

# Life saving education programs at the beach, river, lake or pool

## ► Bush Nippers Program

### ACTIVITY DESCRIPTION



#### Introduction to Lifesaving:

In this activity, participants, and their parents/caregivers/guardians, will be welcomed by the instructor, and introduced to the aquatic location and the other participants in the group.



#### Be Aware and Be Prepared:

In this activity, participants will gain the knowledge and skills to keep safe across a variety of different aquatic settings. Deliver this activity in two sections, focusing first on the current location and second, focusing on other types of aquatic environments.



#### Everyday Lifesaver:

Participants will be given the skills and opportunity to be 'Everyday Lifesavers'. They'll learn the emergency response sequence, DRSABCD, by following a variety of age-appropriate and engaging real life scenarios.



#### Survival Strategies:

Wearing a lifejacket, and practicing important survival techniques -including the huddle, the HELP position, safely entering and exiting the water- are vital survival strategies participants can use if they find themselves in trouble in the water.



#### Rescue Strategies:

Rescue tubes, towels, ropes and even bike helmets are all examples of rescue items participants will have an opportunity to practice using. This will enable them to make informed decisions if ever they are required to perform a rescue.



#### Safe Boarding:

Body Boards are a popular activity enjoyed by many children in open waterways. Participants will learn key skills needed to stay safe, including safety equipment, how to paddle effectively, and strategies to escape LSV's own 'The Gauntlet' (simulation of a wave channel)!



### **Staying Fit & Healthy:**

In this activity, participants will learn the importance of establishing a healthy mind and body for the safe enjoyment of aquatic activities.



### **Survival Swimming:**

In this activity, participants will practise the skills to survive an unexpected fall into deep (open) water, including entry/exit techniques, floating, gliding, sculling and treading water.



### **My Community:**

In this activity, participants will recognise the connection that Aboriginal and Torres Strait Islander communities have to the land and water, consider the local environment and look at ways to maximise local community interaction with aquatic environments.



### **Beach Flags/Sprints:**

Participants will learn the most effective way to run at an aquatic environment (on sand, dirt, or mud!) and participate in a unique lifesaving sport which will provide participants with bragging rights if crowned the King or Queen of beach flags.



### **Ironman/Ironwoman:**

Working with your team, complete the challenging Ironman/Ironwoman course that incorporates all the skills learnt throughout the program – including swimming, running, paddling, rescues, and survival techniques.

Rotation Times	Group 1	Group 2	Group 3	Group 4
<b>10.00am – 10:15am</b>	<b>Introduction</b>			
10:15am – 10:35am	Be Aware and Be Prepared	Rescue Strategies	Safe Body Boarding	Survival Strategies
10:35am – 11:55am	Everyday Lifesaver	Be Aware and Be Prepared	Rescue Strategies	Safe Body Boarding
11:55am – 11:15am	Survival Strategies	Everyday Lifesaver	Be Aware and Be Prepared	Rescue Strategies
11:15am – 11:35am	Safe Body Boarding	Survival Strategies	Everyday Lifesaver	Be Aware and Be Prepared
11:35am – 11:55am	Rescue Strategies	Safe Body Boarding	Survival Strategies	Everyday Lifesaver
<b>11:55am – 12.00pm</b>	<b>Introduction to Carnival Activities</b>			
<b>12.00pm – 12:30pm</b>	<b>Lunch</b>			
12:30pm – 12:50pm	Lifejacket Relays	Rescue Relays	Nipper Boards	Beach Flags/ Sprints
12:50pm – 1:10pm	Beach Flags/ Sprints	Lifejacket Relays	Rescue Relays	Nipper Boards
1:10pm – 1:30pm	Nipper Boards	Beach Flags/ Sprints	Lifejacket Relays	Rescue Relays
1:30pm – 1:50pm	Rescue Relays	Nipper Boards	Beach Flags/Sprints	Lifejacket Relays
1:50pm – 2:20pm	Ironman/Ironwoman Challenge			
<b>2:20pm – 2:30pm</b>	<b>Conclusion</b>			

\* Example of typical schedule. This is variable based on student numbers & weather.

