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| Orienteering | Kinchant Dam Outdoor Education Centre  |
|  Activity Overview Years 4-6 |
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| **Activity Objective (Aim):** Students will participate in an orienteering activity to strengthen their understanding of the core focus objectives that align with the school’s chosen program.**Program Core Focus Objectives** |
| **Leadership****Responsible**Using Good Self-Management SkillsBeing Accountable**Self-Confident**Having Courage to Take ControlKnowing your Strengths and Weaknesses**Decisive**Being DecisiveCreating a Plan**Resourceful**Being InclusiveUsing the Team Skills and Knowledge | **Resilience****Self Control**Avoid FrustrationControl their emotions appropriately**Optimism**Look at the bright sideHave a positive outlook Have a sense of self-belief and remind themselves of the things they can do **Adaptable** Think aheadDon’t blame othersSeek opportunities from failure**Perseverance** Give new tasks a go When something doesn’t work the first time give it another go (be flexible)Overcome obstacles **Support**Ask for helpBe trustworthy and dependable Take care of themselves and others, have social networks form where you can seek support |
| **Evidence of Learning:** |
| **Leadership**Students can* Think before they act
* Make a list of jobs that need to be done
* Break large jobs into smaller tasks
* Take actions to prevent of correct problems
* Accept responsibility and don’t blame others
* Express what they are good at
* Express what they need help with
* Speak up when it is needed
* Establish routines
* Know who they can go to for help
* Support new and exciting strategies
* Offer support and encouragement to their team
* Clearly understand what is trying to be achieved
* Collect all appropriate information
* Believe that they are making the best decisions possible with the information that they have
* Set timelines
* Consider the needs of the team
* Help people share their ideas and thoughts
* Find out what people know and can do
* Find relevant jobs for everyone involved
* Encourage people to think and try new things
 | **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
* 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
* Be accountable for their actions
* Seek solutions rather than blame
* Practise solving routine problems
* Learn from mistakes
* Analyse past attempts
* Predict the outcomes of personal and academic challenges by drawing on previous problem-solving and decision making strategies and feedback from peers and teachers
* Identify unfamiliar situations
* Undertake and persist with short tasks within the limits of personal safety
* Have the courage to try unfamiliar challenges
* Reflect on unfavourable outcomes to understand why results were not achieved
* Persist with tasks when faced with challenges
* Adapt their approach where first attempts were not successful
* Monitor and evaluate progress
* Seek and respond to feedback
* Analyse progress to reflect on possible solutions
* Devise strategies and formulate plans to assists in the completion of challenging tasks
* Identify situations that feel safe or seemingly unsafe, approaching new situations with confidence
* Identify own strength as well as group strengths that can be useful in achieving goals
* Seek and respond to feedback
* Know who they can go to for help
* Ask an appropriate person for assistance
* Discuss elements of a task that they are unsure about
* Specifically articulate what they are seeking
* Identify positive ways to initiate conversations (interpersonal skills)
* Identify people and situations with which the feel a sense of familiarity or belonging
* Respond to the feelings, needs and interests of others
* Be cooperative
* Be sincere – say what you mean and mean what you say
* Be reliable
* Own up to mistakes
* 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
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| **Curriculum Links: Leadership and Resilience** |
| **HPE** | **Mathematics** |
| ***Personal Social and Community Health***Explore how success, challenge and failure strengthen identities **(ACPPS033)**Explore strategies to manage physical, social and emotional change **(ACPPS034)**Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe **(ACPPS035)**Describe how respect, empathy and valuing diversity can positively influence relationships **(ACPPS037)**Investigate how emotional responses vary in depth and strength **(ACPPS038)**Examine the influence of emotional responses on behaviour and relationships **(ACPPS056)**Identify how valuing diversity positively influences the wellbeing of the community **(ACPPS060)*****Movement and physical activity***Adopt inclusive practices when participating in physical activities **(ACPMP048)**Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities **(ACPMP050)**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)** | ***Measurement and geometry***Create and interpret simple grid maps to show position and pathways **(ACMMG065)**Use simple scales, legends and directions to interpret information contained in basic maps **(ACMMG090)**Solve problems involving the comparison of lengths and areas using appropriate units **(ACMMG137)*****Statistics and Probability***Describe possible everyday events and order their chances of occurring **(ACMSP092)** |
| **General Capabilities** |
| **Personal and Social Capability**  | **Critical and Creative Thinking**  |
| **Self-awareness**• Recognise personal qualities and achievements • Understand themselves as learners • Develop reflective practice • Recognise emotions **Self-management**• Express emotions appropriately • Develop self-discipline and set goals • Work independently and show initiative • Become confident, resilient and adaptable• Express emotions appropriately**Social awareness**• Appreciate diverse perspectives• Understand relationships**Social management**• Work collaboratively• Make decisions• Communicate effectively  | **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**• Consider alternatives • Seek solutions and put ideas into action• Imagine possibilities and connect ideas**Reflecting on thinking and processes**• Reflect on processes • Transfer knowledge into new contexts**Analysing, synthesising and evaluating reasoning and procedures**• Apply logic and reasoning |