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| Giant Swing | Kinchant Dam Outdoor Education Centre  Giant Swing | | |
| Activity Overview Years 5-6 | | | |
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| **Activity Objective (Aim):** Students will participate in a giant swing 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**  Negotiation  Decision Making  **Participation**  Reflecting  Goal Setting  **Respect**  Building Trust  Accepting Diversity  **Communication**  Active Listening | | | **Resilience**  **Self Control**  Avoid Frustration  Control their emotions appropriately  **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:** | | | |
| **Teamwork**  Students can   * Negotiate their personal limits. * Make informed personal decisions. * Reflect on their personal experience. * Set goals to achieve greater personal targets. * Build trust amongst their activity group to ensure emotional safety. * Accept that different group members have different limitations. * Demonstrate purposeful listening | | **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 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 and Resilience** | | | |
| **HPE** | | **HASS** | |
| **Movement and Physical Activity**  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)** | | **Inquiry and Skills**  Work in groups to generate responses to issues and challenges  **(ACHASSI102)**  Reflect on learning to propose personal and/or collective action in response to an issue or challenge  **(ACHASSI104)**  Examine different viewpoints on actions, events, issues and phenomena in the past and present  **(ACHASSI127)**  Work in groups to generate responses to issues and challenges  **(ACHASSI130)**  Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects  **(ACHASSI132)** | |
| **General Capabilities** | | | |
| **Personal and Social Capability** | | **Critical and Creative Thinking** | |
| **Self-awareness**  • Recognise personal qualities and achievements  • Develop reflective practice  • Understand themselves as learners  • Recognise emotions  **Self-management**  • Express emotions appropriately  • Develop self-discipline and set goals  • Become confident, resilient and adaptable  **Social management**  • Communicate effectively  • Work collaboratively  • Make decisions  **Social awareness**  • Appreciate diverse perspectives  • Work collaboratively  • Make decisions | | **Inquiring, identifying, exploring and organising information and ideas**  • Pose Questions  **Reflecting on thinking and processes**  • Reflect on the process  • Transfer knowledge into a new context | |