroids; sometimes called chemical substances.

Balance

A skill-related component of fitness that relates to the maintenance of equilibrium while stationary or moving.

Biomechanics

The knowledge and methods of mechanics as applied to the structure and function of the living human body.

Body awareness

Understanding of the body's potential for movement.

Body composition

A health-related component of fitness that relates to the relative amounts of muscle, fat, bone, and other vital body parts.

Body mechanics

Efficient use of the body in maintaining proper alignment during daily tasks such as lifting, pulling, or pushing.

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