

# Snow Education and the Australian Curriculum: Health & Physical Education



# Contents

## **WorldStrides Snow Education**

- About WorldStrides
- Working in partnership
- Safety and accreditation
- WorldStrides for schools

## **Australian Curriculum: Health and Physical Education**

- Summary
- Key propositions of the Australian Curriculum
- Strands and sub-strands
- Focus areas
- General capabilities

# WorldStrides Snow Education

## Explore, discover, become

*“Health and Physical Education offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to participate in a range of physical activities confidently and competently. In Health and Physical Education, students develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies in order to enhance their own and others’ health and wellbeing”. Australian Curriculum: HPE, ACARA 2015.*

WorldStrides is committed to the concept of educational travel and the positive effects it has on students. Educational travel encourages students to grow their personal and social skills while being challenged outside of their comfort zones.

### About WorldStrides

WorldStrides currently facilitates snowsports programs for more than 150 schools around Australia each year and has access to the best snowsports centres worldwide. WorldStrides has an incomparable record of success in each of the 'prime location' alpine resorts we use in Australia and internationally.

WorldStrides offers centrally located lodges where qualified instructors conduct programs for all levels of participants. Focus is always on absolute safety, maximising learning through quality instruction/teaching, minimising logistics and maximising time on the snow.

The unique environments provide a new stimulus for learning. Students experience an exalted level of involvement and understanding as they develop the skills to move around an alpine terrain.

### Working in partnership

ACHPER National and WorldStrides have formed an exciting new alliance to deliver teaching resources from Years 5-6 to Years 9-10 that will enrich the delivery of the Australian Curriculum: HPE through the learning of snowsports. This resource will enable teachers to understand the educational benefits of a WorldStrides Snow Ed program and how it aligns with the Australian Curriculum.

This material has been developed by some of the most experienced Health and Physical Education writers in Australia for both primary classroom teachers and specialist HPE teachers.



## Safety and accreditation

All WorldStrides programs and activities are underpinned by the Alpine Responsibility Code that provides important safety guidelines.

The Adventure Activity Standards (AAS) Victoria have been developed to assist commercial and non-commercial organisations and their leaders to plan and safely undertake outdoor adventure activities with dependent participants.

The AAS have been prepared with the involvement of a wide cross-section of Victoria's outdoor sector, and reflect commonly accepted practices for planning and undertaking outdoor adventure activities with dependent participants.

The AAS are guidelines for undertaking outdoor adventure activities in a manner that:

- Promotes safety for both participants and providers;
- Provides assistance for providers against legal liability claims and criminal penalties; and
- Provides assistance in obtaining insurance cover and operator crown land licences.

### Some basic rules to start with

There are some fundamental safety rules that are important for using snow venues safely and effectively. The following examples provide a good introductory guide to students.

- Always work with supervision;
- Never move to a different terrain (slope) without approval or alone;

- Fooling around in terrain of any level is dangerous;
- Ensure there is sufficient space between you and other users and that the area is clear of obstacles;
- Avoid skiing or snowboarding for excessive lengths of time;
- Include rest periods to avoid fatigue;
- Set limits when considering challenges that might increase risk;
- Ensure stations and circuits are always well supervised; and
- Snow Ed should always involve “safe, play based, student-centred learning” underpinned by essential safety and discipline rules that should be revisited daily.

### Clothing and equipment

Both are very important aspects of a successful snow venture. There are standards that cover the quality of equipment used and its specifications. Snow equipment hire is included in all WorldStrides programs, including ski boots and skis or snowboard boots and board, and helmet.

WorldStrides provides a packing guide for snow programs that includes items that are approved for safety and comfort while on the mountain. All schools receive firm guidelines regarding the type of clothing that is required to live, learn and play in a snow environment.

# WorldStrides for schools

## Student centred learning

Snowsports tours are no longer just an extra-curricular activity. For some time now schools have sought to ensure that all of the programs they participate in are curriculum compatible and provide rich learning opportunities irrespective of the environment in which they are delivered. Students are at the centre of the learning process and the general capabilities outlined in the Australian Curriculum provide clear indicators regarding what schools should be focussing on across all curriculum areas when developing skills and knowledge in students.

Snowsports, with their rich associated knowledge and understanding, delivered with quality instruction in partnership with teachers, provide an ideal context in which to develop many of these capabilities in students across the bands of schooling in HPE.

Schools now have a number of ways they can integrate snowsports into their school program:

- Embedded within specific subject content areas of Health and Physical Education and Outdoor Education;
- Offered as an extra-curricular activity run within the school term or over holiday periods;
- Organised as a year level activity or subject elective;
- Incorporated within a longer domestic or international educational tour.

There is an expectation that whatever the mode of organisation, programs should be underpinned by the educative process outlined by the Australian Curriculum: HPE.

## Snow Education

WorldStrides offers snow "adventures" for students and within this context conducts a carefully planned, curriculum-based Snow Education program (Snow Ed) while maintaining the spirit of exploration and adventure.

Snow Ed is an educational adventure program conducted in a unique, safe and secure alpine environment. Its main premise is learning in, through and about snow-related sports and activities and provides opportunities to develop the General Capabilities of the curriculum. It also:

- Strongly underpins the 5 Key propositions of learning outlined in the Australian Curriculum;
- Is compatible with and supportive of the learning outcomes and achievement standards of the two key strands of the Curriculum:
  - Movement and physical activity
  - Personal, social and community health
- Focuses on delivering what the curriculum requires at different stages (Bands) of learning.
  - Years 5-6
  - Years 7-8
  - Years 9-10

## What is unique about the WorldStrides Snow Ed program?

- It provides opportunities for students to learn through adventure, freedom, exhilaration and the challenges created within the immediate environment.
- It seeks to create a love for learning using this unique environment as a stimulus.
- Students are motivated by the uniqueness of this environment (snow terrains) where the use of specialised movement patterns involving space, flight, agility, coordination, timing and estimating distance for performing movement skills are unlike any other activity.
- It promotes the notion of students acquiring "Snow Sense" skills. The benefits that flow reflect the unique environment that becomes a "classroom with a difference".
- Students are involved in genuine, progressive learning experiences in terms of snow-related skills, knowledge development, the use of tactics requiring critical thinking and problem solving, health-related fitness and personal and social benefits.
- It provides explicit learning opportunities about movement and health.
- All Snow Ed learning occurs in a safe, fun, stimulating environment at carefully chosen ski centres and resorts in Australia and overseas.
- Safety and understanding of the environment, its capacity for changing conditions and the concept of 'staying alive' are critical factors.
- There is a great reliance upon and trust in instructors, teachers and peers for success and confidence.

