

Arafura Games

Teaching Resource for Early Childhood – Band 1

Theme Two: Arafura Games

A list of possible links to the NTCF has been provided by Health Promoting Schools NT, Education Officer for Physical Education, Natalie McMaster.

The Outcomes chosen by an individual teacher will depend on the emphasis taken and should reflect only the Outcomes that will be directly monitored and for which evidence of learning will be gathered, assessed and reported.

Overview: The Arafura games are hosted in Darwin every two years and this unit of work focuses on the history of the games, logo, name, mascot and motto. It also explores the different sports played in the games including paralympic events and encourages students to play some of the sports and identify how they feel about participating in sport. It also looks at the benefits of exercise and what happens to the body when we exercise.

Lesson 1: Logo, Name, Mascot and Motto

Strand	Outcome	Indicators
English Writing	W 1.1 Texts and Contexts Compose a range of simple imaginative and factual texts which contain a few ideas about familiar topics; recognise some purposes and advantages of writing	<ul style="list-style-type: none"> • Create a motto for the Arafura Games which describes the objective of the games
English Listening and Speaking	L/S 1.3 Strategies Speak and listen in ways that assist communication with others.	<ul style="list-style-type: none"> • Follow speaking and listening conventions/procedures, eg take-turns, ask questions
EsseNTial Learnings	CR 3 Values originality and acts on new ideas with confidence	<ul style="list-style-type: none"> • Demonstrate interest in the ideas of others • Develop own ideas for an Arafura Games motto

Lesson 2: Sports

Strand	Outcome	Indicators
English Reading and Viewing	R/V 1.3 Strategies Use a range of basic strategies to select and interpret visual and short written texts.	<ul style="list-style-type: none"> • Locate information from illustrations • Attempt to sound out unknown words • Sort information gained from illustrations
Health and Physical Education Participation in Physical Activity and Movement	PA 1.2 Games Demonstrate basic motor skills in using equipment safely in a variety of play activities and games	<ul style="list-style-type: none"> • Participate and follow rules in a range of sports
	PA 1.4 Participation Identify ways of increasing own participation in physical activity	<ul style="list-style-type: none"> • List activities that girls and boys tend to do, identifying whether there are differences and explain why • List sports that children can participate in • Express reaction to watching and participating in sport
EsseNTial Learnings	Col 3 Fulfil their responsibilities as a group member and actively supports other members	<ul style="list-style-type: none"> • Encourage others to participate in team sports • Work as part of a team when playing sport

Lesson 3: Exercise

Strand	Outcome	Indicators
English Listening and Speaking	L/S 1.1 Texts and Contexts Interact confidently in formal and informal school situations; consider how own speaking and listening is adjusted in different situations	<ul style="list-style-type: none"> Present information to the class about how they felt before and after physical activity
Health and Physical Education Participation in Physical Activity and Movement	PA 1.1 Movement Use simple movement sequences individually, in groups or teams	<ul style="list-style-type: none"> Control movements to show contrast of speed, direction, shape and level when skipping rope as individual/partner/team
	PA 1.3 Fitness Compare aspects of both short and continuous periods of exercise on self and others	<ul style="list-style-type: none"> Experience and describe the immediate changes in body temperature, perspiration, heart rate and breathing brought about by physical activity Record own reactions to physical activity
EsseNTial Learnings	Col 1 Listens attentively and considers the contributions and viewpoints of others when sharing own ideas and opinions	<ul style="list-style-type: none"> Share own ideas and opinions with others Acknowledge other points of view in class discussions Demonstrate attentive listening behaviours and respond appropriately eg wait until the speaker has finished before responding