

Australian Curriculum – General Capabilities – Labyrinth links

Literacy

Labyrinth experiences are ideal opportunities for reflection and creative expression.

Compose texts	Level 1a	<ul style="list-style-type: none"> reflect state of wellbeing, for example contentment, joy, worry, pain
	Level 1c	<ul style="list-style-type: none"> create texts, for example to comment on a recent event, story or shared experience
Express opinion and point of view	Level 1e	<ul style="list-style-type: none"> use speaking, visual elements (including drawing) and beginning writing to express likes and dislikes
	Level 2	<ul style="list-style-type: none"> identify and use language that expresses feelings and opinions, and compares and evaluates people and things
	Level 3	<ul style="list-style-type: none"> differentiate between the language of opinion and feeling and the language of factual reporting or recording

Numeracy

All of these dotpoints can be experienced as labyrinth walks/activities.

Interpret maps & diagrams	Level 1a	<ul style="list-style-type: none"> demonstrate awareness of position of self and objects in relation to everyday contexts
	Level 1b	<ul style="list-style-type: none"> follow directions to demonstrate understanding of common position words and movements
	Level 2	<ul style="list-style-type: none"> give and follow directions on maps and diagrams of familiar locations
	Level 3	<ul style="list-style-type: none"> interpret information, locate positions and describe routes on maps and diagrams using simple scales, legends and directional language
	Level 4	<ul style="list-style-type: none"> identify and describe routes and locations, using grid reference systems and directional language such as north or north east
	Level 5	<ul style="list-style-type: none"> create and interpret 2D and 3D maps, models and diagrams
Level 6	<ul style="list-style-type: none"> create and interpret maps, models and diagrams using a range of mapping tools 	

Critical and Creative Thinking

Depending on the specific task, labyrinth experiences lend themselves to fulfilling all of the dotpoints

Apply logic and reasoning	Level 1	<ul style="list-style-type: none"> identify the thinking used to solve problems in given situations
	Level 2	<ul style="list-style-type: none"> identify reasoning used in choices or actions in specific situations
	Level 3	<ul style="list-style-type: none"> identify and apply appropriate reasoning and thinking strategies for particular outcomes
	Level 4	<ul style="list-style-type: none"> assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome
	Level 5	<ul style="list-style-type: none"> identify gaps in reasoning and missing elements in information
	Level 6	<ul style="list-style-type: none"> analyse reasoning used in finding and applying solutions, and in choice of resources
Draw conclusions and design a course of action	Level 1	<ul style="list-style-type: none"> share their thinking about possible courses of action
	Level 2	<ul style="list-style-type: none"> identify alternative courses of action or possible conclusions when presented with new information
	Level 3	<ul style="list-style-type: none"> draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion
	Level 4	<ul style="list-style-type: none"> scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action
	Level 5	<ul style="list-style-type: none"> differentiate the components of a designed course of action and tolerate ambiguities when drawing conclusions
	Level 6	<ul style="list-style-type: none"> use logical and abstract thinking to analyse and synthesise complex information to inform a course of action
Evaluate procedures and outcomes	Level 1	<ul style="list-style-type: none"> check whether they are satisfied with the outcome of tasks or actions
	Level 2	<ul style="list-style-type: none"> evaluate whether they have accomplished what they set out to achieve
	Level 3	<ul style="list-style-type: none"> explain and justify ideas and outcomes
	Level 4	<ul style="list-style-type: none"> evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria
	Level 5	<ul style="list-style-type: none"> explain intentions and justify ideas, methods and courses of action, and account for expected and unexpected outcomes against criteria they have identified
	Level 6	<ul style="list-style-type: none"> evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified

Personal and Social Capability

Labyrinths are ideal tools for reflecting on and exploring emotions and feelings, values, personal development, relationships, well-being.

Recognize emotions	Level 1a Level 1b Level 2 Level 3 Level 4 Level 5 Level 6	<ul style="list-style-type: none"> • recognise and identify their own emotions • identify a range of emotions and describe situations that may evoke these emotions • compare their emotional responses with those of their peers • describe the influence that people, situations and events have on their emotions • explain how the appropriateness of emotional responses influences behaviour • examine influences on and consequences of their emotional responses in learning, social and work-related contexts • reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts
Develop reflective practice	Level 1a Level 1b Level 2 Level 3 Level 4 Level 5 Level 6	<ul style="list-style-type: none"> • recognise and identify participation in or completion of a task • reflect on their feelings as learners and how their efforts affect skills and achievements • reflect on what they have learnt about themselves from a range of experiences at home and school • reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback • monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential • predict the outcomes of personal and academic challenges by drawing on previous problemsolving and decisionmaking strategies and feedback from peers and teachers • reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability
Express emotions appropriately	Level 1a Level 1b Level 2 Level 3 Level 4	<ul style="list-style-type: none"> • recognise and identify how their emotions influence the way they feel and act • express their emotions constructively in interactions with others • describe ways to express emotions to show awareness of the feelings and needs of others • identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations • explain the influence of emotions on behaviour,

