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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 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  **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:** | | |
| **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 | | |
| **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 |