|  |  |
| --- | --- |
|  | Kinchant Dam Outdoor Education Centre Low Ropes |
|  Activity Overview Years 3-6 |
| J:\camp 2016\IMG_4114.JPG |
| **Activity Objective (Aim):** Students will participate in a low ropes activity 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**Participation**Goal SettingReflecting**Respect**Building TrustBeing ReliableAccepting Diversity**Communication**Active ListeningSpeaking ClearlyUsing Purposeful Discussion | **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:** |
| **Team Work**Students can* Negotiate their personal limits
* Make informed personal decisions
* Reflect on their personal experience
* 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
* Be trusted to complete their designated responsibilities
* 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
* 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
 |
| **Curriculum Links: Teamwork, Leadership and Resilience** |
| **HPE** | **HASS** |
| ***Personal Social and Community Health***Identify and practise strategies to promote health, safety and wellbeing **(ACPPS036)**Describe how respect, empathy and valuing diversity can positively influence relationships **(ACPPS037)**Investigate how emotional responses vary in depth and strength **(ACPPS038)**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)**Examine the influence of emotional responses on behaviour and relationships **(ACPPS056)*****Movement and Physical Activity***Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe **(ACPPS035)** Apply innovative and creative thinking in solving movement challenges **(ACPMP049)**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)**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)**Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges **(ACPMP068)** | ***Inquiry and Skills*** Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions **(ACHASSI060)**Interact with others with respect to share points of view **(ACHASSI059)**Interact with others with respect to share points of view **(ACHASSI080)**Examine different viewpoints on actions, events, issues and phenomena in the past and present **(ACHASSI099)*****Knowledge and Understanding***Who makes rules, why rules are important and the consequences of rules not being followed **(ACHASSK071)**Why people participate within communities and how students can actively participate and contribute **(ACHASSK072)** |
| **General Capabilities** |
| **Personal and Social Capability**  | **Critical and Creative Thinking**  |
| **Self-Awareness*** Appreciate diverse perspectives
* Recognise personal qualities and achievements
* Develop a reflective practice
* Recognise emotions

**Self-Management** * Express Emotions appropriately
* Develop self-discipline and set goals
* Become confident, resilient and adaptable

**Social Awareness*** Appreciate diverse perspectives

**Social Management*** Work collaboratively
* Communicate effectively
 | **Inquiring – identifying, exploring and organising information and ideas*** Identify and clarify information and ideas
* Organise and process information
* Pose Questions

**Reflect on thinking and processes*** Reflect on Processes
* Transfer knowledge into new contexts

**Analysing, synthesising and evaluating reasoning and procedures*** Apply logic and reasoning
* Evaluate procedures and outcomes

**Generating ideas, possibilities and actions*** Seek solutions and put ideas into action
* Consider alternatives
 |