

Taroona Daily Fitness

A daily fitness program for schools

Personal Futures: Maintaining Well Being - Students develop and apply movement skills in a range of environments

(S1) Students perform simple movement activities with increasing skill and recognise that such activities can be a source of pleasure and feelings of success

(S2) Students practise motor skills and join them in sequence of increasing complexity

(S3) Students give personal views about fitness and participate in activities for fitness and enjoyment

(S4) Students identify and participate in activities to develop particular components of physical wellbeing

(S5) Students develop and implement a personal fitness plan

Communicating: Being literate

(S5) Students compose spoken, written and visual texts that are clear, accurate and engaging to their intended audience

Students use effectively, communication practices required for life, further study and the world of work.

	Fair	Good	Excellent
Getting Along	<ul style="list-style-type: none"> Leaders did not work as a team Leaders disagreed and argued with each other One leader did most of the jobs/roles Some students enjoyed the activities Leaders did not join in activities Grade 5 leaders were not considered 	<ul style="list-style-type: none"> Leaders sometimes work as a team Leaders sometimes set a good example by speaking to each other in a polite and cooperative manner Leaders sometimes share the roles/jobs Most students enjoyed the activities Leaders joined in some activities Grade 5 leaders were encouraged to assist 	<ul style="list-style-type: none"> Leaders worked as a team Leaders set a good example by speaking to each other in a polite and cooperative manner Leaders shared the jobs/roles All students enjoyed the activities all week All leaders joined in all activities Grade 5 leaders supported the activities
Persistence	<ul style="list-style-type: none"> Leaders stood and watched and did not help students Leaders did not encourage or praise students Leaders were not able to change their plan if aspects were not working Leaders did not keep all students moving 	<ul style="list-style-type: none"> Leaders were sometimes aware of individuals and sometimes gave advice Leaders sometimes encouraged and praised students Leaders were sometimes flexible with their plan Leaders kept some of the students moving some of the time 	<ul style="list-style-type: none"> Leaders were aware of individuals and gave advice and help Leaders encouraged and praised students Leaders were able to change their plan if they found that aspects were not working Leaders kept students moving all the time
Organisation	<ul style="list-style-type: none"> Leaders were late or not ready for their lesson Activities and games were not appropriate to the skill being taught Activities and games were not appropriate to the range of ages Leaders did not seem to have a plan Equipment had not been checked and was incomplete 	<ul style="list-style-type: none"> Leaders were sometimes ready when students arrived Activities were sometimes appropriate to the skill being taught Activities sometimes catered for the range of ages Leaders sometimes knew and followed their plan Not all equipment was available 	<ul style="list-style-type: none"> Leaders were ready to begin when students arrived Activities and games were appropriate to the skill being taught Activities were appropriate for the age level of the class Leaders knew and followed their plan All equipment was available and regularly checked
Confidence	<ul style="list-style-type: none"> Leaders' instructions were not loud / clear enough, very confusing or not detailed enough Leaders gave up easily if things were not going right Students did not improve their skills Leaders did not demonstrate tasks 	<ul style="list-style-type: none"> Leaders' instructions were a little confusing Leaders' voices were not loud enough Students were improving their skills in some of the lessons Leaders did not demonstrate tasks clearly 	<ul style="list-style-type: none"> Leaders' instructions were clear and easy to follow Leaders voices were loud enough Students were improving their skills during the week Tasks were clearly demonstrated/modelled

Date: _____ Activity: _____ Leaders: _____

Comments: _____