Curriculum	Junior			Intermediate		Advanced	
Year level	F	1	2	3	4	5	6
Be Aware & Be Prepared Key learning outcomes	<ul style="list-style-type: none"><li>Understand how different dangers can hurt or harm us at a waterway</li><li>Know where to look for safety signs, understand common symbols and know who to ask for help deciphering signs</li><li>Understand where rips and currents are commonly found and how to avoid them</li><li>Identify common dangers in and around pools and understand supervision requirements</li><li>Learn how to spot waves that are safe or unsafe to swim in for different swimming abilities</li><li>Know how and when to contact emergency services</li></ul>			<ul style="list-style-type: none"><li>Identify dangers near waterway</li><li>Recognise a safety sign and understand what the symbols mean</li><li>Identify dangers of strong currents</li><li>Understand how rips are formed, what they look like and how to avoid them</li><li>Understand the pool environment and identify safety features</li><li>Identify surging, spilling, and plunging waves</li><li>Identify who can help us and how to contact them</li></ul>		<ul style="list-style-type: none"><li>Make an informed decision about if a waterway is safe to swim or recreate in</li><li>Think critically about the benefits and limitations of water safety signage</li><li>Identify dangers of strong currents and rips, and how to educate and inform others of their danger.</li><li>Understand the benefits of aquatic facilities to the community</li><li>Make informed decisions about which waves are best for playing, swimming, surfing and body boarding; and which waves should be avoided</li><li>Identify who can help us in an emergency, and how our location, behaviour and other factors can help or hinder them in an emergency.</li></ul>	
Links to Victorian Curriculum	Identify people and actions that help keep themselves safe and healthy  Identify actions that promote health, safety and wellbeing  Follow rules when participating in physical activities	Practise strategies they can use when they need help with task, problem or situation at home and/or at school  Recognise situations and opportunities to promote health, safety and wellbeing  Identify and explore natural and built environments in the local community where physical activity can take place  Identify rules and play fairly when participating in physical activities	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe  Identify and practise strategies to promote health, safety and wellbeing  Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing	Investigate community resources and strategies to seek help about health, safety and wellbeing  Plan and practise strategies to promote health, safety and wellbeing  Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment  Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges			

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<b>Everyday Lifesaver</b> Key learning outcomes	<ul style="list-style-type: none"> <li>Recognise how to remain calm in an emergency</li> <li>Know the steps to take in an emergency (DRS) and understand that calling Triple Zero (000) is for emergencies only</li> <li>Recognise people who can help in an emergency i.e., Firefighter, Paramedic, Police Officer, Lifesaver</li> <li>Understand it is most important to ensure the safety of yourself when faced with an emergency</li> </ul>			<ul style="list-style-type: none"> <li>Identify what is an emergency</li> <li>Know the steps to take in an emergency (DRSABCD) and understand that calling Triple Zero (000) is for emergencies only</li> <li>Recognise how to help others in an emergency.</li> <li>Understand it is most important to ensure the safety of yourself when faced with an emergency, and then how to prioritise the safety of others</li> <li>Develop knowledge and skills to provide basic first aid in an emergency</li> </ul>		<ul style="list-style-type: none"> <li>Identify what is an emergency, and plan an appropriate response to minor and major emergency scenarios</li> <li>Know the steps to take in an emergency (DRSABCD) and instruct others on how to perform CPR verbally</li> <li>Understand it is most important to ensure the safety of yourself when faced with an emergency, and then how to continuously prioritise the safety of others during an emergency</li> <li>Recognise how to help others in an emergency, and understand how people's behaviour can change in an emergency</li> <li>Understanding of basic first aid, plus management of other medical conditions such as asthma, anaphylaxis and diabetes</li> </ul>	

