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|  | | Kinchant Dam Outdoor Education Centre | | | | |
| Activity Overview Years 7-10  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**   * 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** |
| Evaluate and justify reasons for decisions and choices of action when solving movement challenges **(ACPMP087)**  Modify rules and scoring systems to allow for fair play, safety and inclusive participation  **(ACPMP088)**  Practise and apply personal and social skills when undertaking a range of roles in physical activities **(ACPMP086)**  Evaluate factors that shape identities and critically analyse how individuals impact the identities of others **(ACPPS089)**  Investigate how empathy and ethical decision making contribute to respectful relationships  **(ACPPS093)**  Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams  **(ACPMP105)**  Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities  **(ACPMP107)** | Use knowledge of scientific concepts to draw conclusions that are consistent with evidence  **(ACSIS170)**  Critically analyse the validity of information in primary and secondary sources and evaluate the approaches used to solve problems  **(ACSIS172)**  Critically analyse the validity of information in primary and secondary sources, and evaluate the approaches used to solve problems  **(ACSIS206)** | | Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability  **(ACTDEP038)**  Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas **(ACTDEP035)**  Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions  **(ACTDEP037)**  Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions **(ACTDEP050)**  Investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions **(ACTDEK043)**  Investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions  **(ACTDEK046)** | | 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 **(ACHCS085)**  Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues  **(ACHCS086)**  Account for different interpretations and points of view **(ACHCS098)**  Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues  **(ACHCS099)** | Investigate conditions for two lines to be parallel and solve simple numerical problems using reasoning **(ACMMG164)**  Assign probabilities to the outcomes of events and determine probabilities for events  **(ACMSP168)** |
| **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 | | |