

Faulty Towers - 7 & 8

Learning Intentions

Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations.

Daradgee Specific Elaborations

This experience may require students to:

- explore how groups work together to compete in FT eg. communication, teamwork, encouragement, decision-making
- debrief personal and groups successes, failures, emotional responses
- collaborate with peers to suggest improvement strategies
- establish boundaries and determine strategies to ensure safe, supportive FT construction and climbing eg. rules & responsibilities, being competitive while encouraging others, being inclusive, supporting SWD, anxiety and autism
- debrief how positive behaviours, actions, and responses to the FT challenge can strengthen relationships eg. self and others' wellbeing benefits of positive communication, being respectful, supporting others
- debrief how emotional responses to stressful situations develop and ways they could be supported eg. proposing strategies to manage responses, exploring different viewpoints, practicing empathy, communicating respectfully
- explore how working together in non-classroom settings to take on the challenges of FT benefits the individual and the team eg. experience success, a sense of achievement, improved teamwork, resilience
- select and adapt concepts and strategies when solving new challenges
- choose and adapt familiar skills and abilities to solve FT challenges eg. working together to build the tower similar to Maths problem solving.
- adopt roles and responsibilities to assist FT participants that support and enhance team cohesion and lead to successful physical outcomes eg. working together as a team to build towers, sharing ideas and supporting climbers
- modify FT rules, equipment or scoring systems to allow all participants to achieve success, enjoyment eg. identify challenges, encourage supportive, ethical behaviours, optimise participation