

# CYC Adanac VELs Educational Focus

## Introduction

ADANAC prides itself on providing students and teachers with a camp experience filled with fun, adventure and challenge. Students are able to step outside their comfort zones and tackle a myriad of challenges designed to enhance their self-belief, self-worth and their relationships with their peers. ADANAC has always maintained that camp is an educational and learning experience and as such had some relevancy to the CSF guidelines. With the advent of the Victorian Essential Learning Standards (VELS), ADANAC has seen fit to further merge their programs with every schools needs.

## Aim

The aim of the Educational Focus is to outline very clearly the way in which ADANAC's activities relate to VELs. For students camp is an educational experience on numerous levels and the following document allows teachers to identify the various activities and how they relate to the VELs domains and dimensions. For teachers, camp is also an educational experience but it is also a time to initiate learning outside the classroom and to allow students certain freedoms in relation to their own learning – we believe this document will assist in this endeavour.

Our document outlines meticulously how every activity at ADANAC has a VELs focus and can be related back to the learning completed on the school campus. Camps are an extension of learning in the classroom and therefore have to be seen as viable, important and relevant to the broader school community. This document also allows parents and school councils to see the educational benefits and positives of the camp experience.


By relating ADANAC programs to the VELs focus, teachers are better able to prepare their programs for the pre-camp experience, the camp experience itself and the post-camp experience. By having this information at hand the camp experience will not stand alone but can be incorporated into the students learning throughout the entire year.



## Overview


The following document outlines ADANAC activities delivered on and off site. There is a description of the activity and where it is performed. The relationship to VELs is explored through each activity and through each Level. Levels 3 through to 6 are included – as this takes in the year levels that visit ADANAC each year (Grade 3 – Year 10).


The domains and dimensions are set out clearly and the educational focus and relationship is easily seen on the table for every level.



It must be said that this is only a guide to what we believe ADANAC has to offer in partnership with the VELs focus – what we can see relates to VELs and what we see could relate to VELs if a school chose to take some activities beyond face value. For example, the Giant Swing could be used in Mathematics to study the idea of force and energy and weight and height and distance. However, most schools only use the Giant Swing for the Health and Physical Education, Interpersonal Development and Personal Learning.



Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 3 Grade 3 and 4</b>  <b>C a m p i n g</b>  	<p>Camp is often the first extended overnight experience students have away from home, and with a large group.</p> <p>They share comfortable bunkstyle accommodation in groups.</p> <p>They are assigned a duty group and are responsible for setting up before and cleaning up after each meal and domestic activities.</p>	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>• Participate in Physical activity</li> <li>• Identify healthy eating</li> <li>• Follow safety principles &amp; skills</li> <li>• Identify risk</li> <li>• Achieve goals in teams</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>• Demonstrate respect for peers</li> <li>• Share ideas to help each other</li> <li>• Respect others belongings</li> <li>• Support peers</li> </ul> <p><b>Personal learning</b></p> <ul style="list-style-type: none"> <li>• Learn about self</li> <li>• Develop emotional awareness</li> <li>• Develop leadership</li> <li>• Learn with &amp; from peers</li> <li>• Give &amp; respond to feedback from peers</li> <li>• Practise time management</li> </ul> <p><b>Civics &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>• Look at community types</li> <li>• Compare rules &amp; laws</li> <li>• Protect &amp; care for built &amp; natural environments</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Listen attentively</li> <li>• Identify main messages</li> <li>• Ask clarifying questions</li> </ul>	<p>Students are encouraged to eat healthily on camp and maintain their intake of fresh fruit, vegetables and water.</p> <p>Students dress appropriately for their activities and practise sun smart habits.</p> <p>Students are introduced to a range of new activities and the movement sequences required for each.</p> <p>Safety is paramount to the camp experience with many activities monitored by Worksafe and other industry codes of practice.</p> <p>Students are encouraged to look out for themselves, for their peers, the camp amenities, gardens and local environment.</p> <p>Rooms are shared together, kept tidy and campers are encouraged to be considerate and look after each other and their belongings.</p> <p>Campers work together in teams on all activities.</p> <p>Students make new self discoveries on personally challenging activities and are encouraged to follow a stringent timetable arriving on time so as all can participate and have fun in the time allowed.</p> <p>ADANAC is a large community based camp with buildings, amenities, roads surrounded by protected environments such as the Yarra river and Mt Donna Buang State forest.</p> <p>There is a range of staff all working on different jobs so the camp has a strong community feel and involvement.</p> <p>The camp works in with Worksafe legislation and other industry codes.</p> <p>Students are introduced to ADANAC Camp Conducts during their initial briefing and asked to listen attentively and encouraged to ask questions to clarify points.</p> <p>These codes of conduct encourage respect for self, peers and surrounding amenities and environments.</p>	<p>ADANAC camp booklets</p> <p>ADANAC camp amenities</p> <p>ADANAC Codes of Conduct &amp; Safety briefing</p>



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<b>Level 3 Grade 3 and 4</b>    	<p>Students learn to control a bow and shoot an arrow.</p> <p>Group is given a safety briefing, a look into the history of archery and given instructions in basic technique.</p> <p>Students can challenge themselves or compete as a team group in a round robin competition.</p>	<p>Health &amp; PE</p> <ul style="list-style-type: none"> <li>Find ways to pursue activity</li> <li>Engage in Physical activity</li> <li>Develop motor skills &amp; movement sequences</li> </ul> <p>Interpersonal Development</p> <ul style="list-style-type: none"> <li>Support peers</li> </ul> <p>Personal Learning</p> <ul style="list-style-type: none"> <li>Develop enthusiasm for learning</li> <li>Build self worth</li> <li>Help to manage &amp; set protocols</li> </ul> <p>Civics &amp; citizenship</p> <ul style="list-style-type: none"> <li>Compare rules &amp; laws</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Look at energy &amp; force</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Listen attentively</li> <li>Use visual, aural &amp; written</li> </ul> <p>Thinking processes</p> <ul style="list-style-type: none"> <li>Make observations &amp; investigate</li> </ul>	<p>Students will participate in an archery competition or self challenge.</p> <p>They will be introduced to and use new skills of hand eye co-ordination.</p> <p>Teams participate in a round robin competition motivating each other to the assigned challenge and points score.</p> <p>Students participating in Archery will often experience a new hands on learning situation developing increased self confidence as improvement is made. Good archery technique teaches one to manage self doubts when shooting. Archers need to show a duty of care to other participants and know their responsibilities with potentially dangerous weapons.</p> <p>Instructors will look at how the law applies to Archery and encourage participants to listen, observe and follow the Archery Safety briefing.</p> <p>Students can analyse all the forces and energy at work during a shot on target.</p> <p>Students must listen attentively to the safety briefing and follow the Archery safety briefing. Students watch demonstrations and practice movements to improve their aim and technique.</p>	<p>Bows &amp; arrows</p> <p>Marker cones</p> <p>Various targets</p> <p>Safety Briefing &amp; Code of Conduct</p>

