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| Adventure Games | Kinchant Dam Outdoor Education Centre | | | |
| Activity Overview Years 7-10 | | | | |
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| **Activity Objective (Aim):** Students will participate in adventure games to strengthen their understanding of the core focus objectives that align with the school’s chosen program.  **Program Core Focus Objectives** | | | | |
| **Team Work**  **Cooperation**  Negotiating  Decision Making  **Participation**  Team Roles and Responsibilities  Goal Setting  Reflecting  **Respect**  Accepting Diversity  **Communication**  Active Listening  Speaking Clearly | | | **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  Overcome obstacles | |
| **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 * Know their roles and responsibilities within the team * Build trust amongst their group to ensure both physical and emotional safety * Accept that different group members have different limitations * Demonstrate purposeful listening * Communicate effectively with team members | | | **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 * Describe factors that contribute to positive relationships | |
| **Curriculum Links: Teamwork and Resilience** | | | | |
| **HPE** | | **Design and Technology** | | **Mathematics** |
| Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity  **(ACPPS079)**  Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences  **(ACPMP084)**  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)**  Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations  **(ACPMP080)**  Practise and apply personal and social skills when undertaking a range of roles in physical activities  **(ACPMP086)**  Investigate how empathy and ethical decision making contribute to respectful relationships  **(ACPPS093)**  Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment  **(ACPMP101)**  Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences  **(ACPMP103)**  Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams  **(ACPMP105)**  Transfer understanding from previous movement experiences to create solutions to movement challenges **(ACPMP106)**  Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities  **(ACPMP107)** | | Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions  **(ACTDEP037)**  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)** | | Assign probabilities to the outcomes of events and determine probabilities for events  **(ACMSP168)** |
| **General Capabilities** | | | | |
| **Personal and Social Capability** | | | **Critical and Creative Thinking** | |
| **Appreciate diverse perspectives**   * Understand relationships   **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 * Understand relationships * 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**   * Seek solutions and put ideas into action * Consider alternatives * Imagine possibilities and connect ideas * Evaluate procedures and outcomes   **Reflecting on thinking and processes**   * Transfer knowledge into new contexts * Reflect on processes * Think about thinking (metacognition)   **Analysing, synthesising and evaluating reasoning and procedures**   * Apply logic and reasoning * Draw conclusions and design a course of action | |