



# UPLIFTING AUSTRALIA

## Program connections with the Australian Curriculum - SUMMARY

CampOut with Kids, HangOut with Kids & the 8 Parenting Strategies have connections with the Australian Curriculum in the **learning areas** of **Health & Physical Education**, and the **general capabilities** of **Personal & Social Capability** and **Critical and Creative Thinking**.

By attending CampOut with Kids and implementing the 8 Parenting Strategies, selected outcomes in the following areas are met.

### LEARNING AREA | **Health and Physical Education**

#### Areas

Movement and Physical Activity	> Learning through movement
Personal, Social and Community Health	> <i>Being healthy, safe and active</i> > <i>Communicating and interacting for health and wellbeing</i> > <i>Contributing to healthy and active communities</i>

### GENERAL CAPABILITY | **Personal & Social Capabilities**

#### Areas

Self-awareness	> Recognise personal qualities and achievements > Develop reflective practice > Recognise personal qualities and achievements
Self-management	> Express emotions appropriately > Become confident, resilient and adaptable
Social management	> Work cooperatively

### GENERAL CAPABILITY | **Critical & Creative Thinking**

#### Areas

Generating ideas, possibilities and actions	> Imagine possibilities and connect ideas > Consider alternatives
Reflecting on thinking processes	> Think about thinking (metacognition)
Analysing, synthesising and evaluating reasoning and procedures	> Apply logic and reasoning



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## GENERAL CAPABILITIES OVERVIEW

*CampOut with Kids and the 8 Parenting Strategies are aligned with a number of areas within the General Capabilities of 'critical and creative thinking', and 'personal and social capability'.*

### General Capabilities in the Australian Curriculum

General capabilities, a key dimension of the Australian Curriculum, play a significant role in realising the goals set out in the **Melbourne Declaration on Educational Goals for Young Australians** (MCEETYA 2008) – that **all young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens.**

The Melbourne Declaration identifies essential skills for twenty-first century learners in literacy, numeracy, information and communication technology, thinking, creativity, teamwork and communication) and describes **individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels.**

The general capabilities complement the key learning outcomes of the **Early Years Learning Framework** (COAG 2009) – that **children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators.**

### The Australian Curriculum has seven general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- **Critical and creative thinking**
- **Personal and social capability**
- Ethical understanding
- Intercultural understanding





As a result of participating in CampOut implementing the 8 Parenting Strategies...

CAMPOUT SESSION	LEARNING AREA	YEAR	Area		Content description	Elaborations
• Games	Health and Physical Education	Year 1 & 2	<i>Movement and Physical Activity</i>	Learning through movement	Identify rules and play fairly when participating in physical activities	• demonstrating turn-taking and sharing equipment when participating in minor games (AP, S)
• Honouring Session • Parenting Strategy 3 (acknowledge qualities)	Health and Physical Education	Year 1 & 2	<i>Personal, Social and Community Health</i>	Being healthy, safe and active	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities	
• Parenting Strategy 5 (solve own problems)	Health and Physical Education	Year 1 & 2	<i>Personal, Social and Community Health</i>	Being healthy, safe and active	Practise strategies they can use when they need help with a task, problem or situation	
• Welcome Circle • Talking circles • Strategy 4 (skills of reflection)	Health and Physical Education	Year 3 & 4	<i>Personal, Social and Community Health</i>	Communicating and interacting for health and wellbeing	Describe how respect, empathy and valuing difference can positively influence relationships	• recognising that bullying behaviour can take many forms, not only physical (S, RS)
• Strategy 4 (skills of reflection) • Strategy 8 (support children's feelings)	Health and Physical Education	Year 3 & 4	<i>Personal, Social and Community Health</i>	Communicating and interacting for health and wellbeing	Investigate how emotional responses vary in depth and strength	• understanding that emotional responses vary across cultures and differ between people and different situations (MH, RS)
• Games	Health and Physical Education	Year 3 & 4	<i>Personal, Social and Community Health</i>	Contributing to healthy and active communities	Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing	• participating in physical activities in natural environments in the local area and reflecting on the enjoyable components of participation (LLPA, HBPA, AP)

