



Implementing GymZOOnasium within the Australian Curriculum

General Capabilities Band Description

The general capabilities play a significant role in the Australian curriculum in equipping young Australians to live and work successfully in the twenty first century. In the Australian curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside of school.

In the Australian curriculum: Health and Physical Education, general capabilities are identified where they are developed or applied in the content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning via content elaborations.

General Capabilities Content Descriptors:			GymZOOnasium Elaborations:
Literacy	Health and Physical Education	Assists in the development of literacy by introducing specific terminology used in health and physical activity contexts	Students are introduced to and discuss various animal movements. Students identify and discuss body positions required for specific movement such as strong middle, straight back, bent knees, lean on your elbows. Students are introduced to terminology used in health and physical activity contexts, including strength, balance, fitness, warm-ups etc. Students are introduced to the names of various body parts, joints and muscles within GymZOOnasium exercise instructions and watch points.
		Students understand the language used to communicate and connect respectfully with other people, health status, as well as products, information and services	Students have opportunities to listen and communicate with others, including teaching GymZOOnasium exercises to family members and colleagues; discussing the animals; and discussing sensations in their body during or after exercising. Students have opportunities to connect respectfully with their GymZOOlympics progress testing partners and when creating/doing GymZOOnasium obstacle courses, sports days and sessions created by students.



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		Students develop an understanding of the language of movement and movement sciences	Students perceive, plan and complete movements as described and/or demonstrated by an instructor. Students use the language of movement and movement sciences to teach GymZOOnasium exercises to their family members.
		Students have the opportunity to communicate effectively for a variety of purposes, express their own ideas and opinions, evaluate the viewpoints of others, ask for help and express their emotions appropriately in a range of social and physical activity contexts	Students participate in activities that require them to respond to questions, express ideas and opinions, make decisions and evaluate the viewpoint of others. For example: turn-taking activities that require them to answer the question "What is your favourite animal movement?" Students express their own ideas and opinions when designing their own GymZOOnasium warm-ups and exercise sessions for balance, strength, fitness and yoga. Students are encouraged to ask for help as needed, and teachers are equipped with modification and progression options for each exercise.
Mathematics	Health and Physical Education	Students are provided with opportunities to use calculation, estimation and measurement to collect and make sense of information related to nutrition, fitness, navigation in the outdoors or various skills performances	Students measure various skills performances and utilise GymZOOnasium Journals and My Achievements sheets to collect and make sense of their data. Students are provided with the opportunity to develop and evaluate their own movement goals.
		Students use spatial reasoning in movement activities and in developing concepts and strategies for individual and team sports or recreational pursuits	Students develop an understanding of body awareness - identifying and recognising where their own body is in space in relation to others and the required space to complete a movement.
		Students interpret and analyse health and physical activity information using statistical reasoning, identifying patterns and relationships in data to	Students interpret data collected on GymZOOnasium 'My Achievements' sheets that measure their progress and changes over time.



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		consider trends, draw conclusions, make predictions and inform health behaviour and practices	Children analyse their individual achievements for various movements and make predictions to develop appropriate progress goals for each.
Personal and Social	Health and Physical Education	Students work independently and collaboratively in movement-based and non-movement-based activities to develop personal and social skills as well as an awareness and appreciation of their own and others' strengths and abilities.	Students perform GymZOOnasium movements independently and also collaboratively. Students gain awareness and appreciation of each others' unique strengths and abilities Students acknowledge and celebrate each other's achievements and progress.
		Students develop a range of interpersonal skills such as communication, negotiation, teamwork and leadership, and an appreciation of diverse perspectives	Students are provided with turn-taking and teamwork opportunities. Team activities are utilised to develop interpersonal skills. Students are provided with opportunities to follow directions and request help if/when required.
		Students learn how to recognise, understand, validate and respond appropriately to their own and others' emotions, strengths and values.	Provides students with opportunities to encourage others, work together and assume leadership roles to help others achieve goals through team activities and demonstrating animal exercises. Students are extended out of their comfort zone and through this experience learn how to recognise, understand, validate and respond appropriately to their own emotions, strengths and values. Students are provided opportunities to respond appropriately to others' emotions, strengths and values.
		Students develop the knowledge, understanding and skills to set and monitor personal and academic goals	Students set and monitor personal goals for various movement skills.



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**Information sourced from ACARA and Brisbane Catholic Education curriculum websites:

<http://www.acara.edu.au/curriculum/general-capabilities>

<http://www.acara.edu.au/curriculum/learning-areas-subjects/health-and-physical-education>

<http://www.australiancurriculum.edu.au/health-and-physical-education/curriculum/f-10?layout=1>

<http://consultation.australiancurriculum.edu.au/Static/docs/HPE/F-10Curriculum.pdf>

http://www.acara.edu.au/resources/Health_and_Physical_Education_-_Sequence_of_content.pdf