|  |  |
| --- | --- |
| Climbing wall | Kinchant Dam Outdoor Education Centre  |
|  Activity Overview Years 5-6 |
| G:\Coredata\Common\9. Multimedia\Images\activity pics\School Activities\img430.jpg |
| **Activity Objective (Aim):** Students will participate in rock climbing session 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 SettingReflectingHave Team Roles and Responsibility**Respect**Building TrustBeing ReliableAccepting Diversity**Communication**Active ListeningSpeaking Clearly | **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** |
| Examine the influence of emotional responses on behaviour and relationships **(ACPPS056)**Practise specialised movement skills and apply them in a variety of movement sequences and situations **(ACPMP061)**Propose and apply movement concepts and strategies with and without equipment **(ACPMP063)**Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing **(ACPMP064)**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)**Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities **(ACPMP069)**Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges **(ACPMP068)**Practise specialised movement skills and apply them in a variety of movement sequences and situations **(ACPMP061)**Propose and apply movement concepts and strategies with and without equipment **(ACPMP063)**Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing **(ACPMP064)**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)**Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities **(ACPMP069)** | Examine different viewpoints on actions, events, issues and phenomena in the past and present **(ACHASSI099)**Work in groups to generate responses to issues and challenges **(ACHASSI102)**Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects **(ACHASSI104)**Evaluate evidence to draw conclusions **(ACHASSI101)**Work in groups to generate responses to issues and challenges **(ACHASSI130)**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)** |
| **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**Social management**• Make decisions• Work collaboratively• Become confident, resilient and adaptable • Make decisions • Make decisions • Develop leadership skills | **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 **Reflecting on thinking and processes**• Reflect on processesGenerating ideas, possibilities and actions• Consider alternatives • Think about thinking (metacognition) **Analysing, synthesising and evaluating reasoning and procedures**• Apply logic and reasoning• Evaluate procedures and outcomes |