|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Kinchant Dam Outdoor Education Centre  High Ropes | | | |
| Activity Overview Years 7-10 | | | | |
| J:\camp 2016\WRSHS Year 7 Camp\HIGH ROPES\IMG_0803.JPG | | | | |
| **Activity Objective (Aim):** Students will participate in a high 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**  Reflecting  Goal Setting  Have Team Roles and Responsibility  **Respect**  Building Trust  Being reliable  Accepting Diversity  **Communication**  Active Listening  Speaking Clearly | | **Leadership**  **Responsible**  Being Accountable  **Self-Confident**  Knowing your strengths and Weaknesses  Having Courage to Take Control  **Decisive**  Being decisive  **Resourceful**  Being inclusive | | **Resilience**  **Self Control**  Avoid Frustration  Control their emotions appropriately  **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   * 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 | | **Leadership**  Students can   * Think before they act * Take actions to prevent or correct problems * Accept responsibility * Take care of their team * Know what they are good at * Know what they need help with * Seek help from the right person * Speak up when it is needed and listen all of the time * Clearly understand the goal * Collect all relevant information * Consider the needs of the team * Help people share their ideas * Find relevant jobs for everyone involved | | **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 |
| **Curriculum Links: Teamwork, Leadership and Resilience** | | | | |
| **HPE** | | | **HASS** | |
| ***Movement and Physical Activity***  Evaluate and justify reasons for decisions and choices of action when solving movement challenges  **(ACPMP087)**  Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations  **(ACPMP080)**  Practise and apply personal and social skills when undertaking a range of roles in physical activities **(ACPMP086)**  Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment  **(ACPMP101)**  Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams  **(ACPMP105)**  Transfer understanding from previous movement experiences to create solutions to movement challenges  **(ACPMP106)**  ***Personal Social and Community Health***  Investigate and select strategies to promote health, safety and wellbeing  **(ACPPS073)**  Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity. **(ACPPS075)**  Evaluate factors that shape identities and critically analyse how individuals impact the identities of others **(ACPPS089)**  Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices  **(ACPPS092)**  Investigate how empathy and ethical decision making contribute to respectful relationships  **(ACPPS093)** | | | ***Civics and Citizenship Skills***  Appreciate multiple perspectives and use strategies to mediate differences  **(ACHCS057)**  Appreciate multiple perspectives and use strategies to mediate differences  **(ACHCS071)**  Account for different interpretations and points of view **(ACHCS098)** | |
| **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  • Become confident, resilient and adaptable  • Express emotions appropriately  **Social awareness**  • Appreciate diverse perspectives  **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**   * Seek solutions and put ideas into action * Draw conclusions and design a course of action   **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. | |