## Active learning

WorldStrides assists schools in the delivery of 21st century curriculum and provides world-class facilities for young people to be active and participate regardless of their beginning skill level. The stimulating environment offers the perfect setting for meeting the key requirements of the Health and Physical Education curriculum. Snow Ed learning emphasis is on:

- Developing fundamental movement skills of locomotion, turning (changing direction), kinaesthetic awareness and proprioception;
- Encouraging individual expression and skill-building opportunities balanced with direct instruction;
- Participation in activities that comprise a most efficient, effective form of moderate-intensity exercise;
- Social and emotional health development through activities/processes involving joint decision-making with peers, looking out for the safety of others, resilience building in a new and potentially hazardous environment;
- Therapy and learning for students with disabilities.

Skiing and snowboarding require awareness of the body as it moves in space and help students to improve their sense of balance and coordination.

Students learn to coordinate the use of their legs, upper body and arms while controlling variables such as speed, changing direction with turns and stopping efficiently. They learn to adjust the position of their bodies in response to tasks/activities and the challenges of the terrain.

Improved coordination and fine motor skills can assist in other sports that require hand-eye and general coordination. Older and more experienced students are challenged to extend themselves on the slopes.

## Snow Sense approach

This is to capture the importance of critical and tactical thinking in progressing skills on the snow. Similar to the concept of the Game Sense approach adopted by researchers and coaches involved in games and sports, Snow Sense is about developing that heightened sense of awareness and knowledge to know what decisions to make and what tactics to use in a sticky situation or when a new challenge or obstacle is put in front of you on the slopes. The concept is highly compatible with the purposes of the curriculum.

## What can you expect from a WorldStrides Snow Ed program?

The WorldStrides Snow Ed program delivers key learning outcomes of the Australian Curriculum. WorldStrides works collaboratively with schools to plan, promote and organise tours that are underpinned by the key principles of the curriculum:

- Learning opportunities and time on the slopes will be maximised;
- Quality of delivery/instruction is a given;
- Assessment and observation are used to determine a student's level of competence;
- Program recognises the range of student competency levels and the need for different starting points;
- Skill progression, technique and applied knowledge is taught in logical sequence;
- Scope and content always manageable but flexibly delivered;
- Motivation, practice and reflection always emphasised;
- Critical and tactical thinking and problem solving encouraged; and
- Educational goals of schools respected by negotiating new activities (including snow-making and various multimedia programs).

### Specifically, students will:

- Experience a climate and geography different to what they usually encounter;
- Gain knowledge and practice of the Alpine Code of Conduct;
- Understand the hazards of alpine climates and how to cope with alpine weather;
- Gain increased awareness of issues caused by climate change and global warming;
- Enjoy daily lessons from accredited instructors tailored to their level of experience and ability;
- Become familiar with equipment used in snowsports and alpine environments;
- Work together in teams, practising and building on what has been taught in lessons;
- Develop new friendships through living and skiing/snowboarding with others outside their normal friendship circles;
- Engage in personal reflection time in a natural environment;
- Progress at their own rate;
- Succeed according to their mastery of technique, not because of their strength or experience in other sports;
- Link to a lifelong recreational activity that has both non-competitive and competitive pathways;
- Deal with challenges to succeed irrespective of ability;
- Engage in learning and research in planning, participation and post-tour stages;
- Have opportunities to engage in rich cross-curriculum learning.

## Movement concepts that underpin Snow Ed skills

- Locomotion, direction change and stopping with specialised equipment
- Developing kinaesthetic sense and ability
- Skill levels linked to clearly established and safe progressions
- Dominant movement patterns
- Agility
- Coordination
- Static and dynamic balance
- Use of body parts
- Sequences of movements that flow
- Body shape
- Controlled movements
- Free, creative movements
- Knowledge and understanding of how the body moves and how it can be controlled.

## Snow Ed and health-related fitness development

For primary students Years 5-6, fitness activities are about maximising participation and maintaining moderate to vigorous intensity activity levels each day rather than pursuing specific improvement in designated fitness components (*Australia's Physical Activity & Sedentary Behaviour Guidelines for Children (5-12 years, Dept of Health and Ageing 2014)*).

This approach allows for inclusion of a wide range of activities that can have a developmental impact on growing bodies, including weight bearing, flexibility and mobility activities.

All of these demands are made on students during snow-related activities. Years 5 and 6 students will be able to progressively understand the concept of personal health and fitness, how it relates to them as individuals and to family and community as well. They are able to choose activities accordingly.

Years 7-8 students will learn more about the physiological impact of physical activity and how various fitness factors can be influenced over time to impact positively on personal health.

Years 9-10 students are able to design and evaluate programs required for skiing and snowboarding.

### Improved overall health

- Skiing or snowboarding regularly can help increase the body's metabolic rate and its ability to burn calories more efficiently.
- Students will learn to appreciate and value this unique form of movement and the impact it can have on their own and others' health.

### Coordination and agility

- Skiing and snowboarding increases awareness of your body as it moves in space and helps to improve balance and coordination.

- Students learn to coordinate the use of their arms and legs and to adjust the position of their bodies in response to tasks and challenges.
- Improved coordination and fine motor skills can assist in other sports that require similar responses.

### Medium-impact exercise

While snow activities provide a moderately intense workout for the muscles and bones, care must be taken at all times.

