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|  | | Kinchant Dam Outdoor Education Centre | | | | |
| Activity Overview Years F-2  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** |
| Practise personal and social skills to interact positively with others **(ACPPS004)**  Participate in play that promotes engagement with outdoor settings and the natural environment **(ACPPS007)**  Practise fundamental movement skills and movement sequences using different body parts  **(ACPMP008)**  Participate in games with and without equipment  **(ACPMP009)**  Cooperate with others when participating in physical activities **(ACPMP012)**  Test possible solutions to movement challenges through trial and error **(ACPMP013)**  Follow rules when participating in physical activities  **(ACPMP014)**  Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities  **(ACPPS015)**  Identify and practise emotional responses that account for own and others’ feelings  **(ACPPS020)**  Perform fundamental movement skills in a variety of movement sequences and situations  **(ACPMP025)**  Recognise situations and opportunities to promote health, safety and wellbeing  **(ACPPS018)**  Create and participate in games with and without equipment  **(ACPMP027)**  Propose a range of alternatives and test their effectiveness when solving movement challenges  **(ACPMP031)**  Identify rules and fair play when participating in physical activities **(ACPMP032)**  Describe ways to include others to make them feel they belong  **(ACPPS019)**  Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected  **(ACPPS024)**  Discuss the body’s reactions to participating in physical activities **(ACPMP028)**  Use strategies to work in group situations when participating in physical activities  **(ACPMP030)** | Pose and respond to questions, and make predictions about familiar objects and events  **(ACSIS024)**  Compare observations with those of others  [**(ACSIS213)**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACSIS213)  Represent and communicate observations and ideas in a variety of ways  [**(ACSIS029)**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACSIS029)  Pose and respond to questions, and make predictions about familiar objects and events  **(ACSIS037)**  Compare observations with those of others  [**(ACSIS041)**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACSIS041) | | Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment  **(ACTDEP008)**  Sequence steps for making designed solutions and working collaboratively **(ACTDEP009)**  Explore the characteristics and properties of materials and components that are used to produce designed solutions  **(ACTDEK004)** | | explore a point of view  **(ACHASSI005)**  Sequence familiar objects and events (ACHASSI004)  Explore a point of view  **(ACHASSI022)**  Collect data and information from observations and identify information and data from sources provided **(ACHASSI019)**  Sequence familiar objects and events **(ACHASSI021)**  Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps  **(ACHASSI025)**  Explore a point of view  **(ACHASSI038)**  Collect data and information from observations and identify information and data from sources provided **(ACHASSI035)**  Sequence familiar objects and events **(ACHASSI037)** | Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language  **(ACMMG006)**  Identify outcomes of familiar events involving chance and describe them using everyday language such as ‘will happen’, ‘won’t happen’ or ‘might happen’  **(ACMSP024)**  Investigate the effect of one-step slides and flips with and without digital technologies  **(ACMMG045)** |
| **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   **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   **Analysing, synthesising and evaluating reasoning and procedures**   * Apply logic and reasoning * Draw conclusions and design a course of action | | |