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Rescue Strategies Key learning outcomes	<ul style="list-style-type: none"><li>Understand how to call for help when drowning or having difficulty in the water</li><li>Recognise objects or people that could help rescue someone in trouble in the water</li><li>How to use objects or other people to help yourself or someone else stay afloat and wait for help</li><li>Develop a consistent throwing technique using different objects</li><li>Listen &amp; respond to the teachers’ instructions during a rescue</li></ul>			<ul style="list-style-type: none"><li>Identify someone who is drowning or having difficulty in the water</li><li>Develop skills for talk, reach and throw rescues</li><li>Accurately throw lightweight objects to a target from a particular distance.</li><li>Work cooperatively with a partner to complete the activity.</li></ul>		<ul style="list-style-type: none"><li>Predict possible outcomes for various actions and decide which one is likely to be the most effective.</li><li>Reflect on performance and identify and demonstrate ways a skill can be performed more successfully.</li><li>Describe the signs of someone who is having trouble in the water and of a drowning person.</li><li>Understand when to use different types of rescues.</li><li>Demonstrate how to properly perform talk, reach and throw rescues.</li><li>Demonstrate how to properly throw a floating object to someone who is in trouble in the water to complete a throw rescue.</li><li>Work cooperatively with peers to complete the activity.</li></ul>	

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Links to Victorian Curriculum	<p>Identify people and actions that help keep themselves safe and healthy</p> <p>Identify actions that promote health, safety and wellbeing</p> <p>Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings</p> <p>Cooperate with others when participating in physical activities</p> <p>Follow rules when participating in physical activities</p>	<p>Identify people and actions that help keep themselves safe and healthy</p> <p>Identify actions that promote health, safety and wellbeing</p> <p>Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings</p> <p>Cooperate with others when participating in physical activities</p> <p>Follow rules when participating in physical activities</p>	<p>Identify people and actions that help keep themselves safe and healthy</p> <p>Identify actions that promote health, safety and wellbeing</p> <p>Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings</p> <p>Cooperate with others when participating in physical activities</p> <p>Follow rules when participating in physical activities</p>	<p>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe</p> <p>Identify and practise strategies to promote health, safety and wellbeing</p> <p>Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings</p> <p>Perform movement sequences which link fundamental movement skills</p> <p>Practise and apply movement concepts and strategies</p> <p>Combine the elements of effort, space, time, objects and people when performing movement sequences</p> <p>Apply innovative and creative thinking in solving movement challenges</p>	<p>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe</p> <p>Identify and practise strategies to promote health, safety and wellbeing</p> <p>Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings</p> <p>Perform movement sequences which link fundamental movement skills</p> <p>Practise and apply movement concepts and strategies</p> <p>Combine the elements of effort, space, time, objects and people when performing movement sequences</p> <p>Apply innovative and creative thinking in solving movement challenges</p>	<p>Plan and practise strategies to promote health, safety and wellbeing</p> <p>Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings</p> <p>Propose and apply movement concepts and strategies</p> <p>Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences</p> <p>Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities</p> <p>Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges</p>	<p>Plan and practise strategies to promote health, safety and wellbeing</p> <p>Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings</p> <p>Propose and apply movement concepts and strategies</p> <p>Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences</p> <p>Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities</p> <p>Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges</p>



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Survival Strategies Key learning outcomes	<ul style="list-style-type: none"><li>• Demonstrate an ability to put on a life jacket out of the water.</li><li>• Demonstrate correct fitting and removal of life jackets.</li><li>• Describe an experience where a flotation device is important in lifesaving &amp; what devices can be used if no lifejackets are available</li><li>• Demonstrate the ability to float and wait for help using a buoyant aid</li><li>• Describe times everyone must wear a lifejacket</li></ul>			<ul style="list-style-type: none"><li>• Demonstrate an ability to put on a life jacket out of the water.</li><li>• Demonstrate correct fitting and removal of life jackets.</li><li>• Describe an experience where a flotation device is important in lifesaving.</li><li>• Demonstrate how to properly throw a floating object to someone who is in trouble in the water.</li><li>• Demonstrate the ability to float and recover to a secure position with a buoyant aid.</li><li>• Understand how to choose the correct Life Jacket for different activities</li></ul>		<ul style="list-style-type: none"><li>• Demonstrate ability to put on and remove life jacket in and out of water</li><li>• Understand how to correctly fit own lifejacket and other’s lifejackets</li><li>• Identify the ideal flotation device to use in different scenarios</li><li>• Successfully use different flotation objects to help preserve energy, swim, floating and recover</li><li>• Understand how to perform safety checks on life jackets and choose the correct Life Jacket for different activities</li></ul>	
Links to Victorian Curriculum	Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings Cooperate with others when participating in physical activities Follow rules when participating in physical activities		Recognise situations and opportunities to promote health, safety and wellbeing Perform fundamental movement skills in different movement situations Incorporate elements of effort, space, time, objects and people in performing simple movement sequences Identify rules and play fairly when participating in physical activities	Identify and practise strategies to promote health, safety and wellbeing Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings Perform movement sequences which link fundamental movement skills Practise and apply movement concepts and strategies Combine the elements of effort, space, time, objects and people when performing movement sequences Apply innovative and creative thinking in solving movement challenges		Plan and practise strategies to promote health, safety and wellbeing Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings Propose and apply movement concepts and strategies Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges	

