

Key Learning Program: Teamwork/ Resilience	Subject:		Lesson: Outside Tic Tac Toe (warmup session)
Curriculum Level: 3-10 Minimum time allocation: 20 mins Suggested Activities: Students work in two teams to complete interactive game Learning intention: Demonstrate some simple social skills, Follow basic social rules regarding personal space entitlement Success Criteria: I can work with others in my group			
Activities for developing concepts and understanding	Blackwood teacher	Classroom Teacher	Resources
<p>Students are working in two groups to assemble a tic tac toe table on the ground where they will complete the game multiple times</p> <p>Allow time for students to develop tic tac to table and XO</p>	<p>Introduce yourself and outline tic tac toe as a warn up session.</p> <p>Ask students to set up the tic tac toe table with only themselves and the surroundings (students can draw table with sticks, placing sticks, rubbish, or items on the ground ect).</p> <p>Now get students to think about what can be substituted instead of X (crosses) O (circles) e.g., themselves, rubbish, leaves, hats, jumpers</p> <p>Allow students to think outside the box and encourage them to be creative with developing session tools</p>	<p>The class begins as a whole group with an interactive Teams session.</p> <p>Split class into two groups E.g., rock paper scissors, slipping off with 1,2,1, method.</p>	<p>Outside in an open area</p>

	<p>Start activity and run one round normal with each team/ person taking it in terms.</p> <p>With each round following substitute alterative ways to complete the game.</p> <ul style="list-style-type: none"> - Ready set..... Bananas, trees, goggle ect. each team experiencing suspense before you say ready set GO to put team marker down - Number off every team member in each team with a number the same for each team (1, 2, 3, ect). then select number twos to put the marker down. Can substitute math $1+1 = 2$ to put their marker down - Can run a similar alternative to number but with colours 		
<p>Conclusion activity. Students are to pack up session collecting any unnatural objects and disposing of them correctly or taking items with them.</p>	<p>Gets students to reflect on the warmup session by asking multiple question.</p> <ul style="list-style-type: none"> -Did you work well as a team? -What was your favourite variation? -What was the most challenging variation of Tic Tac Toe? -How did that make you feel? <p>Thank students for participating</p>		

Victorian Curriculum Links

CURRICULUM LEVEL				
Resilience: Personal and Social Capabilities				
Strand and Sub - strand		Recognition and Expression of emotions		
Content Descriptor	3&4: Identify and explore the expression of emotions in social situations and the impact on self and others (VCPCSE016)	5&6: Explore the links between their emotions and their behaviour (VCPCSE025)	7&8: Describe how and why emotional responses may change in different contexts (VCPCSE034)	9 &10: Evaluate emotional responses and the management of emotions in a range of contexts (VCPCSE043)
Achievement Standard	3&4: Students explain the consequences of emotional responses in a range of social situations.	5&6: Students describe different ways to express emotions and the relationship between emotions and behaviour	7&8: Students reflect on the influence of emotions on behaviour, learning and relationships	9&10: Students reflect critically on their emotional responses to challenging situations in a wide range of contexts.