- Muscle tone is improved and body fat percentage can be reduced by skiing and snowboarding regularly.
- Whole-body strength can be increased.
- Regular involvement can help improve posture and general muscle health.
- Core-stability muscles are continuously used to keep you stable and balanced, meaning a stronger abdomen and lower back.

### Offsetting bone diseases

- With their weight-bearing emphasis, skiing and snowboarding activities can help reduce the risk of bone conditions such as osteoporosis.
- Placing the musculoskeletal system under repeated moderate stress while moving causes bones to become stronger to cope with the pressure of the activity.
- Bone mineral condition is also improved.

### Mental health benefits

- Like all moderate to intense physical activities, skiing and snowboarding can help to combat anxiety and stress by increasing the amount of endorphins released by the brain.
- Regular sessions combined with other sport and recreational pursuits will help to promote better sleeping patterns reduce stress and create more energy for life in general.
- Most importantly, skiing and snowboarding will increase the circulation of oxygen around the body and to the brain, increasing alertness and improving mental performance.
- The value of being active and learning to master skills for movement and survival in a unique alpine environment throws up many challenges that require problem solving, resilience and creative thinking.





## Key messages to schools about Snow Education

### What are the key messages that need to be conveyed to school leaders, teachers and parents?

1. We provide “safe, student-centred” learning opportunities in a unique outdoor learning environment that promotes a sense of adventure and builds confidence.
2. The WorldStrides Snow Ed program is compatible with and supportive of the 5 inter-related propositions outlined in the Australian Curriculum (HPE).
  - Focus on educative purposes
  - Strengths-based approach
  - Health literacy
  - Value movement
  - Critical enquiry
3. It is strongly aligned with the Australian Curriculum (HPE)
  - Sub-strands
    - Moving your body
    - Understanding movement
    - Learning through movement
    - Being healthy, safe and active
  - General capabilities
    - Critical and creative thinking
    - Personal and social capability
4. Snow Ed involves “active learning” in, through and about movement on the snow.
5. Snow Ed is health promoting and stimulates brain-cognitive development.
6. Snow Ed can produce health outcomes over time.
7. Snow Ed will develop spatial awareness and aesthetic appreciation of movement.
8. Snow Ed is based on a progression of developing knowledge, understanding and skills.
9. It is delivered by competent, qualified instructors under the professional supervision of teachers who will assist instructors to make professional judgments based on individual student needs.

## Frequently asked questions

**Q. What sort of learning environment and support for student learning can you expect at WorldStrides snow centres?**

- A.** WorldStrides instructors with support from teachers and in conjunction with snow centres will:
- Establish a safe but adventurous learning environment
  - Be technically prepared
  - Offer skilled observation and provide constructive feedback.

**B. Are WorldStrides Snow Ed activities compatible with the Australian Curriculum: HPE?**

- A.** Certainly, in just about any way you want to look at it. Snow Ed is about student-centred learning.

**Q. Which specific aspects of the Australian Curriculum: HPE are relevant to delivering the Snow Ed program?**

- A.** Snow Ed delivers what the strands and sub-strands (moving our body, understanding movement and learning through movement and being healthy, safe and active) require and are strong in their opportunities for developing the general capabilities, particularly critical and creative thinking and personal and social.

**Q. Why are the General Capabilities so important?**

- A.** The General Capabilities cut across all content and focus areas. They are about the skills needed to operate successfully in a complex 21st century world. What better place to engage with some of these than a new, challenging, outdoor adventure setting where you are learning new skills and getting along with others is essential?

**Q. How can I provide support for someone else if I am just a beginner?**

- A.** As a beginner, you can share your feelings of apprehension turning to exhilaration as you start to succeed. Just learning to give each other encouragement and constructive feedback helps immensely.

**Q. How does spending time on reflection help me?**

- A.** There are so many things that happen while on the snow. It's good to reflect on them and keep a record for sharing later. Thinking about safety is a good start and how everyone needs to take some responsibility for their own and others' safety. Reflection also helps you come up with more questions you might want answered.

**Q. In what ways can a student demonstrate achievement?**

- A.** Snow Ed provides many opportunities to demonstrate your improving skills on the snow, your better understanding of the environment and of course your growth in confidence in a new terrain. You will recognise your achievements yourself in many instances.

**Q. How can the achievement standards of learning bands be attained when a class is made up of beginners and more advanced students?**

- A.** Classes will be broken down into different groups according to experience and readiness at first. These will be Beginner, Intermediate and Advanced and different snow slopes/terrains will be used accordingly. Students who progress quickly may move into the next stage sooner than others.

Assessment of performance is based on a range of observations, including knowledge and personal and social skills. Students don't have to be champion skiers or snowboarders to do well. Improvement, perseverance and resilience all count.

Furthermore, a student's demonstrated knowledge of safety principles, their skills of communication and support for peers, and their personal and social capabilities will all be considered.

**Q. What cross-curriculum issues can be included?**

- A.** Looking at intercultural participation in snow activities around the world.

Cultures that live all year round in the snow (Inuit peoples of North America).

Environmental science issues such as climate change and weather patterns are other examples.

# Australian Curriculum: Health and Physical Education

## Summary

The following outlines the specific ways that Snow Ed can be used to deliver many of the learning outcomes of the Australian Curriculum: HPE:

- Key propositions underpin the learning activities of Snow Ed, in particular the strengths-based, valuing movement and critical inquiry approach.
- Bands Years 5-6, 7-8, 9-10
  - Accommodating within the age bands the likelihood of basic, intermediate and advanced levels of readiness in terms of competence and confidence.
- Strands and sub-strands
  1. Movement and physical activity
    - Moving our body
    - Understanding movement
    - Learning through movement
  2. Personal, social and community health
    - Being healthy, safe and active
    - Communicating and interacting for health and wellbeing
    - Contributing to healthy and active communities
- Focus areas
- General Capabilities
  - Which General Capabilities are best enhanced by the WorldStrides Snow Ed experience?
  - Which activities in particular are most relevant to foster:
    - Personal and social responsibility?
    - Critical and creative thinking?
- Achievement standards

## Key propositions of the Australian Curriculum

Five propositions underpin both of the key strands and all of the sub-strands of the Australian Curriculum: HPE. Skiing and snowboarding are legitimate and somewhat unique forms of movement that can be chosen as part of the Health and Physical Education program and offered in a way that is highly compatible with and supportive of the propositions.

