



Baptist Camping Victoria

**Activities &
AusVELS**



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Introduction



Victorian Schools work to set a set of guidelines, the Victorian Essential Learning Standards (VELS), which outline what is crucial for your child to learn from prep to year 10. VELS is an important part of Baptist Camping Victoria's program planning and all are designed with them in mind to ensure the five educational principles and three strands of learning are incorporated.

Five educational principles

- Learning for all – The belief that all students can learn given sufficient time to support, and that good schools and good teaching make a positive difference
- Pursuit of excellence – seeking to accomplish something noteworthy and admirable, individually and collectively and perform at their best
- Engagement and effort – respect for evidence – seeking understanding through structured inquiry and the application of evidence to test and question beliefs
- Openness of mind – being willing to consider a range of different views and consider different ways in which evidence and solutions can be reached

Three Strands of Learning

- Physical, personal and social learning – such as health and physical education and civics and citizenship
- Discipline based learning – covering subjects such as arts, economics, English, mathematics, geography and history
- Interdisciplinary learning – covering communication and information technology

The Information in this document has been gathered from the Victorian Curriculum and Assessment Authority AusVELS Curriculum.

The Baptist Camping Victoria programming staff is available to discuss any of the AusVELS domain how can be incorporated into the camping experience



Baptist Camping Victoria Campsites



Camp Wilkin is a fantastic facility which is well supported by its programming team providing quality facilities with 161 beds on site in 35 rooms all clustered en-suite and program experiences suited to school, community, church, community and conference groups. Situated just off the Great Ocean Road on the corner of Noble Street and Golf Links Road, the Camp is just 1.2 km from the Anglesea shopping centre, and a similar distance from the main surf beach, a safer beach for the younger children is 3km at Point Roadknight. Anglesea is located 112 km from Melbourne via Geelong, and is located along the Great Ocean Road. The Camp property covers approximately 6.5 hectares

Burnside Camp is a smaller facility with 88 beds in 16 rooms, set in a bush setting with both catered and self-catered options. Very neat and tidy site with great staff that will make you feel at home and relaxed. Set in four hectares of beautiful bush land on Ellimatta Road on the Melbourne side of Anglesea, it is within walking distance of beaches, recreation facilities, and Anglesea shopping centre. We provide worthwhile educational facilities and program ideas, which take in the beaches and the local bush with its flora and fauna which can cater for both summer and winter programs



Halls Gap Camp is located in the heart of the Grampians. It can accommodate 56 people and has all the necessary facilities to make your stay relaxed. The camp is set in the Grampians with beautiful bush land surround the site with walks close by available to some amazing scenery

Activities



The activities at Baptist Camping Victoria focus on the first strand of learning in the areas of Physical personal and social learning. This is due to the various activities being physical activities that participants are involved in. The introductions from the VCAA documents *The AusVELS Curriculum* have been included below.

Introductions to Health and Physical Education, Interpersonal Development & Personal Learning

Health and Physical Education

The Health and Physical Education domain provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. This domain focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society.

This domain is unique in having the potential to impact on the physical, social, emotional and mental health of students it Promotes the potential for lifelong participation in physical activity through the development of motor skills and movement competence, health-related physical fitness and sport education.

Engaging in physical activity, games, sport, and outdoor recreation contributes to a sense of community and social connectedness, these vital components of improved wellbeing.

Students' involvement in physical activity can take many forms, ranging from individual, non-competitive activity through to competitive team games. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance. Students' progress from the development of basic motor skills to the performance of complex movement patterns that form part of team's games; they learn how developing physical capacity in areas such as strength, flexibility and endurance is related to both fitness and physical performance.

Students' progress from learning simple rules and procedures to enable them to participate in movement and physical activity safely to using equipment safely and confidently. Students undertake a variety of roles when participating in sports such as umpire, coach, player and administrator and assume responsibility for the organization of aspects of a sporting competition.

This domain explores the developmental changes that occur throughout the human lifespan it begins by identifying the health needs necessary to promote and maintain growth and development, followed by discussion of significant transitions across the lifespan including puberty, to gaining an understanding of human sexuality and factors that influence its expression. The exploration of human development also includes a focus on establishment of personal indemnity, factors that shape identity and the validity of stereotypes.

Students develop an understanding of the right to be safe and explore the concepts of challenge, risk and safety. They identify the harms associated with particular situations and behaviours and how to take action to minimize these harms.

Through the provision of health knowledge, this domain develops an understanding of the importance of personal community actions in promoting health and knowledge about the factors that promote and protect the physical, social, mental and emotional health of individuals, families and communities. Students investigate issues ranging from individual lifestyle choices to provision of health services by both government and non-government bodies. In investigating these issues, they explore differing perspectives and develop informed positions.

This domain examines the role of food in meeting dietary needs and the factors that influence food choice. Students progress from learning about the importance of eating a variety of foods to understanding the roles of a healthy diet in the prevention of disease.

The Health and Physical Education domain provides students with the knowledge, skills and behaviours necessary for the pursuit of life long development in physical activity, health and wellbeing

Interpersonal development

Learning in the Interpersonal Development domain supports students to initiate, maintain and manage positive social relationships with a range of people in a range of contexts. It is through the development of positive social relationships that

individuals become linked to society, develop a sense of belonging and learn to live and work with others. In a pluralistic, multicultural society such as Australia, with varying interests, values and beliefs, it is essential that individuals learn to participate in groups whose members are from diverse backgrounds. In this domain there is a particular focus on developing students' capacity to work cooperatively as part of a team as this is widely acknowledged as being a core requirement for success in the workplace and in the community.



Building effective social relationships relating well to others requires individuals to be empathetic and to be able to deal effectively with their own emotions and inner moods. It also requires them to be aware of the social conventions and responsibilities that underpin the formation of effective relationships all social relationships have the potential to create conflict. Students need to develop the skills and strategies to manage and resolve conflict in a sensible and effective manner and not see it as something to avoid or eliminate.

Working cooperatively as part of a team requires the skills outlined above. In addition, it requires individuals to be able to balance commitment to the group and its norms with their own needs. This requires competence in presenting their own ideas and listening to those others, approaching topics from different viewpoints, and understanding their specific role and responsibilities in relation to those of others and the overall team goal.

Relationships with peers and adults at the school provide students with opportunities for reflection and growth. Adults at the school can reinforce this learning by providing positive role models. Interactions should be positive, fair, respectful and friendly and be supported by a classroom culture which is open, honest and accepting.

The Interpersonal Development domain provides students with learning opportunities and experiences that will support their learning across the curriculum, particularly in relation to working in teams where collaboration and cooperation, sharing resources and completing agreed task on time are highlighted learning related to building social relationships encourages students to maintain positive learning environments across their learning programs

Personal Learning

Learners are most successful when they are mindful of themselves as learners and thinkers within a learning community. The Personal Learning domain focuses on providing students with the knowledge, skills and behaviours to be successful, positive learners both at school and throughout their lives. They are supported to develop the confidence and ability to be adaptive and take an active role in shaping their futures in a world of constant change.

Students can learn many things by will and effort, particularly if they see that the learning is relevant; however, the learning of students is enhanced when they are supported to develop intentional strategies that promote learning. They need to understand what it means to learn, who they are as learners and how emotions affect learning. They also need to develop skills in planning, monitoring and revising their work, and reflecting on and modifying their learning practices.

Consequently, as students progress through school they need to be encouraged and supported to take greater responsibility for their own learning, their participation in learning activities and quality of their learning outcomes. They need to develop a sense of themselves as learners and develop the knowledge and skills to manage their own learning and emotions. As they do this, they move from being supported learners to autonomous learners.

Students learn to seek and use feedback from their teachers to develop their content knowledge and understanding. They also learn to seek and use feedback from their peers and raw on other members of community who may provide feedback, knowledge and advice about skills that support their learning. They need to develop the capacity to reflect on their learning in systematic ways.

This domain supports the development of autonomous learners, with a positive sense of themselves as learners, by providing all learners with the knowledge, skills and behaviours to:

- Develop an understanding of their strengths and potential
- Seek and respond appropriately to feedback from their teachers, peers and others members of community
- Develop skills of goal setting and time and resource management
- Increasingly manage their own learning and growth by monitoring their learning, and setting and reflecting on their learning goals
- Learn to understand and to manage their own emotions develop resilience and dispositions which support learning recognize and enact learning principles within and beyond the school
- Prepare for lifelong learning

The achievement of those outcomes requires the creation of a school and classroom culture, where all students are respected and valued as individuals with the capacity to learn and think, and where self-regulated effort in learning is promoted.



Introductions to Thinking Processes, Communication & Civics and Citizenship

Thinking Processes

Our world and the world of the future demand that all students are supported to become effective and skilful thinkers. Thinking validates existing knowledge and enables individuals to create new knowledge and to build ideas and make connections between them. It entails reasoning and inquiry together to create new knowledge and to build ideas and make connections between them. It entails reasoning and inquiring together with processing and evaluating information. It enables the exploration of perceptions and possibilities. It also involves the capacity to plan, monitor and evaluate one's own thinking and refine and transform ideas and beliefs.

The thinking Processes domain encompasses a range of cognitive, affective and metacognitive knowledge, skill and behaviours which are essential for students to function effectively in society, both within and beyond school.

An explicit focus on thinking and the teaching of thinking skills aims to develop students' thinking to a qualitatively higher level. Students need to be supported to move beyond the lower-order cognitive skills of recall and comprehension to the development of high-order processes required for creative problem solving, decision making and conceptualizing. In addition, they need to develop the capacity for metacognition – the capacity to reflect on and manage are provided with sufficient time to think, reflect and engage in sustained discussion, deliberation and inquiry. Students need challenging tasks which stimulate, encourage and support skilful effective thinking.

