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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 SolvingNegotiatingDecision Making**Participation**Team Roles and ResponsibilitiesGoal SettingReflecting**Respect**Accepting DiversityBeing ReliableBuilding Trust**Communication**Active ListeningSpeaking ClearlyUsing Purposeful Discussion | **Leadership****Responsible**Good Self-Management SkillsUsing Good time ManagementBeing Accountable**Self-Confident**Knowing your Strengths and WeaknessesHave Courage to Take ControlSupport New and Innovative Strategies**Decisive**Using Effective Problem Solving StrategiesCreating a PlanBeing Decisive**Resourceful**Being InclusiveUsing the Teams Skills and KnowledgeEncouraging Initiative and Innovation | **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 When something doesn’t work the first time give it another go (be flexible)Overcome obstacles **Support**Ask for helpBe 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
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| **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
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