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|  | Kinchant Dam Outdoor Education Centre  |
|  Activity Overview Years 7-10Yolf |
| Image result for yolf |
| **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 SolvingNegotiatingDecision Making**Participation**Goal SettingReflectingHaving Team Roles and Responsibilities**Respect**Being ReliableAccepting Diversity**Communication**Active ListeningSpeaking ClearlyUsing Purposeful Discussion | **Resilience****Self Control**Avoid FrustrationControl their emotions appropriatelyPut off small short term gains to achieve greater long term goals **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*** 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
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| **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
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