**Molesworth Environment Centre: Team Building - General Capabilities in the new Australian Curriculum**

Team Building is our most popular program at Molesworth. Students work in groups to complete problem solving activities with a 10 minute time limit. The activities provide opportunities for the students to practice team skills including cooperation, effective communication, respect and encouragement. We have three team building areas in specially designed team building paddocks and if time permits, students can participate in our George of the Jungle activity or build emergency shelters in the bush.

**Personal, Social and Community Health**

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| **Foundation Year** | | |
| **BEING HEALTHY, SAFE AND ACTIVE**  Food and Nutrition / Health benefits of physical activity / Safe use of medicine / safety | **MOVEMENT**  Active play and minor games / fundamental movement skills /Rhythmic and expressive activities / Safety | **IDENTITY, COMMUNICATION AND**  **INTERACTION**  Mental health and wellbeing / Relationships / Safety |
| * Identify personal strengths | * Learnt skills can be used in other games and activities with or without equipment | * Practise personal and social skills to interact with and include others * Identify and describe emotional responses people may experience in different situations |
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| Understanding movement | Learning through movement | Contributing to healthy and active communities |
| * Explore how regular physical activity keeps individuals healthy and well | * Cooperate with others when participating in physical activities * Test possible solutions to movement challenges through trial and error * Follow rules when participating in physical activities | * Participate in play that promotes engagement with outdoor settings and the natural environment |

**Personal, Social and Community Health**

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| **Years one and two** | | |
| **BEING HEALTHY, SAFE AND ACTIVE**  Food and Nutrition / Health benefits of physical activity / Safe use of medicine / safety | **MOVEMENT**  Active play and minor games / Fundamental movement skills / Rhythmic and expressive activities / Safety  Personal and social skills such as cooperation, decision making, problem solving, persistence and a growth mindset can develop through movement activities. | **IDENTITY, COMMUNICATION AND**  **INTERACTION**  Mental health and wellbeing / Relationships / safety |
| * Practise strategies they can use when they need help with a task, problem or situation * exploring benefits of regular physical activity and identifying opportunities when they can be active at school, at home and in the community * Propose a range of alternatives and test their effectiveness when solving movement challenges * Identify rules and play fairly when participating in physical activities | * Perform fundamental movement skills in different movement situations * Create and participate in games | * Describe ways to include others to make them feel that they belong * Identify and practise emotional responses that account for own and others’ feelings |
| Understanding movement | Learning through movement | Contributing to healthy and active communities |
| * Discuss the body’s reactions to participating in physical activities | * Use strategies to work in group situations when participating in physical activities | * Identify and explore natural and built environments in the local community where physical activity can take place |

**Personal, Social and Community Health**

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| **Years three and four** | | |
| **BEING HEALTHY, SAFE AND ACTIVE**  Food and Nutrition / Health benefits of physical activity / Alcohol and other drugs / safety | **MOVEMENT**  Active play and minor games / Challenge and adventure activities / Fundamental movement skills / Games and sport / Lifelong physical activities / Rhythmic and expressive activities / Safety  Personal and social skills such as cooperation, decision making, problem solving, persistence and a growth mindset can develop through movement activities. | **IDENTITY, COMMUNICATION AND**  **INTERACTION**  Mental health and wellbeing / Relationships and sexuality / safety |
| * [Examine](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Examine) how success, challenge and failure strengthen personal [identities](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Identities) [(ACPPS033)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPPS033) * [Describe](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Describe) and [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Apply) strategies that can be used in situations that make them feel uncomfortable or unsafe | * Perform [movement sequences](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Movement+sequences) which link [fundamental movement skills](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Fundamental+movement+skills) [(ACPMP044)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPMP044) * Perform [movement sequences](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Movement+sequences) which link [fundamental movement skills](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Fundamental+movement+skills) [(ACPMP044)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPMP044) | * [Describe](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Describe) how respect, empathy and valuing difference can positively influence relationships [(ACPPS037)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPPS037) |
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| Understanding movement | Learning through movement | Contributing to healthy and active communities |
|  | * Adopt inclusive practices when participating in physical activities [(ACPMP048)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPMP048)   [Apply](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Apply) basic rules and scoring systems, and [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Demonstrate) fair play when participating [(ACPMP050)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPMP050) | * Participate in outdoor games and activities to [examine](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Examine) how participation promotes a connection between the community, natural and built environments, and health and [wellbeing](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Wellbeing) [(ACPPS041)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPPS041) |

