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| Team Tower | | Kinchant Dam Outdoor Education Centre | | | | | | |
| Activity Overview Years 5-6 | | | | | | | | |
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| **Activity Objective (Aim):** Students will participate in team tower building 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**  Goal Setting  Decision making  Having Team Roles and Responsibilities  **Respect**  Building Trust  Being Reliable  Accepting Diversity  **Communication**  Active Listening  Speaking Clearly  Using Purposeful Discussion | | | **Leadership**  **Responsible**  Having Good Self-Management  Having Good Time Management  Being Accountable  **Self-Confident**  Knowing your Strengths and Weaknesses  Having the Courage to Take Control  Supporting New and Innovative Strategies  **Decisive**  Use Effective Problem Solving Strategies  Creating A Plan  Being Decisive  **Resourceful**  Being Inclusive  Using the Teams Skills and Knowledge  Encouraging initiative and innovation | | | | **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 a solution * Implement solutions * Negotiate their personal limits * Make informed personal decisions * Reflect on their personal experience * Set roles and responsibilities within their team * Set goals to achieve greater personal targets * Decide on an appropriate course of action * 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 * List jobs that need to be done * Prioritise tasks * Break larger tasks into smaller, more manageable tasks * 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 * Offer support and encouragement to their team * Support new and exciting strategies * Clearly understand the goal * Collect all relevant information * Consider how decisions will affect the team * Consider the needs of the team * Help people share their ideas * Find relevant jobs for everyone involved * Find out what people know and can do * Help people share their thoughts and ideas | | | | **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** |
| Examine how identities are influenced by people and places.  **(ACPPS051)**  Examine the influence of emotional responses on behaviour and relationships.  **(ACPPS056)**  Identify how valuing diversity positively influences the wellbeing of the community  **(ACPPS060)**  Propose and apply movement concepts and strategies with and without equipment  **(ACPMP063)**  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)**  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)** | Compare data with predictions and use as evidence in developing explanations **(ACSIS221)** | | | Negotiate criteria for success that include sustainability to evaluate design ideas, processes and solutions **(ACTDEP027)**  Develop project plans that include consideration of resources when making designed solutions individually and collaboratively **(ACTDEP028)** | | 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)**  Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others  **(ACHASSI103)**  Work in groups to generate responses to issues and challenges **(ACHASSI130)**  Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects **(ACHASSI132)**  Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others **(ACHASSI131)** | | Solve problems involving the comparison of lengths and areas using appropriate units  **(ACMMG137)** |
| **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  • Understand relationships  **Social awareness**  • Appreciate diverse perspectives  • Understand relationships  **Social management**  • Work collaboratively  • Communicate effectively  • Make decisions  • Negotiate and resolve conflict | | | | | **Inquiring – identifying, exploring and organising information and ideas**  • Pose questions  • Organise and process information  • Identify and clarify information and ideas  **Generating ideas, possibilities and actions**  • Seek solutions and put ideas into action  Analysing, synthesising and evaluating reasoning and procedures  • Imagine possibilities and connect ideas  • Draw conclusions and design a course of action  • Evaluate procedures and outcomes  • Consider alternatives  **Reflecting on thinking and processes**  • Think about thinking (metacognition)  • Reflect on processes  **Analysing, synthesising and evaluating reasoning and procedures**  • Apply logic and reasoning | | | |