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<b>Level 3</b> <b>Grade</b> <b>3 and 4</b>  <b>Bushwalking</b>  	<p>Bushwalking is available in Adanac's 13 acres of undulating parkland with pockets of natural bush. Tree-lined walks, fern forests &amp; nature trails are all situated within easy walking distance of your accommodation.</p>	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>• Participate in Physical activity</li> <li>• Recognise healthy environments</li> <li>• </li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>• Share ideas to help each other</li> </ul> <p><b>Personal Learning</b></p> <ul style="list-style-type: none"> <li>• Develop positive attitudes towards learning</li> <li>• Help to manage &amp; set protocols</li> <li>• Develop respect for peers</li> </ul> <p><b>Civics &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>• Compare rules &amp; laws</li> <li>• Promote sustainability</li> <li>• Protect &amp; care for natural environments</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Investigate questions about the natural world</li> <li>• Determine human influences on environment</li> <li>• Describe natural conditions</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Listen attentively identify main messages</li> <li>• Ask clarifying questions about safety &amp; technique</li> <li>• Use visual, aural &amp; written</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>• Make observations &amp; investigate</li> <li>• Categorize knowledge</li> <li>• Identify patterns</li> </ul>	<p>Students go on a bushwalk observing a variety of flora and fauna and landforms. Students will learn to recognize elements in a park, lake and forest landscape.</p> <p>Students participate in a bushwalk and practice the buddy system. They will listen to a safety briefing and practice the Bushwalking Code of Conduct. Walking with their group requires each to look out for each other and enjoy the social aspects.</p> <p>Instructors will compare Forestry regulations laws with the Bushwalking Code of Conduct which encourages traveling responsibly for safety and minimal impact to the park and forest flora and fauna.</p> <p>On foot we can quietly see wildlife up close study animal behaviour and observe human influences on the forest. Students can categorise the type of forest from the features seen. Students can compare a man made park landscape with a natural forest landscape.</p> <p>Students are required to listen and observe attentively the safety briefing from the leader. The leader encourages the students to clarify safety points and basic bushwalking technique and observe keenly skill demonstrations such as packing a daypack or using a compass.</p> <p>The group will see first hand recurring patterns of nature on the walk which helps to distinguish the type of forest. Observation games can be played to build awareness and develop observational skills.</p>	<p>Park &amp; surrounding forest trails</p> <p>Safety Briefing</p> <p>Scavenger Hunt activity sheet</p> <p>Bushwalking Code of Conduct</p>


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<b>Level 3 Grade 3 and 4</b>  <b>C a m p  C o o k i n g</b>  	As a team cook a meal from basic ingredients following a recipe.	<p>Health &amp; PE</p> <ul style="list-style-type: none"> <li>Identify healthy eating</li> <li>Follow safety principles &amp; skills</li> </ul> <p>Interpersonal Development</p> <ul style="list-style-type: none"> <li>Share ideas to help each other</li> <li>Support peers</li> </ul> <p>Personal Learning</p> <ul style="list-style-type: none"> <li>Develop enthusiasm for learning</li> <li>Build self worth and develop life skills</li> <li>Help to manage &amp; set protocols</li> <li>Practice time management</li> </ul> <p>Civics &amp; Citizenship</p> <ul style="list-style-type: none"> <li>Protect &amp; care for environments</li> </ul> <p>Arts &amp; English</p> <ul style="list-style-type: none"> <li>Create &amp; make</li> <li>Speak &amp; listen</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Communicate effectively with group members to produce best quality</li> <li>Ask clarifying questions about principles of cooking</li> </ul> <p>Design, Creativity &amp; Technology</p> <ul style="list-style-type: none"> <li>Describe materials &amp; ingredients</li> <li>Measure, cut, mix, shape join, assemble</li> </ul> <p>Thinking processes</p> <ul style="list-style-type: none"> <li>Source a range of information</li> </ul>	<p>Students are instructed to recognise healthy ingredients and taught basic cooking skills, encouraging good hygiene and safe cooking habits.</p> <p>Students can enjoy the social aspect of group cooking on the hotplate working as a team to produce a meal for everyone.</p> <p>Students feel good about being able to cook a basic meal. They use healthy ingredients to produce food for others, becoming aware of safe food handling procedures and following recipe cooking times.</p> <p>Students learn to recognise which part of the environment ingredients come from and what we must do to keep them healthy.</p> <p>All students help with the production of pancakes taking turns and communicating with each other to improve the product.</p> <p>Post activity students can trace where ingredients come from and how they are processed and how we can ensure healthy food resources. The group works together to blend ingredients to correct consistency, pour mixture onto the hotplate and co ordinate cooking times.</p> <p>The group looks at safety in cooking, its leisure applications and social and health aspects. Students can describe the origin and processing of ingredients, follow a recipe, pour, mix, shape and cook to a time frame.</p>	Fresh Ingredients  Camp Cooking Kit  Recipe sheets  Plates & cutlery


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<b>Level 3 Grade 3 and 4</b>    	<p>Onsite Paddle on a sheltered lake with a partner in Canadian canoes.</p> <p>Fit safety equipment and understand the principles of canoeing safety and capsizing procedure.</p> <p>Use correct paddling posture, practise strokes for forward, backward and turning. Launch, land and practise entry and exit procedures.</p> <p>Use games and challenges to build canoeing skills and water confidence.</p>	<p>Health &amp; PE</p> <ul style="list-style-type: none"> <li>Participate in Physical activity</li> <li>Recognise healthy environments</li> <li>Perform motor skills &amp; movement sequences</li> </ul> <p>Interpersonal Development</p> <ul style="list-style-type: none"> <li>Share ideas to help each other</li> </ul> <p>Personal Learning</p> <ul style="list-style-type: none"> <li>Develop positive attitudes towards learning</li> <li>Help to manage &amp; set protocols</li> <li>Develop respect for peers</li> </ul> <p>Civics &amp; Citizenship</p> <ul style="list-style-type: none"> <li>Compare rules &amp; laws</li> <li>Promote sustainability</li> <li>Protect &amp; care for natural environments</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Investigate questions about the natural world</li> <li>Determine human influences on environment</li> <li>Describe natural conditions</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Listen attentively identify main messages</li> <li>Ask clarifying questions about safety &amp; technique</li> <li>Use visual, aural &amp; written</li> </ul> <p>Thinking processes</p> <ul style="list-style-type: none"> <li>Make observations &amp; investigate</li> <li>Categorize knowledge</li> <li>Identify patterns</li> </ul>	<p>Students practice canoeing observing a variety of indigenous wildlife. Students will learn to learn launch and exit, canoe basic strokes and capsize drills.</p> <p>Students paddle with a partner and work together co-ordinating paddling movements to move in the appointed directions.</p> <p>Students participate in fun and challenging paddling courses and games They will listen to and watch a safety briefing, the Canoeing Code of Conduct and basic stroke instruction. Paddling with their partner requires each to give and take to complete the activity and have fun.</p> <p>Instructors will compare boating laws with the Canoeing Code of Conduct which encourages paddling responsibly for safety and minimal impact to the shore flora and fauna.</p> <p>In canoes we can quietly observe lake wildlife up close and study animal behaviour and what effect we have on them.</p> <p>Students are required to listen and observe attentively the safety and skills briefing from the ADANAC instructor. The instructor encourages the students to clarify safety points and basic canoe technique and observe keenly skill demonstrations and practice new moves.</p> <p>Together the group will paddle over to different areas of the lake and observe what is happening with the wildlife, the wind and the shoreline.. Students can categorise the canoe session into safety, basic skills, emergency procedures, and minimum impact paddling. Learning repetitive canoeing skill movements creates an awareness of how recognising patterns are important in learning new skills.</p>	<p>ADANAC Instructor</p> <p>ADANAC Lake &amp; surrounds</p> <p>Safety briefing</p> <p>Gould League Wetland birds guide</p>