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Safe Boarding Key learning outcomes	<ul style="list-style-type: none"><li>Develop skills for mounting, dismounting and floating on a board independently</li><li>Listen to instructions from the teacher to practice skills in a safe way</li><li>Understand when it is safe to use a board, and how they might help us in the water</li><li>Understand how lifesavers use boards to rescue people in trouble</li></ul>			<ul style="list-style-type: none"><li>Use balance and agility to practise board skills.</li><li>Work cooperatively with peers to complete the activity.</li><li>Recognise how body boards can be used to assist a swimmer in trouble.</li><li>Demonstrate skills required to assist a swimmer in trouble.</li></ul>		<ul style="list-style-type: none"><li>Confidently paddle on a board through different types of water conditions over an extended distance</li><li>Work cooperatively with peers to complete the activity.</li><li>Demonstrate a rescue using a board, and incorporate all aspects of DRSABCD when patient recovered to land</li><li>Identify different types of board and board users, including rescue boards, stand up paddle boards and nipper boards; develop understanding of the inherent risk and danger of activities related to each type of board.</li></ul>		
Links to Victorian Curriculum	Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings Cooperate with others when participating in physical activities Follow rules when participating in physical activities			Recognise situations and opportunities to promote health, safety and wellbeing Perform fundamental movement skills in different movement situations Incorporate elements of effort, space, time, objects and people in performing simple movement sequences Identify rules and play fairly when participating in physical activities		Identify and practise strategies to promote health, safety and wellbeing Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings Perform movement sequences which link fundamental movement skills Practise and apply movement concepts and strategies Combine the elements of effort, space, time, objects and people when performing movement sequences Apply innovative and creative thinking in solving movement challenges		Plan and practise strategies to promote health, safety and wellbeing Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings Propose and apply movement concepts and strategies Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges

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<b>My Community</b> Key learning outcomes	<ul style="list-style-type: none"> <li>Practice personal and social skills to interact with others</li> <li>Ability to identify individuals who can help within their own personal safety network.</li> <li>Identify different causes of pollution at the waterway</li> <li>Identify barriers to community participation</li> <li>Explore ways to encourage greater community participation in waterway activities</li> </ul>			<ul style="list-style-type: none"> <li>Use story to explain the cultural links of Indigenous Australians to the land and water ways.</li> <li>Demonstrate an understanding of the influence of Aboriginal and Torres Strait-Islander peoples on the environmental characteristics of Australian places.</li> <li>Explore ways the local community can care for, use and celebrate the local resources</li> <li>Demonstrate an understanding of community links to waterways and community spaces.</li> </ul>		<ul style="list-style-type: none"> <li>Work collaboratively and discuss different ways to resolve conflict</li> <li>Describe the rights and responsibilities of local community groups when accessing shared resources</li> <li>Demonstrate an understanding of the influence of Aboriginal and Torres Strait-Islander peoples on the environmental characteristics of Australian places.</li> <li>Explore ways the local community can care for, use and celebrate the local resources</li> </ul>	
<b>Links to Victorian Curriculum</b>	<p>Identify people and actions that help keep themselves safe and healthy</p> <p>Identify and explore natural and built environments in the local community where physical activity can take place</p> <p>Describe ways to include others to make them feel that they belong</p>			<p>Practise strategies they can use when they need help with task, problem or situation at home and/or at school</p> <p>Recognise situations and opportunities to promote health, safety and wellbeing</p> <p>Identify and explore natural and built environments in the local community where physical activity can take place</p> <p>Identify rules and play fairly when participating in physical activities</p>		<p>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe</p> <p>Identify and practise strategies to promote health, safety and wellbeing</p> <p>Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing</p>	
						<p>Explore how identities are influenced by people and places</p> <p>Investigate how celebrating similarities and differences can strengthen communities</p> <p>Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities</p>	

