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| Flying Fox | | Kinchant Dam Outdoor Education Centre | | |
| Activity Overview Years 7-10 | | | | |
| [Image result for zipline](https://www.google.com.au/url?sa=i&rct=j&q=&esrc=s&source=imgres&cd=&cad=rja&uact=8&ved=0ahUKEwjO8Yv3mubSAhWRq5QKHW5RBxEQjRwIBw&url=https://www.tripadvisor.com/Attractions-g147319-Activities-c61-t245-Puerto_Rico.html&psig=AFQjCNF7zTikkYFUg7WtBm36dyYd09L0Lw&ust=1490138038515123) | | | | |
| **Activity Objective (Aim):** Students will participate in a flying fox activity to strengthen their understanding of the core focus objectives that align with the school’s chosen program.  **Program Core Focus Objectives** | | | | |
| **Team Work**  **Team Work**  **Cooperation**  Decision Making  **Participation**  Goal Setting  Reflecting  Having Team Roles and Responsibilities  **Respect**  Being Reliable  Accepting Diversity  **Communication**  Active Listening | | | **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  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:** | | | | |
| **Teamwork**  Students can:   * Acknowledge any issues or concerns * State their case clearly * Listen carefully * Agree on an option * Understand what their goal is * Understand what they need to do * Understand what they will need to learn * Know who they can go to for assistance * Understand what happened * Understand their role in the activity * Express aspects of the activity that could have been done differently * Express what they have learnt * Know what their roles and responsibilities are * Know how their specific roles fit in with the roles of their team * Be true to their word * Be on time * Be realistic * Confront mistakes * Listen to others points of view * Learn about other perspectives * Accept that other team members may have different points of view * Look at the person who is talking * Be ready to ask or answer questions * Don’t interrupt the person speaking * Clarify their understanding | | | **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 * 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 and Resilience** | | | | |
| **HPE** | **Science** | | **HASS** | **Mathematics** |
| Practise and apply strategies to seek help for themselves or others **(ACPPS072)**  Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.  **(ACPPS075)**  Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity  **(ACPPS079)**  Evaluate and justify reasons for decisions and choices of action when solving movement challenges  **(ACPMP087)**  Practise and apply personal and social skills when undertaking a range of roles in physical activities  **(ACPMP086)**  Evaluate factors that shape identities and critically analyse how individuals impact the identities of others **(ACPPS089)**  Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices  **(ACPPS092)**  Investigate how empathy and ethical decision making contribute to respectful relationships **(ACPPS093)**  Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams  **(ACPMP105)**  Transfer understanding from previous movement experiences to create solutions to movement challenges  **(ACPMP106)** | Critically analyse the validity of information in primary and secondary sources, and evaluate the approaches used to solve problems  **(ACSIS206)** | | Reflect on learning to propose personal and/or collective action in response to an issue or challenge, taking into account different perspectives, and describe the expected effects **(ACHASSI162)**  Appreciate multiple perspectives and use strategies to mediate differences  **(ACHCS057)**  Appreciate multiple perspectives and use strategies to mediate differences  **(ACHCS071)**  Account for different interpretations and points of view  **(ACHCS085)**  Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues  **(ACHCS086)**  Account for different interpretations and points of view  **(ACHCS098)**  Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues  **(ACHCS099)** | Assign probabilities to the outcomes of events and determine probabilities for events  **(ACMSP168)** |
| **General Capabilities** | | | | |
| **Personal and Social Capability** | | | **Critical and Creative Thinking** | |
| **Social awareness**  • Appreciate diverse perspectives  • Understand relationships  **Self-awareness**  • Understand themselves as learners  • Develop reflective practice  • Recognise personal qualities and achievements  • Recognise emotions  **Self-management**  • Develop self-discipline and set goals  • Become confident, resilient and adaptable  • Express emotions appropriately  • Work independently and show initiative  • Work collaboratively  • Make decisions  **Social management**  • Make decisions  • Develop leadership skills  • Communicate effectively  • Work collaboratively | | | **Inquiring – identifying, exploring and organising information and ideas**  • Identify and clarify information and ideas  • Organise and process information  • Pose questions  • Imagine possibilities and connect ideas  **Generating ideas, possibilities and actions**  • Seek solutions and put ideas into action  **Reflecting on thinking and processes**  • Think about thinking (metacognition)  •Reflecting on thinking and processes  • Reflect on processes  • Transfer knowledge into new contexts  **Analysing, synthesising and evaluating reasoning and procedures**  • Apply logic and reasoning  • Draw conclusions and design a course of action  • Evaluate procedures and outcomes | |