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<b>Level 3 Grade 3 and 4</b>    	<p>Onsite Explore freshwater life from the banks of the lake.</p> <p>Identify, monitor &amp; research lake life using freshwater ID charts and magnifying equipment.</p> <p>Gain an understanding of healthy water, biodiversity and sustainability protocols. Participate in a water watch project.</p>	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>Recognise healthy environments</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>Share ideas to help each other</li> </ul> <p><b>Personal Learning</b></p> <ul style="list-style-type: none"> <li>Develop positive attitudes towards learning</li> <li>Help to manage &amp; set protocols</li> </ul> <p><b>Civics &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>Compare rules &amp; laws</li> <li>Promote sustainability</li> <li>Protect &amp; care for natural environments</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Investigate questions about the natural world</li> <li>Compare living &amp; non living things</li> <li>Follow food chains of freshwater</li> <li>Identify structural features of living things</li> <li>Select and use simple measuring equipment</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Listen attentively to safety briefing &amp; outline of activity</li> <li>Ask clarifying questions about discoveries</li> <li>Use visual, aural &amp; written</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>Make observations &amp; investigate</li> <li>Categorize knowledge</li> <li>Identify patterns</li> </ul>	<p>Students learn that the higher the bio diversity the more healthy the freshwater environment.</p> <p>The class divides into teams to investigate lake life with various roles assigned to pairs or groups.</p> <p>Freshwater studies involves hands on learning, collecting, examining and identifying specimens whilst following the Freshwater studies Code of Conduct.</p> <p>Students discuss why we need to have current Fisheries Regulations and why camp has a Freshwater studies Code of Conduct. Students will learn to appreciate water for life and habitat after direct hands on investigation. Students can participate in a Water watch activity determining the health of the lake. They develop skills to investigate local waterways.</p> <p>Using a range of equipment, students collect specimens along the bank of the lake. Specimens are collected carefully and identified using magnifiers to show greater detail of "creature features" and then referred to freshwater ID charts. Students can establish food chains for specimens found. Students use measuring containers, pipettes, microscopes and water quality guides during this activity.</p> <p>Students are encouraged to look and listen to safety detail briefings and practice the Freshwater Studies Code of Conduct.</p> <p>Students investigate and question discoveries they have made and learn to group animals according to patterns of "creature features" which are the basis of identification keys and guide books. Students are forming conclusions from physical evidence by looking at common features of creatures that classify them into orders, and to recognise water health by observing species present in the body of water they are investigating.</p>	<p>Freshwater Lake habitat</p> <p>Buckets, measuring jugs, Dip nets</p> <p>Safety briefing</p> <p>Freshwater studies Code of Conduct</p> <p>Gould League Freshwater studies booklet</p> <p>Magnifiers</p> <p>Various freshwater life guide books</p>



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<b>Level 3 Grade 3 and 4</b>    	<p>Students descend a zip wire attached to a harness. Worksafe practices are adhered to for this activity.</p>	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>• Participate in physical activity</li> <li>• Follow safety principles &amp; skills</li> <li>• Identify risk</li> <li>• Perform motor skills &amp; movement sequences</li> <li>• Achieve goals in teams</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>• Demonstrate respect for peers</li> <li>• Share ideas to help each other</li> <li>• Support peers</li> </ul> <p><b>Personal learning</b></p> <ul style="list-style-type: none"> <li>• Develop positive attitudes towards learning</li> <li>• Support self worth</li> <li>• Develop emotional awareness</li> <li>• Learn with &amp; from peers</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Identify forces in everyday situations</li> <li>• Identify forms of energy</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Listen attentively</li> <li>• Identify main messages</li> <li>• Ask clarifying questions</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>• Recognise &amp; respect other opinions</li> </ul>	<p>Students engage in physical activity- climbing, flying and attaching harnesses. Students are schooled in the safety aspects of the flying fox and Worksafe practices associated with the activity. Students are encouraged to watch out for peers and anticipate hazards.</p> <p>Students build positive relationships with partners through the sharing of the experience with each other. Students support and encourage their class mates.</p> <p>A student learns about oneself through undertaking a challenging activity outside their comfort zone. The participating group helps each other overcome their fears and perceived personal challenges.</p> <p>Students can develop a basic understanding of forces at work on the flying fox- gravity, friction and resistance.</p> <p>Students are required to listen to and remember the important points of the safety briefing and are asked to repeat the main issues.</p> <p>Through this experience they learn to respect others fears and personal perceptions.</p>	<p>Flying Fox</p> <p>Helmet</p> <p>Harness</p> <p>Safety Briefing &amp; Code of Conduct</p>





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<b>Level 3 Grade 3 and 4</b>  <b>O r i e n t e r i n g</b>  	<p>In teams locate orienteering markers around the Camp's grounds using a map of the camps layout to scale.</p>	<p>Health &amp; PE</p> <ul style="list-style-type: none"> <li>• Participate in physical activity</li> <li>• Achieve goals in teams</li> <li>• Support self worth</li> </ul> <p>Interpersonal Development</p> <ul style="list-style-type: none"> <li>• Support peers</li> <li>• Share ideas to help each other</li> </ul> <p>Personal Learning</p> <ul style="list-style-type: none"> <li>• Develop positive attitudes toward learning</li> <li>• Practise time management</li> </ul> <p>Civics &amp; Citizenship</p> <ul style="list-style-type: none"> <li>• Look at community types</li> <li>• Compare rules &amp; laws</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• Record observations</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>• Ask clarifying questions</li> <li>• Listen attentively to instructions</li> <li>• Use visual &amp; written information</li> </ul> <p>Thinking processes</p> <ul style="list-style-type: none"> <li>• Make observations &amp; investigate</li> <li>• Explore problem solving</li> <li>• Connect what is known to new learning</li> </ul>	<p>Students search allocated area of ADANAC in small teams locating markers from a scaled map.</p> <p>Students need to work as a team to identify details and develop team strategy to locate listed markers. The team is encouraged to best use member's personal strengths to the group's advantage.</p> <p>Orienteering challenges student's observation, time management and communication skills to find all markers in the quickest time possible.</p> <p>During the activity students see different areas of the camp's operation and are asked to adhere to the Camp's Code of Conduct, reinforced before setting out on the activity.</p> <p>Students use observation and map reading skills to locate markers and record where they were found and what they were. This encourages good scientific skills.</p> <p>Students listen attentively to understand the safety briefing and what is required to successfully complete the activity. They follow maps and clues to locate objects.</p> <p>Students look carefully at observations they have made in their travels about camp and develop a search strategy, assembling clues gathered and terrain observed so far, to help the team find the next marker.</p>	<p>ADANAC amenities, infrastructure &amp; orienteering map</p> <p>Safety Briefing &amp; Code of Conduct</p>


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<b>Level 3</b> <b>Grade</b> <b>3 and 4</b>  <b>P</b> <b>h</b> <b>o</b> <b>t</b> <b>o</b> <b>h</b> <b>u</b> <b>n</b> <b>t</b>  	In teams locate objects around the Camp's amenities and environment using photographic clues.	<p>Health &amp; PE</p> <ul style="list-style-type: none"> <li>Participate in physical activity</li> <li>Achieve goals in teams</li> <li>Support self worth</li> </ul> <p>Interpersonal Development</p> <ul style="list-style-type: none"> <li>Support peers</li> <li>Share ideas to help each other</li> </ul> <p>Personal Learning</p> <ul style="list-style-type: none"> <li>Develop positive attitudes toward learning</li> <li>Practise time management</li> </ul> <p>Civics &amp; Citizenship</p> <ul style="list-style-type: none"> <li>Look at community types</li> <li>Compare rules &amp; laws</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Record observations</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Ask clarifying questions</li> <li>Listen attentively to instructions</li> <li>Use visual &amp; written information</li> </ul> <p>Thinking processes</p> <ul style="list-style-type: none"> <li>Make observations &amp; investigate</li> <li>Explore problem solving</li> <li>Connect what is known to new learning</li> </ul>	<p>Students search allocated area of ADANAC in small teams locating objects from scaled up visual clues provided in the Photo hunt booklet.</p> <p>Students need to work as a team to identify details and develop team strategy to locate the pictured objects. Each team is encouraged to use each member's personal strengths to the whole team's advantage.</p> <p>Photo hunt challenges student's observation, time management and communication skills to find all objects in the quickest time possible.</p> <p>During the activity students see different areas of the camp's operation and are asked to adhere to the Camp's Code of Conduct, reinforced before setting out on the photo hunt.</p> <p>Students use observation and map reading skills to locate objects and record where they were found and what they were. This encourages logical thinking skills.</p> <p>Students listen attentively to understand the Safety briefing and what is required to successfully complete the Photo hunt activity.</p> <p>Students look carefully at observations they have made in their travels about camp and develop a search strategy, assembling clues gathered to help the team find the next object on the hunt.</p>	<p>ADANAC amenities, infrastructure &amp; environment</p> <p>Safety Briefing &amp; Code of Conduct</p> <p>Photo hunt pictorial booklet</p> <p>Data collection sheets</p> <p>Answer sheet</p>

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 3</b> <b>Grade</b> <b>3 and 4</b>  	<p>In teams locate objects around the Camp's environment or on a bushwalk from the scavenger hunt chart.</p>	<p>Health &amp; PE</p> <ul style="list-style-type: none"> <li>Participate in physical activity</li> <li>Achieve goals in teams</li> <li>Support self worth</li> </ul> <p>Interpersonal Development</p> <ul style="list-style-type: none"> <li>Support peers</li> <li>Share ideas to help each other</li> </ul> <p>Personal Learning</p> <ul style="list-style-type: none"> <li>Develop positive attitudes toward learning</li> <li>Practise time management</li> </ul> <p>Civics &amp; Citizenship</p> <ul style="list-style-type: none"> <li>look at community types</li> <li>Compare rules &amp; laws</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Record observations</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Ask clarifying questions</li> <li>Listen attentively to instructions</li> <li>Use visual &amp; written information</li> </ul> <p>Thinking processes</p> <ul style="list-style-type: none"> <li>Make observations &amp; investigate</li> <li>Explore problem solving</li> <li>Connect what is known to new learning</li> </ul>	<p>Students search allocated area of ADANAC in small teams locating objects from the scavenger hunt chart.</p> <p>Students need to work as a team to locate listed objects. The team is encouraged to use member's observational skills.</p> <p>Scavenger hunt challenges student's observation, time management and communication skills to find all objects in the quickest time possible.</p> <p>During the activity students see different areas of the camp's operation and are asked to adhere to the Camp's Code of Conduct, reinforced before setting out on the activity.</p> <p>Students use observation and searching skills to locate objects and record where they were found and what they were. This encourages logical thinking skills.</p> <p>Students listen attentively to understand the Safety briefing and what is required to successfully complete the Scavenger hunt.</p> <p>Students look carefully at observations they have made in their travels about camp and develop a search strategy, assembling clues gathered to help the team find the next object on the hunt.</p>	<p>ADANAC amenities, infrastructure &amp; environment map</p> <p>Safety Briefing &amp; Code of Conduct</p> <p>Scavenger hunt pictorial booklet</p>



Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 3 Grade 3 and 4</b> <b>Trampoline</b> 	A supervised activity with regulation trampolines with participants being introduced to this Olympic sport.	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>Participate in Physical activity</li> <li>Perform motor skills &amp; movement sequences</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>Share ideas to help each other</li> </ul> <p><b>Personal Learning</b></p> <ul style="list-style-type: none"> <li>Develop positive attitudes towards learning</li> <li>Help to manage &amp; set protocols</li> <li>Develop respect for peers</li> </ul> <p><b>Civics &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>Compare rules &amp; laws</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Explore force</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Listen attentively identify main messages</li> <li>Ask clarifying questions about safety &amp; technique</li> <li>Use visual, aural &amp; written</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>Identify patterns</li> </ul>	<p>Train like a gymnast or aerial skier Contort and move body in the air Build awareness of body through different planes</p> <p>Identify points of safety</p> <p>Fun and challenging Safety briefing &amp; Code of Conduct Support peers</p> <p>Rules vs codes of conduct explain differences</p> <p>Trampoline</p> <p>Safety and code of conduct briefing Participant Instructions Programmer will talk, demonstrate, practice, feedback for thinker, watcher, doer, feeler and trial / error Check for understanding</p> <p>Practise body movement patterns to perform moves</p>	<p>Trampoline</p> <p>Helmets</p> <p>Safety Briefing &amp; Code of Conduct</p>


Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 3 Grade 3 and 4</b> <b>Water slide</b> 	A specialised water based activity where students slide on a mat down a bob sled type chute into the lake.	<p>Health &amp; PE</p> <ul style="list-style-type: none"> <li>Participate in Physical activity</li> <li>Perform motor skills &amp; movement sequences</li> </ul> <p>Interpersonal Development</p> <ul style="list-style-type: none"> <li>Share ideas to help each other</li> </ul> <p>Personal Learning</p> <ul style="list-style-type: none"> <li>Develop positive attitudes towards learning</li> <li>Help to manage &amp; set protocols</li> <li>Develop respect for peers</li> </ul> <p>Civics &amp; Citizenship</p> <ul style="list-style-type: none"> <li>Compare rules &amp; laws</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Friction</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Listen attentively identify main messages</li> <li>Ask clarifying questions about safety &amp; technique</li> <li>Use visual, aural &amp; written</li> </ul> <p>Thinking processes</p> <ul style="list-style-type: none"> <li>Identify patterns</li> </ul>	<p>Climb &amp; Slide</p> <p>Build awareness of body through a type of activity</p> <p>Identify points of safety</p> <p>Fun and challenging</p> <p>Safety briefing &amp; code of conduct</p> <p>Support peers</p> <p>Rules vs codes of conduct explain differences</p> <p>Water Slide</p> <p>Safety and code of conduct briefing</p> <p>Participant Instructions</p> <p>Programmer will talk, demonstrate, practice, feedback for thinker, watcher, doer, feeler and trial / error</p> <p>Check for understanding</p> <p>Practise body positions for safe and fun sliding</p>	<p>Water slide</p> <p>Safety briefing &amp; Code of Conduct</p>


Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 4 Year 5 and 6</b>  <b>C a m p i n g</b>  	<p>Camp is often the first extended overnight experience students have away from home with a large peer group.</p> <p>They share comfortable bunkstyle accommodation in groups.</p> <p>They are assigned a duty group and are responsible for setting up before and cleaning up after each meal.</p>	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>• Live a healthy lifestyle</li> <li>• Maintain ones health</li> <li>• Find ways to pursue physical activity</li> <li>• Engage in physical activity</li> <li>• Improve well being</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>• Build positive social relationships</li> <li>• Work &amp; learn in teams</li> <li>• Manage and resolve conflict.</li> </ul> <p><b>Personal learning</b></p> <ul style="list-style-type: none"> <li>• Learn about self</li> <li>• Learn with &amp; from peers</li> <li>• Give &amp; Respond to feedback from peers</li> <li>• Recognise and practice values beyond school</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Communicate effectively with peers</li> <li>• Listen attentively</li> <li>• Ask clarifying questions</li> </ul> <p><b>Civics &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>• Take responsibility for their actions to other citizens &amp; environment</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• Types of work</li> <li>• Types of workplaces</li> <li>• Looking at leisure</li> </ul>	<p>Students are encouraged to eat healthily on camp and maintain their intake of fresh fruit vegetables and water.</p> <p>Students are required to dress appropriately for their activities and practise sun smart habits.</p> <p>Students are introduced to a range of activities and the new movements required during their camping program.</p> <p>Students look out for each other and observe potential hazards on activities.</p> <p>Rooms are shared, kept clean and tidy and campers are encouraged to be considerate of others and their belongings.</p> <p>All ADANAC activities need students to work efficiently as a team in order for everyone to have a go and finish on time.</p> <p>To complete the challenges set successfully teams must resolve conflict positively.</p> <p>Students make discoveries about themselves and class mates on challenging activities often in situations on the edge of their own and their peers comfort zones.</p> <p>They discover value systems in place on camp and in environments surrounding the camp facilities.</p> <p>Students work as a team needing to communicate efficiently to get the task done in the allotted time so all can have fun.</p> <p>Students follow Safety briefings and Codes of Conduct, needing to watch, listen and learn for safety and enjoyment.</p> <p>Students gain an appreciation for the environment by participating in camp eco and nature based activities.</p> <p>Students will gain an insight into the tourism, recreation and hospitality industries during camp.</p> <p>Students share the camp with staff, other schools and groups creating a civic atmosphere.</p> <p>Students discover activities during camp that may take on a life long interest.</p>	<p>Camp booklets</p> <p>Camp amenities</p> <p>Camp introduction,</p> <p>Safety Briefing &amp; Code of Conduct</p>



Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 4 Year 5 and 6</b>  <b>Archery</b>  	<p>Students learn to control a bow and shoot an arrow.</p> <p>Group is given a safety briefing, a look into the history of archery and instructed in basic technique.</p> <p>Students can challenge themselves or compete as a group firing at different targets in a round robin competition</p>	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>Find ways to pursue activity</li> <li>Engage in Physical activity</li> <li>Develop motor skills &amp; movement sequences</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>Work &amp; learn in teams</li> </ul> <p><b>Personal Learning</b></p> <ul style="list-style-type: none"> <li>Develop enthusiasm for learning</li> <li>Build self confidence and develop life skills</li> </ul> <p><b>Civics &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>Take responsibility for actions to themselves &amp; other environments</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Look at energy &amp; force</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>Investigate the origins of Archery and its importance to enduring cultures</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Communicate effectively with team members</li> <li>Use specialised language</li> <li>Ask clarifying questions about principles of archery</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>Assemble and question new skills &amp; movement patterns</li> </ul>	<p>The class can participate in a round robin archery competition or self challenge. Students will use skills of hand and eye co-ordination and practice movement sequences. A team feel is encouraged by running a team tournament with all archers contributing to a point score and having fun.</p> <p>Students will experience a new hands-on learning situation and develop self confidence as improvement is made. Archery needs self discipline to manage self doubts and think positively when aiming.</p> <p>Students need to be responsible to other participants and know responsibilities with potentially dangerous weapons. All archers must follow the safety briefing. The instructor will discuss how the law applies to archery.</p> <p>Students can analyse all forces and energy at work during a shot on target.</p> <p>As a classroom activity Investigate the advantages the introduction of the bow and arrow gave to developing cultures. Trace the origins of the bow and arrow.</p> <p>Students need to listen attentively and communicate effectively to follow the Archery Safety briefing and code of conduct. Students will learn specialised terms for parts of the bow and arrow.</p> <p>Students will use trial and error to clarify and improve technique.</p>	<p>Bows &amp; arrows</p> <p>Marker cones</p> <p>Various targets</p> <p>Safety Briefing &amp; Code of Conduct</p>





Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 4 Year 5 and 6</b>    	<p>ADANAC can supply bikes which can be used on or off site.</p> <p>Biking leaders offer instruction in riding skills and bike education.</p>	<p>Health &amp; PE</p> <ul style="list-style-type: none"> <li>Engage in physical activity</li> <li>Find ways to pursue physical activity</li> <li>Develop motor skills &amp; movement sequences</li> </ul> <p>Interpersonal Development</p> <ul style="list-style-type: none"> <li>Work &amp; learn in teams</li> </ul> <p>Personal Learning</p> <ul style="list-style-type: none"> <li>Develop enthusiasm for learning in a natural setting</li> <li>Recognize &amp; practise values for using shared walking / cycling tracks</li> </ul> <p>Civics &amp; Citizenship</p> <ul style="list-style-type: none"> <li>Take responsibility for actions sharing pathways practicing minimum impact riding techniques for safety &amp; environment</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>Investigate the physical world.</li> <li>Look at care of local places like the local forest.</li> <li>Collect fieldwork evidence Investigate bush &amp; rural habitats</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Explore biodiversity by riding through a range of habitats</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Ask clarifying questions about mountain bike technique and the local ecology</li> <li>Listen attentively to instructions &amp; guide</li> </ul> <p>Thinking processes</p> <ul style="list-style-type: none"> <li>Assemble technique &amp; question opinions</li> <li>Develop opinions</li> </ul>	<p>As a group students will ride a trail in an organized bike safe manner exploring points of interest along the way at strategic stops. Participants will practice bike handling skills, gear changing, braking, ascending and descending techniques.</p> <p>Students will be instructed to ride responsibly in a group in single file following the Bike Ed Code of Conduct.</p> <p>Along the way the group will learn about the ecology and history of the area by investigating points of interest.</p> <p>The group will come across situations where they will be sharing the route with other user groups such as cars and hikers. Riding responsibly and safely in such a situation is imperative. This will be reinforced to students.</p> <p>Bikes can be used to observe the area at a pace ideal for learning. The ride travels through a range of environments and students can observe and compare different habitats.</p> <p>Students are encouraged to listen to the safety briefing and follow the mountain bike code for trail riding. Students look, listen and clarify then practise riding techniques. They listen and observe the instructor's tour commentary safety and code of conduct briefings.</p> <p>Students will get the opportunity to form opinions about land use learning on the move.</p>	<p>Bikes</p> <p>Helmets &amp; safety vests</p> <p>Safety Briefing</p> <p>Bike ED Code of Conduct</p>


Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 4 Year 5 and 6</b>  <b>B u s h w a l k i n g</b>  	<p>Bushwalking is available in Adanac's 13 acres of undulating parkland with pockets of natural bush. Tree-lined walks, fern forests &amp; nature trails are all situated within easy walking distance of your accommodation.</p>	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>Find ways to pursue activity</li> <li>Engage in Physical activity</li> <li></li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>Work &amp; learn in teams</li> <li>Manage &amp; resolve conflict</li> </ul> <p><b>Personal Learning</b></p> <ul style="list-style-type: none"> <li>Develop enthusiasm for learning</li> <li>Build self confidence and develop life skills</li> </ul> <p><b>Civics &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>Take responsibility for actions to themselves &amp; other environments</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Explore a freshwater lake &amp; local forest</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Investigate a forest system on a bushwalk.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Communicate effectively with group</li> <li>Use specialised language</li> <li>Ask clarifying questions about principles of bushwalking and safety</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>Assemble and question new skills</li> </ul>	<p>Students will undertake a short bushwalk, pack and carry appropriate gear and participate in observational games.</p> <p>Walking with a buddy and group will encourage looking out for each other and the resolution of conflict when making route finding decisions.</p> <p>Students will participate in fun and challenging route finding and observational activities.</p> <p>Students will be instructed to walk responsibly for safety and wildlife and follow the Bushwalking Code of Conduct in pairs and as a group.</p> <p>Students will be encouraged to observe wildlife and look at different environments such as a man made park landscape and a natural bush environment.</p> <p>Students will be encouraged to compare natural and unnatural features on the walk.</p> <p>Teams of participating students will need to co ordinate instructions with their group and use bushwalking map reading and route finding terminology.</p> <p>Students will clarify safety points and observations made with the leader.</p> <p>Participating students will need to look, listen and question if unsure to clarify, and then practice to reinforce newly taught skills.</p>	<p>ADANAC Lake &amp; surrounding forest trails.</p> <p>Safety Briefing</p> <p>Bushwalking Code of Conduct</p> <p>Scavenger hunt sheets</p>



Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 4 Year 5 and 6</b>  <b>C a m p  C o o k i n g</b>  	As a team cook a meal from basic ingredients following a recipe.	<p>Health &amp; PE</p> <ul style="list-style-type: none"> <li>Improve well being</li> <li>Maintain ones health</li> </ul> <p>Interpersonal Development</p> <ul style="list-style-type: none"> <li>Work &amp; learn in teams</li> <li>Manage &amp; resolve conflict</li> </ul> <p>Personal Learning</p> <ul style="list-style-type: none"> <li>Develop enthusiasm for learning</li> <li>Build self confidence and develop life skills</li> </ul> <p>Civics &amp; Citizenship</p> <ul style="list-style-type: none"> <li>Take responsibility for actions to themselves &amp; other environments</li> </ul> <p>Arts &amp; English</p> <ul style="list-style-type: none"> <li>Create &amp; make</li> <li>Speak &amp; listen</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>Explore sustainability</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Follow food chains</li> <li>Look at energy &amp; force</li> </ul> <p>History</p> <ul style="list-style-type: none"> <li>Investigate history</li> <li>Look at Enduring cultures</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Communicate effectively with group members to produce best quality</li> <li>Use specialised language</li> <li>Ask clarifying questions about principles of cooking</li> </ul> <p>Design, creativity &amp; technology</p> <ul style="list-style-type: none"> <li>Look at health safety &amp; leisure</li> </ul> <p>Thinking processes</p> <ul style="list-style-type: none"> <li>Assemble and question information</li> </ul>	<p>Students will be encouraged to recognise healthy ingredients and develop cooking skills and hygiene habits early in life.</p> <p>The group will enjoy the social aspect of group cooking on the hotplate and work as a team efficiently to produce a meal for everyone.</p> <p>Students can have fun and feel good about being able to cook a healthy basic meal.</p> <p>Students will use healthy ingredients to produce food for others, be required to follow safe food handling procedure and learn to recognise which part of the environment ingredients have come from.</p> <p>Individuals' work in a team to produce taking turns at various tasks and communicating with each other.</p> <p>As a post session activity a class can trace where ingredients have come from and how they are processed and how we can ensure healthy food resources. Students can determine the food web to produce eggs and milk or look at how the carbon cycle works for wheat and the processes to become flour.</p> <p>A class can look at the effects growing wheat and keeping poultry has had on enduring cultures.</p> <p>The group works together to blend ingredients to correct consistency, pours mixture onto hotplate and co ordinate cooking times.</p> <p>The group looks at safety in cooking, its leisure applications and social and health aspects.</p> <p>The groups follows the safety and safe food handling briefing, read recipes and mix ingredients.</p>	<p>Fresh Ingredients</p> <p>Camp Cooking Kit</p> <p>Recipe sheets</p> <p>Plates &amp; cutlery</p>

