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| Climbing wall | Kinchant Dam Outdoor Education Centre | |
| Activity Overview Years 5-6 | | |
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| **Activity Objective (Aim):** Students will participate in rock climbing session to strengthen their understanding of the core focus objectives that align with the school’s chosen program.  **Program Core Focus Objectives** | | |
| **Team Work**  **Cooperation**  Negotiating  **Participation**  Goal Setting  Reflecting  Have Team Roles and Responsibility  **Respect**  Building Trust  Being Reliable  Accepting Diversity  **Communication**  Active Listening  Speaking Clearly | | **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 |
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| **Evidence of Learning:** | | |
| **Team Work**  Students can   * Negotiate their personal limits * Make informed personal decisions * Reflect on their personal experience * 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 | | **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: Teamwork, Leadership and Resilience** | | |
| **HPE** | | **HASS** |
| Examine the influence of emotional responses on behaviour and relationships  **(ACPPS056)**  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)**  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)** | | 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)**  Evaluate evidence to draw conclusions  **(ACHASSI101)**  Work in groups to generate responses to issues and challenges  **(ACHASSI130)**  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)** |
| **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  **Social awareness**  • Appreciate diverse perspectives  **Social management**  • Make decisions  • Work collaboratively  • Become confident, resilient and adaptable  • Make decisions  • Make decisions  • Develop leadership skills | | **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  **Reflecting on thinking and processes**  • Reflect on processes  Generating ideas, possibilities and actions  • Consider alternatives  • Think about thinking (metacognition)  **Analysing, synthesising and evaluating reasoning and procedures**  • Apply logic and reasoning  • Evaluate procedures and outcomes |