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| Orienteering | Kinchant Dam Outdoor Education Centre | |
| Activity Overview Years 4-6 | | |
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| **Activity Objective (Aim):** Students will participate in an orienteering activity to strengthen their understanding of the core focus objectives that align with the school’s chosen program.  **Program Core Focus Objectives** | | |
| **Leadership**  **Responsible**  Using Good Self-Management Skills  Being Accountable  **Self-Confident**  Having Courage to Take Control  Knowing your Strengths and Weaknesses  **Decisive**  Being Decisive  Creating a Plan  **Resourceful**  Being Inclusive  Using the Team Skills and Knowledge | | **Resilience**  **Self Control**  Avoid Frustration  Control their emotions appropriately  **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:** | | |
| **Leadership**  Students can   * Think before they act * Make a list of jobs that need to be done * Break large jobs into smaller tasks * Take actions to prevent of correct problems * Accept responsibility and don’t blame others * Express what they are good at * Express what they need help with * Speak up when it is needed * Establish routines * Know who they can go to for help * Support new and exciting strategies * Offer support and encouragement to their team * Clearly understand what is trying to be achieved * Collect all appropriate information * Believe that they are making the best decisions possible with the information that they have * Set timelines * Consider the needs of the team * Help people share their ideas and thoughts * Find out what people know and can do * Find relevant jobs for everyone involved * Encourage people to think and try new things | | **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 * 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: Leadership and Resilience** | | |
| **HPE** | | **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)**  Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe  **(ACPPS035)**  Describe how respect, empathy and valuing diversity can positively influence relationships  **(ACPPS037)**  Investigate how emotional responses vary in depth and strength  **(ACPPS038)**  Examine the influence of emotional responses on behaviour and relationships  **(ACPPS056)**  Identify how valuing diversity positively influences the wellbeing of the community  **(ACPPS060)**  ***Movement and physical activity***    Adopt inclusive practices when participating in physical activities  **(ACPMP048)**  Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities **(ACPMP050)**  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)** | | ***Measurement and geometry***  Create and interpret simple grid maps to show position and pathways  **(ACMMG065)**  Use simple scales, legends and directions to interpret information contained in basic maps  **(ACMMG090)**  Solve problems involving the comparison of lengths and areas using appropriate units  **(ACMMG137)**  ***Statistics and Probability***  Describe possible everyday events and order their chances of occurring  **(ACMSP092)** |
| **General Capabilities** | | |
| **Personal and Social Capability** | | **Critical and Creative Thinking** |
| **Self-awareness**  • Recognise personal qualities and achievements  • Understand themselves as learners  • Develop reflective practice  • Recognise emotions  **Self-management**  • Express emotions appropriately  • Develop self-discipline and set goals  • Work independently and show initiative  • Become confident, resilient and adaptable  • Express emotions appropriately  **Social awareness**  • Appreciate diverse perspectives  • Understand relationships  **Social management**  • Work collaboratively  • Make decisions  • Communicate effectively | | **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**  • Consider alternatives  • Seek solutions and put ideas into action  • Imagine possibilities and connect ideas  **Reflecting on thinking and processes**  • Reflect on processes  • Transfer knowledge into new contexts  **Analysing, synthesising and evaluating reasoning and procedures**  • Apply logic and reasoning |