

Top Rope Climbing - 5 & 6



Learning Intentions

Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.

Students demonstrate skills to work collaboratively. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.

Daradgee Specific Elaborations

This experience may require students to:

- use the TRC climbing experience to increase levels of individual and group participation and improve health, safety and wellbeing eg. the use of specialist climbing equipment for TRC may motivate students and increase participation and enjoyment
- debrief how emotional responses can differ and affect individuals and their partners during TRC eg. managing anxiety, stress, fear, aggression, being positive and supportive, encouraging others
- explore how TRC improves health and wellbeing eg. how new and different physical challenges can improve individuals ability to become more active and gain personal satisfaction
- encourage students to apply specific maneuvers and techniques when climbing eg. bridging, bunny-hops, reaching, stretching, balancing, good posture
- participate in TRC to improve health and wellbeing eg. promote understanding of the link between physical activity and mental health, student resilience, coping skills
- explore and perform roles and responsibilities required to TRC which promote enjoyment, safety and positive outcomes for students eg. teamwork, organisation, cooperation, communication