



ADAPTABILITY



AGENCY



COLLABORATION



COMMUNICATION



COMPASSION



COURAGE



CURIOSITY



REGULATION



RESILIENCE

NSW PDHPE SYLLABUS OUTCOMES

Stage 2 PH2-SMI-01

Explains and applies self-management and interpersonal skills in a range of contexts

CONTENT

Apply feedback to improve skills and strategies in a range of contexts
Demonstrate respectfully winning, losing and accepting decisions.
Apply communication and cooperation skills in group activities to promote inclusion

PERSONAL CHARACTER COMPETENCY

Communication
Resilience

ADJUSTMENTS & CONSIDERATIONS

Provide additional priming to support students requiring additional preparation
Assign team leaders with strengths in communication (HPGE)

CHALLENGE | PATTERN

Name of the activity:

MJ Challenge

What you need:

30 small hoops or flat markers
Outside collaborative space
Music (optional)

How much time:

30 minutes

Link / QR code:



POST SHARED ON 17 NOVEMBER 2024
BY BARNHOFFITNESS_22

PRIME

Review the PCCs of Communication and Resilience

- What are key words / phrases that we refer to when learning about these competencies?
- What kind of communication is helpful when we are learning something new?
- What patterned and repeated activity can help you in the moment to manage your frustration so that you can be resilient, bounce back and try again if you make an error?
- What self-talk supports us to stick to a challenging task?
- What can we do to support each other?

IMPLEMENT

What to do:

- In your group form two equal teams
- Assign team roles
Clarifier: responsible for ensuring the group clearly understands the challenge
Manager: collects and sets up the equipment,
Time/score keeper: Ensures the challenge is completed in the set time and reports/records the scores/results
- Lay out the hoops or markers as per the video – 10 x 3

Learning the jump pattern

- The lead team views the video to gain understanding of the challenge
- Clarifier relays the challenge, so the team members have a clear understanding
- Facilitator sets challenge success criteria

Modification / extension ideas

- Alter the number of rows
- Come up with varied jumping patterns
- Vary music with different pace

DEBRIEF

On a five-finger scale (5 - high): How would you rate the communication within the group?
What worked well?

On a five-finger scale (5 - high): How would you rate your resilience? What was evidence of this?

What self-talk supported you to try again when you made an error?

What language supported inclusion and support of your peers?

Is there anything that you learned about how you manage yourself in a challenge? What might you do next time?

If you were going to give another student advice about completing this challenge, what would you tell them?