THE SHADOW INITIATION GAME

SCHOOLS EXPERIENCE

ADVENTURE MODE

Government of South Australia

SOUTH AUSTRALIAN MUSEUM

The Shadow Initiation Game: Schools Experience

What is it?

The Shadow Initiation Game is a hands-on adventure game that asks participants to solve puzzles as they move around the Museum. Students work in teams of four using a provided tablet and map, to solve as many puzzles as they can during their allocated hour. The aim of the game is to earn as many points as you can within this time and attempt to prove that you are worthy of joining a fictional, mysterious, top-secret society: The Secret Order of Quill & Compass.

Suitable for: Years 6 and up

An ideal learning experience for students to:

- Think in critical and creative ways to interpret information and solve puzzles.
- Engage with museum content and exhibitions.
- Practice using primary and secondary sources to locate and interpret information from a range of perspectives.
- Collaborate with other students through teamwork and leadership.
- Spark their curiosity, wonder and interest in a range of topics and concepts.
- Apply their literacy and numeracy skills in meaningful, purposeful contexts.
- Springboard their learning into a relevant inquiry project or unit of work.

Curriculum Links: In addition to the broad learning experiences described above, the Shadow Initiation Game provides direct connections and opportunities to address elements of the Australian Curriculum, Science, HASS and General Capabilities. (Appendix a)

This resource pack includes:

1. A Teacher Pre-Visit Checklist to help you prepare your students for their visit.
2. Pre-visit activities for students including a practice puzzle, team planning template, and tips for success while playing the game.
3. Post-visit reflection and evaluation activities for students.
4. A post-visit rubric to support teacher, peer, and self-assessment, and reflection.
5. Post-visit cross-curricula lesson ideas
6. Post-visit inquiry cards for extended learning
7. Australian Curriculum links

Teacher Pre-Visit Checklist

Here are some tips to help your class get the most out of their Shadow Initiation Game experience.

Before the visit

1. Organise your students into teams well in advance of the session
    a. Students will work in teams to solve as many puzzles as they can within the time limit. Teams of 4 students work best, as each team will share one tablet and map to play the game.
    b. If you have uneven student numbers, it is better to have a team of 3 students rather than make any of the teams larger than 4. If a team has only 3 students, they will need to share the team roles amongst them.
    c. When allocating student teams, bear in mind that students will take on specific roles within their teams and it may be worth structuring the teams to represent a range of skills and abilities.
    d. Allow students time to meet as a team prior to their Museum visit to assign team roles, complete practice questions, and discuss strategies they might use during the game.
    e. Ask students to decide on name for their team prior to the Museum visit as they will be asked to enter their team's name as they begin the game.

2. Use the provided pre-visit materials to help students prepare and plan for the visit. The pre-visit materials ask students to allocate tea

3. Focus on time management strategies with students. They will not be able to complete all 48 puzzles during their visit. They will need to make decisions about which puzzles to attempt and how to best use their time. Teams will earn points for each puzzle they successfully complete. Points vary depending on the complexity and time required to complete the puzzle. Will they try to accumulate points by completing multiple shorter puzzles, or focus on puzzles that earn maximum points?

4. Plan to arrive at the Museum 15 minutes before you are due to start the game. This will allow time to store bags, collect materials, and receive instructions without eating into the allocated game time.

5. Make sure students understand that they will be collecting clues throughout the game to help them solve the final challenge. They will need to remember or record these clues as they collect them.

6. Ensure you bring along enough adults to supervise and support each team.

7. Allow time for students to reflect on their team's achievements during the game, and how well they worked together as a team.

8. Post- visit activity suggestions are provided to support student reflection, evaluation and opportunities for further learning.

9. If possible, visit the Museum to play the game yourself prior to your students' visit

When you arrive

1. Report to the front desk in the main Museum lobby. Your group will be assisted to store their bags and receive information to help make the visit safe and successful.

2. Organise students into their teams. Each team will be given a tablet and a map. They will then receive instructions from a Museum staff member on how to get started with the game.

During the visit

1. The game will take students through most galleries in the Museum. Students will be allocated a time limit in each gallery to complete as many puzzles as they can. When the time is up, the game will allow students 2 minutes to locate and move to the next gallery.