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<b>Staying Fit &amp; Healthy</b> Key learning outcomes	<ul style="list-style-type: none"> <li>Awareness of Healthy Eating</li> <li>Understand the importance of exercise</li> <li>Identification of foods students should eat daily</li> <li>Understand why eating health foods is important</li> <li>Highlight importance of drinking water</li> <li>Identify different ways to move your body to stay healthy</li> </ul>			<ul style="list-style-type: none"> <li>Recognise the importance of hydration, nutrition and exercise as a component of participating in nippers.</li> <li>Understand why you need water</li> <li>Know why staying fit and regularly exercising is important parts of daily life.</li> </ul>		<ul style="list-style-type: none"> <li>Discuss the value of keeping fit outside of participation in nippers</li> <li>Identify different food groups and when it is best to consume each.</li> <li>Highlight the importance of a warm up and cool down during exercise.</li> <li>Discuss the importance of meditation and mindfulness activities to stay healthy</li> <li>Identify coping strategies and ways to build resilience during challenging periods.</li> </ul>	
<b>Links to Victorian Curriculum</b>	<p>Identify people and actions that help keep themselves safe and healthy</p> <p>Practise personal and social skills to interact with others</p> <p>Identify actions that promote health, safety and wellbeing</p> <p>Recognise situations and opportunities to promote their own health, safety and wellbeing</p>			<p>Examine health messages and how they relate to health decisions and behaviours</p> <p>Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings</p> <p>Explore how regular physical activity keeps individuals healthy and well</p>		<p>Identify and practise strategies to promote health, safety and wellbeing</p> <p>Discuss and interpret health information and messages in the media</p> <p>Examine the benefits of physical activity and physical fitness to health and wellbeing</p>	
						<p>Plan and practise strategies to promote health, safety and wellbeing</p> <p>Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities</p> <p>Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment</p>	

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Survival Swimming Key learning outcomes	<ul style="list-style-type: none"><li>• Push and glide up to 5 m</li><li>• Demonstrate ability to move in the water with assistance</li><li>• Participate in new and unfamiliar activities and describe how they felt</li><li>• Ability to assess risk and difficulty</li><li>• Co-operate with others when participating in physical activity</li><li>• Demonstrate a need to ask for help when necessary</li></ul>			<ul style="list-style-type: none"><li>• Demonstrate use of signals to call for attention</li><li>• Demonstrate exiting the water safely</li><li>• Demonstrate use of a safe controlled form of entry into the water</li><li>• Demonstrate ability to assess risk.</li><li>• Demonstrate use of sculling, floating and treading water.</li></ul>		<ul style="list-style-type: none"><li>• Demonstrate a non-swimming rescue technique</li><li>• Use sculling to propel body horizontally through the water head first and feet first.</li><li>• Demonstrate survival backstroke using correct body position, leg and arm movement and breathing.</li><li>• Demonstrate recover to standing position from floating</li></ul>	
Links to Victorian Curriculum	Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings Cooperate with others when participating in physical activities Follow rules when participating in physical activities		Recognise situations and opportunities to promote health, safety and wellbeing Perform fundamental movement skills in different movement situations Incorporate elements of effort, space, time, objects and people in performing simple movement sequences Identify rules and play fairly when participating in physical activities	Identify and practise strategies to promote health, safety and wellbeing Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings Perform movement sequences which link fundamental movement skills Practise and apply movement concepts and strategies Combine the elements of effort, space, time, objects and people when performing movement sequences Apply innovative and creative thinking in solving movement challenges		Plan and practise strategies to promote health, safety and wellbeing Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings Propose and apply movement concepts and strategies Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges	