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| Kayaking | Kinchant Dam Outdoor Education Centre | | |
| Activity Overview Years 5-6 | | | |
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| **Activity Objective (Aim):** Students will participate in a kayaking activity 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  **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 | | | |
| **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 * 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 | | | |
| **Curriculum Links: Resilience** | | | |
| **HPE** | | **Mathematics** | |
| ***Movement and Physical Activity***  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)** | | ***Statistics and Probability***  Identify everyday events where one cannot happen if the other happens  **(ACMSP093)** | |
| **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 | | | **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  • 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 |