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|  | Kinchant Dam Outdoor Education Centre  Low Ropes | | |
| Activity Overview Years 7-10 | | | |
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| **Activity Objective (Aim):** Students will participate in a low ropes activity 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  **Respect**  Building Trust  Being Reliable  Accepting Diversity  **Communication**  Active Listening  Speaking Clearly  Using Purposeful Discussion | | **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 | |
| **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** | |
| ***Personal Social and Community Health***  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)**  Investigate how empathy and ethical decision making contribute to respectful relationships  **(ACPPS093)**  ***Movement and Physical Activity***  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)**  Evaluate and justify reasons for decisions and choices of action when solving movement challenges **(ACPMP087)**  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)** | | ***Civics and Citizenship Skills***  Appreciate multiple perspectives and use strategies to mediate differences  **(ACHCS057)**  Account for different interpretations and points of view **(ACHCS085)**  Account for different interpretations and points of view **(ACHCS098)**  ***Inquiry and Skills***  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)** | |
| **General Capabilities** | | | |
| **Personal and Social Capability** | | | **Critical and Creative Thinking** |
| **Self-Awareness**   * Appreciate diverse perspectives * Recognise personal qualities and achievements * Develop a 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 * Communicate effectively | | | **Inquiring – identifying, exploring and organising information and ideas**   * Identify and clarify information and ideas * Organise and process information * Pose Questions   **Reflect 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   **Generating ideas, possibilities and actions**   * Seek solutions and put ideas into action * Consider alternatives |