1. Focus on educative purposes
2. Strengths-based approach
3. Health literacy
4. Value movement
5. Critical inquiry

### Focus on educative purposes

**The priority is ongoing, developmentally appropriate and explicit learning about health and movement.**

- *Snow Ed experience is about developing movement skills and knowledge of how the body can move in different ways in a unique and challenging environment to achieve these skills.*
- *Students explore, practise, create new skills and apply the knowledge and understanding they learn to themselves and others.*

### Strengths-based approach

**All students and their communities have particular strengths and resources that can be nurtured to improve their own and others' health, wellbeing, movement competence and participation in physical activity.**

- *Snow Ed lessons are based on the fact that there will be considerably different, individual starting points and stages of progression for students, depending upon previous access to snow environment facilities.*
- *The starting point for Snow Ed is the student's strength, no matter how limited. This underlies the positive approach to learning required of the curriculum.*
- *On the slopes, students cannot fail – only improve.*

### Value movement

**Health and Physical Education is the key learning area in the curriculum that focuses explicitly on developing movement skills and the concepts that students require to participate in physical activities with competence and confidence.**

- *Snow Ed takes account of the unique environment in which to do this.*
- *The knowledge, understanding, skills and dispositions students develop through Snow Ed movements will influence ongoing participation in recreation or sports, and lead to positive health outcomes.*
- *Movement competence and confidence in the snow is valued as an important personal and community asset.*
- *Students will develop an appreciation for how movement in its variety of forms is central to daily living, particularly for those who live in an alpine environment. They will also learn about how and why we move in such terrain and how we can improve physical performance.*
- *Snow Ed will also provide challenges and opportunities for students to develop a range of personal and social skills and behaviours that contribute to their own and others' health and wellbeing.*

## Health literacy

Health literacy can be understood as an individual's ability to gain access to, understand and use health information and services in ways that promote and maintain health and wellbeing.

- *Snow Ed emphasises developing knowledge, understanding and skills related to health literacy. Students will acquire knowledge of how community services such as those provided by WorldStrides' affiliated centres operate and how they contribute to community health.*

Health literacy is a personal and community asset to be developed, evaluated, enriched and communicated.

## Critical inquiry approach

The Health and Physical Education curriculum recognises that values and behaviours reflect varying contextual factors that influence the way people live.

In doing so, students will critically analyse and evaluate contextual factors that influence decision-making, behaviours and actions, and explore inclusiveness, and other taken-for-granted assumptions.

- *All Snow Ed lessons will engage students in the process of critical inquiry that assists them in researching, analysing, applying and appraising knowledge in relation to the unique snow terrain contexts.*
- *Snow Ed lesson comes with suggested focus questions to encourage critical inquiry and problem solving.*
- *Tactical thinking when moving around snow terrains is critical to success.*
- *Success on and around the snow has much to do with developing "Snow Sense".*

## Strands and sub-strands

The curriculum is organised into two content strands — *Personal, social and community health* and *Movement and physical activity*. Each strand contains content descriptors that are organised under three sub-strands.

Strands	1. Personal, social and community health	Snow Ed emphasis	2. Movement and physical activity	Snow Ed emphasis
Sub-strands	Being healthy, safe and active	★★★★	Moving our body	★★★★
	Communicating and interacting for health and wellbeing	★★★	Understanding movement	★★★★
	Contributing to healthy and active communities	★★	Learning through movement	★★★★

**Teachers choosing WorldStrides Snow Ed in the planning of their HPE programs will have a strong emphasis on the sub-strands of *Movement and physical activity*. However, there will be many opportunities to engage students with the *Personal, social and community health strand*, particularly the strongly related concept of being *healthy, safe and active*.**

*By carefully planning lessons, snow centre staff and teachers can build HPE learning programs within the strands and sub-strands of the curriculum that affirm the key propositions of the Australian Curriculum HPE. Snow Ed will provide many opportunities for classroom discussion, knowledge building related to health benefits and skill learning, and will encourage critical thinking skills. The unique environment in which Snow Ed activities are presented is also highly conducive to creating opportunities to develop some of the General Capabilities in particular, personal and social capability.*

## Sub-strands

### Being healthy, safe and active

Snow Ed emphasis: ★★★★★

The content focuses on supporting students to make decisions about their own health, safety and wellbeing. It develops the knowledge, understanding and skills to support students to be resilient. It also enables them to access and understand health information and empowers them to make healthy, safe and active choices. In addition, the content explores personal identities and emotions, and the contextual factors that influence students' health, safety and wellbeing. Students also learn about the behavioural aspects related to regular physical activity and develop the dispositions required to be an active individual.

With its unique activity environment, Snow Ed will have a special emphasis on safety and active participation.

Mountain communities are unique and expose students to new environmental conditions. Students will:

- Realise they must make decisions about how far they can go when challenging themselves;
- Develop the self-discipline required to participate safely and make healthy choices;
- Develop the understanding required to look out for the health and safety of their classmates;
- Through expert tuition at the ski school and the Alpine Responsibility Code provided in the Tour Journals, students will be able to identify situations and adapt their learnings to ensure the health and safety of themselves and the community; and
- Appreciate the health benefits it can bring.

### Communicating and interacting for health and wellbeing

Snow Ed emphasis: ★★★★★

The content develops knowledge, understanding and skills to enable students to critically engage with a range of health focus areas and issues. It also helps them apply new information to changing circumstances and environments that influence their own and others' health, safety and wellbeing.