A focus on development of thinking competencies within specific areas of the curriculum and across it not only serves as a core integrative function, it also has the potential to provide continuity in approaches to learning from foundation to level 10 and to emphasise the view and such knowledge, skills and behaviours are important to lifelong learning. To emphasise this, teachers model skilful and effective thinking and make their own thinking explicit as part of their everyday practice.

Thinking skills can be defined in a variety of ways. Any different taxonomies and models for teaching thinking have been developed. Each classification scheme has its strengths and weaknesses. However, whatever the system or systems being used, all seek to improve the quality for student thinking.

Communication

Communication is central to the capacity to construct meaning and to convey information and understanding to others in a range of ways and in a variety of settings. Successful communication requires students to be familiar with forms, language and conventions used in different contexts and employ them to communicate effectively.

The Communication Domain focuses on developing students who communicate clearly and confidently in a range of contexts both within and beyond school. It aims to assist students to develop awareness that language and discourse differ across the curriculum and that there is need to learn literacies involved in each subject they undertake. To communicate successfully, students need to develop the knowledge, skills and behaviours that empower them to respond to, make meaning of and deconstruct a range of communication forms. They also need to develop the knowledge, skills and behaviours to effectively present information, ideas and opinions in a range of forms, including verbal, written, graphic, multimedia and performance, appropriate to their context and purpose and audience.

Civics and Citizenship

That Civics and Citizenship domain provides students with knowledge, skills and opportunities to understand and practice what it means to be citizen in a democracy. Citizens require knowledge and understanding of civics institutions and the skills and willingness to actively participate in society. They need knowledge of political and legal systems and processes and the history that underpins them in order to achieve civic understanding. They need to understand their rights and responsibilities as citizens, and democratic values and principles such as democratic decision making, representative and accountable government, freedom of speech, equality before the law, social justice and equality. This domain facilitates the practice of citizenship skills, the exploration and development of values and dispositions to support citizenship and the empowerment of informed decision making. Teaching of civics engages students in active interaction with the community.

In a world where people, environments, economics and politics are inextricably linked, and where dislocation and change is accelerating, a strong sense of personal identity developed through participation in communities is a sound basis from which to connect with the world. Civics and Citizenship education strengthens understanding and valuing of the self. It teaches why citizens need a sense of personal identity within their own community and how they can contribute to local, national and

global communities. Through Civics and Citizenship, students develop an appreciation for the uniqueness and diversity of Australia's multicultural society and the efforts of individuals and groups to achieve political rights and equality' they value what it means to be an Australian and explore Australia's role in the global community. They consider human rights and social justice issues at local, national and global levels.





Activities at the Campsites

This table shows what activities are available at each different campsite. Each campsite has activities vary due to location.

| Activities | Campsite | | |
|--|-------------|----------|-----------|
| | Camp Wilkin | Burnside | Halls Gap |
| AMAZING RACE | ✓ | ✓ | |
| ARCHERY | ✓ | ✓ | |
| BIKE RIDING | ✓ | ✓ | |
| BUSH COOKING | ✓ | ✓ | |
| CAMPFIRE | ✓ | ✓ | |
| CANOEING <i>(Extra charges apply)</i> | ✓ | ✓ | |
| CLIMBING WALL | ✓ | | |
| FISHING | ✓ | ✓ | |
| FLYING FOX | ✓ | ✓ | |
| FRISBEE GOLF | ✓ | ✓ | |
| GAMES NIGHT | ✓ | ✓ | |
| HIGH ROPES COURSE <i>(CHALLENGE ROPES COURSE)</i> | ✓ | ✓ | |
| INITIATIVES & TEAMBUILDING COURSE | ✓ | ✓ | |
| LOW ROPES COURSE | ✓ | ✓ | |
| ORIENTEERING | ✓ | ✓ | |
| SURFING | ✓ | | |
| TENNIS, BASKETBALL & VOLLEYBALL COURT | ✓ | ✓ | ✓ |
| TRAMPOLINES | ✓ | ✓ | ✓ |
| WALK | ✓ | ✓ | |

Activities Summary

| ACTIVITY | GROUP SIZE | AGE GROUP SCHOOL YEAR | TIME | PARTICIPANT SUPERVISOR RATIO | SPECIAL ACTIVITY NOTES |
|--|-------------------------------|--------------------------|------------------------------------|--|--|
| AMAZING RACE | Any size group | Yrs. 4-8 | Approx. 1 – 2 hours | 1 supervisor per small group | Group will be divided into smaller groups to participate in the activities. Must be supervised at all times. Camp staff may be available to lead activity or can train group staff to do so. |
| ARCHERY | Group of up to 20 | Yrs. 4-12 | Approx. 1 hour | 1 supervisor | Must be supervised at all times. Camp staff may be available to lead activity or can train group staff to do so. |
| BIKE RIDING | Group of up to 25 | Yrs. 4-12 | Approx. 2 hours | 1 supervisor per 10 participants *2 Staff members are required for any bike ride* | Must be facilitated by Camp staff (2 bike ed. qualified staff members per group) |
| BUSH COOKING | Any size group | Yrs. 2-9 | Times negotiable | 1 supervisor per 10 participants | Must be supervised at all times. Camp staff may be available to lead activity or can train group staff to do so. |
| CAMPFIRE | Any Size group | All ages | Times negotiable | 1 supervisor per 10 participants | Must be supervised at all times. Camp staff may be available to lead activity and will be able to assist group staff in set up, otherwise can train group staff to do so. |
| CANOEING (Extra charges apply) | Group of up to 28 | Yrs. 4-12 | Approx. 2 hours | 1 supervisor per 10 participants | Canoeing is done off site at Coogoorah Park. 2 hrs includes transport time. Must be facilitated by Camp staff (2 qualified staff members per group) |
| CLIMBING WALL | Group of up to twenty | Yrs. 4-12 | Approx. two hours | Minimum of 2 supervisors required | Must be facilitated by Camp staff |
| FISHING | Group of up to | Yrs. 4-12 | Times negotiable | 1 supervisor per 10 participants | Must be supervised at all times. Camp staff may be available to lead activity or can train group staff to do so. |
| FLYING FOX | Group of up to 25 | Yrs. 2-12 | Approx. 1 hour | 1 supervisor per 10 participants | Must be facilitated by Camp staff |
| FRISBEE GOLF | Any size group | Yrs. 1-8 | Approx. 1 hour | 1 supervisor | Larger groups can be catered for by dividing the group into smaller groups. |
| GAMES NIGHT | Any size group | All Years | Times negotiable | 1 supervisor per 10 participants | Camp staff may be available to lead activity, otherwise can be facilitated by group staff. |
| HIGH ROPES COURSE (CHALLENGE ROPES COURSE) | Group of up to 25 | Yrs. 7-12 | Approx. 2 hours | 1 supervisor per 10 participants | Must be facilitated by Camp staff |
| INITIATIVES & TEAMBUILDING COURSE | Up to 15 groups each of 10-12 | Yrs. 3-12 | Approx. 15 - 20 mins per obstacle. | 1 supervisor per group. | This can be done as a whole group activity or as part of the rotations. Camp staff may be available to lead activities or can train group staff to do so. |
| LOW ROPES COURSE | Group of up to 30 | Yrs. 2-12 | Times negotiable | 1 supervisor per 10 participants | Must be facilitated by Camp staff |
| ORIENTEERING | Any size group | Yrs. 3-9 | Approx. 1 hour | 1 supervisor | Larger groups can be catered for by dividing the group into smaller groups. There are 5 different courses available. |
| SURFING | Group size negotiable | Yrs. 5-12 | Approx. 2 hours | 1 supervisor per 10 participants | Must be facilitated by Camp Staff |
| TENNIS, BASKETBALL & VOLLEYBALL COURT | Any size group | All Ages | Times negotiable | 1 supervisor per 10 participants | Participants can access these activities anytime and it is up to individual groups to provide supervision in accordance with their own procedures. |
| TRAMPOLINES | Any size group | All Ages | Times negotiable | 1 supervisor | Trampolines can be accessed at anytime but can be locked on request. Supervision is required at all times and people using the trampolines must follow the rules posted on the wall near the trampolines |
| WALK | Any size group | All Ages | Times negotiable | 1 supervisor per 10 participants | Camp staff may be available to lead activity, otherwise can be facilitated by group staff. |

Any queries regarding Participant: Supervisor ratios please contact camp programming staff



Amazing Race

As the name suggest, the amazing race is amazing. It is a serious of activities around the Camp site which involve various challenges and tasks for participants to complete. Based on the television show, it provides great opportunity for lots of fun and excitement. The race runs to maximum efficiency when each small group participating is supervised by an adult.

| | |
|--------------------------|--|
| Available at | Camp Wilkin |
| Challenge Considerations | Team and Individual – Land based challenge |
| Items required | Close toe shoes, Knee length shorts, T-shirt covering midriff and shoulders, sunscreen and water bottle. Long hair must be tied back |
| Domain | Health and Physical education, Personal Learning & Interpersonal Development |

| Domain | Dimension | Skill | Elaboration |
|-----------------------------|--|---------------------------------------|--|
| Health & Physical Education | Movement and Physical activity | Skills for recreating in the outdoors | Participants will engage in various activities requiring different skills at in each activity |
| | | Learning physical activities | Participants will develop various skills in various activities dependent on the activities, such as stamina, balance and accuracy |
| | | Ways to keep healthier and safer | Participants will learns activities that keeps them activity and a basic understanding of how to run them. |
| Personal Learning | Managing personal learning | Monitoring and evaluating | Participants are encouraged to monitor and evaluate how they are participating in the activity and how they are able to improve, completing various challenges |
| Interpersonal Development | Working in teams & Building social relationships | Communication | Participants will be required to communicate within the team to complete activities providing feedback and encouragement to each other. |
| | | Leading, initiating and facilitating | Participants will have various opportunities to lead others and assist them in participating in the activities. |

| Domain | Dimension | Elaboration |
|------------------------|---|--|
| Civics and Citizenship | Civic Knowledge and understanding Along with Community engagement | Participants are encouraged within their community to work together to complete activities overcoming conflict and resolving it. Engagement is a vital part of the activity by giving encouragement to each other and completing the activity as a community rather than an individual |
| Communication | Listening, viewing and responding & Presenting | Participants will develop effective commutation to be able to listen, view and respond to varying communication forms. Participants are encouraged to communicate with both their peers and staff members to affectively complete the activity. |
| Thinking Processes | Reasoning, Processing & Inquiry | Participants are encouraged to think creatively to be able to complete task by reasoning between the processes that they are able to do from their initial inquiry. To be able to successful complete the activity Participants will need to come up with a process that will work for them. |