**Personal, Social and Community Health**

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| **Years five and six** | | |
| **BEING HEALTHY, SAFE AND ACTIVE**  Alcohol and other drugs / Food and Nutrition / Health benefits of physical activity / safety | **MOVEMENT**  Challenge and adventure activities / Fundamental movement skills / Games and sports / Lifelong physical activities / Rhythmic and expressive activities / Safety  Personal and social skills such as cooperation, decision making, problem solving, persistence and a growth mindset can develop through movement activities. | **IDENTITY, COMMUNICATION AND**  **INTERACTION**  Mental health and wellbeing / Relationships / safety |
| * Explore personal and cultural [identities](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Identities) and how they change and adapt to different contexts and situations [(ACPPS051)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPPS051) | * Design and perform a variety of [movement sequences](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Movement+sequences) [(ACPMP062)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPMP062) * Propose and [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Apply) [movement concepts and strategies](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Movement+concepts+and+strategies) [(ACPMP063)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPMP063) |  |
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| Understanding movement | Learning through movement | Contributing to healthy and active communities |
|  | * Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities [(ACPMP067)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPMP067) * [Apply](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Apply) critical and creative thinking processes in order to generate and assess solutions to [movement challenges](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Movement+challenges) [(ACPMP068)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPMP068)   [*Personal and social capability*](http://www.australiancurriculum.edu.au/Curriculum/Continuum?code=ACPMP068&gcTitle=Personal+and+social+capability&gcUri=http%3a%2f%2fvocabulary.curriculum.edu.au%2fgeneralCapability%2f5)  [Demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Demonstrate) ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities [(ACPMP069)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPMP069) | * Explore how participation in outdoor activities supports personal and [community health](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Community+health) and [wellbeing](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Wellbeing) and creates connections to the natural and built environment [(ACPPS059)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPPS059) |

**Personal, Social and Community Health**

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| **Years seven and eight** | | |
| **BEING HEALTHY, SAFE AND ACTIVE**  Alcohol and other drugs / Food and Nutrition / Health benefits of physical activity / safety | **MOVEMENT**  Challenge and adventure activities / Games and sports / Lifelong Physical activities / Rhythmic and expressive activities / Safety | **IDENTITY, COMMUNICATION AND**  **INTERACTION**  Mental health and wellbeing / Relationships and sexuality / Safety |
|  | * Use feedback to improve body control and coordination when performing [specialised movement skills](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Specialised+movement+skills) [(ACPMP080)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPMP080) * Practise, [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Apply) and transfer [movement concepts and strategies](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Movement+concepts+and+strategies) [(ACPMP082)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPMP082) | * [Analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Analyse) factors that influence emotions, and [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Develop) strategies to [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Demonstrate) empathy and sensitivity [(ACPPS075)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPPS075) |
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| Understanding movement | Learning through movement | Contributing to healthy and active communities |
|  | * Practise and [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Apply) personal and social skills when undertaking a range of roles in physical activities [(ACPMP086)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPMP086) * [Evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Evaluate) and [justify](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Justify) reasons for decisions and choices of action when solving [movement challenges](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Movement+challenges) [(ACPMP087)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPMP087) * Modify rules and scoring systems to allow for fair play, safety and inclusive participation [(ACPMP088)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPMP088) | * Plan and implement strategies for connecting to natural and built environments to promote the health and [wellbeing](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Wellbeing) of their communities [(ACPPS078)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPPS078) |

