**PDHPE Proposition sorting activity**

Write the corresponding numbers of each proposition to next to their descriptors.

1. Focus on educative purpose
2. Take a strength’s based approach
3. Develop health literacy
4. Value movement
5. Include a critical inquiry approach

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| Descriptor | Proposition number |
| Explicit learning is driven by syllabus outcomes and content. |  |
| Values students as individuals with their own strengths, capacities, interests and resources. |  |
| Builds capacity to research, apply and assess health information and services. |  |
| Promotes movement and physical activity experiences driven by syllabus content and outcomes. |  |
| Recognises the influence of a range of contextual factors. |  |
| Encourages students to challenge, question and interrogate knowledge and information. |  |
| Learning is visible and can be articulated. |  |
| Acknowledges that people experience challenges that need support and encourages positive action. |  |
| Recognises that movement provides a powerful context for developing interpersonal and self-management skills. |  |

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| Descriptor | Proposition number |
| Encourages learning in both movement and classroom contexts. |  |
| Encourages research, analysis, application and appraisal of knowledge in health and movement contexts. |  |
| Focuses on what we are trying to achieve as a result of teaching and learning in PDHPE. |  |
| Recognises all students have the capacity to be competent and confident movers. |  |
| Encourages students to make judgements, critique and question health and movement related information. |  |
| Shifts from traditional information sources and recognises non-traditional sources of information. |  |
| Promotes experiences across a variety of contexts to build competence, confidence and creativity. |  |
| Challenges taken for granted assumptions. |  |
| Encourages students to understand why the learning is important. |  |

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| Descriptor | Proposition number |
| Acknowledges the broad range of attitudes and behaviours demonstrated by students. |  |
| Recognises and caters for students to learn and demonstrate their learning in a variety of ways. |  |
| Supports students to be critical consumers of health knowledge. |  |
| Recognises that movement competence should be acquired early. |  |
| Acknowledges that some factors and influences are controllable and others are out of the individual’s control. |  |
| Prioritises development of knowledge, understanding, attitudes and skills to be healthy, safe and active. |  |