Archery

The Centre has four archery bows, and this is suitable for a group of about 10 to 20 campers, with one adult supervisor. Camp staff may be available to facilitate this activity, but if not, will be available to instruct the supervisor in correct procedure and technique.



| | |
|--------------------------|--|
| Available at | Camp Wilkin and Burnside |
| Challenge Considerations | Individual – Land based challenge requiring fine and gross motor skills |
| Items required | Close toe shoes, Knee length shorts, T-shirt covering midriff and shoulders, sunscreen and water bottle. Long hair must be tied back |
| Domain | Health and Physical education, Personal Learning & Interpersonal Development |

| Domain | Dimension | Skill | Elaboration |
|-----------------------------|--|---------------------------------------|--|
| Health & Physical Education | Movement and Physical activity | Skills for recreating in the outdoors | Participants will learn the basic skills and techniques to effectively release arrows from a re-curve bow at an 'Olympic-style' target. |
| | | Learning physical activities | Participants learn, practice and/or develop ways to assist others in improving a specific skill, supporting others in a team-oriented environment while gaining an understanding of the rules and protocols in Archery |
| | | Balance and stability | Participants practice adjusting their body positions and control with the bow to effectively shoot at the target. |
| | | Forces and motion | Participants learn to adopt the correct stance, adjust body shape and an understanding of how to generate maximum force to with the bow. |
| | | Ways to keep healthier and safer | Archery has the potential to result in a harmful situation, therefore participants are asked to develop and introduce risk management practices |
| Personal Learning | Managing personal learning | Monitoring and evaluating | Participants are encouraged to monitor and evaluate their own and peers archery techniques in order to be more successful at the various challenge and competitions set by the instructor |
| Interpersonal Development | Working in teams & Building social relationships | Communication | All participants are encouraged to provide feedback to their peers on how they have performed. Participants must make clear and reasoned comments to their peers. Peers receiving feedback are also required to use their active listening skills. |
| | | Leading, initiating and facilitating | Participants are encouraged to support and encourage others during challenges by providing advice or suggestions and display positive behavior. |

| Domain | Dimension | Elaboration |
|------------------------|---|--|
| Civics and Citizenship | Civic Knowledge and understanding Along with Community engagement | Participants are encouraged within their community to work together to complete activities overcoming conflict and resolving it. Engagement is a vital part of the activity by giving encouragement to each other and completing the activity as a community rather than an individual |
| Communication | Listening, viewing and responding & Presenting | Participants will develop effective communication to be able to listen, view and respond to varying communication forms. Participants are encouraged to communicate with both their peers and staff members to affectively complete the activity. |
| Thinking Processes | Reasoning, Processing & Inquiry | Participants are encouraged to think creatively to be able to complete task by reasoning between the processes that they are able to do from their initial inquiry. To be able to successful complete the activity Participants will need to come up with a process that will work for them. |

Bike Riding

Camp has approximately 40 mountain bikes of various sizes, but this activity is best in groups of no more than 25. Each group will be facilitated by Camp Staff but will also require supervision from the user-group to participate in any ride (1 to 10 Ratios). Cycling can be used as one activity in a rotation, or as an activity of longer duration, e.g. 2 hours. This additional supervisor need not be a trained person, but should be a competent rider.



| | |
|--------------------------|--|
| Available at | Camp Wilkin & Burnside |
| Challenge Considerations | Participants must be able to ride a two wheeled bicycle |
| Items required | Close toe shoes, Knee length shorts, T-shirt covering midriff and shoulders, sunscreen and water bottle. Long hair must be tied back |
| Domain | Health and Physical education, Personal Learning & Interpersonal Development |

| Domain | Dimension | Skill | Elaboration |
|-----------------------------|--|---------------------------------------|---|
| Health & Physical Education | Movement and Physical activity | Skills for recreating in the outdoors | Participants will learn the basic skills and technique to ride on both sealed and unsealed terrain. Participants are also informed of safe practices with the equipment and also the correct clothing |
| | | Learning physical activities | Participants develop and practice responsible behaviors, attitudes and decision making skills to be able to use the bicycle safely on both sealed and unsealed roads. |
| | | Balance and stability | Participants practice their bike riding skills through balancing effectively on the bike with even weight on both sides to develop balancing skills on both sealed and unsealed surfaces. |
| | | Was to keep healthier and safer | Participants learn strategies to effectively manage and minimise risk when participating in the bike program and understanding the importance of wearing a helmet |
| Personal Learning | Managing personal learning | Monitoring and evaluating | Participants develop goals of improvement through the program and ways to perfect their bicycle skills |
| Interpersonal Development | Working in teams & Building social relationships | Communication | All participants are required to verbally communicate between one another informing them on traffic and other hazards that may be affect their riding ability. |
| | | Leading, initiating and facilitating | Participants will be required to demonstrate leadership skills that include supporting and encouraging others when dealing with physical challenges of the Bike program |

| Domain | Dimension | Elaboration |
|------------------------|---|--|
| Civics and Citizenship | Civic Knowledge and understanding Along with Community engagement | Participants are encouraged within their community to work together to complete activities overcoming conflict and resolving it. Engagement is a vital part of the activity by giving encouragement to each other and completing the activity as a community rather than an individual |
| Communication | Listening, viewing and responding & Presenting | Participants will develop effective communication to be able to listen, view and respond to varying communication forms. Participants are encouraged to communicate with both their peers and staff members to affectively complete the activity. |
| Thinking Processes | Reasoning, Processing & Inquiry | Participants are encouraged to think creatively to be able to complete task by reasoning between the processes that they are able to do from their initial inquiry. To be able to successful complete the activity Participants will need to come up with a process that will work for them. |

Canoe

Canoeing can be arranged, but at the extra expense of canoe hire, please contact camp staff for more details. Camp will provide the appropriate number of qualified staff in accordance with group number. There needs to be one supervisor to eight participants. Camp staff can be included in this ratio. All safety gear is provided and it is recommended that participants have a change of clothes. The participants must also have sturdy footwear, with no exposed skin (i.e. Thongs and sandals not allowed).



This activity is located at down on the river at Cooroogah Park.

| | |
|--------------------------|--|
| Available at | Camp Wilkin & Burnside |
| Challenge Considerations | Team and Individual – Water based challenge |
| Items required | Close toe shoes (wore in water), Knee length shorts, T-shirt covering midriff and shoulders, sunscreen and water bottle. Long hair must be tied back |
| Domain | Health and Physical education, Personal Learning & Interpersonal Development |

| Domain | Dimension | Skill | Elaboration |
|-----------------------------|--|---------------------------------------|---|
| Health & Physical Education | Movement and Physical activity | Skills for recreating in the outdoors | Participants are able to learn and demonstrate basic strokes and canoe handling techniques to safety recreate on water. |
| | | Learning physical activities | Participants learn, practice and/or develop ways to assist others in improving a specific skill, supporting others in a team-oriented environment while gaining an understanding of basic canoeing techniques |
| | | Balance and stability | Participants learn balance and stability principles in their canoe by adjusting sitting and body position when over balancing and through directional changes and sequences of skill |
| | | Forces and motion | Participants learn the basic concepts of force and motion through paddling forward and backward and the way in which to direct the canoe to be able to handle it efficiently. |
| Personal Learning | Managing personal learning | Preventing and managing conflict | Participants are able to practice their assertive skills in challenging situations and learn how to limit negative influences on their partner and the group |
| Interpersonal Development | Working in teams & Building social relationships | Communication | In a pair, participants must communicate clearly and concisely in order to maintain direction and paddle efficiently on the water. |
| | | Leading, initiating and facilitating | Participants take turns to be in the stern (back) of the canoe. When undertaking this responsibility they are expected to lead the direction, paddling frequency and speed of the canoe. |

| Domain | Dimension | Elaboration |
|------------------------|---|--|
| Civics and Citizenship | Civic Knowledge and understanding Along with Community engagement | Participants are encouraged within their community to work together to complete activities overcoming conflict and resolving it. Engagement is a vital part of the activity by giving encouragement to each other and completing the activity as a community rather than an individual |
| Communication | Listening, viewing and responding & Presenting | Participants will develop effective communication to be able to listen, view and respond to varying communication forms. Participants are encouraged to communicate with both their peers and staff members to affectively complete the activity. |
| Thinking Processes | Reasoning, Processing & Inquiry | Participants are encouraged to think creatively to be able to complete task by reasoning between the processes that they are able to do from their initial inquiry. To be able to successful complete the activity Participants will need to come up with a process that will work for them. |

Climbing Wall



The Climbing Wall is located on site and is six metres high. It has three sides, two of those for climbing and the other for abseiling if requested. Each side comprises three climbs and participants can challenge themselves using various holds and tailor makes their experience in accordance with their own skill levels. Ground belay systems are used to ensure climbers safety and participants are instructed in the use of all equipment and safety techniques prior to usage by qualified staff. User group must supply one adult per 10 participants and need not have any experience in harnessed activities but this would be an advantage.

