

Challenges - 1 & 2



Learning Intentions

Students recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.

Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems.

Daradgee Specific Elaborations

This experience may require students to:

- participate in independent and team challenges eg. hooping and skipping
- debrief how team members helped and supported one another, how people felt when included or excluded
- follow instructions and rules to be safe in a range of challenges eg. feel comfortable to participate, safely use equipment
- demonstrate and encourage persistence, the use of appropriate communication and inclusive team behaviours eg. taking turns, helping others, supporting SWD, anxiety and autism
- recognise and demonstrate acceptable social/emotional behaviour eg. show resilience, be patient
- participate in challenges on natural and purpose built structures
- Participate in challenges in a range of non-classroom settings and environments eg. covered area, oval
- use a range of body movements and physical skills to help solve challenges eg. stretching, keeping balance, creating solutions
- participate in new challenges which require thinking, communicating and problem solving within the rules
- demonstrate acceptable group strategies eg. work cooperatively, suggest and trial ideas and consider others' contributions
- identify and follow rules during challenges eg. take turns, share equipment, value others' ideas