Although Snow Ed activities are mostly individual, students will be required to interact with others and communicate regularly as a matter of safety. The snow environment will stimulate many new emotions. Students will:

- Reflect upon and try to understanding their emotional responses to a new environment;
- Discuss the unique benefits of the activities at the Snow Centres and at school;
- Think critically about their involvement in a group or team;
- Compare their snow experience to other activities and share it with others;
- Be required to demonstrate resilience, reflect and evaluate their own and others' performance; and
- Gain a deeper understanding of the environment and local community.

### Contributing to healthy and active communities

Snow Ed emphasis: ★★

The content develops knowledge, understanding and skills to enable students to critically analyse contextual factors that influence the health and wellbeing of communities. The content supports students to selectively access information, products, services and environments to take action to promote the health and wellbeing of their communities.

As a result of their participation in Snow Ed, students will be able to:

- Evaluate the value of Snow Centres and Resorts to the community in general;
- Through observation, learn to understand how different age groups in the population can gain benefits from these facilities;
- Connect to the local environment and share their pleasure in this; and
- Value diversity in background and skill levels.

### Moving our body

Snow Ed emphasis: ★★★★★

The content lays the important early foundations of play and fundamental movement skills. It focuses on the acquisition and refinement of a broad range of movement skills. Students apply movement concepts and strategies to enhance performance and move with competence and confidence. Students develop skills and dispositions necessary for lifelong participation in physical activities.

WorldStrides Snow Ed has a strong emphasis on developing and improving skills and encouraging movement exploration, skills development and refinement. Students will:

- Improve their confidence as they take on challenges of increasing difficulty;
- Learn to move efficiently;
- Learn to create movement sequences that flow;
- Understand what quality movement means and strive to achieve it;
- Refine movement skills with practice and feedback;
- Understand movement concepts and tactics/strategies required to be successful in the snow; and
- Understand the fitness and physical activity base required to perform well.

## Understanding movement

Snow Ed emphasis: ★★★★★

The content focuses on developing knowledge and understanding about how and why our body moves and what happens to our body when it moves. While participating in physical activities, students analyse and evaluate theories, techniques and strategies that can be used to understand and enhance the quality of movement and physical activity performance. They explore the place and meaning of physical activity, outdoor recreation and sport in their own lives, and across time and cultures.

To achieve best results through Snow Ed, students will:

- Understand how their bodies will have to adapt to the challenges of the outdoor snow experience;
- Appreciate through feedback and observing others how to improve performance and challenges on the slopes;
- Learn and understand a unique set of physical requirements and complex movement sequences that will encourage them to think critically;
- Continually think about the ways they are moving and stopping on the snow;
- Appreciate the stages of snow-skill acquisition and test themselves by adopting a positive, "can do" approach; and
- Realise that they are involved in an activity in a community recreation setting and that this can become a lifelong goal.

## Learning through movement

Snow Ed emphasis: ★★★★★

The content focuses on personal and social skills that can be developed through participation in movement and physical activities. These skills include communication, decision-making, problem-solving, critical and creative thinking, and cooperation. The skills can be developed as students work individually and in small groups or teams to perform movement tasks or solve movement challenges. Through movement experiences, students develop other important personal and social skills such as self-awareness, self-management, persisting with challenges and striving for enhanced performance. They also experience the varied roles within organised sport and recreation.

The approach taken in WorldStrides Snow Ed is to assist students through guided discovery and inquiry. To do this, student interaction and communication is vital and a safety partner system that relies on social skills and cooperation is encouraged. Students will:

- Observe each other's progress and provide affirmation and encouragement;
- Discuss their progress in pairs and small groups;
- Set personal goals they can share with classmates;
- Learn to become resilient and think on their feet while on the slopes;
- Display teamwork and leadership skills when working in groups; and
- Utilise critical and creative thinking when responding to movement tasks and challenges.

## Focus areas

The focus areas in the curriculum provide the breadth of learning across Foundation to Year 10 that must be taught in order for students to acquire and demonstrate the knowledge, understanding and skills described in the achievement standard for each band of learning. Across the Health and Physical Education curriculum from Foundation to Year 6, the focus areas that must be addressed in each band of learning are indicated below.

**It must be emphasised that all focus areas do not need to be covered through a selected sport or activity.**

**Snow Ed for example would seek to address those indicated.**

Focus area	Years 5–10
Alcohol and other drugs (AD)	
Food and nutrition (FN)	
Health benefits of physical activity (HBPA)	Snow Ed
Mental health and wellbeing (MH)	
Relationships and sexuality (RS)	
Safety (S)	Snow Ed
Active play and minor games (AP)	Snow Ed
Challenge and adventure activities (CA)	Snow Ed
Fundamental movement skills (FMS)	Snow Ed
Games and sports (GS)	Snow Ed
Lifelong physical activities (LLPA)	Snow Ed
Rhythmic and expressive activities (RE)	Snow Ed

## Learning through the sub-strands

Snow Ed activities lend themselves naturally to the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities.

**Key features of the HPE curriculum that are satisfied by Snow Ed are:**

- **Building a foundation for lifelong physical activity participation and enhanced performance,**

*Skiing and snowboarding are pursued as recreational and fitness activities by people of all ages.*

- **Developing proficiency in movement skills, physical activities and movement concepts, and acquiring an understanding of how the body moves.**

*Skiing and snowboarding require competence, confidence and an understanding of how the body can be used to be successful.*

- **Using movement as a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills.**

*Learning on the slopes goes beyond physical skills. Students are encouraged to work together, understand the etiquette required and take on leadership roles and responsibilities.*

- **Addressing how contextual factors influence the health, safety, wellbeing, and physical activity patterns of individuals, groups and communities.**

*The alpine environment is a unique environment that requires specialised knowledge of safety and wellbeing.*

*It determines the skills required to survive and enjoy the slopes as an individual and also as part of an alpine community.*

- **Providing opportunities for students to develop skills, self-efficacy and dispositions to advocate for and positively influence their own and others' health and wellbeing.**

*Being on the slopes is a healthy pastime where students have plenty of opportunities to improve their own health and that of their classmates. They learn the skills to articulate this and to promote their experience to others.*

- **Understanding the benefits of healthy, active living.**

*Students will feel the benefits of this in an alpine environment.*

- **Promoting understanding of physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning.**

*Students will add to their already developed understanding of these concepts from a 'snow environment perspective'.*

- **A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease.**

*Students look at the broader picture beyond their own health and activity patterns. They look at larger population groups and assess the impact of good health promotion and practices.*

- **Health and Physical Education teaches students how to enhance their health, safety and wellbeing, and contribute to building healthy, safe and active communities.**

*Skiing, snowboarding and living in an alpine environment can improve the health of individuals and the community in general.*





The following tables show the relative emphasis Snow Ed learning experiences will have at the different levels of schooling.