| | |
|--------------------------|--|
| Available at | Camp Wilkin |
| Challenge Considerations | Team and Individual – height based activity |
| Items required | Close toe shoes, Knee length shorts, T-shirt covering midriff and shoulders, sunscreen and water bottle. Long hair must be tied back |
| Domain | Health and Physical education, Personal Learning & Interpersonal Development |

| Domain | Dimension | Skill | Elaboration |
|-----------------------------|--|---------------------------------------|--|
| Health & Physical Education | Movement and Physical activity | Skills for recreating in the outdoors | All participants will learn and demonstrate the safety skills and techniques required to competently rock climb |
| | | Learning physical activities | Participants develop an understanding in the appropriate use of harness, helmets and carabiners and keeping the climber safe whilst climbing |
| | | Balance and stability | Whilst climbing participants practice adjusting their body position and learn to control their movements to successfully climb the wall. |
| | | Forces and motion | To be an efficient climber, participants must learn correct climbing techniques, including starting close to the wall, keeping the points of contact and using their legs more than their arms during the program. |
| Personal Learning | Managing personal learning | Understanding and managing emotions | Participants explore and understand their emotions whilst climbing. The understanding and awareness of different emotions allows Participant to develop strategies to be able to deal with their emotions. |
| Interpersonal Development | Working in teams & Building social relationships | Communication | Communication to between the climber and belays is important for each other's safety. They will learn the technical terms used when climbing and how to communicate with someone to protect them self. |
| | | Leading, initiating and facilitating | Support for the participants on the wall is encourage to be provide from their peers on the ground giving advice on where to go and encouraging them to continue to the top. |

| Domain | Dimension | Elaboration |
|------------------------|---|--|
| Civics and Citizenship | Civic Knowledge and understanding Along with Community engagement | Participants are encouraged within their community to work together to complete activities overcoming conflict and resolving it. Engagement is a vital part of the activity by giving encouragement to each other and completing the activity as a community rather than an individual |
| Communication | Listening, viewing and responding & Presenting | Participants will develop effective communication to be able to listen, view and respond to varying communication forms. Participants are encouraged to communicate with both their peers and staff members to affectively complete the activity. |
| Thinking Processes | Reasoning, Processing & Inquiry | Participants are encouraged to think creatively to be able to complete task by reasoning between the processes that they are able to do from their initial inquiry. To be able to successful complete the activity Participants will need to come up with a process that will work for them. |

Fishing

This gives the participants an opportunity to put in a line at the river and with any luck, catch a fish. The fish must be returned unless it is the appropriate size. This activity must be supervised at all times.



Fishing is located down on the river. The exact location will be decided by the leader.

| | |
|--------------------------|--|
| Available at | Camp Wilkin & Burnside |
| Challenge Considerations | Individual – Land and water based activity |
| Items required | Close toe shoes, Knee length shorts, T-shirt covering midriff and shoulders, sunscreen and water bottle. Long hair must be tied back |
| Domain | Health and Physical education, Personal Learning & Interpersonal Development |

| Domain | Dimension | Skill | Elaboration |
|-----------------------------|--|---------------------------------------|--|
| Health & Physical Education | Movement and Physical activity | Skills for recreating in the outdoors | Participants will learn the basic skills and techniques to effectively fish. |
| | | Learning physical activities | Participants will learn and develop ways to bait a fishing hook and fish effectively whilst gaining an understanding of how it works. |
| Personal Learning | Managing personal learning | Monitoring and evaluating | Participants will develop learning improvement and goals through the program and learn ways to perfect their technique and evaluate their success |
| Interpersonal Development | Working in teams & Building social relationships | Communication | Communication between participants and staff members is required when they are in need of help or advice. Participant will be encouraged to look for peer support first. |
| | | Leading, initiating and facilitating | Some participants will be encouraged to take on some leadership during the activity guiding and assisting others in the techniques of fishing. |

| Domain | Dimension | Elaboration |
|------------------------|---|--|
| Civics and Citizenship | Civic Knowledge and understanding Along with Community engagement | Participants are encouraged within their community to work together to complete activities overcoming conflict and resolving it. Engagement is a vital part of the activity by giving encouragement to each other and completing the activity as a community rather than an individual |
| Communication | Listening, viewing and responding & Presenting | Participants will develop effective communication to be able to listen, view and respond to varying communication forms. Participants are encouraged to communicate with both their peers and staff members to affectively complete the activity. |
| Thinking Processes | Reasoning, Processing & Inquiry | Participants are encouraged to think creatively to be able to complete task by reasoning between the processes that they are able to do from their initial inquiry. To be able to successful complete the activity Participants will need to come up with a process that will work for them. |

Flying Fox



As far as flying foxes go, this is not a particularly a high or fast one, but it is still fun. It is best used by a group of no more than 25 participants, otherwise there is too much time spent waiting in line. It requires 1 supervisor per 10 participants, but the activity will be facilitated by Camp staff. Camp Staff must be present on the launch platform to ensure that all safety procedures are followed. Other supervisors are required at the start to fit all the harness and supervise the participants waiting. A participant height requirement applies to this activity.

| | |
|--------------------------|--|
| Available at | Camp Wilkin & Burnside |
| Challenge Considerations | Team and Individual – height based challenge |
| Items required | Close toe shoes, Knee length shorts, T-shirt covering midriff and shoulders, sunscreen and water bottle. Long hair must be tied back |
| Domain | Health and Physical education, Personal Learning & Interpersonal Development |

| Domain | Dimension | Skill | Elaboration |
|-----------------------------|--|---------------------------------------|---|
| Health & Physical Education | Movement and Physical activity | Skills for recreating in the outdoors | Participants will learn the basic skills and techniques to effectively protect themselves on the flying fox. |
| | | Learning physical activities | Participants will learn and develop ways to put a harness and helmet on effectively whilst gaining a basic understanding of how the flying fox operates works. |
| | | Forces and motion | Participants are made aware that the faster you go down on the flying fox the more abrupt the stopping at the end will be. |
| | | Ways to keep healthier and safer | Participants are asked to develop and introduce risk management practices to have an enjoyable flying fox session. This is done by avoiding the area where the flying fox runs and the correct way in hauling the participant back to the platform. |
| Personal Learning | Managing personal learning | Monitoring and evaluating | Participants will develop learning improvement and goals through the program and learn ways to perfect their technique and evaluate their success |
| | | Self-Exploration | Understanding idea of challenge by choice, developing self-confidence, dealing with the notion of fear – positive or negative and pushing their personal comfort zone. |
| Interpersonal Development | Working in teams & Building social relationships | Communication | Communication between participants and staff members is required when they are in need of help or advice. Participant will be encouraged to look for peer support first and to encourage and support their fellow participants in overcoming fears or setting challenges. |
| | | Leading, initiating and facilitating | Some participants will be encouraged to take on some leadership during the activity guiding and assisting others in the techniques required for participates on the flying fox. |

| Domain | Dimension | Elaboration |
|------------------------|---|--|
| Civics and Citizenship | Civic Knowledge and understanding Along with Community engagement | Participants are encouraged within their community to work together to complete activities overcoming conflict and resolving it. Engagement is a vital part of the activity by giving encouragement to each other and completing the activity as a community rather than an individual |
| Communication | Listening, viewing and responding & Presenting | Participants will develop effective communication to be able to listen, view and respond to varying communication forms. Participants are encouraged to communicate with both their peers and staff members to affectively complete the activity. |
| Thinking Processes | Reasoning, Processing & Inquiry | Participants are encouraged to think creatively to be able to complete task by reasoning between the processes that they are able to do from their initial inquiry. To be able to successful complete the activity Participants will need to come up with a process that will work for them. |

Frisbee Golf

This is a 9 hole course which involves participants throwing a Frisbee through a tyre to complete each hole. Once again the course is designed to ensure participants safety and is an activity anyone can participate in and have lots of fun.



| | |
|--------------------------|--|
| Available at | Camp Wilkin & Burnside |
| Challenge Considerations | Team and Individual – Land based challenge |
| Items required | Close toe shoes, Knee length shorts, T-shirt covering midriff and shoulders, sunscreen and water bottle. Long hair must be tied back |
| Domain | Health and Physical education, Personal Learning & Interpersonal Development |

| Domain | Dimension | Skill | Elaboration |
|-----------------------------|--|---------------------------------------|---|
| Health & Physical Education | Movement and Physical activity | Skills for recreating in the outdoors | Participants will learn the basic skill in throwing a Frisbee. |
| | | Learning physical activities | Participants are shown the skill to be able to throw the Frisbee correctly and most efficiently. |
| | | Forces and motion | Participants will be made aware and also be able to explore the way a Frisbee works and the way it works better. |
| Personal Learning | Managing personal learning | Monitoring and evaluating | Participants are encouraged to improve in techniques and also how they are performing when throwing the Frisbee. |
| Interpersonal Development | Working in teams & Building social relationships | Leading, initiating and facilitating | Participants will be encouraged to help and assist others in the way to be able to throw a Frisbee, giving advice and guidance on how the activity works. |

| Domain | Dimension | Elaboration |
|------------------------|---|--|
| Civics and Citizenship | Civic Knowledge and understanding Along with Community engagement | Participants are encouraged within their community to work together to complete activities overcoming conflict and resolving it. Engagement is a vital part of the activity by giving encouragement to each other and completing the activity as a community rather than an individual |
| Communication | Listening, viewing and responding & Presenting | Participants will develop effective communication to be able to listen, view and respond to varying communication forms. Participants are encouraged to communicate with both their peers and staff members to affectively complete the activity. |
| Thinking Processes | Reasoning, Processing & Inquiry | Participants are encouraged to think creatively to be able to complete task by reasoning between the processes that they are able to do from their initial inquiry. To be able to successful complete the activity Participants will need to come up with a process that will work for them. |



High Ropes Course (Challenge Ropes Course)

The Challenge Ropes course is a continuous course comprised of seven linked activities suspended five metres above the ground on poles. It is suitable for a group of up to 25 participants at a time and must have a Camp staff person to supervise the session. The user group must provide adult supervisors at a ratio of at least one to ten. These supervisors need not have had training or experience in harnessed activities, but this would be an advantage.