2. Adults should move from gallery to gallery with the students to supervise and provide support and encouragement when needed.

3. The final puzzle will take students to the World Mammals Gallery on the ground floor. Once students have completed the final puzzle, they will need to return the tablets and maps to the front desk in the main Museum lobby.

4. Don’t forget to check the leader board to see your team’s place in the Secret Order of the Quill and Compass

After the visit

1. Head back to school and keep the learning going with our post-visit evaluation, reflection, and learning activities.

Student Pre-Visit Resource: Puzzle Solving Skills

Your team will be presented with many different types of puzzles during the game.
Each puzzle asks you to use information in different ways. You will need to think about the best way to go about solving each puzzle. If you are successful, you will become a member of the mysterious, top-secret society: The Secret Order of Quill & Compass.

Here are some skills you might need to use to solve as many puzzles as possible during the game:

1. **Read** – Are you given any texts to gain information? How is information presented in different types of texts?
2. **Scan** – Can you skim through a text to identify the information you are looking for?
3. **Classify** – Are there objects or symbols that can be sorted into groups that belong to particular category? Do you need to place objects or symbols in a particular order to help solve the puzzle?
4. **Navigate** – How can use the map to follow directions and locate clues in the most effective way? Do you need to interpret information from a map on display in the Museum?
5. **Think spatially** – Can you make observations from different angles? Do you need to consider the size and scale of objects? Are the objects displayed at their actual size or to scale? How big or small are they in real-life?
6. **Observe** – What do you notice when you look carefully at small details and displays as a whole? Take notice of anything that might be relevant to solving the puzzle.
7. **Infer** – Have you been given only parts of the information you need to solve a puzzle? How might you fill in the gaps or missing information?
8. **Eliminate** – Are you able to rule out choices or information you know are incorrect or not relevant to solving the puzzle?
9. **Compare and contrast** – What do you notice when you look for similarities and differences between objects and information? How might this help you solve a puzzle?
10. **Question** – You will need to think critically about the information you are given. What is it asking you to do or find out?
11. **Identify Patterns** – Is there a pattern of objects, numbers or words that will help you solve the puzzle. How do the objects relate to each other? Is there something missing or out of place in a pattern? Think logically to work out what should come next.
12. **Transfer** – Do you need to take information from one place and apply it somewhere else to help solve the puzzle? Are there any clues hidden within the information you have been given?
13. **Make connections** – Does the information you are given connect to objects or information in the display? How can you put pieces of information together to solve a puzzle?
14. **Think digitally** – Is there hidden information that can be accessed digitally to help solve a puzzle?
15. **Remember** – Do you need to keep some numbers or information in mind while you solve other parts of a puzzle?
16. **Calculate** – Do you need to work with any numbers to solve the puzzle?

Team Planning

You will be working as a team of four to play the Shadow Initiation Game.

Think about which team member is going to take on the different roles you will need to be successful at the game.

Come up with a team name that represents what is awesome about your team.

Team Name: _____

Team Role	Description	Name
Puzzle solvers	Uses all available information to solve as many puzzles as possible.	Everyone
Mission Control	Controls the tablet. Reads clues and information to the team. Enters data and answers.	
Navigator	Carries the map and navigates the team to galleries and locations.	
Timer	Watches the clock and manages time spent on each puzzle. You won't have time to solve all of the puzzles so how will you use your time to solve as many as possible?	
Seeker	Stakes out possible clue locations. Collects and remembers clues for the final challenge.	

Practice Puzzle

Here is a practice puzzle for you to solve as a team. This is a bit like some of the puzzles you will need to solve at the Museum. Think about which puzzle solving skills will help you solve each part of the puzzle.

Who am I? – Can you crack the code to find the solution?

Part One

I am thought to be extinct since 1936 but hundreds of unconfirmed sightings have led to investigations about whether I still exist.

I looked a bit like a dog, but I was actually a marsupial. I had yellowish fur with black stripes across my body and a long thin tail.

I was a carnivore and hunted kangaroos, sheep, and wallabies. I could open my mouth almost 90 degrees to help me eat animals larger than me.

