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|  | Kinchant Dam Outdoor Education Centre Team Challenge |
|  Activity Overview Years 7-10 |
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| **Activity Objective (Aim):** Students will participate in a range of team challenge activities 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 SettingReflecting**Respect**Accepting DiversityBeing ReliableBuilding Trust**Communication**Active ListeningSpeaking ClearlyUsing Purposeful Discussion | **Leadership****Responsible**Good Self-Management SkillsUsing Good time ManagementBeing Accountable**Self-Confident**Knowing your Strengths and WeaknessesHave Courage to Take ControlSupport New and Innovative Strategies**Decisive**Using Effective Problem Solving StrategiesCreating a PlanBeing Decisive**Resourceful**Being InclusiveUsing the Teams Skills and KnowledgeEncouraging Initiative and Innovation | **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 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
* List jobs that need to be done
* Prioritise tasks
* Break larger tasks into smaller, more manageable tasks
* 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
* Offer support and encouragement to their team
* Support new and exciting strategies
* Clearly understand the goal
* Collect all relevant information
* Consider how decisions will affect the team
* Consider the needs of the team
* Help people share their ideas
* Find relevant jobs for everyone involved
* Find out what people know and can do
* Help people share their thoughts and ideas
 | **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***Investigate and select strategies to promote health, safety and wellbeing **(ACPPS073)**Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity **(ACPPS079)*****Movement and Physical Activity***Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences**(ACPMP084)**Evaluate and justify reasons for decisions and choices of action when solving movement challenges **(ACPMP087)**Modify rules and scoring systems to allow for fair play, safety and inclusive participation **(ACPMP088)**Practise and apply strategies to seek help for themselves or others**(ACPPS072)**Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations **(ACPMP080)**Practise and apply personal and social skills when undertaking a range of roles in physical activities **(ACPMP086)*****Personal Social and Community Health***Evaluate factors that shape identities and critically analyse how individuals impact the identities of others **(ACPPS089)**Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others’ health, safety and wellbeing may be at short or long term risk**(ACPPS091)**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)*****Movement and Physical Activity***Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment**(ACPMP101)**Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences **(ACPMP103)**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)**Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities **(ACPMP107)** | ***Science Inquiry Skills***Use knowledge of scientific concepts to draw conclusions that are consistent with evidence **(ACSIS170)**Critically analyse the validity of information in primary and secondary sources and evaluate the approaches used to solve problems **(ACSIS172)**Critically analyse the validity of information in primary and secondary sources, and evaluate the approaches used to solve problems **(ACSIS206)** | ***Design and Technologies Processes and Production Skills***Use project management processes when working individually and collaboratively to coordinate production of designed solutions **(ACTDEP039)**Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas **(ACTDEP035)**Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions **(ACTDEP037)**Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions **(ACTDEP050)**Develop, modify and communicate design ideas by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication**(ACTDEP049)*****Design and Technologies Knowledge and Understanding***Investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions **(ACTDEK043)** | ***Inquiry and Skills***Collaborate to generate alternatives in response to an issue or challenge, and compare the potential costs and benefits of each **(ACHASSI160)****Civics and Citizenship** ***Civics and Citizenship Skills***Appreciate multiple perspectives and use strategies to mediate differences **(ACHCS057)**Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action **(ACHCS058)**Appreciate multiple perspectives and use strategies to mediate differences **(ACHCS071)**Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action **(ACHCS072)**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)**Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action **(ACHCS087)**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)**Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action **(ACHCS100)** | ***Statistics and Probability***Assign probabilities to the outcomes of events and determine probabilities for events **(ACMSP168)** |
| **General Capabilities** |
| **Personal and Social Capability**  | **Critical and Creative Thinking**  |
| **Appreciate diverse perspectives** * Understand relationships

**Self-management*** Work independently and show initiative
* Develop self-discipline and set goals
* Become confident, resilient and adaptable
* Express emotions appropriately

**Social management*** Make decisions
* 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
* Understand relationships
* 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*** Seek solutions and put ideas into action
* Consider alternatives
* Imagine possibilities and connect ideas
* Evaluate procedures and outcomes

**Reflecting on thinking and processes*** Transfer knowledge into new contexts
* Reflect on processes
* Think about thinking (metacognition)

**Analysing, synthesising and evaluating reasoning and procedures*** Apply logic and reasoning
* Draw conclusions and design a course of action
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