## Years 5 & 6

Moving our body	Snow Ed emphasis
Practise specialised movement skills and apply them in different movement situations (ACPM061).	<p>★★★★</p> <p><b>Increasingly challenging opportunities to set goals and perform set and self-constructed combinations of skiing and snowboarding movements.</b></p> <p><b>Emphasis on reflection, repetition and practice and appreciation of different movement responses required.</b></p>
Propose and apply movement concepts and strategies (ACPM063).	<p>★★★★</p> <p><b>Cooperative activities, strategies for using terrain safely and efficiently.</b></p>
Understanding movement	Snow Ed emphasis
Participate in physical activities designed to enhance fitness and discuss the impact regular participation can have on health and wellbeing (ACPM064).	<p>★★★</p> <p><b>Impact on joint mobility and muscular flexibility.</b></p> <p><b>Improvement in strength and cardio respiratory functioning.</b></p>
Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences (ACPM065).	<p>★★★★</p> <p><b>These are key elements of skiing and snowboarding activity related to control of speed, learning to stop and changing direction.</b></p>
Participate in physical activities from their own and other cultures and examine how involvement creates community connections and intercultural understanding (ACPM066).	<p>★★</p> <p><b>Snow Ed activities are common to many countries and create a discipline common to many cultures. The guiding principles of the Alpine Code are accepted universally.</b></p>
Learning through movement	Snow Ed emphasis
Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPM067).	<p>★★★★</p> <p><b>Pre and post Snow Ed Lessons encourage sharing of experience and cooperative planning of combinations and routines.</b></p> <p><b>On the slopes students will be assigned to small groups and will need to work cooperatively with others for the whole tour.</b></p>
Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPM068).	<p>★★★</p> <p><b>Responding to movement tasks through self- evaluation and working out more efficient ways to perform a skill.</b></p>
Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities (ACPM069).	<p>★★★★</p> <p><b>Safety rules and ethical behaviour are paramount in Snow Ed. Taking turns, sharing time on slopes and avoiding encroaching on others' space.</b></p>

## Years 5 & 6

### Being healthy, safe and active

Examine how identities are influenced by people and places (ACPPS051).

### Snow Ed emphasis



**Understand own ability and starting point on snow.  
Being aware of confidence level and prepared to build on it.**

**Satisfaction in own performance in new environment.**

Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052).



**Pubertal changes in shape, size and strength (power) related to skiing and snow boarding.**

**Understand that skill and technique can offset lack of size or strength.**

**Increase in cognitive understanding of where Snow Ed fits into personal lifestyle choice.**

Investigate community resources and strategies to seek help about health, safety and wellbeing (ACPPS053).



**Investigate possible risk scenarios and understand availability of protections and safety situations relevant to community ski centres.**

Plan and practise strategies to promote health, safety and wellbeing (ACPPS054).



**Recognise unsafe practices in the snow terrain.**

**Learn movement skills to get out of trouble or stop quickly.**

**Reinforce safety rules regularly.**

### Communicating and interacting for health and wellbeing

Practise skills to establish and manage relationships (ACPPS055).

### Snow Ed emphasis



**Use partner (buddy) system.**

**Learning to observe and assist partner and respect their performance.**

**Regular communication with those in the group.**

**Listen, show patience, be supportive of peers.**

### Contributing to active and healthy communities

Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environments (ACPPS059).

### Snow Ed emphasis



**The unique outdoor environment of an alpine terrain opens up many opportunities for health promoting activities.**

**This includes safety of self and others, personal fitness and a broader knowledge and understanding of the beauty and challenges of the alpine environment.**

**Comparing the natural alpine environment with a built up city when it comes to health and wellbeing.**

## Years 7 & 8 and Years 9 & 10

### Moving our body

#### Years 7 & 8

Use feedback to improve body control and coordination when performing specialised movement skills (ACPMP080).

Practise, apply and transfer movement concepts and strategies (ACPMP082).

#### Years 9 & 10

Provide and apply feedback to develop and refine specialised movement skills in range of challenging movement situations (ACPMP099).

Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment (ACPMP101).

#### Snow Ed emphasis



**Students learn to understand importance of feedback when learning to ski and snowboard and how it is best used.**

**Students learn the skills to navigate snow terrains, both flat and with various grades of steepness.**

**Students evaluate their own and others performance using simple checklists.**



**Snow Ed activities are built around the dominant movement patterns of gymnastics. Some of the related movement concepts are complex and linked to use of specialised equipment and require considerable analysis.**

### Understanding movement

#### Years 7 & 8

Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (ACPMP083).

Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance (ACPMP084).

Participate in and investigate the cultural and historical significance of a range of physical activities (ACPMP085).

#### Years 9 & 10

Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (ACPMP102).

Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103).

Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (ACPMP104).