The course comprises two elements, which require dynamic or partner belaying while the remainder of the elements use individual belay. Campers will work in pairs, with one completing the course and the other observing from the ground to ensure the participants follows all correct safety procedures.

| | |
|--------------------------|--|
| Available at | Camp Wilkin & Burnside |
| Challenge Considerations | Team and Individual – height based challenge |
| Items required | Close toe shoes, Knee length shorts, T-shirt covering midriff and shoulders, sunscreen and water bottle. Long hair must be tied back |
| Domain | Health and Physical education, Personal Learning & Interpersonal Development |

| Domain | Dimension | Skill | Elaboration |
|-----------------------------|--|---------------------------------------|--|
| Health & Physical Education | Movement and Physical activity | Skills for recreating in the outdoors | Participants will learn the basic skills and techniques required to effectively participate in the high ropes course. |
| | | Learning physical activities | Participants learn, Practice and/or develop ways to assist others in improving a specific technique, supporting others in a team-oriented environment. Develop belaying skills including back up, understanding the use of harness, helmets and tri lock carabiners. |
| | | Balance and stability | Participants traverse various elements and practice adjusting body position to be able to control their balance across the element. |
| | | Forces and motion | Participants are made aware of the forces and motion involved when falling and the potential damage that can occur if they are not following safety procedures correctly. |
| Personal Learning | Managing personal learning | Monitoring and evaluating | Participants learn in real time ways to be able to deal with emotions involved with being at height and the perceived risk, they will also learn ways to help others through their fears. |
| | | Self-Exploration | Understanding the idea of challenge by choice and being able to challenge themselves where they feel comfortable. |
| Interpersonal Development | Working in teams & Building social relationships | Communication | Communication between the climber, belay and back up belay is of great importance. Each group must establish an effective way to communicate to each other. |
| | | Leading, initiating and facilitating | Participants throughout the session will be asked to lead or support fellow peers in the course giving guidance or advice on how to make them safe. |

| Domain | Dimension | Elaboration |
|------------------------|---|--|
| Civics and Citizenship | Civic Knowledge and understanding Along with Community engagement | Participants are encouraged within their community to work together to complete activities overcoming conflict and resolving it. Engagement is a vital part of the activity by giving encouragement to each other and completing the activity as a community rather than an individual |
| Communication | Listening, viewing and responding & Presenting | Participants will develop effective communication to be able to listen, view and respond to varying communication forms. Participants are encouraged to communicate with both their peers and staff members to affectively complete the activity. |
| Thinking Processes | Reasoning, Processing & Inquiry | Participants are encouraged to think creatively to be able to complete task by reasoning between the processes that they are able to do from their initial inquiry. To be able to successful complete the activity Participants will need to come up with a process that will work for them. |

Games Night

Games nights can be conducted inside or outside, depending on weather conditions and aims and objectives of group staff. The usual format involves a series of fun and interactive games which will ensure all participants have a positive experience together. Camp staff may be available to facilitate the evening, otherwise can provide advice and equipment if required. The main hall is equipped with an appropriate PA system and video projector also with a VGA cable for laptops.



| | |
|--------------------------|--|
| Available at | Camp Wilkin & Burnside |
| Challenge Considerations | Team and Individual – Land based challenge |
| Items required | Close toe shoes, Knee length shorts, T-shirt covering midriff and shoulders, sunscreen and water bottle. Long hair must be tied back |
| Domain | Health and Physical education, Personal Learning & Interpersonal Development |

| Domain | Dimension | Skill | Elaboration |
|-----------------------------|--|---------------------------------------|--|
| Health & Physical Education | Movement and Physical activity | Skills for recreating in the outdoors | Participants will engage in various activities requiring different skills at in each activity |
| | | Learning physical activities | Participants will develop various skills in various activities dependent on the activities, such as stamina, balance and accuracy |
| | | Ways to keep healthier and safer | Participants will learns activities that keeps them activity and a basic understanding of how to run them. |
| Personal Learning | Managing personal learning | Monitoring and evaluating | Participants are encouraged to monitor and evaluate how they are participating in the activity and how they are able to improve, completing various challenges |
| Interpersonal Development | Working in teams & Building social relationships | Communication | Participants will be required to communicate within the team to complete activities providing feedback and encouragement to each other. |
| | | Leading, initiating and facilitating | Participants will have various opportunities to lead others and assist them in participating in the activities. |

| Domain | Dimension | Elaboration |
|------------------------|---|--|
| Civics and Citizenship | Civic Knowledge and understanding Along with Community engagement | Participants are encouraged within their community to work together to complete activities overcoming conflict and resolving it. Engagement is a vital part of the activity by giving encouragement to each other and completing the activity as a community rather than an individual |
| Communication | Listening, viewing and responding & Presenting | Participants will develop effective communication to be able to listen, view and respond to varying communication forms. Participants are encouraged to communicate with both their peers and staff members to affectively complete the activity. |
| Thinking Processes | Reasoning, Processing & Inquiry | Participants are encouraged to think creatively to be able to complete task by reasoning between the processes that they are able to do from their initial inquiry. To be able to successful complete the activity Participants will need to come up with a process that will work for them. |

Initiatives/Teambuilding Course



The Initiatives/teambuilding Course is comprised of 15 different activities of varying degrees of difficulty. Each activity is designed to be tackled by a group of around 10 - 15 people, and as the name suggest, requires all the elements of good teamwork and group problem-solving if the group is to be successful.

The Activity can be run as a half day activity or as part of the rotational activity. For running it as a half day activity it is expected that the user-group will provide at least 1 adult supervisor for each group. It is preferable if this supervisor remains at 1 activity for the duration of the session, rather than rotating with the group. This allows the supervisor to become more familiar with any safety factors relating to the particular activity.

Camp staff may be available to oversee the session, otherwise can train group staff to do so. All supervisors will be given an instruction sheet relating to their activity. The supervisors role is not to give answers, but to monitor safety, and they must intervene at any stage they feel the group is about to perform any unsafe manoeuvre.

The Initiatives course may also be used as 1 activity in a rotation of all on-site activities. In this case, 1 or 2 activities which suit the age or level of the group would be selected.

The instruction sheet for each activity lists a number of things the group supervisors can take into account to facilitate the de-briefing.

| | |
|--------------------------|--|
| Available at | Camp Wilkin & Burnside |
| Challenge Considerations | Team and Individual – Land based challenge |
| Items required | Close toe shoes, Knee length shorts, T-shirt covering midriff and shoulders, sunscreen and water bottle. Long hair must be tied back |
| Domain | Health and Physical education, Personal Learning & Interpersonal Development |



| Domain | Dimension | Skill | Elaboration |
|-----------------------------|--|---|---|
| Health & Physical Education | Movement and Physical activity | Skills for recreating in the outdoors | Basic navigation and safe practices for being involved in the outdoors are learnt and practice by Participant to ensure their safety and success in the orienteering program. |
| | | Learning physical activities | Participants must strategically decide which markers to search for depending upon elements including terrain distance, marker points and the other teams influence. |
| | | Balance and stability | Activities will require participants to balance their way across activities with assistance from their peers. |
| Personal Learning | Managing personal learning | Monitoring and evaluating | During and After the program, participants evaluate the choice they made and what affected these decisions. |
| | | Planning Before Deciding | After participants review elements that aid in forming a decision, they must plan collaboratively to decide their route to marker points |
| | | Deciding and Acting | Developing confidence in self and group, problem solving in a group, strategic planning, and understanding group dynamics to respect each other. |
| | | Self-Exploration | Developing confidence in self and group, problem solving in a group, strategic planning, understanding group dynamics, respecting each other |
| Interpersonal Development | Working in teams & Building social relationships | Communication | Participants must learn, practice, apply and adapt effective communication skills to discuss and strategies within their team. |
| | | Preventing and managing conflict | Participants must negotiate their ideas, be assertive and learn to suspend negative judgments to minimise conflict and to ensure success in the program |
| | | Cooperating and collaborating in groups | Participants will need to undertake a specific role, listen to group members ideas, discuss options and meet group commitments to contribute to their groups overall effectiveness. |

| Domain | Dimension | Elaboration |
|------------------------|---|--|
| Civics and Citizenship | Civic Knowledge and understanding Along with Community engagement | Participants are encouraged within their community to work together to complete activities overcoming conflict and resolving it. Engagement is a vital part of the activity by giving encouragement to each other and completing the activity as a community rather than an individual |
| Communication | Listening, viewing and responding & Presenting | Participants will develop effective communication to be able to listen, view and respond to varying communication forms. Participants are encouraged to communicate with both their peers and staff members to affectively complete the activity. |
| Thinking Processes | Reasoning, Processing & Inquiry | Participants are encouraged to think creatively to be able to complete task by reasoning between the processes that they are able to do from their initial inquiry. To be able to successful complete the activity Participants will need to come up with a process that will work for them. |

Iron Team Challenge



This activity groups are on the beach and are required to complete a variety of activities competing against each other to finish first. Games are spread out and groups need to move from one to another completing the activity to be able to move onto the next.

