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|  | | Kinchant Dam Outdoor Education Centre  Raft Building | | | | | |
| Activity Overview Years F-2 | | | | | | | |
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| **Activity Objective (Aim):** Students will participate in a raft building 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**  Problem Solving  Negotiating  Decision Making  **Participation**  Team Roles and Responsibilities  Goal Setting  **Respect**  Being Reliable  **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  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:** | | | | | | | |
| **Team Work**  Students Can   * Analyse the problem * Plan the solution * Implement the solutions * Acknowledge the issues/concern/problem * Brainstorm alternatives * Choose and option all team members agree on * Understand the goal * Understand how to achieve the goal * Listen intently * Ask or answer questions * Pronounce words clearly * Be concise * Be confident * Use appropriate volume | | | | **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 * 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** | **Science** | | **Design and Technology** | | | **HASS** | **Mathematics** |
| ***Personal Social and Community Health***  Identify personal strengths **(ACPPS001)**  Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy  **(ACPPS003)**  Identify and describe emotional responses people may experience in different situations **(ACPPS005)**  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)**  Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities **(ACPPS015)**  Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation **(ACPPS017)**  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)**  ***Movement and Physical Activity***  Practise fundamental movement skills and movement sequences using different body parts **(ACPMP008)**  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)**  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)**  Discuss the body’s reactions to participating in physical activities **(ACPMP028)**  Use strategies to work in group situations when participating in physical activities **(ACPMP030)** | ***Science Inquiry Skills***  Pose and respond to questions, and make predictions about familiar objects and events  **(ACSIS024)**  Participate in guided investigations to explore and answer questions **(ACSIS025)**  ***Science Inquiry Skills***  Pose and respond to questions, and make predictions about familiar objects and events  **(ACSIS037)**  Compare results with predictions, suggesting possible reasons for findings **(ACSIS215)** | | ***Design and Technologies Processes and Production Skills***  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)**  ***Design and Technologies Knowledge and Understanding***  Explore the characteristics and properties of materials and components that are used to produce designed solutions **(ACTDEK004)** | | | ***Inquiry and Skills***  Explore a point of view  **(ACHASSI005)**  Reflect on learning to propose how to care for places and sites that are important or significant. **(ACHASSI009)**  Sequence familiar objects and events **(ACHASSI004)**  Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps  **(ACHASSI008)**  Explore a point of view  **(ACHASSI022)**  Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps  **(ACHASSI025)**  Explore a point of view  **(ACHASSI038)** | **Measurement and Geometry**  Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language **(ACMMG006)**  Investigate the effect of one-step slides and flips with and without digital technologies **(ACMMG045)**  ***Number and Algebra***  Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings **(ACMNA005)** |
| **General Capabilities** | | | | | | | |
| **Personal and Social Capability** | | | | | **Critical and Creative Thinking** | | |
| **Self-management**   * Develop self-discipline and set goals * Become confident, resilient and adaptable * Express emotions appropriately   **Social management**   * Make decisions * Communicate effectively * 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 | | | | | **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  **Reflecting on thinking and processes**  • Organise and process information  • Reflecting 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  • Draw conclusions and design a course of action  **Elaborations**  •suggesting ideas about the use of objects from the past and proposing reasons why the objects might have been important | | |