I am a: L1-4, L1-34, L3-34, L4-24, L5-3, L5-6, L6-29, L6-43, L6-45

Now you are ready to play the Shadow Initiation Game. Do you have what it takes to become a member of the mysterious, top-secret society: The Secret Order of Quill & Compass. Good luck!

Shadow Initiation Assessment Rubric

	5 stars	4 stars	3 stars	2 stars	1 star
Critical and Creative Thinking	Developed, evaluated, and justified innovative strategies for solving puzzles.	Evaluated and justified the reasons behind choosing a particular problem-solving strategy.	Identified various puzzle solving strategies and selected the most effective one to try.	Tried different strategies to solve puzzles	Attempted to solve puzzles.
Teamwork	Provided leadership for the team while performing their own role, involving others, and directing decisions.	Encouraged others, performed their own role and contributed well-considered ideas and suggestions to the team.	Performed their own role and consistently contributed ideas and suggestions to the team.	Performed their own role and contributed some ideas to the team.	Performed their own role in the team.
Literacy	Used Museum texts as evidence to analyse, interpret, and evaluate different perspectives using comprehension strategies.	Used comprehension strategies to understand, interpret and evaluate information in Museum texts.	Used comprehension strategies to understand information in Museum texts.	Read Museum texts and understood some of the information.	Read some Museum texts.
Numeracy	Showed leadership and confidence by efficiently interpreting the map and spatial directions to guide other galleries and clues.	Efficiently interpreted the map and spatial directions to locate galleries and clues.	Interpreted the map and spatial directions correctly most of the time.	Helped others follow directions given by the team navigator.	Followed directions given by others.
Digital Literacy	Developed and applied criteria to quickly assess the suitability and required actions from digital clues.	Made judgements about the relevance of digital clues and suggested suitable.	Accessed digital clues and information and used it to help solve at least 5 clues.	Accessed digital clues and information and used it to help solve at least one clue.	Accessed digital clues and information.

Post-Visit Cross Curricula Activity Suggestions

Having students create their own puzzles or entire games is a great way to add deeper learning to the Shadow Initiation experience. This activity can incorporate multiple curriculum areas, apply to any focus learning topic, and be undertaken as a short follow up lesson, or an extended project.

English

- Create a variety of texts on a classroom focus topic for a specific audience.
- Present texts in a range of formats including charts, labels, panels, diary entries, and fact sheets.
- Design puzzles for specific audiences using a range of text types.

Maths

- Create puzzles that require players to solve mathematical problems.
- Organise schedules and test timeframes for completing puzzles.
- Create maps and spatial directions for completing puzzles and games.

HASS

- Give students a specific HASS topic to research and create puzzles based on their findings.
- Make puzzles to help other students learn about a HASS topic, or as a peer assessment task.
- Create puzzles that present a different perspective or point of view on an historical event or topic.

Science

- Ask students to research a relevant science topic and create puzzles to show their understanding.
- Practice using scientific terminology and concepts such as the periodic table and classification systems to develop puzzles.
- Create puzzles that involve the application of science inquiry skills in order to solve them.

Arts

- Create displays and exhibitions that include clues for solving puzzles
- Incorporate cultural or historical works of art in puzzles for others to solve.
- Create visual or digital art works to present or promote puzzles and games to specific audiences.

Technologies

- Use digital apps such as quiz makers to create puzzles for others to solve.
- Design and build puzzles with physical elements for others to solve.
- Create multi-step puzzles using simple coding processes.

Health and PE

- Design puzzles that require physical activities or physical skills.
- Design puzzles that are based on particular health topics and research.
- Create puzzles that help communicate health messages to a target community group.

Languages

- Create puzzles that are presented in multiple languages.
- Create puzzles that require the player to translate clues to or from a language they are learning.
- Create puzzles that help teach others some words and language from the traditional owners of the area you live in.

Shadow Initiation: Inquiry Cards # 24

Egyptian Gallery: Gods and Goddesses: Taweret

Taweret is the ancient Egyptian goddess of childbirth. She was regarded as the divine protector of women and children.

- Why were gods and goddesses so important in Ancient Egyptian society?
- Identify the most interesting god or goddess and justify your choice.
- Taweret was also known as Taurt, Tuat, Tuart, Tawaret, and Twert. Suggest reasons why one god might be known by so many different names.