#### Snow Ed emphasis



**Examine impact of skiing and snowboarding on joint mobility muscular flexibility, strength development and cardiovascular functioning.**



**Moving with controlled speed, direction and form (shape) with confidence.**



**Skiing and snowboarding are chosen by people to meet personal health and recreation needs and as an entry into competitive sports. Snow activities play an increasing role in the functional and recreational lives of people in many countries. Winter Olympics provides an excellent research opportunity.**

## Years 7 & 8 and Years 9 & 10

Learning through movement		
Years 7 & 8	Years 9 & 10	Snow Ed emphasis
Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPMP086).	Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105).	<p>★★★</p> <p><b>Working with partner to respect and evaluate each other's performance. Opportunities for leading a small group on snow or in other centre activities.</b></p>
Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087).	Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106).	<p>★★★★</p> <p><b>Skills are linked to make combinations and sequences and must be practised, refined and then progressed. Effective decision-making and problem solving to best traverse the slopes is critical to Snow Ed and the Snow Sense approach.</b></p>
Modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088).	Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107).	<p>★★★</p> <p><b>These principles apply to individual skiing and snowboarding activities and can positively improve participation and performance. Ethical behaviour on the varying slopes is a critical factor.</b></p>
Being healthy, safe and active		
Years 7 & 8	Years 9 & 10	Snow Ed emphasis
Investigate the impact of transition and change on identities (ACPPS070).	Evaluate factors that shape identities, and analyse how individuals impact the identities of others (ACPPS089).	<p>★★★</p> <p><b>Snow Ed develops personal confidence and skill in the context of physical, mental, social and emotional development. The experiences that define people are many and varied but adventure participation and living with others in a new environment have significant impact. Students encouraged to reflect and share.</b></p>
Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071).	Examine the impact of changes and transitions on relationships (ACPPS090).	<p>★★★</p> <p><b>Varying rates of growth and development will be evident when students ski and snowboard. These are often subject of student concerns but Snow Ed recognises that success can be attainable by all students.</b></p>
Practise and apply strategies to seek help for themselves or others (ACPPS072).	Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (ACPPS091).	<p>★★★★</p> <p><b>Students made aware of the importance of help seeking options and availability of first aid at snow venues. Pre tour courses advisable.</b></p>
Investigate and select strategies to promote health, safety and wellbeing (ACPPS073).	Propose, practise and evaluate responses in situations where external influences may impact their ability to make healthy and safe choices (ACPPS092).	<p>★★★</p> <p><b>The concept of safety is paramount to skiing and snowboarding activities and residing in snow resorts. Students are encouraged to examine safety rules and evaluate situations of risk.</b></p>

## Years 7 & 8 and Years 9 & 10

### Communicating and interacting for health and wellbeing

Years 7 & 8	Years 9 & 10	Snow Ed emphasis
Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074).	Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093).	★★★★ <b>Respect for others effort and performance is encouraged at all times.</b>
Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075).	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094).	★★★ <b>Feelings of joy, exhilaration, freedom and apprehension are all emotions that can be aroused. Snow Ed aims to reduce the negative emotions by building on positive success.</b>
Evaluate health information and communicate their own and others health concerns (ACPPS076).	Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095).	★★ <b>Compare what snow venues offer in terms of health information compared to other sports and organisations.</b>

### Contributing to healthy and active communities

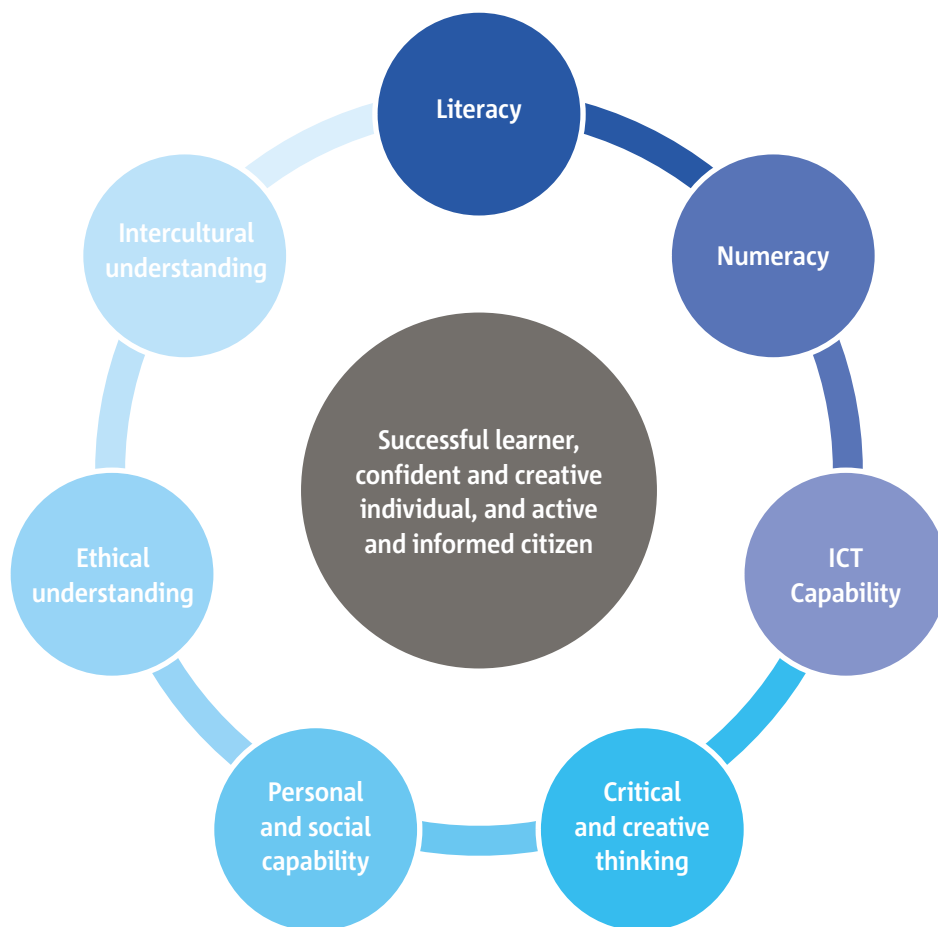
Years 7 & 8	Years 9 & 10	Snow Ed emphasis
Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities (ACPPS077).	Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (ACPPS096).	★★★ <b>Students examine and critique the Snow Ed messages to community about safety, health and wellbeing.</b>
Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078).	Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097).	★★★ <b>Students learn about the role of ski resorts in promoting community participation, health and well-being.</b>
Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079).	Critique behaviours and contextual factors that influence the health and wellbeing of diverse communities (ACPPS098).	★★★ <b>Seek answers to questions about the effectiveness of snow-related programs for people of varying ages.</b>

# General Capabilities

The General Capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the 21st century. They complement the key learning outcomes of the Early Years Learning Framework (COAG 2009) – that children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators.