	Level 5 Level 6	<p>learning and relationships</p> <ul style="list-style-type: none"> • forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour • consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices
Become confident, resilient and adaptable	Level 1a Level 1b Level 2 Level 3 Level 4 Level 5 Level 6	<ul style="list-style-type: none"> • identify people and situations with which they feel a sense of familiarity or belonging • identify situations that feel safe or unsafe, approaching new situations with confidence • undertake and persist with short tasks, within the limits of personal safety • persist with tasks when faced with challenges and adapt their approach where first attempts are not successful • devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety • assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence • evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations
Understand relationships	Level 1a Level 1b Level 2 Level 3 Level 4 Level 5 Level 6	<ul style="list-style-type: none"> • show an awareness for the feelings, needs and interests of others • explore relationships through play and group experiences • identify ways to care for others, including ways of making and keeping friends • describe factors that contribute to positive relationships, including with people at school and in their community • identify the differences between positive and negative relationships and ways of managing these • identify indicators of possible problems in relationships in a range of social and work related situations • explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships
Negotiate and	Level 1a	<ul style="list-style-type: none"> • respond to the feelings, needs and interests of others

resolve conflict	Level 1b	<ul style="list-style-type: none"> listen to others' ideas, and recognise that others may see things differently from them
	Level 2	<ul style="list-style-type: none"> practise solving simple interpersonal problems, recognising there are many ways to solve conflict
	Level 3	<ul style="list-style-type: none"> identify a range of conflict resolution strategies to negotiate positive outcomes to problems
	Level 4	<ul style="list-style-type: none"> identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
	Level 5	<ul style="list-style-type: none"> assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations
	Level 6	<ul style="list-style-type: none"> generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts

Ethical Understanding

Labyrinths can play an effective role in helping students explore values and the role they play in decision making.

Examine values	Level 1	<ul style="list-style-type: none"> identify values that are important to them
	Level 2	<ul style="list-style-type: none"> discuss some agreed values in familiar contexts
	Level 3	<ul style="list-style-type: none"> identify and describe shared values in familiar and unfamiliar contexts
	Level 4	<ul style="list-style-type: none"> examine values accepted and enacted within various communities
	Level 5	<ul style="list-style-type: none"> assess the relevance of beliefs and the role and application of values in social practices
	Level 6	<ul style="list-style-type: none"> analyse and explain the interplay of values in national and international forums and policy making

Intercultural Understanding

A wide range of contexts relating to cultural aspects of labyrinths can be explored.

Explore and compare cultural knowledge, beliefs and practices	Level 1	<ul style="list-style-type: none"> identify, explore and compare culturally diverse activities and objects
	Level 2	<ul style="list-style-type: none"> describe and compare the way they live with people in other places or times
	Level 3	<ul style="list-style-type: none"> describe and compare a range of cultural stories, events and artefacts
	Level 4	<ul style="list-style-type: none"> describe and compare the knowledge, beliefs and practices of various cultural groups in relation to a specific time, event or custom
	Level 5	<ul style="list-style-type: none"> analyse the dynamic nature of cultural knowledge, beliefs and practices in a range of personal, social and historical contexts
	Level 6	<ul style="list-style-type: none"> critically analyse the complex and dynamic nature of

		knowledge, beliefs and practices in a wide range of contexts over time
Empathise with others	Level 1	<ul style="list-style-type: none"> • imagine and describe their own feelings if they were put in someone else's place
	Level 2	<ul style="list-style-type: none"> • imagine and describe the feelings of others in familiar situations
	Level 3	<ul style="list-style-type: none"> • imagine and describe the feelings of others in a range of contexts
	Level 4	<ul style="list-style-type: none"> • imagine and describe the situations of others in local, national and global contexts
	Level 5	<ul style="list-style-type: none"> • imagine and describe the feelings and motivations of people in challenging situations
	Level 6	<ul style="list-style-type: none"> • recognise the effect that empathising with others has on their own feelings, motivations and actions
Mediate cultural difference	Level 1	<ul style="list-style-type: none"> • identify similarities and differences between themselves and their peers
	Level 2	<ul style="list-style-type: none"> • recognise that cultural differences may affect understanding between people
	Level 3	<ul style="list-style-type: none"> • identify ways of reaching understanding between culturally diverse groups
	Level 4	<ul style="list-style-type: none"> • discuss ways of reconciling differing cultural values and perspectives in addressing common concerns
	Level 5	<ul style="list-style-type: none"> • identify and address challenging issues in ways that respect cultural diversity and the right of all to be heard
	Level 6	<ul style="list-style-type: none"> • recognise the challenges and benefits of living and working in a culturally diverse society and the role that cultural mediation plays in learning to live together

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>

