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| Adventure Games | Kinchant Dam Outdoor Education Centre | | | |
| Activity Overview Years F-2 | | | | |
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| **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** |
| Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy  **(ACPPS003)**  Identify actions that promote health, safety and wellbeing  **(ACPPS006)**  Practise personal and social skills to interact positively with others **(ACPPS004)**  Participate in play that promotes engagement with outdoor settings and the natural environment  **(ACPPS007)**  Practise fundamental movement skills and movement sequences using different body parts  **(ACPMP008)**  Participate in games with and without equipment  **(ACPMP009)**  Cooperate with others when participating in physical activities **(ACPMP012)**  Test possible solutions to movement challenges through trial and error **(ACPMP013)**  Follow rules when participating in physical activities  **(ACPMP014)**  Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities  **(ACPPS015)**  Identify and practise emotional responses that account for own and others’ feelings  **(ACPPS020)**  Perform fundamental movement skills in a variety of movement sequences and situations  **(ACPMP025)**  Recognise situations and opportunities to promote health, safety and wellbeing **(ACPPS018)**  Create and participate in games with and without equipment  **(ACPMP027)**  Propose a range of alternatives and test their effectiveness when solving movement challenges  **(ACPMP031)**  Identify rules and fair play when participating in physical activities **(ACPMP032)**  Describe ways to include others to make them feel they belong **(ACPPS019)**  Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected  **(ACPPS024)**  Discuss the body’s reactions to participating in physical activities **(ACPMP028)**  Use strategies to work in group situations when participating in physical activities  **(ACPMP030)** | | Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment  **(ACTDEP008**)  Sequence steps for making designed solutions and working collaboratively **(ACTDEP009)** | | Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings  **(ACMNA005)**  Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language  **(ACMMG006)**  Identify outcomes of familiar events involving chance and describe them using everyday language such as ‘will happen’, ‘won’t happen’ or ‘might happen’  **(ACMSP024)**  Investigate the effect of one-step slides and flips with and without digital technologies  **(ACMMG045)** |
| **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 | |