

### TEACHERS NOTES

# MINI BOOT CAMP

## FINDING OUT

A job in Australia's defence forces requires a very high level of physical fitness and stamina. Minimum requirements for applicants to the Australian Defence Force Academy are outlined on the ADFA website. Use the Defence Jobs pages on the ADF website to explore the range of defence careers and the various roles undertaken by members of our defence services. Talk with the children about why fitness is important for these roles. Identify the ways that defence personnel are encouraged and enabled to maintain a high level of physical fitness during their training and service.

Curriculum Alignment:

- [ACPMP008](#)
- [ACPMP009](#)
- [ACPMP010](#)
- [ACPMP025](#)
- [ACPMP027](#)

Invite children to share the things they know about being physically active. Brainstorm a list of games and activities that contribute to physical fitness. Start a 'kids fitness' wall in the classroom and encourage children to contribute words, drawings and photos of themselves involved in physical activity.

Spend a session or two playing some running games such as oz tag, soccer rounders, capture the flag, sharks and minnows or novelty relay races. Ask children to describe what happens to their body when they undertake physical activity. Talk about how this makes them feel. Encourage the children to monitor their progress over several weeks. Discuss the health benefits associated with physical activity, especially its positive effect on mental health.

## SORTING OUT

Before viewing the video, ask children what they know about the term 'Boot Camp'. Explain that this term began in the field of military recruit training. Today, the term is also used for general fitness training programs or may refer to training in other fields such as Arts or Technology.

Introduce the video as an example of how one former member of the defence service is sharing her knowledge about physical fitness. Explain that Laurie believes very strongly in the critical importance of physical fitness, especially for young people.

Ask the children to listen carefully as they watch. You might model a retrieval chart specifying particular information they need to recall or think about. For example:

- What are the four parts of Laurie's fitness session?
- Why does Laurie include drawings on her whiteboard?
- What particular skills or movements do the children practise?
- How might Laurie have used movements like these in her defence job?
- How do the children react to the fitness session?

After viewing, discuss how Laurie ensures the safety of the children during the fitness session. What are some potential hazards of a session like this? How can children keep themselves safe during physical activity at home and at school?

## TAKING ACTION

Make a list of the movements, skills and games that Laurie used in the fitness session. Display the list in the classroom and have children add more ideas over a week. Try repeating Laurie's four-part fitness session with equipment you can gather from around the school. Support the children in self-monitoring how they feel during and after the activities.

Have children brainstorm extra movements, skills and games that could be substituted in each of the four parts of the video session. Encourage a variety of activities, using all sections of the body. Identify movements and skills that might be required in a defence operation, or useful for a team game.

Using a template, model (or jointly construct with students) a new fitness session as a variant on the session in the video. Consider a 15-minute fitness warmup or workout as a regular element of the classroom timetable. Develop new sessions every few weeks, either with or without equipment. Encourage students to bring ideas from home or demonstrate how to search for suitable games and activities on the internet. Try planning a workout session to music, where children respond to rhythm, beat or music tempo with changes in their movement.