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|  | Kinchant Dam Outdoor Education Centre  Team Challenge | | | | | | | |
| Activity Overview Years 3-6 | | | | | | | | |
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| **Activity Objective (Aim):** Students will participate in a range of team challenge activities to strengthen their understanding of the core focus objectives that align with the school’s chosen program.  **Program Core Focus Objectives** | | | | | | | | |
| **Team Work**  **Cooperation**  Problem Solving  Negotiating  Decision Making  **Participation**  Team Roles and Responsibilities  Goal Setting  Reflecting  **Respect**  Accepting Diversity  Being Reliable  Building Trust  **Communication**  Active Listening  Speaking Clearly  Using Purposeful Discussion | | | **Leadership**  **Responsible**  Good Self-Management Skills  Using Good time Management  Being Accountable  **Self-Confident**  Knowing your Strengths and Weaknesses  Have Courage to Take Control  Support New and Innovative Strategies  **Decisive**  Using Effective Problem Solving Strategies  Creating a Plan  Being Decisive  **Resourceful**  Being Inclusive  Using the Teams Skills and Knowledge  Encouraging Initiative and Innovation | | | | **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   * 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 * Be trusted to complete their designated responsibilities * Accept that different group members have different limitations * Demonstrate purposeful listening   Communicate effectively with team members | | | **Leadership**  Students can   * Think before they act * List jobs that need to be done * Prioritise tasks * Break larger tasks into smaller, more manageable tasks * Take actions to prevent or correct problems * Accept responsibility * Take care of their team * Know what they are good at * Know what they need help with * Seek help from the right person * Speak up when it is needed and listen all of the time * Offer support and encouragement to their team * Support new and exciting strategies * Clearly understand the goal * Collect all relevant information * Consider how decisions will affect the team * Consider the needs of the team * Help people share their ideas * Find relevant jobs for everyone involved * Find out what people know and can do * Help people share their thoughts and ideas | | | | **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** |
| ***Personal Social and Community Health***  Explore how success, challenge and failure strengthen identities  **(ACPPS033)**  Explore strategies to manage physical, social and emotional change  **(ACPPS034)**  Identify and practise strategies to promote health, safety and wellbeing  **(ACPPS036)**  Describe how respect, empathy and valuing diversity can positively influence relationships  **(ACPPS037)**  Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing  **(ACPPS041)**  Investigate how emotional responses vary in depth and strength  **(ACPPS038)**  ***Movement and Physical Activity***  Apply innovative and creative thinking in solving movement challenges  **(ACPMP049)**  Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities  **(ACPMP050)**    Examine the benefits of physical activity to health and wellbeing  **(ACPMP046)**    Practise and apply movement concepts and strategies with and without equipment  **(ACPMP045)**  Participate in physical activities from their own and other cultures  **(ACPMP108)**  Adopt inclusive practices when participating in physical activities  **(ACPMP048)**  ***Personal Social and Community Health***  Identify how valuing diversity positively influences the wellbeing of the community **(ACPPS060)**  ***Movement and Physical Activity***  Practise specialised movement skills and apply them in a variety of movement sequences and situations  **(ACPMP061)**  Propose and apply movement concepts and strategies with and without equipment  **(ACPMP063)**  Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing  **(ACPMP064)**  Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences  **(ACPMP065)**  Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities  **(ACPMP067)**  Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities  **(ACPMP069)**  Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges **(ACPMP068)** | | ***Science Inquiry Skills***  With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge  **(ACSIS053)**  Compare results with predictions, suggesting possible reasons for findings  **(ACSIS215)**  With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge  **(ACSIS064)**  Compare results with predictions, suggesting possible reasons for findings  **(ACSIS216)**  Reflect on investigations, including whether a test was fair or not  **(ACSIS069)**  Scientific knowledge is used to solve problems and inform personal and community decisions  **(ACSHE100)** | | ***Design and Technologies Processes and Production Skills***  Plan a sequence of production steps when making designed solutions individually and collaboratively  **(ACTDEP018)**    Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment  **(ACTDEP017)**    Select and use materials, components, tools, equipment and techniques and use safe work practices to make designed solutions  **(ACTDEP016)** | | ***Inquiry and Skills***  Examine information to identify different points of view and distinguish facts from opinions  **(ACHASSI056)**  Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions  **(ACHASSI060)**  ***Knowledge and Understanding***  The importance of making decisions democratically  **(ACHASSK070)**  Who makes rules, why rules are important and the consequences of rules not being followed  **(ACHASSK071)**  Why people participate within communities and how students can actively participate and contribute  (**ACHASSK072)**    ***Inquiry and Skills***  Locate and collect information and data from different sources, including observations  **(ACHASSI053)**  Draw simple conclusions based on analysis of information and data  **(ACHASSI058)**    Interact with others with respect to share points of view  **(ACHASSI059)**  **Year 4**  ***Inquiry and Skills***  Examine information to identify different points of view and distinguish facts from opinions  **(ACHASSI077)**  Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions  **(ACHASSI081)**  ***Knowledge and Understanding***  The different cultural, religious and/or social groups to which they and others in the community belong  **(ACHASSK093)**    ***Inquiry and Skills***  Locate and collect information and data from different sources, including observations  (**ACHASSI074)**  Draw simple conclusions based on analysis of information and data  **(ACHASSI079)**    Interact with others with respect to share points of view  **(ACHASSI080)**  ***Inquiry and Skills***  Examine different viewpoints on actions, events, issues and phenomena in the past and present  **(ACHASSI099)**  Work in groups to generate responses to issues and challenges  **(ACHASSI102)**  Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects  **(ACHASSI104)**  ***Knowledge and Understanding***  How people with shared beliefs and values work together to achieve a civic goal  **(ACHASSK118)**    ***Inquiry and Skills***  Evaluate evidence to draw conclusions  **(ACHASSI101)**  Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others  **(ACHASSI103)**  ***Inquiry and Skills***  Examine different viewpoints on actions, events, issues and phenomena in the past and present  **(ACHASSI127)**  Work in groups to generate responses to issues and challenges  **(ACHASSI130)**  Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects  **(ACHASSI132)**    Evaluate evidence to draw conclusions  **(ACHASSI129)**  Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others  **(ACHASSI131)** | | ***Number and Algebra***  Investigate the conditions required for a number to be odd or even and identify odd and even numbers  **(ACMNA051)**  ***Measurement and Geometry***  Create and interpret simple grid maps to show position and pathways  (**ACMMG065)**  ***Statistics and Probability***  Describe possible everyday events and order their chances of occurring  **(ACMSP092)**  Identify everyday events where one cannot happen if the other happens  **(ACMSP093)**  ***Measurement and Geometry***  Solve problems involving the comparison of lengths and areas using appropriate units  **(ACMMG137)** |
| **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 | | | |