

Australian Curriculum - Foundation

<p><u>Achievement standard extracts</u> Students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement. Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.</p>	<p><u>Content Descriptions</u> Personal, Social & Community Health - Being healthy, safe and active Identify personal strengths (ACPPS001) Personal, Social & Community Health - Communicating and interacting for health and wellbeing Practise personal and social skills to interact positively with others (ACPPS004) Personal, Social & Community Health - Contributing to healthy and active communities Identify actions that promote health, safety and wellbeing (ACPPS006) Participate in play that promotes engagement with outdoor settings and the natural environment(ACPPS007) Movement and Physical Activity - Moving our body Practise fundamental movement skills and movement sequences using different body parts(ACPMP008) Movement and Physical Activity - Learning through movement Cooperate with others when participating in physical activities (ACPMP012) Test possible solutions to movement challenges through trial and error (ACPMP013) Follow rules when participating in physical activities (ACPMP014)</p>	<p><u>Daradgee specific elaborations</u> Identify personal strengths - participate in climbing a range of low ropes course elements and explore which ones they enjoy and what makes them enjoyable eg. keeping balance, spotting <i>Practise personal and social skills to interact positively with others</i> - practise personal skills eg. good listening and following instructions, working well with partner, being kind, supportive and self-disciplined, attentively spotting their climber <i>Identify actions that promote health, safety and wellbeing</i> - debrief on the importance of being kind, fair and respectful and how this affects the feelings of others and the whole class <i>Participate in play that promotes engagement with outdoor settings and the natural environment</i> - explore the social and physical challenges of LRC in a non-classroom setting eg. spotters supporting the climber to successfully complete an element - understand how to be safe when learning to use new equipment, develop new skills eg. stick to rules, awareness of the risks when using equipment incorrectly <i>Practise fundamental movement skills and movement sequences using different body parts</i> - perform basic climbing manoeuvres and techniques to traverse elements eg. using vines and foot cables with feet and hands, maintaining good balance <i>Cooperate with others when participating in physical activities</i> - work with a small group taking turns as climber and spotters eg. to traverse elements, cross bridges <i>Test possible solutions to movement challenges through trial and error</i> - trial a number of climbing techniques eg. practice hand and feet manoeuvres, climbing posture, spotting positions to improve the bouldering experience Follow rules when participating in physical activities - follow rules to optimise safety and reduce risk to self and others eg. no running, always spot your climber while they are on an element - demonstrate appropriate use of equipment - listen to and understand instructions and rules as demonstrated</p>
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