- An integrated and interconnected set of knowledge, skills, behaviours and dispositions can be developed and applied across the curriculum to help students become successful learners, confident and creative individuals and active and informed citizens. Programs such as Snow Ed develop the general capabilities through the HPE curriculum and in co-curricular programs for their lives outside school. They can be referred to as 'Life Skills'.

The Australian Curriculum includes seven general capabilities:



Personal and social capability, ethical understanding and Intercultural understanding focus on ways of being and behaving, and learning to live with others. These are more strongly represented in some learning areas than in others. Though all learning involves some personal and social dimensions, these capabilities are most evident wherever personal, social and cultural learning is highlighted.

- Personal and social capability finds a "natural home" in Health and Physical Education, including Outdoor Education, and can be taught most explicitly in this learning area. Snow Ed activities in their unique outdoor setting provide the ideal context in regard to living with others and also ethical ways of behaving.

## General Capabilities HPE

In the Australian Curriculum: Health and Physical Education (F–10), general capabilities are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning.

WorldStrides Snow Ed clearly provides further opportunities to incorporate the explicit teaching of General Capabilities.

### Literacy

Opportunities for literacy are centred on the movement vocabulary used in Snow Ed to describe how the body moves and the themes of locomotion, shape, balance and coordination. Snow Ed movement skills of skiing and snowboarding are linked to these themes and require specific knowledge and understanding. Students are both performers and spectators and have ongoing opportunities to develop an understanding of the language that describes their movements. This is essential in analysing their own and others' movement performances and particularly in terms of improvement.

Students will learn to compose their own descriptions of the unique snow experience (physical and emotional) and communicate them to others in oral and written form.

### Numeracy

The Australian Curriculum: Health and Physical Education (F–10) provides students with opportunities to recognise the mathematics that exists in Health and Physical Education learning experiences. Students use calculation, estimation and measurement to make sense of information related to skill performances.

In snow activities, they use spatial reasoning in movement activities involving variations in speed, momentum, estimating distance and angles of rotation. In snowboarding, for example, students are required to consider ways of constructing sequences that involve different numbers of repetitions and combinations.

## Information and communication technology (ICT) capability

ICT learning is enhanced by helping students to effectively and safely access online health and physical activity information and services related to Snow Ed to manage their own health and wellbeing.

Students will want to share their Snow Ed experience online and as a result will:

- Better understand the role ICT plays in the lives and relationships of children and young people;
- Understand the importance of ethical online behaviour and respectful communication; and
- Use ICT as key tools for communicating, collaborating, creating content, seeking help, accessing information and analysing skiing and snowboarding performance. ICT now provides readily available tools to analyse, measure and enhance their movement performances. They also use ICT to develop personalised plans for nutrition and physical activity participation.

### Critical and creative thinking

The Australian Curriculum: Health and Physical Education (F–10) develops students' ability to think logically, critically and creatively in response to a range of Health and Physical Education issues, ideas and challenges.

Through Snow Ed, students' develop critical and creative thinking skills through learning experiences that encourage them to pose questions and seek solutions to learning tasks. Snowboarding, for example, provides learning opportunities that emphasise sequence creation and technique refinement. Students develop understanding of the processes associated with creating "controlled speed and direction" movements and will reflect on their body's responses and their feelings (exhilaration, expression etc) about these movement experiences. They will also consider the importance of tactical thinking when on the slopes and develop personal and group strategies for further involvement in other snow-related recreational pursuits.



## Personal and social capability

**The Australian Curriculum: Health and Physical Education (F–10) is a key contributor to the development of personal and social capability for all students. Working collaboratively with others in movement and non-movement-based activities develops students' personal and social skills as well as an appreciation of their own strengths and abilities and those of their peers.**

*Interpersonal skills such as communication, negotiation, teamwork and leadership, and an appreciation of diverse abilities are encouraged in Snow Ed lessons and at school as preparation or follow up.*

*Snow Ed involves more than just being on the snow – it comes with personal and social responsibilities:*

- *Living with others*
- *Understanding the resort culture and the importance of own and group safety issues*
- *Getting on with people of all ages*
- *Etiquette in resort facilities and snow areas.*

**The curriculum provides opportunities for students to explore their own identities and develop an understanding of factors that influence and shape who they are. They learn how to recognise, understand, validate and respond appropriately to their own emotions, strengths and values.**

*Snow Ed helps students to explore their identities as safe, active, healthy participants, encourages communication in all forms and above all builds confidence and self-esteem in groups.*

*They will be required to demonstrate the following behaviours both on and off the snow.*

- *Enthusiasm for adventure and learning*
- *Punctuality*
- *Effort/perseverance*
- *Taking personal responsibility for clothing and equipment*
- *Supporting and appreciating the efforts of others.*

## Ethical understanding

**The Australian Curriculum: Health and Physical Education (F–10) focuses on the importance of treating others with integrity, fairness and compassion, and valuing and respecting diversity and equality for all.**

- *Students examine the ethical principles and codes of practice appropriate to snow-related activities conducted in a community setting.*
- *They consider the consequences of fairness, equitable participation, empathy and respect for classmates who are learning and performing.*
- *Listening skills, tolerance, patience and politeness are required to ensure everyone gets a “fair go in the snow”.*









## Further info

If you would like to find out more about WorldStrides Snow Ed programs, please contact us on **1800 331 050** or email [sports@worldstrides.com.au](mailto:sports@worldstrides.com.au)

Check out our snowsports tours at [worldstrides.com.au](http://worldstrides.com.au)

