|  |  |  |  |
| --- | --- | --- | --- |
| Giant Swing | Kinchant Dam Outdoor Education Centre  Giant Swing | | |
| Activity Overview Years 7-10 | | | |
|  | | | |
| **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** | |
| **Personal Social and Community Health**  Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity **(ACPPS079)**  Evaluate factors that shape identities and critically analyse how individuals impact the identities of others **(ACPPS089)**  Investigate how empathy and ethical decision making contribute to respectful relationships  **(ACPPS093)**  Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity. **(ACPPS075)**  **Movement and Physical Activity**  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)**    Practise and apply personal and social skills when undertaking a range of roles in physical activities  **(ACPMP086)** | | **Civics and Citizenship Knowledge and Understanding**  How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a ‘fair go’, can promote cohesion within Australian society **(ACHCK052)**  **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)** | |
| **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 | |