

Australian Curriculum - Year 3 & 4

Achievement standard extracts  
 Students identify influences that strengthen identities, how emotional responses vary and understand how to interact positively with others in a variety of situations. They understand the benefits of being healthy and physically active.  
 Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

Content Descriptions

**Personal, Social & Community Health - Being healthy, safe and active**  
 Explore how success, challenge and failure strengthen identities ([ACPPS033](#))  
 Identify and practise strategies to promote health, safety and wellbeing ([ACPPS036](#))

**Personal, Social & Community Health - Communicating and interacting for health and wellbeing**  
 Describe how respect, empathy and valuing diversity can positively influence relationships ([ACPPS037](#))  
 Investigate how emotional responses vary in depth and strength ([ACPPS038](#))

**Personal, Social & Community Health - Contributing to healthy and active communities**  
 Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing ([ACPPS041](#))

**Movement and Physical Activity - Moving our body**  
 Practise and apply movement concepts and strategies with and without equipment ([ACPMP045](#))

**Movement and Physical Activity - Learning through movement**  
 Adopt inclusive practices when participating in physical activities ([ACPMP048](#))  
 Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities ([ACPMP050](#))

Daradgee specific elaborations

*Explore how success, challenge and failure strengthen identities*

- explore ways to respond positively and persist in climbing eg. positive self-talk, be optimistic, encourage others
- debrief how climbing helps students feel good about themselves, builds confidence and encourages them to try new things

*Identify and practise strategies to promote health, safety and wellbeing*

- work with their team to climb as many elements as possible

*Describe how respect, empathy and valuing diversity can positively influence relationships*

- discuss and reflect how students feel in a range of challenges eg. show empathy, support and respect for others

*Investigate how emotional responses vary in depth and strength*

- debrief emotional responses of self and others in challenging situations eg. physical and emotional support, overcoming fear, positive talk

*Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing*

- participate and reflect on the benefits of climbing on the LRC eg. how manoeuvres and techniques require climbers to hold their body weight, work together to solve problems, how you feel when you have had a go

*Practise and apply movement concepts and strategies with and without equipment*

- participate in climbing challenges which require persistence, determination, creating strategies, planning, problem-solving to achieve goals eg. supporting a climber with a disability

*Adopt inclusive practices when participating in physical activities*

- ensure optimal participation in all climbing challenges by promoting cooperation, modifying rules, team strategies and equipment eg. managing SWD, anxiety, autism, additional spotting, climbing with a harness for wheel chair inclusion

*Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities*

- act fairly and reasonably eg. take turns, stick to the rules, be respectful