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|  | | Kinchant Dam Outdoor Education Centre | | | | |
| Activity Overview Years 3-6  Yolf | | | | | | |
| [Image result for yolf](https://www.google.com.au/url?sa=i&rct=j&q=&esrc=s&source=imgres&cd=&cad=rja&uact=8&ved=0ahUKEwjZtqvC8dvSAhVCjLwKHeWhBT0QjRwIBw&url=https://yolfusa.com/yolf-basics/&psig=AFQjCNHtuMF81kva4VU5JdcTC9cMZeht5g&ust=1489783327662253) | | | | | | |
| **Activity Objective (Aim):** Students will participate in a yolf activity to strengthen their understanding of the core focus objectives that align with the school’s chosen program.  **Program Core Focus Objectives** | | | | | | |
| **Teamwork**  **Cooperation**  Problem Solving  Negotiating  Decision Making  **Participation**  Goal Setting  Reflecting  Having Team Roles and Responsibilities  **Respect**  Being Reliable  Accepting Diversity  **Communication**  Active Listening  Speaking Clearly  Using Purposeful Discussion | | | | **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   * Identify the problem * Analyse the problem * Plan the solution * Implement the solution * Evaluate the solution * Acknowledge any issues or concerns * State their case clearly * Listen carefully * Brainstorm alternatives * Choose an option that all parties agree on * Decide on the best course of action for the team * Understand what their goal is * Understand what they need to do * Know what they need to learn in order to achieve their goal * Know who they can go to for help * Discuss what happened * Explain their role in the task * Discuss what they could have done differently * Explain what was learnt from the activity * Decide what to do now * Set specific roles to all team members * Include all team members * Detail each team members responsibility * Be on time (meet timelines) * Be realistic about what they say that they are going to do * Confront their mistakes * Listen to others points of view * Learn about other perspectives * Accept that they may have a different point of view from everyone else * Look at the person who is talking * Be ready to ask questions * Don’t interrupt the person talking | | | | **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** |
| Explore strategies to manage physical, social and emotional change  **(ACPPS034)**  Identify and practise strategies to promote health, safety and wellbeing **(ACPPS036)**  Describe how respect, empathy and valuing diversity can positively influence relationships  **(ACPPS037)**  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)**  Apply innovative and creative thinking in solving movement challenges **(ACPMP049)**  Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities **(ACPMP050)**  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)**  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)**  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)**  ethical behaviour and fair play that aligns with rules when participating in a range of physical activities **(ACPMP069)** | Compare results with predictions, suggesting possible reasons for findings  **(ACSIS215)**  Reflect on investigations, including whether a test was fair or not **(ACSIS058)**  Compare results with predictions, suggesting possible reasons for findings  **(ACSIS216)**  Reflect on investigations, including whether a test was fair or not **(ACSIS069)**  Compare data with predictions and use as evidence in developing explanations  **(ACSIS221)** | | Plan a sequence of production steps when making designed solutions individually and collaboratively **(ACTDEP018)**  Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions  **(ACTDEP014)**  Investigate how forces and the properties of materials affect the behaviour of a product or system **(ACTDEK011)**  Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment **(ACTDEP017)**  Select and use materials, components, tools, equipment and techniques and use safe work practices to make designed solutions **(ACTDEP016)**  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)**  Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions  **(ACTDEP024)**  Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use  **(ACTDEK023)**  Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions (**ACTDEP026)** | | Examine information to identify different points of view and distinguish facts from opinions **(ACHASSI056)**  Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions  **(ACHASSI060)**  The importance of making decisions democratically  **(ACHASSK070)**  Draw simple conclusions based on analysis of information and data  **(ACHASSI058)**  Interact with others with respect to share points of view  **(ACHASSI059)**  Examine information to identify different points of view and distinguish facts from opinions **(ACHASSI077)**  Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions  **(ACHASSI081)**  Draw simple conclusions based on analysis of information and data  **(ACHASSI079)**  Interact with others with respect to share points of view  **(ACHASSI080)**  Work in groups to generate responses to issues and challenges **(ACHASSI102)**  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)**  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)** | Compare angles and classify them as equal to, greater than, or less than, a right angle **(ACMMG089)**  Describe possible everyday events and order their chances of occurring (**ACMSP092)**  Identify everyday events where one cannot happen if the other happens **(ACMSP093)**  Solve problems involving the comparison of lengths and areas using appropriate units  **(ACMMG137)** |
| **General Capabilities** | | | | | | |
| **Personal and Social Capability** | | | | **Critical and Creative Thinking** | | |
| **Self-management**   * Work independently and show initiative * Develop self-discipline and set goals * Become confident, resilient and adaptable * Express emotions appropriately   **Social management**   * Make decisions * Work collaboratively * Negotiate and resolve conflict * Understand relationships * Communicate effectively   **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**   * Imagine possibilities and connect ideas * Consider alternatives * Seek solutions and put ideas into 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 * Draw conclusions and design a course of action | | |