Where to find out more:

https://www.ancient-egypt-online.com/ancient-egyptian-gods.html

Task: Based on your research about Ancient Egypt, invent your own god or goddess. What values, ideas or elements will your god or goddess represent? Try to include features from at least 2 different creatures in your design.

Reflection and Evaluation

Team name…….

The members of my team were……..

My role in the team was ……..

My team completed ……. puzzles during the game

Our score was……

	Gallery	Puzzle	Solved	Attempted	Not Attempted	How difficult was the puzzle?*	How much fun was the puzzle?*
1	Pacific Cultures	Canoe Characters				1 2 3 4 5	1 2 3 4 5
2	Pacific Cultures	Vung Vung Mask				1 2 3 4 5	1 2 3 4 5
3	Pacific Cultures	Fighting Clubs				1 2 3 4 5	1 2 3 4 5
4	Pacific Cultures	Memorial Pole				1 2 3 4 5	1 2 3 4 5
5	Pacific Cultures	Afterlife Maze				1 2 3 4 5	1 2 3 4 5
6	Biodiversity	Tree of Life				1 2 3 4 5	1 2 3 4 5
7	Biodiversity	Day and Night				1 2 3 4 5	1 2 3 4 5
8	Biodiversity	Fire and Drought				1 2 3 4 5	1 2 3 4 5
9	Biodiversity	Eggs, Eggs, Eggs				1 2 3 4 5	1 2 3 4 5
10	Biodiversity	Once Extinct				1 2 3 4 5	1 2 3 4 5
11	Biodiversity	Whose Poo?				1 2 3 4 5	1 2 3 4 5
12	Biodiversity	Find my Food				1 2 3 4 5	1 2 3 4 5

13	Biodiversity	Ant Jobs				1 2 3 4 5	1 2 3 4 5
14	Biodiversity	Addition Puzzle-Birds				1 2 3 4 5	1 2 3 4 5
15	Biodiversity	Sleeping Mouse				1 2 3 4 5	1 2 3 4 5
16	Biodiversity	Butterflies				1 2 3 4 5	1 2 3 4 5
17	Biodiversity	Skeleton Puzzle				1 2 3 4 5	1 2 3 4 5
18	Biodiversity	Perspective- Coastal Birds				1 2 3 4 5	1 2 3 4 5
19	Biodiversity	Spot the Difference-Rocky Reef				1 2 3 4 5	1 2 3 4 5
20	Biodiversity	Jaws and Teeth				1 2 3 4 5	1 2 3 4 5
21	Biodiversity	Hide and Seek				1 2 3 4 5	1 2 3 4 5
22	Biodiversity	Footprints				1 2 3 4 5	1 2 3 4 5
23	Biodiversity	Seahorse Emotions				1 2 3 4 5	1 2 3 4 5
24	Ancient Egypt	Gods-Tarawet				1 2 3 4 5	1 2 3 4 5
25	Ancient Egypt	Red Priest				1 2 3 4 5	1 2 3 4 5
26	Ancient Egypt	Final Judgement				1 2 3 4 5	1 2 3 4 5
27	Ancient Egypt	Amulet				1 2 3 4 5	1 2 3 4 5
28	Minerals and Meteorites	Dino Clues				1 2 3 4 5	1 2 3 4 5
29	Minerals and Meteorites	Tasty Meal-Plesiosaur				1 2 3 4 5	1 2 3 4 5
30	Minerals and Meteorites	Missing Bones-Addyman				1 2 3 4 5	1 2 3 4 5
31	Minerals and Meteorites	Megafauna Selfie				1 2 3 4 5	1 2 3 4 5
32	Minerals	Meteorite				1 2 3 4 5	1 2 3 4 5