Iron Team Challenge is run on the beach with Camp staff leading it and supplying the equipment.

| | |
|--------------------------|--|
| Available at | Camp Wilkin |
| Challenge Considerations | Team and Individual – Land based challenge |
| Items required | Close toe shoes, Knee length shorts, T-shirt covering midriff and shoulders, sunscreen and water bottle. Long hair must be tied back |
| Domain | Health and Physical education, Personal Learning & Interpersonal Development |

| Domain | Dimension | Skill | Elaboration |
|-----------------------------|--|---------------------------------------|--|
| Health & Physical Education | Movement and Physical activity | Skills for recreating in the outdoors | Participants will engage in various activities requiring different skills at in each activity |
| | | Learning physical activities | Participants will develop various skills in various activities dependent on the activities, such as stamina, balance and accuracy |
| | | Ways to keep healthier and safer | Participants will learn activities that keep them active and a basic understanding of how to run them. |
| Personal Learning | Managing personal learning | Monitoring and evaluating | Participants are encouraged to monitor and evaluate how they are participating in the activity and how they are able to improve, completing various challenges |
| Interpersonal Development | Working in teams & Building social relationships | Communication | Participants will be required to communicate within the team to complete activities providing feedback and encouragement to each other. |
| | | Leading, initiating and facilitating | Participants will have various opportunities to lead others and assist them in participating in the activities. |

| Domain | Dimension | Elaboration |
|------------------------|---|--|
| Civics and Citizenship | Civic Knowledge and understanding Along with Community engagement | Participants are encouraged within their community to work together to complete activities overcoming conflict and resolving it. Engagement is a vital part of the activity by giving encouragement to each other and completing the activity as a community rather than an individual |
| Communication | Listening, viewing and responding & Presenting | Participants will develop effective communication to be able to listen, view and respond to varying communication forms. Participants are encouraged to communicate with both their peers and staff members to effectively complete the activity. |
| Thinking Processes | Reasoning, Processing & Inquiry | Participants are encouraged to think creatively to be able to complete task by reasoning between the processes that they are able to do from their initial inquiry. To be able to successfully complete the activity Participants will need to come up with a process that will work for them. |

Low Ropes Course



The Low Ropes Course is a circular course and is suitable for groups of any size up to about thirty. User-groups are required to provide adequate adult supervision for this activity, again at a ratio of at least 1:10. This activity will be facilitated by a Camp staff member.

Participants must work in small groups of at least 3. While one person is attempting any activity, the others in the group act as spotters to protect against falls. Camp staff will give instruction in spotting techniques and discuss the use of Helmets.

| | |
|--------------------------|--|
| Available at | Camp Wilkin & Burnside |
| Challenge Considerations | Team and Individual – Land based challenge |
| Items required | Close toe shoes, Knee length shorts, T-shirt covering midriff and shoulders, sunscreen and water bottle. Long hair must be tied back |
| Domain | Health and Physical education, Personal Learning & Interpersonal Development |

| Domain | Dimension | Skill | Elaboration |
|-----------------------------|--|---------------------------------------|---|
| Health & Physical Education | Movement and Physical activity | Skills for recreating in the outdoors | Participants will learn the basic skills and techniques to effectively complete the low ropes course. |
| | | Learning physical activities | Participants learn and practice to develop ways to assist other in completing the low ropes course; they will also learn ways to support each other in a team oriented environment. |
| | | Balance and stability | Low ropes course presents an opportunity for participants to practice adjusting body positions and stance whilst climbing on the low ropes course. |
| | | Was to keep healthier and safer | Participants learn that even though the perceived risk may be low, risk management strategies need to be followed for the safety of themselves and others. |
| Personal Learning | Managing personal learning | Monitoring and evaluating | Participants are encouraged to evaluate how they are going on the activity and whether they can improve their technique to complete the activity more successfully. |
| Interpersonal Development | Working in teams & Building social relationships | Communication | Actively listening to ideas and clearly communicating with peers during Low Ropes is important to planning and problem solving the various challenges set by the instructor. Non-verbal communication skills are important as Participant must trust their peers. |
| | | Leading, initiating and facilitating | Participants are encouraged to plan various tasks individually and collaborate to meet group goals. Participants must support and encourage each other. Participants are expected to meet monitor their group in trying to achieve group goals. |

| Domain | Dimension | Elaboration |
|------------------------|---|--|
| Civics and Citizenship | Civic Knowledge and understanding Along with Community engagement | Participants are encouraged within their community to work together to complete activities overcoming conflict and resolving it. Engagement is a vital part of the activity by giving encouragement to each other and completing the activity as a community rather than an individual |
| Communication | Listening, viewing and responding & Presenting | Participants will develop effective communication to be able to listen, view and respond to varying communication forms. Participants are encouraged to communicate with both their peers and staff members to affectively complete the activity. |
| Thinking Processes | Reasoning, Processing & Inquiry | Participants are encouraged to think creatively to be able to complete task by reasoning between the processes that they are able to do from their initial inquiry. To be able to successful complete the activity Participants will need to come up with a process that will work for them. |

Orienteering

There are 5 orienteering courses on site, suitable mainly for primary age participants. Camp staff may be available to facilitate this activity, if not, will train group staff accordingly. The courses are designed to ensure that the participants should not access dangerous parts of the property.



| | |
|--------------------------|--|
| Available at | Camp Wilkin & Burnside |
| Challenge Considerations | Team and Individual – Land based challenge |
| Items required | Close toe shoes, Knee length shorts, T-shirt covering midriff and shoulders, sunscreen and water bottle. Long hair must be tied back |
| Domain | Health and Physical education, Personal Learning & Interpersonal Development |

| Domain | Dimension | Skill | Elaboration |
|-----------------------------|--|---------------------------------------|---|
| Health & Physical Education | Movement and Physical activity | Skills for recreating in the outdoors | Participants are shown basic skills in navigation and need to replicate that to be able to complete that activity. They are also encouraged to practice the safety of them self and their peers whilst doing the orienteering course. |
| | | Learning physical activities | Participants need to develop an understanding of distance when using a map to decide the best way to go and the most time efficient to be able to complete the course. |
| Personal Learning | Managing personal learning | Monitoring and evaluating | Participants will monitor how they are going during and also after the activity and how their decisions impacted their search of the markers |
| Interpersonal Development | Working in teams & Building social relationships | Communication | Participants need to communicate as a team to effectively complete the courses. |
| | | Cooperating in groups | Participants will need to undertake a specific role, listen to group members ideas, discuss various options and meet group commitments to contribute to their groups overall effectiveness |

| Domain | Dimension | Elaboration |
|------------------------|---|--|
| Civics and Citizenship | Civic Knowledge and understanding Along with Community engagement | Participants are encouraged within their community to work together to complete activities overcoming conflict and resolving it. Engagement is a vital part of the activity by giving encouragement to each other and completing the activity as a community rather than an individual |
| Communication | Listening, viewing and responding & Presenting | Participants will develop effective communication to be able to listen, view and respond to varying communication forms. Participants are encouraged to communicate with both their peers and staff members to affectively complete the activity. |
| Thinking Processes | Reasoning, Processing & Inquiry | Participants are encouraged to think creatively to be able to complete task by reasoning between the processes that they are able to do from their initial inquiry. To be able to successful complete the activity Participants will need to come up with a process that will work for them. |

Oval Games

This activity involves a wide variety of games that are suitable for any age group, with each game there will be special considerations or adjustments made to suit the age group. This activity can be run by a Camp staff member or if they are not available equipment will be supplied to the group accordingly for them to be able to run their own games.



| | |
|--------------------------|--|
| Available at | Camp Wilkin & Burnside |
| Challenge Considerations | Team and Individual – Land based challenge |
| Items required | Close toe shoes, Knee length shorts, T-shirt covering midriff and shoulders, sunscreen and water bottle. Long hair must be tied back |
| Domain | Health and Physical education, Personal Learning & Interpersonal Development |

| Domain | Dimension | Skill | Elaboration |
|-----------------------------|--|---------------------------------------|--|
| Health & Physical Education | Movement and Physical activity | Skills for recreating in the outdoors | Participants will engage in various activities requiring different skills at in each activity |
| | | Learning physical activities | Participants will develop various skills in various activities dependent on the activities, such as stamina, balance and accuracy |
| | | Ways to keep healthier and safer | Participants will learns activities that keeps them activity and a basic understanding of how to run them. |
| Personal Learning | Managing personal learning | Monitoring and evaluating | Participants are encouraged to monitor and evaluate how they are participating in the activity and how they are able to improve, completing various challenges |
| Interpersonal Development | Working in teams & Building social relationships | Communication | Participants will be required to communicate within the team to complete activities providing feedback and encouragement to each other. |
| | | Leading, initiating and facilitating | Participants will have various opportunities to lead others and assist them in participating in the activities. |

| Domain | Dimension | Elaboration |
|------------------------|---|--|
| Civics and Citizenship | Civic Knowledge and understanding Along with Community engagement | Participants are encouraged within their community to work together to complete activities overcoming conflict and resolving it. Engagement is a vital part of the activity by giving encouragement to each other and completing the activity as a community rather than an individual |
| Communication | Listening, viewing and responding & Presenting | Participants will develop effective communication to be able to listen, view and respond to varying communication forms. Participants are encouraged to communicate with both their peers and staff members to affectively complete the activity. |
| Thinking Processes | Reasoning, Processing & Inquiry | Participants are encouraged to think creatively to be able to complete task by reasoning between the processes that they are able to do from their initial inquiry. To be able to successful complete the activity Participants will need to come up with a process that will work for them. |

Surfing

Surfing group sizes are negotiable but must maintain a Participant: Supervisor ratio of 1:10. Surfing allows the participants to experience and enjoy time catching waves at the beach with the possibility of being in a different environment.



