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|  | | Kinchant Dam Outdoor Education Centre  Raft Building | | | | | | |
| Activity Overview Years 3-6 | | | | | | | | |
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| **Activity Objective (Aim):** Students will participate in a raft building activity session 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 Solving  Negotiating  Decision Making  **Participation**  Team Roles and Responsibilities  Goal Setting  Reflecting  **Respect**  Being Reliable  Accepting Diversity  **Communication**  Active Listening  Speaking Clearly  Using Purposeful Discussion | | | **Leadership**  **Responsible**  Being Accountable  Good Self-Management Skills  **Self-Confident**  Knowing your strengths and Weaknesses  Having Courage to Take Control  Supporting New and Innovative Strategies  **Decisive**  Creating a Plan  **Resourceful** | | | | **Resilience**  **Self Control**  Avoid Frustration  Control their emotions appropriately  Put off small short term gains to achieve greater long term goals  **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   * Analyse the problem * Plan a solution * Implement solutions * Negotiate their personal limits * Make informed personal decisions * Reflect on their personal experience * Set roles and responsibilities within their team * 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 | | | **Leadership**  Students can   * Think before they act * Take actions to prevent or correct problems * Accept responsibility * Take care of their team * Know what they are good at * Know what they need help with * Seek help from the right person * Speak up when it is needed and listen all of the time * Clearly understand the goal * Collect all relevant information * Consider the needs of the team * Help people share their ideas * Find out what people know and can do * Find relevant jobs for everyone involved * Encourage people to think differently and try new things | | | | **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 | |
| **Curriculum Links: Teamwork, Leadership and Resilience** | | | | | | | | |
| **HPE** | **Science** | | | **Design and Technology** | | **HASS** | | **Mathematics** |
| ***Personal Social and Community Health***  Explore how success, challenge and failure strengthen identities **(ACPPS033)**  Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe  **(ACPPS035)**  Identify and practise strategies to promote health, safety and wellbeing **(ACPPS036)**  Describe how respect, empathy and valuing diversity can positively influence relationships **(ACPPS037)**  Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing **(ACPPS041)**  Examine the influence of emotional responses on behaviour and relationships. **(ACPPS056)**  ***Movement and Physical Activity***  Apply innovative and creative thinking in solving movement challenges **(ACPMP049)**  Examine the benefits of physical activity to health and wellbeing **(ACPMP046)**  Practise and apply movement concepts and strategies with and without equipment **(ACPMP045)**  Adopt inclusive practices when participating in physical activities **(ACPMP048)**  Practise specialised movement skills and apply them in a variety of movement sequences and situations **(ACPMP061)**  Propose and apply movement concepts and strategies with and without equipment **(ACPMP063)**  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)**  Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities **(ACPMP069)** | ***Science Inquiry Skills***  With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge **(ACSIS053)**  With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment **(ACSIS054)**  Compare results with predictions, suggesting possible reasons for findings **(ACSIS215)**  Reflect on investigations, including whether a test was fair or not **(ACSIS058)**  With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge **(ACSIS064)**  Compare results with predictions, suggesting possible reasons for findings **(ACSIS216)**  Scientific knowledge is used to solve problems and inform personal and community decisions (**ACSHE100)** | | | Plan a sequence of production steps when making designed solutions individually and collaboratively **(ACTDEP018)**  Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions **(ACTDEP014)**  Investigate how forces and the properties of materials affect the behaviour of a product or system **(ACTDEK011)**  Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment **(ACTDEP017)**  Select and use materials, components, tools, equipment and techniques and use safe work practices to make designed solutions **(ACTDEP016)**  Negotiate criteria for success that include sustainability to evaluate design ideas, processes and solutions **(ACTDEP027)**  Develop project plans that include consideration of resources when making designed solutions individually and collaboratively **(ACTDEP028)**  Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use **(ACTDEK023)**  Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions **(ACTDEP026)** | | ***Inquiry and Skills***  Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions **(ACHASSI060)**  Interact with others with respect to share points of view **(ACHASSI059)**  Examine information to identify different points of view and distinguish facts from opinions **(ACHASSI077)**  Locate and collect information and data from different sources, including observations **(ACHASSI074)**  Interact with others with respect to share points of view **(ACHASSI080)**  Examine different viewpoints on actions, events, issues and phenomena in the past and present **(ACHASSI099)**  Work in groups to generate responses to issues and challenges **(ACHASSI102)**  Evaluate evidence to draw conclusions **(ACHASSI101)**  Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (**ACHASSI103)**  Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects **(ACHASSI104)**  Work in groups to generate responses to issues and challenges  **(ACHASSI130)**  Evaluate evidence to draw conclusions **(ACHASSI129)**  Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others **(ACHASSI131)**  ***Knowledge and Understanding***  The importance of making decisions democratically **(ACHASSK070)**  Who makes rules, why rules are important and the consequences of rules not being followed **(ACHASSK071)** | | ***Measurement and Geometry***  Compare angles and classify them as equal to, greater than, or less than, a right angle **(ACMMG089)**  Solve problems involving the comparison of lengths and areas using appropriate units  **(ACMMG137)**  Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies **(ACMMG142)** |
| **General Capabilities** | | | | | | | | |
| **Personal and Social Capability** | | | | | **Critical and Creative Thinking** | | | |
| **Self-awareness**  • Recognise personal qualities and achievements  • Understand themselves as learners  • Develop reflective practice  • Recognise emotions  **Self-management**  • Express emotions appropriately  • Develop self-discipline and set goals  • Work independently and show initiative  • Become confident, resilient and adaptable  **Social awareness**  • Appreciate diverse perspectives  **Social management**  • Make decisions  • Work collaboratively  • Become confident, resilient and adaptable  • Make decisions | | | | | **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**   * Seek solutions and put ideas into action * Imagine possibilities and connect ideas * Consider alternatives   **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 | | | |