|  |  |
| --- | --- |
|  | Kinchant Dam Outdoor Education Centre Team Challenge |
|  Activity Overview Years F-2 |
| G:\Coredata\Common\8. Multimedia\Images\activity pics\Spiders Web.jpg |
| **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
 |
| **Curriculum Links: Teamwork, Leadership and Resilience** |
| **HPE** | **Science** | **Design and Technology** | **HASS** | **Mathematics** |
| ***Personal Social and Community Health***Identify personal strengths **(ACPPS001)**Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy**(ACPPS003)**Identify and describe emotional responses people may experience in different situations**(ACPPS005)**Identify actions that promote health, safety and wellbeing **(ACPPS006)**Practise personal and social skills to interact positively with others **(ACPPS004)**Participate in play that promotes engagement with outdoor settings and the natural environment **(ACPPS007)*****Movement and Physical Activity***Practise fundamental movement skills and movement sequences using different body parts**(ACPMP008)**Participate in games with and without equipment **(ACPMP009)**Cooperate with others when participating in physical activities **(ACPMP012)**Test possible solutions to movement challenges through trial and error **(ACPMP013)**Follow rules when participating in physical activities **(ACPMP014)*****Personal Social and Community Health***Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities **(ACPPS015)**Identify and practise emotional responses that account for own and others’ feelings **(ACPPS020)**Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected **(ACPPS024)**Perform fundamental movement skills in a variety of movement sequences and situations **(ACPMP025)**Recognise situations and opportunities to promote health, safety and wellbeing **(ACPPS018)*****Movement and Physical Activity***Create and participate in games with and without equipment**(ACPMP027)**Propose a range of alternatives and test their effectiveness when solving movement challenges **(ACPMP031)**Identify rules and fair play when participating in physical activities**(ACPMP032)**Describe ways to include others to make them feel they belong **(ACPPS019)**Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected **(ACPPS024)**Use strategies to work in group situations when participating in physical activities**(ACPMP030)** | ***Science Inquiry Skills***Pose and respond to questions, and make predictions about familiar objects and events **(ACSIS024)**Participate in guided investigations to explore and answer questions **(ACSIS025)**Compare observations with those of others **(ACSIS213)**Pose and respond to questions, and make predictions about familiar objects and events **(ACSIS037)**Participate in guided investigations to explore and answer questions **(ACSIS038)**Represent and communicate observations and ideas in a variety of ways **(ACSIS029)**Compare observations with those of others **(ACSIS041)** | ***Design and Technologies Processes and Production Skills***Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment **(ACTDEP008)**Sequence steps for making designed solutions and working collaboratively **(ACTDEP009)** | ***Inquiry and Skills***Explore a point of view **(ACHASSI005)** Explore a point of view **(ACHASSI022)**Explore a point of view **(ACHASSI038)**Collect data and information from observations and identify information and data from sources provided **(ACHASSI002)**Collect data and information from observations and identify information and data from sources provided **(ACHASSI019)**Sequence familiar objects and events **(ACHASSI021)**Collect data and information from observations and identify information and data from sources provided **(ACHASSI035)**Sequence familiar objects and events **(ACHASSI037)** | ***Number and Algebra***Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings **(ACMNA005)*****Measurement and Geometry***Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language **(ACMMG006)*****Statistics and Probability***Identify outcomes of familiar events involving chance and describe them using everyday language such as ‘will happen’, ‘won’t happen’ or ‘might happen’ **(ACMSP024)**Identify practical activities and everyday events that involve chance. Describe outcomes as ‘likely’ or ‘unlikely’ and identify some events as ‘certain’ or ‘impossible’ **(ACMSP047)** |
| **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
 |