## CampOut with Kids

## CONNECTIONS TO THE AUSTRALIAN CURRICULUM

CAMPOUT SESSION	GENERAL CAPABILITY	YEAR	Area		Content description	Elaborations
<ul style="list-style-type: none"> <li>• Welcome circle</li> <li>• Story Circles</li> <li>• Strategy 3 (acknowledge qualities)</li> </ul>	Personal & Social Capability	Level 2 (Years 1 & 2)	<i>Self-awareness</i>		Recognise personal qualities and achievements	identify and describe personal interests, skills and achievements and explain how these contribute to family and school life
<ul style="list-style-type: none"> <li>• Strategy 4 (skills of reflection)</li> </ul>	Personal & Social Capability	Level 2 (Years 1 & 2)	<i>Self-awareness</i>		Develop reflective practice	reflect on what they have learnt about themselves from a range of experiences at home and school
<ul style="list-style-type: none"> <li>• Strategy 3 (acknowledge qualities)</li> </ul>	Personal & Social Capability	Level 3 (Years 3 & 4)	<i>Self-awareness</i>		Develop reflective practice	reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback
<ul style="list-style-type: none"> <li>• Strategy 3 (acknowledge qualities)</li> <li>• Strategy 4 (skills of reflection)</li> </ul>	Personal & Social Capability	Level 4 (Years 5 & 6)	<i>Self-awareness</i>		Recognise personal qualities and achievements	describe the influence that personal qualities and strengths have on their learning outcomes
<ul style="list-style-type: none"> <li>• Strategy 8 (support children's feelings)</li> </ul>	Personal & Social Capability	Level 2 (Years 1 & 2)	<i>Self-management</i>		Express emotions appropriately	describe ways to express emotions to show awareness of the feelings and needs of others
<ul style="list-style-type: none"> <li>• Strategy 5 (solve own problems)</li> </ul>	Personal & Social Capability	Level 3 (Years 3 & 4)	<i>Self-management</i>		Become confident, resilient and adaptable	persist with tasks when faced with challenges and adapt their approach where first attempts are not successful
<ul style="list-style-type: none"> <li>• Strategy 4 (skills of reflection)</li> <li>• Strategy 5 (solve own problems)</li> </ul>	Personal & Social Capability	Level 4 (Years 5 & 6)	<i>Self-management</i>		Become confident, resilient and adaptable	devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
<ul style="list-style-type: none"> <li>• Morning activities</li> <li>• Skipping Challenge</li> <li>• Games: Giants, Wizards &amp; Elves.</li> </ul>	Personal & Social Capability	Level 4 (Years 5 & 6)	<i>Social Management</i>		Work collaboratively	contribute to groups and teams, suggesting improvements in methods used for group investigations and projects
						<ul style="list-style-type: none"> <li>• encouraging others, negotiating roles and relationships and managing time and tasks</li> </ul>

## CampOut with Kids

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CAMPOUT SESSION	GENERAL CAPABILITY	YEAR	Area		Content description	Elaborations
• Strategy 4 (skills of reflection)	Critical and Creative Thinking	Level 2 (Years 1 & 2)	<i>Generating ideas, possibilities and actions</i>	Imagine possibilities and connect ideas	build on what they know to create ideas and possibilities in ways that are new to them	
• Strategy 4 (skills of reflection)	Critical and Creative Thinking	Level 3 (Years 3 & 4)	<i>Generating ideas, possibilities and actions</i>	Imagine possibilities and connect ideas	expand on known ideas to create new and imaginative combinations	
• Strategy 4 (reflection skills) • Strategy 5 (solve problems)	Critical and Creative Thinking	Level 4 (Years 5 & 6)	<i>Generating ideas, possibilities and actions</i>	Imagine possibilities and connect ideas	combine ideas in a variety of ways and from a range of sources to create new possibilities	
• Strategy 4 (reflection skills) • Strategy 5 (solve problems)	Critical and Creative Thinking	Level 2 (Years 1 & 2)	<i>Generating ideas, possibilities and actions</i>	Consider alternatives	identify and compare creative ideas to think broadly about a given situation or problem	
• Strategy 4 (reflection skills) • Strategy 5 (solve problems)	Critical and Creative Thinking	Level 3 (Years 3 & 4)	<i>Generating ideas, possibilities and actions</i>	Consider alternatives	explore situations using creative thinking strategies to propose a range of alternatives	• asking 'What if..?' when conducting an investigation
• Strategy 4 (reflection skills) • Strategy 5 (solve problems)	Critical and Creative Thinking	Level 4 (Years 5 & 6)	<i>Generating ideas, possibilities and actions</i>	Consider alternatives	identify situations where current approaches do not work, challenge existing ideas and	
• Strategy 4 (reflection skills) • Strategy 5 (solve problems)	Critical and Creative Thinking	Level 2 (Years 1 & 2)	<i>Reflecting on thinking processes</i>	Think about thinking (metacognition)	describe the thinking strategies used in given situations and tasks	• describing how they approach tasks when they are not sure what
• Strategy 4 (reflection skills) • Strategy 5 (solve problems)	Critical and Creative Thinking	Level 3 (Years 3 & 4)	<i>Reflecting on thinking processes</i>	Think about thinking (metacognition)	identify pertinent information in an investigation and separate into smaller parts or ideas	
• Strategy 4 (reflection skills) • Strategy 5 (solve problems)	Critical and Creative Thinking	Level 4 (Years 5 & 6)	<i>Reflecting on thinking processes</i>	Think about thinking (metacognition)	identify and justify the thinking behind choices they have made	
• Strategy 5 (solve own problems)	Critical and Creative Thinking	Level 2 (Years 1 & 2)	<i>Analysing, synthesising and evaluating reasoning and procedures</i>	Apply logic and reasoning	identify reasoning used in choices or actions in specific situations	• asking what course of action was most logical and why
• Strategy 5 (solve own problems)	Critical and Creative Thinking	Level 3 (Years 3 & 4)	<i>Analysing, synthesising and evaluating reasoning and procedures</i>	Apply logic and reasoning	identify and apply appropriate reasoning and thinking strategies for particular outcomes	• using logical or predictive reasoning when problem solving