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|  | Kinchant Dam Outdoor Education Centre High Challenge |
|  Activity Overview Years 7-10 |
| Image result for leap of faith activity |
| **Activity Objective (Aim):** Students will participate in a high challenge activity 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**Problem SolvingNegotiating**Participation**Goal SettingReflectingHaving Team Roles and Responsibilities**Respect**Building TrustBeing ReliableAccepting Diversity**Communication**Active ListeningSpeaking ClearlyUsing Purposeful Discussions | **Leadership****Responsible**Having Good Self-ManagementBeing Accountable**Self-Confident**Knowing your Strengths and WeaknessesHaving the Courage to Take ControlSupporting New and Innovative Strategies**Decisive**Use Effective Problem Solving StrategiesCreating A PlanBeing Decisive**Resourceful**Being InclusiveUsing the Teams Skills and KnowledgeEncouraging Initiative and Innovation | **Resilience****Self Control**Avoid FrustrationControl their emotions appropriatelyPut off small short term gains to achieve greater long term goals **Optimism**Look at the bright sideHave a positive outlook Have a sense of self-belief and remind themselves of the things they can do **Adaptable** Think aheadDon’t blame othersSeek 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 helpBe trustworthy and dependable Take care of themselves and others, have social networks form where you can seek support |
| **Evidence of Learning:** |
| **Team Work**Students can* Analyse the problem
* Plan the solution
* Implement the solutions
* Evaluate the solutions
* 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
* Understand the purpose of a discussion
* Be supportive of other curiosity, difference and opinion
* Actively listening
* Add value to group discussions
* Stay focussed
* Keep all comments civil
* Help to reach an agreed solution
 | **Leadership**Students can* Take manage themselves to achieve the best outcome
* Think before they act
* Take actions to prevent or correct problems
* Support their teammates and their suggestions
* Accept responsibility
* Take care of their team
* Know what they are good at
* Know what they need help with
* Seek help from the right person
* Speak up when it is needed and listen all of the time
* Clearly understand the goal
* Collect all relevant information
* Consider the needs of the team
* Help people share their ideas
* Find relevant jobs for everyone involved
* Understand the best strategy to solve the problem
* Encourage team members to come up with new strategies
 | **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
* Look at situations holistically
* Identify opportunities for goal setting
* Understand possible outcomes
* Identify personal strengths and challenges
* Make realistic assessments of personal strengths and abilities
* Set goals appropriately taking into account timelines, abilities and possible setbacks
* Reflect on personal strengths and achievements when assessing whether goals were met
* Differentiate between long and short term goals
* Identify benefits of achieving goals
* 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
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| **Curriculum Links: Teamwork, Leadership and Resilience** |
| **HPE** | **HASS** | **Mathematics** |
| Practise and apply strategies to seek help for themselves or others **(ACPPS072)**Investigate and select strategies to promote health, safety and wellbeing **(ACPPS073)**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)**Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences **(ACPMP084)**Practise and apply personal and social skills when undertaking a range of roles in physical activities **(ACPMP086)**Evaluate and justify reasons for decisions and choices of action when solving movement challenges **(ACPMP087)**Modify rules and scoring systems to allow for fair play, safety and inclusive participation **(ACPMP088)**Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations **(ACPMP080)**Practise and apply personal and social skills when undertaking a range of roles in physical activities **(ACPMP086)**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)**Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment **(ACPMP101)**Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences **(ACPMP103)**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)**Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities **(ACPMP107)** | Appreciate multiple perspectives and use strategies to mediate differences **(ACHCS057)**Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action **(ACHCS058)**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 **Social management**• Make decisions• Negotiate and resolve conflict • 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 **Reflecting on thinking and processes**• Reflect on processes • Transfer knowledge into new contexts **Analysing, synthesising and evaluating reasoning and procedures**• Apply logic and reasoning• Evaluate procedures and outcomes• Draw conclusions and design a course of action **Generating ideas, possibilities and actions**• Consider alternatives • Seek solutions and put ideas into action |