



Curriculum links for
NSW K-10 PDHPE and PASS

Power Meri follows Papua New Guinea’s first national women’s rugby league team, the PNG Orchids, on their journey to the 2017 World Cup in Australia. Proud, strong and hopeful, the pioneering women in the PNG Orchids team have overcome more challenges than most to play their much-loved national sport. But after years at grassroots level, they have just three months to transform themselves into a competitive national team.

Power Meri takes audiences on a journey through rarely-seen corners of PNG and behind the scenes of women’s sport. It follows the Orchids through selection trials, arduous training with a fly-in-fly-out Australian coaching mentor, and diverse personal struggles as they face the world champion Australian Jillaroos and compete at the World Cup.

Power Meri offers students an opportunity to:

- critique and challenge assumptions and stereotypes;
- consider the influence of sport on national and personal identity and on gender equality;
- examine the roles, status and representations of women in modern day society;
- weigh up the importance of winning vs participating;
- consider the different ways people can demonstrate resilience;
- evaluate the importance of community support to individuals and groups.

PDHPE Curriculum links

Stage 4 (Years 7 and 8)

Outcome	Content
<p>PD4-1 examines and evaluates strategies to manage current and future challenges</p> <p>PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships</p> <p>PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity</p> <p>PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts</p>	<p>How do change, transition and environment shape my identity?</p> <ul style="list-style-type: none"> • investigate the impact of transition and change on identity: (ACPPS070) <p>What skills and strategies can be used to promote inclusivity, equality and respectful relationships?</p> <ul style="list-style-type: none"> • explain how a sense of belonging and connection to our communities can enhance health, safety and wellbeing <p>What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community?</p> <ul style="list-style-type: none"> • investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)

	<ul style="list-style-type: none"> • plan and implement inclusive strategies to promote health and wellbeing and to connect with their communities <p>Why are connection, inclusion and empowerment important for the health, safety, wellbeing and physical activity levels of the wider community?</p> <ul style="list-style-type: none"> • appreciate the contribution that participation in physical activity makes to the development of self-management, interpersonal and movement skills and explore the impact this has on health and wellbeing.
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Stage 5 (Years 9 and 10)

Outcomes	Content
<p>PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges</p> <p>PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships</p> <p>PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity</p> <p>PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts</p>	<p>How can I be the best version of me and support the identity of others?</p> <ul style="list-style-type: none"> • evaluate factors that impact on the identity of individuals and groups including Aboriginal and Torres Strait Islander Peoples (ACPPS089) <ul style="list-style-type: none"> – analyse how norms, stereotypes and expectations may influence individual and group identity – examine how diversity and gender are represented in the media and communities, and investigate the influence these representations have on identity – critically analyse how individuals have an impact on the identity of others – investigate how cultural beliefs and practices surrounding transitions to adulthood differ between cultures, eg initiation ceremonies <p>How can people respond positively to life challenges?</p>

	<ul style="list-style-type: none">• explore the characteristics of resilient people and the skills that enhance resilience and wellbeing<ul style="list-style-type: none">– examine case studies of people who have overcome adversity, including Aboriginal or Torres Strait Islander Peoples and people with disabilities and identify their characteristics and qualities– examine skills and attitudes that enhance resilience including self-monitoring, self-regulation, maintaining a realistic perspective and attitudes to change
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Physical Activity and Sport Studies Curriculum links (for 2019 syllabus)

Outcomes	Content
<p>PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport</p> <p>PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives</p> <p>PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport</p> <p>PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.</p>	<p>Module: Physical activity and sport for specific groups</p> <p>Historical perspectives</p> <ul style="list-style-type: none"> • research and discuss the evolution of physical activity and sport for different population groups, for example: children, women, elderly people, people with disability, culturally and linguistically diverse people • examine the resilience of, as well as specific past challenges faced by different population groups, including Aboriginal and Torres Strait Islander Peoples, women in sport, people with disability <p>Factors influencing physical activity and sport choices</p> <ul style="list-style-type: none"> • assess factors that influence physical activity choices of different population groups, for example: access, education, cost, self-esteem, culture, geographic location, body shape, skill level, disability • discuss the nature of various physical activities and sports and determine the role culture plays in individual choices • analyse the outcomes and opportunities provided by physical activity and sport for a selected population group, for example: building a sense of community, connectedness, fostering inclusion and understanding of diversity • explain the value of a selected population group participating in physical activity or sport, both for the group and for the community

Enhancing future participation and enjoyment in physical activity and sport for a specific population group

- examine the current challenges faced by the group with regard to physical activity and sport
- propose strategies to a sporting body/organisation which are aimed at further enhancing the participation and enjoyment of the group in physical activity or sporting pursuits, for example: creating a broader range of divisions for different levels of ability, offering a wider range of competitive opportunities, introducing modified games and/or adaptive equipment