**Personal, Social and Community Health**

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| **Years nine and ten** | | |
| **BEING HEALTHY, SAFE AND ACTIVE**  Alcohol and other drugs / Food and Nutrition / Health benefits of physical activity / Safety | **MOVEMENT**  Challenge and adventure activities / Games and sports / Lifelong Physical activities / Rhythmic and expressive activities / Safety | **IDENTITY, COMMUNICATION AND**  **INTERACTION**  Mental health and wellbeing / Relationships and sexuality / Safety |
| * [Examine](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Examine) the impact of changes and [transitions](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Transitions) on relationships [(ACPPS090)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPPS090) | * Perform and refine [specialised movement skills](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Specialised+movement+skills) in challenging [movement situations](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Movement+situations) [(ACPMP099)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPMP099) * [Develop](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Develop), implement and [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Evaluate) [movement concepts and strategies](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Movement+concepts+and+strategies) for successful outcomes [(ACPMP101)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPMP101) | * [Investigate](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Investigate) how empathy and ethical decision making contribute to respectful relationships [(ACPPS093)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPPS093) * [Evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Evaluate) situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses [(ACPPS094)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPPS094) |
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| Understanding movement | Learning through movement | Contributing to healthy and active communities |
|  | * Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams [(ACPMP105)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPMP105) * Transfer understanding from previous movement experiences to create solutions to [movement challenges](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=Movement+challenges) [(ACPMP106)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPMP106) * Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities [(ACPMP107)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPMP107) |  |

The questions outlined below allow discussion and reflection that will facilitate student learning and achievement in these capabilities.

1. Describe and evaluate your strengths when completing the team activities.
2. In what ways could you have improved your team skills?
3. How can you apply these strengths to other areas of your life?
4. Identify some positive ways you fitted in with your group.
5. Describe some things you and your group could have done to make everyone feel included
6. In what ways did you include your team members?
7. Identify what you did well?
8. Identify what you could have done better?
9. List some factors that contributed towards your team having success at a particular activity
10. List some factors that contributed towards your team not having success at a particular activity
11. Define what influenced your success? Why?
12. How did your opinions differ from those of the group?
13. How did you overcome these differences of opinion?
14. Are there others ways you could have overcome any differences of opinion?
15. In what other areas of your life do you need to overcome differences of opinion?
16. Describe other times in your life when you need to work as part of a team?
17. What characteristics would influence your effectiveness as a team member?
18. What characteristics would limit your effectiveness as a team member?
19. Describes some of the positive experiences you had with your team members
20. Describe some of the negative experiences you had with your team members
21. Describe how your group came to decisions?
22. I what ways could your group have improved their decision making?
23. What factors influenced your team’s decision making?
24. Describe any conflict your team had (without naming individual students).
25. How did you resolve the conflict?
26. How could you have improved your conflict resolution?
27. What strategies would you use next time to resolve conflict?
28. In what ways did your team communicate effectively?
29. Write some examples of how your team was able to communicate effectively?
30. In what ways could you have improved your team communication?
31. What does good team communication look like? What does it sound like?
32. In what ways did you achieve what you set out to do?
33. In what ways did you not achieve what you set out to do?
34. What does team work look like?
35. What were your individual strengths/weaknesses?
36. What were your team strengths/weaknesses?
37. During the whole class discussion what characteristics were listed to describe a good team? (good communication/respect/encouragement/helping each other/cooperation)
38. How did you go about formulating a plan to solve the problems?
39. Give examples of how your group considered different points of view.
40. Evaluate and give examples of how you helped/encouraged other people in your team.
41. Give examples of how others in your team helped/encouraged you?
42. Describe alternative ways you could have solved one of your team problems?
43. Describe a way in which you or your group persisted with a problem.