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| Fishing | | Kinchant Dam Outdoor Education Centre | | |
| Activity Overview Years 4-6 | | | | |
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| **Activity Objective (Aim):** Students will participate in a session of fishing to strengthen their understanding of the core focus objectives that align with the school’s chosen program.  **Program Core Focus Objectives** | | | | |
| **Resilience**  **Self Control**  Avoid Frustration  Control their emotions appropriately  **Optimism**  Look at the bright side  Have a positive outlook  **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 help  Be trustworthy and dependable  Take care of themselves and others, have social networks form where you can seek support | | | | |
| **Evidence of Learning:** | | | | |
| **Resilience**  Student 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 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 | | | | |
| **Curriculum Links:**  **Resilience** | | | | |
| **HPE** | **Science** | | **HASS** | **Mathematics** |
| Explore how success, challenge and failure strengthen identities **(ACPPS033)**  Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe **(ACPPS035)**  Investigate how emotional responses vary in depth and strength  **(ACPPS038)**  Examine the influence of emotional responses on behaviour and relationships  **(ACPPS056)** | scientifically and make predictions based on prior knowledge  **(ACSIS064)**  Compare results with predictions, suggesting possible reasons for findings  **(ACSIS216)** | | Examine information to identify different points of view and distinguish facts from opinions **(ACHASSI056)**  Draw simple conclusions based on analysis of information and data. **(ACHASSI058)**  Interact with others with respect to share points of view  **(ACHASSI059)**  Interact with others with respect to share points of view  **(ACHASSI080)**  Evaluate evidence to draw conclusions  **(ACHASSI129)**  Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others  **(ACHASSI131)** | Identify everyday events where one cannot happen if the other happens  **(ACMSP093)** |
| **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  **Social awareness**  • Appreciate diverse perspectives | | | **(Inquiring – identifying, exploring and organising information and ideas**  • Identify and clarify information and ideas  • Organise and process information  • Pose questions  **Analysing, synthesising and evaluating reasoning and procedures**  • Apply logic and reasoning  **Analysing, synthesising and evaluating reasoning and procedures**  • Draw conclusions and design a course of action  • Evaluate procedures and outcomes  **Generating ideas, possibilities and actions**  • Seek solutions and put ideas into action  **Reflecting on thinking and processes**  • Reflect on processes  • Draw conclusions and design a course of action | |