


## LAUNCH Cycle: Invent Your Own Sport - Year 6 Curriculum Links

Task	Didn't	Tried	Did	Evidence	Feedback	Copy Required?	Curriculum Links
Participate in group discussions, listen and speak respectfully to generate and share ideas.				Ongoing group dynamic	peer	N	<b>English: Interacting with others</b> Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)
Survey a targeted audience and collect data to inform decisions as to the type of sport invented.				<u>Photo</u> (survey data & Graph )	Y	Y	<b>Maths: Data representation and interpretation</b> Compare different student-generated diagrams, tables and graphs, describing their similarities and differences and commenting on the usefulness of each representation for interpreting the data (ACMSP147)  <b>HASS: Researching</b> Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI124)
Consider your invented sport from the point of view of the intended audience and create a range of questions they might pose.				<u>Photo</u> Appropriate individual question page from notebook	N	Y	<b>HASS: Questioning</b> Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges (ACHASSI152)
Final Reflection of LAUNCH cycle and positive feedback for partners.				Web <u>link</u> (Flipgrid)	Y	Y	<b>HASS: Evaluating and Reflecting</b> Reflect on learning to propose personal and/or collective action in response to an issue or challenge, taking into account different perspectives, and describe the expected effects (ACHASSI162)
Group reflection of positive, negatives and interesting points from using the LAUNCH Cycle.				<u>Photo</u> - PMI  <u>Link</u> Flipgrid Group Video	Y	Y	<b>HASS Communicating</b> Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133)
Invent your own sport with clear and concise instructions and share via an online media for a particular audience.				<u>Link</u> to Video / Webpage / Blog instructions	N	Y	<b>Design &amp; Technologies Processes and Production Skills</b> Generate, develop and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025)
Share invented sport with an authentic audience and receive feedback about clarity of instructions, ease of play and enjoyment of participants.				Flipgrid	Audience (Winnipeg)	N	<b>HPE: Learning Through Movement</b> Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMP068)

## LAUNCH Cycle: Invent Your Own Sport - Year 7 Curriculum Links

Task	Didn't	Tried	Did	Evidence	Feedback	Copy Required?	Curriculum Links
Participate in group discussions, listen and speak respectfully to generate and share ideas.				Ongoing group dynamic	peer	N	<b>English: Interacting with others</b> Participate in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations (ACELY1804)
Survey a targeted audience and collect data to inform decisions as to the type of sport invented.				<u>Photo</u>  (survey data & Graph )	Y	Y	<b>Maths: Data representation and interpretation</b> Identify and investigate issues involving numerical data collected from primary and secondary sources (ACMSP169)  <b>Researching</b> Organise, categorise and represent data in a range of appropriate formats using discipline-specific conventions, including different types of graphs, tables, field sketches and annotated diagrams, and maps at different scales (ACHASSI154)
Consider your invented sport from the point of view of the intended audience and create a range of questions they might pose.				<u>Photo</u>  Appropriate individual question page from notebook	N	Y	<b>HASS: Questioning</b> Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges (ACHASSI152)
Final Reflection of LAUNCH cycle and positive feedback for partners.				Web <u>link</u> (Flipgrid)	Y	Y	<b>Evaluating and Reflecting</b> Reflect on learning to propose personal and/or collective action in response to an issue or challenge, taking into account different perspectives, and describe the expected effects (ACHASSI162)
Group reflection of positive, negatives and interesting points from using the LAUNCH Cycle.				<u>Photo</u> - PMI  <u>Link</u> Flipgrid Group Video	Y	Y	<b>Communicating</b> Present ideas, findings, viewpoints, explanations and conclusions in a range of texts and modes that incorporate source materials, citations, graphic representations and discipline-specific terms, conventions and concepts (ACHASSI163)
Invent your own sport with clear and concise instructions and share via an online media for a particular audience.				<u>Link</u> to Video / Webpage / Blog instructions	N	Y	<b>Design &amp; Technologies Processes and Production Skills</b> Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques (ACTDEP036)  Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account (ACTDIP032)
Share invented sport with an authentic audience and receive feedback about clarity of instructions, ease of play and enjoyment of participants.				Flipgrid	Audience (Winnipeg)	N	<b>HPE: Learning Through Movement</b> Modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMPO88)  <b>Contributing to healthy and active communities</b> Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077)