33	Minerals	Mineral Colours				1 2 3 4 5	1 2 3 4 5
34	Minerals	Coober Pedy				1 2 3 4 5	1 2 3 4 5
35	Minerals	Periodic Table				1 2 3 4 5	1 2 3 4 5
36	Minerals	Values				1 2 3 4 5	1 2 3 4 5
37	Minerals	Secret Hatch				1 2 3 4 5	1 2 3 4 5
38	Polar	Accolades				1 2 3 4 5	1 2 3 4 5
39	Polar	Money				1 2 3 4 5	1 2 3 4 5
40	Polar	All Business- Tektites				1 2 3 4 5	1 2 3 4 5
41	Polar	Secret Panel -The Hut				1 2 3 4 5	1 2 3 4 5
42	Polar	Polar Trivia				1 2 3 4 5	1 2 3 4 5
43	Polar	Map it Out				1 2 3 4 5	1 2 3 4 5
44	Polar	Radioactive				1 2 3 4 5	1 2 3 4 5
45	Polar	Secret Room- Crystal Skull				1 2 3 4 5	1 2 3 4 5
46	Polar	Pillars- Sound Puzzle				1 2 3 4 5	1 2 3 4 5
47	Ediacaran	Floor Fossils				1 2 3 4 5	1 2 3 4 5
48	Ediacaran	Timeline				1 2 3 4 5	1 2 3 4 5
49	Ediacaran	Lost Kingdom				1 2 3 4 5	1 2 3 4 5
50	Ediacaran	Ediacaran Seabed				1 2 3 4 5	1 2 3 4 5
51	Ediacaran	Stolen Fossil				1 2 3 4 5	1 2 3 4 5
52	World Mammals	Final Puzzle				1 2 3 4 5	1 2 3 4 5

*Circle a number to show your response. 5 is the highest

Which puzzle solving skills did you use to solve the puzzles? Circle all of the ones that you used.

Read	Scan	Classify	Navigate
Think Spatially	Observe	Infer	Eliminate
Compare and Contrast	Question	Identify Patterns	Transfer
Make Connections	Think Digitally	Remember	Calculate

Which puzzle did you enjoy the most and why?

Which puzzle did you find the most challenging and why?

How well did your team work together?

Extremely well	Very well	Pretty well	Could have been better	Not well

How well do you think you carried out your own team role?

Extremely well	Very well	Pretty well	Could have been better	Not well

What would you do differently next time to earn a higher score?

	Science Understanding	Science as a Human Endeavour	Science Inquiry Skills
Year 6	Biological Science: AC9S6U01 investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions	AC9S6H02 investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions	AC9S6I01 pose investigable questions to identify patterns and test relationships and make reasoned predictions AC9S6I05 compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions
Year 7	Biological Science: AC9S7U01 investigate the role of classification in ordering and organising the diversity of life on Earth and use and develop classification tools including dichotomous keys	AC9S7H01 explain how new evidence or different perspectives can lead to changes in scientific knowledge	AC9S7I07 construct evidence-based arguments to support conclusions or evaluate claims and consider any ethical issues and cultural protocols associated with using or citing secondary data or information
Year 8	Biological Science: AC9S8U02 analyse the relationship between structure and function of cells, tissues and organs in a plant and an animal organ system and explain how these systems enable survival of the individual	AC9S8H01 explain how new evidence or different perspectives can lead to changes in scientific knowledge	AC9S8I06 analyse methods, conclusions and claims for assumptions, possible sources of error, conflicting evidence and unanswered questions
Year 9	Biological Science: AC9S9U03	AC9S8H01	AC9S9I01

	represent the carbon cycle and examine how key processes including combustion, photosynthesis and respiration rely on interactions between Earth's spheres (the geosphere, biosphere, hydrosphere and atmosphere)	explain how new evidence or different perspectives can lead to changes in scientific knowledge	develop investigable questions, reasoned predictions and hypotheses to test relationships and develop explanatory models
Year 10	Biological Science: AC9S10U02 use the theory of evolution by natural selection to explain past and present diversity and analyse the scientific evidence supporting the theory	AC9S9H02 investigate how advances in technologies enable advances in science, and how science has contributed to developments in technologies and engineering	AC9S10I01 develop investigable questions, reasoned predictions and hypotheses to test relationships and develop explanatory models

	History: Knowledge and Understanding	**History: Skills**	**English**
Year 7	AC9HH7K05 the technological achievements of early First Nations Australians, and how these developed in different places and contributed to daily life, and land and water source management	AC9HH7S02 locate and identify primary and secondary sources to use in historical inquiry	AC9E7LY05 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas

