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| Adventure Games | Kinchant Dam Outdoor Education Centre  |
|  Activity Overview Years F-2 |
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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
* 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 and Resilience** |
| **HPE** | **Design and Technology** | **Mathematics** |
| Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy **(ACPPS003)**Identify actions that promote health, safety and wellbeing**(ACPPS006)**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)** | 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)** | Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings**(ACMNA005)**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**  |
| **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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