The group will be advised on the location for surfing as it is dependent on the surf.

| | |
|--------------------------|--|
| Available at | Camp Wilkin |
| Challenge Considerations | Team and Individual – water based challenge |
| Items required | Close toe shoes, Knee length shorts, T-shirt covering midriff and shoulders, sunscreen and water bottle. Long hair must be tied back |
| Domain | Health and Physical education, Personal Learning & Interpersonal Development |

| Domain | Dimension | Skill | Elaboration |
|-----------------------------|--|---------------------------------------|---|
| Health & Physical Education | Movement and Physical activity | Skills for recreating in the outdoors | Participants will learn the basic skills and techniques to effectively surf. |
| | | Learning physical activities | Participants will learn a basic understanding of surfing and be able to take that away to practice |
| | | Forces and motion | Participants will experience the way a wave carries and also the motion that is required before catching a wave. |
| | | Ways to keep healthier and safer | Participants are asked to develop and introduce risk management practices to have an enjoyable a surfing session. This is done by introducing them to the area where it is safer to swim and talking about self-management in the water. |
| Personal Learning | Managing personal learning | Monitoring and evaluating | Participants will develop learning improvement and goals through the program and learn ways to perfect their technique and evaluate their success |
| | | Self-Exploration | Understanding idea of challenge by choice, developing self-confidence, dealing with the notion of fear – positive or negative and pushing their personal comfort zone. |
| Interpersonal Development | Working in teams & Building social relationships | Communication | Communication between participants and staff members is required when they are in need of help or advice. Participant will be encouraged to look for peer support first and to encourage and support their fellow participants in overcoming fears or setting challenges. |
| | | Leading, initiating and facilitating | Some participants will be encouraged to take on some leadership during the activity guiding and assisting others in the techniques required for participates on the surfing. |

| Domain | Dimension | Elaboration |
|------------------------|---|--|
| Civics and Citizenship | Civic Knowledge and understanding Along with Community engagement | Participants are encouraged within their community to work together to complete activities overcoming conflict and resolving it. Engagement is a vital part of the activity by giving encouragement to each other and completing the activity as a community rather than an individual |
| Communication | Listening, viewing and responding & Presenting | Participants will develop effective commutation to be able to listen, view and respond to varying communication forms. Participants are encouraged to communicate with both their peers and staff members to affectively complete the activity. |
| Thinking Processes | Reasoning, Processing & Inquiry | Participants are encouraged to think creatively to be able to complete task by reasoning between the processes that they are able to do from their initial inquiry. To be able to successful complete the activity Participants will need to come up with a process that will work for them. |

Tennis, Basketball & Volleyball Court

There are outdoor courts available for basketball, tennis and beach volleyball, and these can be used by whatever sized groups the camp user-group deems appropriate.



| | |
|--------------------------|--|
| Available at | Camp Wilkin, Burnside & Halls Gap |
| Challenge Considerations | Team and Individual – Land based challenge |
| Items required | Close toe shoes, Knee length shorts, T-shirt covering midriff and shoulders, sunscreen and water bottle. Long hair must be tied back |
| Domain | Health and Physical education, Personal Learning & Interpersonal Development |

| Domain | Dimension | Skill | Elaboration |
|-----------------------------|--|---------------------------------------|--|
| Health & Physical Education | Movement and Physical activity | Skills for recreating in the outdoors | Participants will engage in various activities requiring different skills at in each activity |
| | | Learning physical activities | Participants will develop various skills in various activities dependent on the activities, such as stamina, balance and accuracy |
| | | Ways to keep healthier and safer | Participants will learns activities that keeps them activity and a basic understanding of how to run them. |
| Personal Learning | Managing personal learning | Monitoring and evaluating | Participants are encouraged to monitor and evaluate how they are participating in the activity and how they are able to improve, completing various challenges |
| Interpersonal Development | Working in teams & Building social relationships | Communication | Participants will be required to communicate within the team to complete activities providing feedback and encouragement to each other. |
| | | Leading, initiating and facilitating | Participants will have various opportunities to lead others and assist them in participating in the activities. |

| Domain | Dimension | Elaboration |
|------------------------|---|--|
| Civics and Citizenship | Civic Knowledge and understanding Along with Community engagement | Participants are encouraged within their community to work together to complete activities overcoming conflict and resolving it. Engagement is a vital part of the activity by giving encouragement to each other and completing the activity as a community rather than an individual |
| Communication | Listening, viewing and responding & Presenting | Participants will develop effective communication to be able to listen, view and respond to varying communication forms. Participants are encouraged to communicate with both their peers and staff members to affectively complete the activity. |
| Thinking Processes | Reasoning, Processing & Inquiry | Participants are encouraged to think creatively to be able to complete task by reasoning between the processes that they are able to do from their initial inquiry. To be able to successful complete the activity Participants will need to come up with a process that will work for them. |

Trampolines

Two trampolines are available and are accessible at any time. An adult supervisor will be required within the trampoline enclosure at all times when the trampolines are being used.



| | |
|--------------------------|--|
| Available at | Camp Wilkin, Burnside Halls Gap |
| Challenge Considerations | Team and Individual – Land based challenge |
| Items required | Close toe shoes, Knee length shorts, T-shirt covering midriff and shoulders, sunscreen and water bottle. Long hair must be tied back |
| Domain | Health and Physical education, Personal Learning & Interpersonal Development |

| Domain | Dimension | Skill | Elaboration |
|-----------------------------|--|---------------------------------------|--|
| Health & Physical Education | Movement and Physical activity | Skills for recreating in the outdoors | Participants will engage in various activities requiring different skills at in each activity |
| | | Learning physical activities | Participants will develop various skills on the trampolines such as stamina, balance and accuracy |
| Personal Learning | Managing personal learning | Monitoring and evaluating | Participants are encouraged to monitor and evaluate how they are participating in the activity and how they are able to improve, completing various challenges |
| Interpersonal Development | Working in teams & Building social relationships | Leading, initiating and facilitating | Participants will have various opportunities to lead others and assist them in participating. |

| Domain | Dimension | Elaboration |
|------------------------|---|--|
| Civics and Citizenship | Civic Knowledge and understanding Along with Community engagement | Participants are encouraged within their community to work together to complete activities overcoming conflict and resolving it. Engagement is a vital part of the activity by giving encouragement to each other and completing the activity as a community rather than an individual |
| Communication | Listening, viewing and responding & Presenting | Participants will develop effective communication to be able to listen, view and respond to varying communication forms. Participants are encouraged to communicate with both their peers and staff members to affectively complete the activity. |
| Thinking Processes | Reasoning, Processing & Inquiry | Participants are encouraged to think creatively to be able to complete task by reasoning between the processes that they are able to do from their initial inquiry. To be able to successful complete the activity Participants will need to come up with a process that will work for them. |



Additional Programs

Walk

Depending on participant's age and skill level, the lengths of walk can vary, ranging from a stroll around the camp property to a 2 hour expedition to a bush or beach location. Walks can incorporate some activities, educating participants about the local environment. Camp staff may be available to facilitate the walk; otherwise can give guidance to group staff about appropriate routes and activities. It is recommended that all participants have a torch; other safety equipment can be provided by camp staff if required.

Bush Cooking

The campfire is there to provide opportunities for participants to enjoy some good bush food, like damper and roasted marshmallows. Food will be provided by Camp staff along with fire wood and appropriate safety equipment. Supervision must be provided at all times due to associated dangers.

Craft

This activity is a chance for the Participant to do some craft. The craft is done using paint, pencils and odd material with glue along with the bush. Participants are encouraged

Campfire

The campfire is generally used by participants as an evening activity. Gathering around a fire generates a fantastic atmosphere and one which, any participants remember for a long time. Camp staff will provide fire wood and the appropriate safety equipment necessary.



Additional AusVELS



Previously in this document the activities listed have been ones which focused specifically on physical, personal and social learning because they involve participants being involved in various types of physical activities.

These activities cover the first strand of learning, that being physical, personal and social learning. To compliment this Baptist Camping Victoria Programs also provide scope for participants to be exposed to experiences which enable them to discover and learn more which enhance their educational experience whilst away on a camp or day program.

Focusing on the other two learning strands of the AusVELS

- Discipline based learning
- Interdisciplinary learning

Students can not only learn about their physical capabilities but many other facts of their lives as well.

Additional Introductions

Following is a short introduction to some of the other AusVELS domains which can be focused on whilst students are attending a Baptist Camping Victoria program and some examples of how these can be met.

The introductions from the VCAA documents *The AusVELS Curriculum* have been included below.

The Arts

Learning Stand – Discipline based Learning

The Arts are unique, expressive, creative and communicative forms that engage students in critical and creative thinking and help them understand themselves and the world. In every society the Arts play a pivotal role socially, economically and culturally. The Arts encourage the development of skills and the exploration of technologies, forms. They fuel the exploration of ideas that cross the gamut of human emotions and moods through holistic learning using cognitive, emotional, sensory, aesthetic, kinaesthetic and physical fields.

The arts domain encompasses a diverse and ever-changing range of disciplines and forms that can be used to structure teaching and learning programs. The domain also allows students to create and critically explore visual culture, performances in contemporary and traditional genres, and works that involve the fusion of traditional forms with digital media. Schools use the arts disciplines of Art, Dance, Drama, Media, Music and Visual Communication. To plan programs. These programs reflect the cultural diversity of students and school communities and the vast growth in information and communications technology that has made arts forms increasingly visible. They recognise the multicultural world saturated with imagery, sounds and performances that students inhabit. Engagement in the arts involves the inspired and passionate exploration of ideas and the result products and performances. By their very nature, the Arts nurture culture understanding invention, new directions and new technology. Imagination and creativity, pivotal to the Arts, are essential to our wellbeing because we create much of our world in order to enhance our experiences and understanding of the diverse perspectives that constitute our cultural heritage. For students, interaction through the Arts brings contact with the Indigenous cultures of Australia and the Cultures of our nearest neighbours.

Learning in the Arts allows students to communicate their perceptions, observations and understanding of structures, functions and concepts drawn from other areas of curriculum. The Arts are a vehicle for confronting and exploring new ideas. Through learning in the Arts, students prepare for their roles in a post industrial economy that depends on innovative ideas, creative use of technologies and the development of new and blended forms. Arts learning expects ethical conduct in the creating, making, presenting and responding to arts works; for example, adherence to agreed approaches by individuals in a collaborative performance or acknowledgement of the use of other artists' products.

