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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**NegotiatingDecision Making**Participation**Team Roles and ResponsibilitiesGoal SettingReflecting**Respect**Accepting Diversity**Communication**Active ListeningSpeaking Clearly | **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 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
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| **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
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