|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Adventure Games | Kinchant Dam Outdoor Education Centre | | | |
| Activity Overview Years 3-6 | | | | |
|  | | | | |
| **Activity Objective (Aim):** Students will participate in adventure games to strengthen their understanding of the core focus objectives that align with the school’s chosen program.  **Program Core Focus Objectives** | | | | |
| **Team Work**  **Cooperation**  Negotiating  Decision Making  **Participation**  Team Roles and Responsibilities  Goal Setting  Reflecting  **Respect**  Accepting Diversity  **Communication**  Active Listening  Speaking Clearly | | | **Resilience**  **Self Control**  Avoid Frustration  Control their emotions appropriately  Put off small short term gains to achieve greater long term goals  **Optimism**  Look at the bright side  Have a positive outlook  Have a sense of self-belief and remind themselves of the things they can do  **Adaptable**  Think ahead  Don’t blame others  Seek opportunities from failure  **Perseverance**  Give new tasks a go  Overcome obstacles | |
| **Evidence of Learning:** | | | | |
| **Team Work**  Students can   * Analyse the problem * Plan a solution * Implement solutions * Negotiate their personal limits * Make informed personal decisions * Reflect on their personal experience * Set roles and responsibilities within their team * Set goals to achieve greater personal targets * Know their roles and responsibilities within the team * Build trust amongst their group to ensure both physical and emotional safety * Accept that different group members have different limitations * Demonstrate purposeful listening * Communicate effectively with team members | | | **Resilience**  Students can   * Identify situations that lead to stress * Identify appropriate strategies to manage stress and regulate behaviour * Implement appropriate strategies to manage stress and moderate emotions * Understand the difference between appropriate and inappropriate emotions * Understand the impact of their emotional responses on others * Demonstrate appropriate emotions * Identify situations where emotions can negatively impact on your actions * Look at situations holistically * Identify opportunities for goal setting * Understand possible outcomes * Identify personal strengths and challenges * Make realistic assessments of personal strengths and abilities * Set goals appropriately taking into account timelines, abilities and possible setbacks * Reflect on personal strengths and achievements when assessing whether goals were met * Differentiate between long and short term goals * Identify benefits of achieving goals * Identify the positive in a given situation * Perceive negative situations as opportunities for growth * Reflect on smaller achievements rather than whether or not overall success was achieved * Share achievements with others * Use positive language to describe challenges * Identify their own strengths * Seek opportunities to develop strengths * Use positive self-talk * Set goals for personal learning * Use a growth mindset * Use prior knowledge to express possible solutions * Determine what they want to plan for * Identify previously learnt skills that could be used to reach a solution * Identify and describe factors and strategies that assist in their learning * Describe factors that contribute to positive relationships * Identify and explain factors that influence effective communication * Describe characteristics of cooperative behaviour * Identify evidence of positive behaviour in group activities * Assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives * Assess individual and group decision making processes | |
| **Curriculum Links: Teamwork and Resilience** | | | | |
| **HPE** | | **Design and Technology** | | **Mathematics** |
| Explore strategies to manage physical, social and emotional change **(ACPPS034)**  Identify and practise strategies to promote health, safety and wellbeing **(ACPPS036)**  Describe how respect, empathy and valuing diversity can positively influence relationships  **(ACPPS037)**  Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing  **(ACPPS041)**  Apply innovative and creative thinking in solving movement challenges **(ACPMP049)**  Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities **(ACPMP050)**  Examine the benefits of physical activity to health and wellbeing  **(ACPMP046)**  Practise and apply movement concepts and strategies with and without equipment  **(ACPMP045)**  Adopt inclusive practices when participating in physical activities **(ACPMP048)**  Practise specialised movement skills and apply them in a variety of movement sequences and situations **(ACPMP061)**  Propose and apply movement concepts and strategies with and without equipment  **(ACPMP063)**  Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing **(ACPMP064)**  Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences **(ACPMP065)**  Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities **(ACPMP067)**  Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities  **(ACPMP069)**  Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges  **(ACPMP068)**  Practise specialised movement skills and apply them in a variety of movement sequences and situations **(ACPMP061)**  Propose and apply movement concepts and strategies with and without equipment  **(ACPMP063)**  Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing **(ACPMP064)**  Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences (**ACPMP065)**  Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities **(ACPMP067)**  Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities  **(ACPMP069)** | | Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment  **(ACTDEP017)**  Plan a sequence of production steps when making designed solutions individually and collaboratively **(ACTDEP018)**  Negotiate criteria for success that include sustainability to evaluate design ideas, processes and solutions **(ACTDEP027)**  Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use  **(ACTDEK023)**  Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions **(ACTDEP026)** | | Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording  **(ACMSP068)**  Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies **(ACMMG088)**  Describe possible everyday events and order their chances of occurring **(ACMSP092)**  Identify everyday events where one cannot happen if the other happens **(ACMSP093)**  Solve problems involving the comparison of lengths and areas using appropriate units  **(ACMMG137)**  Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies  **(ACMMG142)** |
| **General Capabilities** | | | | |
| **Personal and Social Capability** | | | **Critical and Creative Thinking** | |
| **Appreciate diverse perspectives**   * Understand relationships   **Self-management**   * Work independently and show initiative * Develop self-discipline and set goals * Become confident, resilient and adaptable * Express emotions appropriately   **Social management**   * Make decisions * Work collaboratively * Negotiate and resolve conflict * Understand relationships   **Self-awareness**   * Recognise personal qualities and achievements * Understand themselves as learners * Develop reflective practice * Recognise emotions   **Social awareness**   * Appreciate diverse perspectives * Understand relationships * Appreciate diverse perspectives | | | **Inquiring – identifying, exploring and organising information and ideas**   * Identify and clarify information and ideas * Organise and process information * Pose questions   **Generating ideas, possibilities and actions**   * Seek solutions and put ideas into action * Consider alternatives * Imagine possibilities and connect ideas * Evaluate procedures and outcomes   **Reflecting on thinking and processes**   * Transfer knowledge into new contexts * Reflect on processes * Think about thinking (metacognition)   **Analysing, synthesising and evaluating reasoning and procedures**   * Apply logic and reasoning * Draw conclusions and design a course of action | |