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|  | Kinchant Dam Outdoor Education Centre Raft Building |
|  Activity Overview Years F-2 |
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| **Activity Objective (Aim):** Students will participate in a raft building 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**Problem SolvingNegotiatingDecision Making**Participation**Team Roles and ResponsibilitiesGoal Setting**Respect**Being Reliable**Communication**Active ListeningSpeaking Clearly | **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
* Acknowledge the issues/concern/problem
* Brainstorm alternatives
* Choose and option all team members agree on
* Understand the goal
* Understand how to achieve the goal
* Listen intently
* Ask or answer questions
* Pronounce words clearly
* Be concise
* Be confident
* Use appropriate volume
 | **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** | **Science** | **Design and Technology** | **HASS** | **Mathematics** |
| ***Personal Social and Community Health***Identify personal strengths **(ACPPS001)**Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy **(ACPPS003)**Identify and describe emotional responses people may experience in different situations **(ACPPS005)**Identify actions that promote health, safety and wellbeing **(ACPPS006)**Practise personal and social skills to interact positively with others **(ACPPS004)**Participate in play that promotes engagement with outdoor settings and the natural environment **(ACPPS007)**Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities **(ACPPS015)**Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation **(ACPPS017)**Identify and practise emotional responses that account for own and others’ feelings **(ACPPS020)**Perform fundamental movement skills in a variety of movement sequences and situations **(ACPMP025)*****Movement and Physical Activity***Practise fundamental movement skills and movement sequences using different body parts **(ACPMP008)**Cooperate with others when participating in physical activities **(ACPMP012)**Test possible solutions to movement challenges through trial and error **(ACPMP013)**Follow rules when participating in physical activities **(ACPMP014)**their effectiveness when solving movement challenges **(ACPMP031)**Identify rules and fair play when participating in physical activities **(ACPMP032)**Describe ways to include others to make them feel they belong **(ACPPS019)**Discuss the body’s reactions to participating in physical activities **(ACPMP028)**Use strategies to work in group situations when participating in physical activities **(ACPMP030)** | ***Science Inquiry Skills***Pose and respond to questions, and make predictions about familiar objects and events **(ACSIS024)**Participate in guided investigations to explore and answer questions **(ACSIS025)*****Science Inquiry Skills***Pose and respond to questions, and make predictions about familiar objects and events **(ACSIS037)**Compare results with predictions, suggesting possible reasons for findings **(ACSIS215)** | ***Design and Technologies Processes and Production Skills***Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment **(ACTDEP008)**Sequence steps for making designed solutions and working collaboratively **(ACTDEP009)*****Design and Technologies Knowledge and Understanding***Explore the characteristics and properties of materials and components that are used to produce designed solutions **(ACTDEK004)** | ***Inquiry and Skills***Explore a point of view **(ACHASSI005)**Reflect on learning to propose how to care for places and sites that are important or significant. **(ACHASSI009)** Sequence familiar objects and events **(ACHASSI004)**Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps **(ACHASSI008)**Explore a point of view **(ACHASSI022)**Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps **(ACHASSI025)**Explore a point of view **(ACHASSI038)** | **Measurement and Geometry**Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language **(ACMMG006)**Investigate the effect of one-step slides and flips with and without digital technologies **(ACMMG045)*****Number and Algebra***Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings **(ACMNA005)** |
| **General Capabilities** |
| **Personal and Social Capability**  | **Critical and Creative Thinking**  |
| **Self-management*** Develop self-discipline and set goals
* Become confident, resilient and adaptable
* Express emotions appropriately

**Social management*** Make decisions
* Communicate effectively
* Work collaboratively
* Negotiate and resolve conflict
* Understand relationships

**Self-awareness*** Recognise personal qualities and achievements
* Understand themselves as learners
* Develop reflective practice
* Recognise emotions

**Social awareness*** Appreciate diverse perspectives
 | **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**• Consider alternatives • Seek solutions and put ideas into action **Reflecting on thinking and processes**• Organise and process information • 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**Elaborations** •suggesting ideas about the use of objects from the past and proposing reasons why the objects might have been important  |