	How historians and archaeologists investigate history, including excavation and archival research. AC9HH7K08 the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past AC9HH7K10 the organisation and roles of key groups in ancient society such as the nobility, bureaucracy, women and slaves, and how they influenced and changed society AC9HH7K11 key beliefs, values and practices of an ancient society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs		
Year 8	AC9HH8K12 the significant social, religious, cultural, economic, environmental and/or political features of different groups in the Asian-Pacific society Cultural achievements of one Polynesian society. AC9HH8K16	AC9HH8S02 locate and identify primary and secondary sources to use in historical inquiry	AC9E8LY05 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts

	interpretations about the Asian-Pacific society and events, and/or individuals and/or groups connected to the society		
Year 9			AC9E9LY05 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts
Year 10			AC9E10LY05 integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideas

	Year 6	**Year 7-8**	**Year 9-10**
Literacy	• critically evaluate ideas and claims made by a speaker • explains new learning from interacting with others • appropriately presents an alternative point to the previous speaker • initiates interactions confidently in group and whole-class discussions • poses pertinent questions to make connections between a range of ideas	• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience • synthesises ideas from group discussion into a common theme or hypothesis • poses problems, hypothesises and formulates questions about abstract ideas in group situations	• interacts strategically and confidently with a broad range of interactional partners • gives an extended explanation and evaluation of a complex concept, issue or process • justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation

	• uses open questions to prompt a speaker to provide more information • clarifies task goals and negotiates roles in group learning • monitors discussion to manage digression from the topic • identifies and articulates the perspective of a speaker, to move a conversation forward	• restates different views and makes suggestions to negotiate agreement • poses questions to clarify assumptions made by the speaker • questions others to evaluate accuracy of thinking or problem-solving processes • uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")	
Numeracy	• interprets the scale used to create plans, drawings or maps (e.g. interprets scale to determine the approximate distance between two locations when orienteering) • interprets and uses plans and maps involving scale (e.g. creates and interprets scale drawings when designing and making set pieces for a production) • describes and interprets maps to determine the geographical location and positioning of states and territories within Australia and of countries relative to Australia • interprets and uses more formal directional language such as	• interprets the scale used to create plans, drawings or maps (e.g. interprets scale to determine the approximate distance between two locations when orienteering) • interprets and uses plans and maps involving scale (e.g. creates and interprets scale drawings when designing and making set pieces for a production) • describes and interprets maps to determine the geographical location and positioning of states and territories within Australia and of countries relative to Australia • interprets and uses more formal directional language such as	• interprets the scale used to create plans, drawings or maps (e.g. interprets scale to determine the approximate distance between two locations when orienteering) • interprets and uses plans and maps involving scale (e.g. creates and interprets scale drawings when designing and making set pieces for a production) • describes and interprets maps to determine the geographical location and positioning of states and territories within Australia and of countries relative to Australia • interprets and uses more formal directional language such as

	compass bearings, degrees of turn, coordinates and distances to locate position or the distance from one location to another	compass bearings, degrees of turn, coordinates and distances to locate position or the distance from one location to another	compass bearings, degrees of turn, coordinates and distances to locate position or the distance from one location to another
Critical and Creative Thinking	• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources • compare information and opinion that can be verified against claims based on personal preference • create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways • identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area • identify and reflect on thinking and assumptions when completing activities or drawing conclusions • invite alternative perspectives or feedback in order to improve future outcomes	• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources • evaluate the accuracy, validity and relevance of the information and opinion to the topic of study • create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations • identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context • identify and reflect on thinking and assumptions when completing activities or drawing conclusions • invite alternative perspectives or feedback in order to improve future outcomes	• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources • evaluate the information selected to determine bias and reliability • create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations • identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context • identify and reflect on thinking and assumptions when completing activities or drawing conclusions • invite alternative perspectives or feedback in order to improve future outcomes

Personal and Social Capability	• adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks	• select, apply and refine strategies to persevere when faced with unexpected or challenging contexts	• devise, evaluate and adapt strategies to engage with unexpected or challenging situations