Examples:

- Students encouraged to plan and perform acts at camp concert
- Participating in social activities (like Discos) which can encourage participants to be creative whilst dancing
- Participation in organised craft programs can encourage creativity

Mathematics

Learning Strand – Discipline based learning

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skill and knowledge in **Number and Algebra, Measurement and Geometry, and Statistics and Probability**. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics has its own value and beauty and the Australian Curriculum: Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of levels, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

The Australian Curriculum: Mathematics ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and systems which students apply beyond the mathematics classroom. In science, for example, understanding sources of error and their impact on confidence of conclusion is vital, as is the use of mathematical models in other disciplines. In geography, interpretation of data underpins the study of human populations and their physical environments; in history, students need to be able to imagine timelines and time frames to reconcile related events; and in English, delivering quantitative and spatial information aspect of making meaning of texts.

The curriculum anticipates that schools will all ensure all students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and defiantly. The Mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences

Examples

- Whilst participating in onsite activities (i.e. Frisbee golf) those involved are encouraged to add up scores and work out averages
- Whilst participating in onsite activities those involved are encouraged to use mathematical skills to keep track of various times, distances and heights
- Whilst on camp Participants are required to work with a program involving varying degrees of scheduling which enables them to use mathematics as a technique to ensure they are on time

Civics and Citizenship

Learning Strand – Physical, Personal and Social Learning

That Civics and Citizenship domain provides students with knowledge, skills and opportunities to understand and practice what it means to be citizen in a democracy. Citizens require knowledge and understanding of civics institutions and the skills and willingness to actively participate in society. They need knowledge of political and legal systems and processes and the history that underpins them in order to achieve civic understanding. They need to understand their rights and responsibilities as citizens, and democratic values and principles such as democratic decision making, representative and accountable government, freedom of speech, equality before the law, social justice and equality. This domain facilitates the practice of citizenship skills, the exploration and development of values and dispositions to support citizenship and the empowerment of informed decision making. Teaching of civics engages students in active interaction with the community.

In a world where people, environments, economics and politics are inextricably linked, and where dislocation and change is accelerating, a strong sense of personal identity developed through participation in communities is a sound basis from which to connect with the world. Civics and Citizenship education strengthens understanding and valuing of the self. It teaches why citizens need a sense of personal identity within their own community and how they can contribute to local, national and global communities. Through Civics and Citizenship, students develop an appreciation for the uniqueness and diversity of Australia's multicultural society and the efforts of individuals and groups to achieve political rights and equality' they value what it means to be an Australian and explore Australia's role in the global community. They consider human rights and social justice issues at local, national and global levels.





Examples

- Whilst on camp Participants become part of a community, they are encouraged to make positive decisions and be accountable to others in the community where these decisions are made
- Participants are encouraged to express their thoughts and feelings
- Students are encouraged to develop their own views; express those but still abide by the rules and regulations of the establishment they are staying in.

English

Learning Strand – Discipline Based Learning

Rationale

The Study of English is central to the learning and developing of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes both to nation-building and to internationalisation.

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia's links to Asia.

Aims

The Australian Curriculum: English Aims to ensure students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understanding how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- Develop interest and skill in inquiring into the aesthetic aspects of texts, develop an informed appreciation of literature

Examples

- Prior to attending camp participants are encouraged to read about their upcoming experience whether it be hard copy or electronic
- Whilst at camp participants are required to use reading skills to effectively participate in activities
- Utilising pre-prepared camp journals, Participants are required to journal and record their personal experiences on paper or electronically
- Participants are encouraged to express themselves using the English Language whilst at camp but also be appreciative of other languages and cultures whilst on camp (including aboriginal) especially those which might be attending camp with them.

Humanities – Economics

Learning Strand – Discipline based learning

Economics is the study of how different societies allocate scarce resources to satisfy the wants and needs of its members. As with any social science, economics is concerned with human social behaviour; the behaviour of individuals and the



interaction among them. Economics is also concerned with how to best manage resource scarcity and addresses the requirements for human survival and economic sustainability.

Economic decisions taken by individuals, groups, businesses and governments have implications for the welfare of individuals, families, communities, countries, regions and geopolitical unions of nations. All people are touched by economic decisions on multiple occasions every day. Economics plays a critical and, often, contested role in local, state, national and international public policy. Life globally is dominated by economic transactions and it is the quality of economic decision making at all levels of society that significantly determines the wellbeing of individuals and nations.

The study of Economics assists students to better understand how wealth is generated and distributed, and to understand:

- Microeconomics concepts that explain how businesses and markets operate
- Macroeconomic concepts that help to explain how a nation's economy works

It enables students to understand the importance of entrepreneurship and enterprise in generating a healthy economy.

Economics provides students with the knowledge and skills to engage with economic matters and to consider the effects of alternative economic decisions on themselves and others. They are then in a better position to:

- Act rationally and ethically when making economic and personal financial decisions
- Appreciate the complexity of economic decision making
- Understand the economic decisions made by others

Not only can they manage their personal affairs better, they can be more effective and productive members of society as they are capable of making reasonable judgements on public policy issues that have a bearing on their personal prospects and those of the nation.

Examples

- Participants are encouraged to research the cost associated with the camp experience, the resources required and the decision making process which had to happen to ensure camp was a success
- Prior to attending camp, whilst at camp and post camp students are encouraged to reflect on the economic effect their camp experience had on their families, their local community (school included) and the community they visited

Information and Communications Technology

Learning Strand – Interdisciplinary learning

Information and communications technology (ICT) is the hardware and software that enables data to be digitally processed, stored and communicated. ICT can be used to access, process, manage and present information; model and control events; construct new understanding; and communicate with others.

ICT, an interdisciplinary domain, focuses on providing students with the tools to transform their learning and to enrich their learning environment. The knowledge, skills and behaviours identified for this domain enable students to:

- Develop new thinking and learning skills that produce creative and innovative insights
- Develop more productive ways of working and solving problems individually and collaboratively
- Create information products that demonstrate their understanding of concepts, issues, relationships and processes
- Express themselves in contemporary and socially relevant ways
- Communicate locally and globally to solve problems and to share knowledge
- Understand the implications of the use of ICT and their social and ethical responsibilities as users of ICT

Learning in this domain enables students to focus on the task to be accomplished rather than on the technology they are using to do the work. Through the selection and application rather than on the technology they are using to do the work. Through the selection and application of appropriate equipment, techniques and procedures, they process data and information skilfully to create information products in forms that are meaningful for themselves and their audience. These products effectively demonstrate their knowledge and understanding of the concepts, issues, relationships and processes that are the subject of the task.

Students are provided with tools and strategies to monitor learning patterns and problem solving strategies. This provides a sound foundation for transforming personal learning. They gain an understanding of Internet protocols and strategies for

exchanging information, which enables them to share and challenge their own and other people's ideas and solutions with a global audience.

Examples

- Participants are encouraged to research Baptist Camping Victoria, local area and surrounds using web devices resources
- Students are able to access multimedia resources with, parent/guardian/teacher permission whilst on camp to successfully complete specific aims and objectives of camp.



The Humanities – History

Learning Strand – Discipline based learning

Rationale

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of a society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is the interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferrable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively

The curriculum generally takes a world history approach within which the history of Australian is taught. It does this in order to equip students for the world (local, regional and global) in which they live. An understanding of the world history enhances students' appreciation of the Australian history. It enables them to develop an understanding of the past and present experiences of the aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia-Pacific region, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society

Aims

The Australian Curriculum: History Aims to ensure that students develop:

- Interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- Knowledge, understanding and appreciation of the past and the forces and shape societies, including Australian society
- Understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- Capacity to undertake historical inquiry, including skills in the analysis and use of the sources, and in explanation and communication

Examples

- Participants are introduced to the history of the campsite, township and surrounding areas including teaching on the indigenous culture of the area
- Participants introduced to the maintain history of the local area and surroundings
- Participants also introduced to the concept of how the area's history has shaped the present and future.
- Visitors to the local sites and various locations around highlight the history of the area and can be a valuable tool for education. (i.e. The light house and Barkhut in Aireys Inlet and Narara Aboriginal Culture Discovery Centre on the outskirts of Geelong)

The Humanities – Geography

Leaning Strand – Geography



Geography is the study of physical and human environments from a spatial perspective. It provides students with the knowledge and skills to observe and describe places on the surface of the earth and to analyse and provide explanations from a spatial perspective of human and physical phenomena and their complex interactions. Students' evolving understanding of their world provides a basis for evaluating strategies for the sustainable use and management of the world's resources.

Geographers use a number of spatial concepts (such as location, distribution, spatial interaction and scale) as tools to help them to investigate, interpret and explain patterns on the surface of the Earth and the processes that created them. These spatial concepts provide a unique conceptual structure and frame work of ideas for a geographic investigation of phenomena and provide the key to determining measures of the spatial variation between places. The essence of the Geography domain is that it is an inquiry-based approach which focuses on questions of what, where, how, why, what impact, what ought.

The fundamental tool of geography is the map, and in a world map where over 75 per cent of data is referenced spatially to a location, geographic understanding is a vital skill. The essential skills students develop in Geography are the ability to:

- Identify and collect evidence from
 - Primary sources through fieldwork
 - Secondary sources, including maps at a variety of scales, photographs, satellite images, statistical data
 - Information and communication technology based recourses
 -
- Record, represent and interpret data in different types of maps, graphs, tables, sketches, diagrams and photographs

Examples

- Participants in some of the onsite activities (i.e. Orienteering) maps are required to successful complete the activity and navigate around the campsite
- Campers are introduced to the various aspects of the local geography and its diversity
- Campers prior to coming to camp are encouraged to research the area, its uniqueness by using electronics medium and other resources as well.

