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| Biscuiting | Kinchant Dam Outdoor Education Centre  |
|  Activity Overview Years 4-6 |
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| **Activity Objective (Aim):** Students will participate in a biscuiting activity session to strengthen their understanding of the core focus objectives that align with the school’s chosen program.**Program Core Focus Objectives** |
| **Resilience****Self Control**Avoid FrustrationControl their emotions appropriately**Optimism**Look at the bright sideHave a positive outlook Have a sense of self-belief and remind themselves of the things they can do **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:** |
| **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
* 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
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| **Curriculum Links: Teamwork, Leadership and Resilience** |
| **HPE** | **HASS** |
| Examine how identities are influenced by people and places. **(ACPPS051)**Examine the influence of emotional responses on behaviour and relationships.**(ACPPS056)** | 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)**The importance of making decisions democratically **(ACHASSK070)**Interact with others with respect to share points of view. **(ACHASSI059)**Examine information to identify different points of view and distinguish facts from opinions **(ACHASSI077)**Interact with others with respect to share points of view **(ACHASSI080)**Work in groups to generate responses to issues and challenges **(ACHASSI102)**Work in groups to generate responses to issues and challenges **(ACHASSI130)** |
| **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 • Become confident, resilient and adaptable**Social awareness**• Appreciate diverse perspectives**Social management**• Work collaboratively• Make decisions | **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**• Imagine possibilities and connect ideas**Reflecting on thinking and processes**• Reflect on processes **Analysing, synthesising and evaluating reasoning and procedures**• Apply logic and reasoning• Evaluate procedures and outcomes |