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| Flying Fox | Kinchant Dam Outdoor Education Centre  |
|  Activity Overview Years 7-10 |
| Image result for zipline |
| **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 SettingReflectingHaving Team Roles and Responsibilities**Respect**Being Reliable Accepting Diversity**Communication**Active Listening | **Resilience****Self Control**Avoid FrustrationControl their emotions appropriately**Optimism**Look at the bright sideHave 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 helpBe 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
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| **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 |