

# Top Rope Climbing - 9 & 10



## Learning Intentions

Students evaluate the outcomes of emotional responses to different situations. Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

## Daradgee Specific Elaborations

This experience may require students to:

- practise using positive, empathetic strategies when managing challenging situations eg. carefully and thoughtfully communicate choices, express opinions, initiate contingency plans,
- debrief how these strategies help maintain respectful relationships
- develop and practice strategies to solve TRC challenges eg. plan, trial, review, propose and implement alternate responses
- debrief to identify, implement and reflect on strategies and skills of an effective leader eg. evaluate and refine contributions, use encouragement, create pro-active solutions, motivate team members to improve performance
- build and adapt skills and strategies to solve TRC challenges eg. reflect and improve on climbing manoeuvres and techniques
- demonstrate motivation, persistence, confidence and commitment when faced with difficult or unfamiliar challenges through climbing
- participate in new and interesting climbing challenges fairly and ethically eg. interpret the intent of rules, consider the importance of team contributions and the benefits of linking inclusiveness and fair play to positive outcomes