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 4 Year 5 and 6</b>    	<p>Paddle on a sheltered lake with a partner in Canadian Canoes.</p> <p>Fit safety equipment and understand the principles of canoeing safety and capsizing procedure.</p> <p>Use correct paddling posture, practise strokes for forward, backward and turning. Launch, land and practise entry and exit procedures.</p> <p>Use games and challenges to build canoeing skills and water confidence.</p>	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>Find ways to pursue activity</li> <li>Engage in Physical activity</li> <li>Develop motor skills &amp; movement sequences</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>Work &amp; learn in teams</li> <li>Manage &amp; resolve conflict</li> </ul> <p><b>Personal Learning</b></p> <ul style="list-style-type: none"> <li>Develop enthusiasm for learning</li> <li>Build self confidence and develop life skills</li> </ul> <p><b>Civics &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>Take responsibility for actions to themselves &amp; other environments</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Explore a freshwater lake &amp; observe bird &amp; insect life</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Investigate a freshwater system from the water</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>Investigate the origins of canoes and their uses</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Communicate effectively with paddling partner</li> <li>Use specialised canoeing language</li> <li>Ask clarifying questions about principles of canoeing and water safety</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>Assemble and question new skills &amp; movement patterns</li> </ul>	<p>Students will launch and exit their canoes; practise basic strokes and practice capsize drills.</p> <p>Paddling with a buddy will encourage the co-ordination of movements and the resolution of conflict to make the canoe go where they want it to go.</p> <p>Students will participate in fun and challenging canoe activities.</p> <p>Students will be instructed to paddle responsibly for safety and wildlife and follow the Canoeing Code of Conduct in pairs and as a group.</p> <p>Students will be encouraged to observe lake wildlife and look at the behaviour of Indigenous bird life up close.</p> <p>The Instructor will compare Canadian canoes to kayaks and illustrate their evolution.</p> <p>Teams of participating paddlers will need to co ordinate instructions with their partner and use canoe terminology to do so successfully.</p> <p>Students will clarify safety points and basic canoe technique with the instructor.</p> <p>Participating students will need to look, listen and question if unsure to clarify, and then practice to reinforce newly taught skills.</p>	<p>ADANAC Instructor</p> <p>ADANAC Lake &amp; surrounds</p> <p>Safety Briefing &amp; Code of Conduct</p> <p>Gould League Wetland birds guide</p>


Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 4 Year 5 and 6</b>  <b>Flying Fox</b>  	<p>Students descend a zip wire attached to an approved harness system.</p> <p>Worksafe practices are adhered to for this activity.</p>	<p>Health &amp; PE</p> <ul style="list-style-type: none"> <li>Find ways to pursue activity</li> <li>Engage in Physical activity</li> <li>Maintain ones health</li> </ul> <p>Interpersonal Development</p> <ul style="list-style-type: none"> <li>Work &amp; learn in teams</li> <li>Manage &amp; resolve conflict</li> </ul> <p>Personal Learning</p> <ul style="list-style-type: none"> <li>Learn about self</li> <li>Learn with peers</li> <li>Develop enthusiasm for learning</li> <li>Build self confidence and develop life skills</li> </ul> <p>Civics &amp; Citizenship</p> <ul style="list-style-type: none"> <li>Take responsibility for actions to themselves &amp; other citizens</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>Problem solving</li> <li>Measuring</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Communicate effectively with peers</li> <li>Use specialised language</li> <li>Ask clarifying questions about principles of safety</li> </ul> <p>Thinking processes</p> <ul style="list-style-type: none"> <li>Assemble and question new skills &amp; movement patterns</li> <li>Develop opinions</li> </ul>	<p>Students engage in physical activity – harnessing up and flying down on the zip wire.</p> <p>Students are schooled in the safety aspects of the Flying Fox and the Worksafe practices associated with the activity; watching carefully at all times, listening to instructor's advice and instructions.</p> <p>Students will build a positive relationship with their classmates by sharing the challenging experience flying together; building empathy towards each other's perceived sense of risk and comfort.</p> <p>Participants develop enthusiasm and confidence for challenging situations, feeling the rush when they step outside their comfort zone. Students learn about themselves and see their peers going through what they have, appreciating their feelings.</p> <p>Students must be active in maintaining the Worksafe practices at all times during the activity.</p> <p>Students help others overcome their fears and personal challenges by offering support.</p> <p>Students can estimate their speed by assessing time and length whilst on the fox.</p> <p>Students must listen attentively to the safety briefing and carefully watch the harnessing demonstrations.</p> <p>Students must fit harnesses correctly and think clearly at heights. Upon completion of the activity students will develop self belief.</p>	<p>Flying Fox</p> <p>Helmet</p> <p>Harness</p> <p>Safety Briefing &amp; Code of Conduct</p> <p>Flying Fox Instructor</p>


Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 4 Year 5 and 6</b>  <b>Freshwater studies</b>  	<p>Explore freshwater life from the banks of the lake.</p> <p>Identify, monitor &amp; research life using freshwater ID charts and magnifying equipment.</p> <p>Gain an understanding of healthy water, biodiversity and sustainability protocols.</p>	<p>Interpersonal Development</p> <ul style="list-style-type: none"> <li>• Work &amp; learn in teams</li> </ul> <p>Personal Learning</p> <ul style="list-style-type: none"> <li>• Develop enthusiasm for learning through hands on activity</li> <li>• Recognize values beyond school practicing codes of conduct around freshwater habitats</li> </ul> <p>Civics &amp; Citizenship</p> <ul style="list-style-type: none"> <li>• Understand Fisheries Regulations and personal codes of conduct</li> <li>• Take personal responsibility to help community programs.</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>• Investigate freshwater habitats</li> <li>• Record &amp; Measure water quality by observing species</li> <li>• Participate in environmental action</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• Explore Freshwater life biodiversity using ID flow charts</li> <li>• Follow food chains of the freshwater</li> <li>• Use a variety of collection measuring &amp; monitoring equipment</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>• Ask clarifying questions about personal discoveries</li> <li>• Listen attentively to instructions</li> <li>• Use specialised scientific language</li> </ul> <p>Thinking processes</p> <ul style="list-style-type: none"> <li>• Assemble and question information and develop opinions</li> </ul>	<p>In pairs students will investigate freshwater life in the lake.</p> <p>Freshwater studies Involves hands on collection, examination and identification of freshwater specimens with students following the ADANAC Freshwater studies Code of Conduct for safety and sustainability.</p> <p>Students will discuss why we as a society need fisheries regulations and why ADANAC has a Freshwater studies Code of Conduct.</p> <p>Students will participate in a Waterwatch program which encourages appreciation of water for life and habitat. Students will develop skills to Waterwatch their local water bodies and develop water safety awareness around dams, creeks, rivers and lakes.</p> <p>Students collect specimens using a range of equipment from various locations along the bank. Students will Identify specimens using a freshwater creature identification key and use magnifying equipment to observe finer details of "creature features", developing an understanding of basic freshwater food chains. Students will use equipment such as measuring containers, pipettes, magnifiers and water quality guides.</p> <p>Students will need to look and listen to safety briefings and activity outline and practice the Freshwater studies Code of Conduct to have a safe enjoyable learning experience. They are encouraged to use scientific language to describe their discoveries.</p> <p>Students will form conclusions from direct hands on physical evidence.</p>	<p>Lake habitat</p> <p>Buckets, measuring jugs, Dip nets</p> <p>Safety Briefing &amp; Code of Conduct</p> <p>Freshwater ID charts</p> <p>Gould League Freshwater studies booklet</p> <p>Various freshwater life guide books</p>



Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 4 Year 5 and 6</b>  <b>Group Games</b>  	<p>Students work together in teams to solve set tasks and play games. They must accept the challenge of the game and follow the rules.</p>	<p>Health &amp; PE</p> <ul style="list-style-type: none"> <li>Find ways to pursue activity</li> <li>Engage in Physical activity</li> </ul> <p>Interpersonal Development</p> <ul style="list-style-type: none"> <li>Work &amp; learn in teams</li> <li>Manage &amp; resolve conflict</li> </ul> <p>Personal Learning</p> <ul style="list-style-type: none"> <li>Develop enthusiasm for learning</li> <li>Build self confidence and develop life skills</li> <li>Learn with &amp; from peers</li> <li>Set goals</li> <li>Respond to feedback</li> </ul> <p>Civics &amp; Citizenship</p> <ul style="list-style-type: none"> <li>Take responsibility for actions to themselves &amp; other environments</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>Use problem solving</li> <li>Use different technologies to measure</li> <li>Use logic &amp; reasoning</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Communicate effectively with peers</li> <li>Listen attentively</li> <li>Ask clarifying questions about principles of safety</li> </ul> <p>Thinking processes</p> <ul style="list-style-type: none"> <li>Assemble and question new skills &amp; movement patterns</li> <li>Argue reasonably</li> <li>Think creatively</li> <li>Use thinking strategies</li> <li>Seek innovation</li> </ul>	<p>Students participate in physical activity by completing mentally and physically challenging games. Teachers can use this activity to identify various characteristics of a successful team during the post activity debrief - an essential part of the exercise.</p> <p>This team challenge motivates students to enthusiastically participate as it takes an effort by all members to complete the games in the allotted time successfully with team support and encouragement needed. Students will be placed in the situation of raising ideas and giving feedback and having to manage and resolve any conflict which may arise during the team's effort to use various strategies. Students will explore group dynamics and find their niche learning about themselves during the experience.</p> <p>Students are encouraged to think ahead and be aware of team safety and the personal limitations of members.</p> <p>Students are encouraged to look at each game carefully and explore problem solving methods; they devise strategies and use trial and error. Students are encouraged to evaluate the probability of success and failure during the game.</p> <p>Individuals must communicate clearly with their team mates for the duration to complete all games within the allotted time frame.</p> <p>Students define and redefine their decision making processes during each game. They will recognize different solutions and explore a number of them as a team. A de brief is valuable by asking the group what would they do differently and how roles would change if they played the game again ?</p>	<p>Group Games</p> <p>Safety Briefing &amp; Code of Conduct</p> <p>Solution sheet</p>


Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 4 Year 5 and 6</b>    	Find a series of markers during an orienteering course.	<p>Health &amp; PE</p> <ul style="list-style-type: none"> <li>Engage in physical activity</li> </ul> <p>Interpersonal Development</p> <ul style="list-style-type: none"> <li>Work &amp; learn in teams</li> </ul> <p>Personal Learning</p> <ul style="list-style-type: none"> <li>Develop enthusiasm for learning</li> </ul> <p>Civics &amp; Citizenship</p> <ul style="list-style-type: none"> <li>Understand role in community</li> <li>Take responsibility for actions to other citizens &amp; the environment</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>Use geo spatial skills</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Ask clarifying questions</li> <li>Listen attentively to instructions</li> </ul> <p>Thinking processes</p> <ul style="list-style-type: none"> <li>Assemble &amp; question information</li> </ul>	<p>Students will break into teams to find checkpoints during an activity that challenges a team's route finding and observation skills.</p> <p>Orienteering is a fun activity involving analyzing maps and finding markers in teams.</p> <p>Groups are required to act responsibly and follow the Adanac Camp Code of Conduct to reduce impacts on wildlife and local people. The initial briefing will examine why we need to have and why we will need to act responsibly to observe the Code of Conduct.</p> <p>Participating students will need to read maps and find checkpoints placed in strategic areas.</p> <p>Students will be required to listen attentively to the safety briefing and follow the Code of Conduct to make this a safe, enjoyable and sustainable activity.</p> <p>Teams will need to analyze maps and develop a group search strategy to find markers and complete the course.</p>	<p>Adanac Orienteering trail</p> <p>Orienteering Trail map</p> <p>Safety Briefing &amp; Code of Conduct</p>





Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 4 Year 5 and 6</b>  <b>Photo Hunt</b>  	<p>In teams locate objects around Adanac's infrastructure and amenities and using photographic clues.</p>	<p>Health &amp; PE</p> <ul style="list-style-type: none"> <li>Engage in physical activity</li> </ul> <p>Interpersonal Development</p> <ul style="list-style-type: none"> <li>Work &amp; learn in teams</li> </ul> <p>Personal Learning</p> <ul style="list-style-type: none"> <li>Develop enthusiasm for learning</li> </ul> <p>Civics &amp; Citizenship</p> <ul style="list-style-type: none"> <li>Understand role in community</li> <li>Take responsibility for actions to other citizens &amp; the environment</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>Use geo spatial skills</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Collect data &amp; evidence</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Ask clarifying questions</li> <li>Listen attentively to instructions &amp; guide</li> </ul> <p>Thinking processes</p> <ul style="list-style-type: none"> <li>Think creatively</li> <li>Think strategically</li> <li>Argue reasonably</li> </ul>	<p>Students form small teams and search the allocated area on foot locating objects from visual clues provided in the Photo hunt booklet.</p> <p>Students will need to work cohesively and develop a strategy together to locate the listed objects and successfully complete the activity in the allotted time. A successful team will use personal strengths of the team members to the group's advantage.</p> <p>Photo hunt will challenge student's observation and strategic skills in a fun way.</p> <p>Teams must adhere to the activity rules and follow Adanac's Codes of Conduct to safely complete the activity and minimize any disturbance to other people at camp.</p> <p>Use observation and search skills to locate the listed objects using logical methods to search for and collect data.</p> <p>Students will need to make observations and act on them encouraging scientific skills of data collection and evidence gathering.</p> <p>Students will need to understand the Safety briefing and what is required to successfully complete the activity so they need to listen attentively and ask clarifying questions.</p> <p>Teams will look at evidence from a different perspective (scaled up) and develop a search strategy to complete the hunt.</p> <p>They need to assemble collected information quickly and efficiently to make strategic decisions, arguing points reasonably, before embarking on the hunt with other team members.</p>	<p>Camp amenities, infrastructure &amp; environment</p> <p>Safety Briefing &amp; Code of Conduct</p> <p>Photo hunt pictorial booklet</p> <p>Answer sheet</p>



Activity	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 4 Year 5 and 6</b>  <b>R a f t  M a k i n g</b>  	Design and build a raft from supplied materials to float your team over a prescribed course on a sheltered lake	<p>Health &amp; PE</p> <ul style="list-style-type: none"> <li>Engage in physical activity</li> </ul> <p>Interpersonal Development</p> <ul style="list-style-type: none"> <li>Work &amp; learn in teams</li> <li>Build relationships with peers</li> </ul> <p>Personal learning</p> <ul style="list-style-type: none"> <li>Learn with peers</li> <li>Set goals</li> <li>Develop leadership</li> <li>Give &amp; respond to feedback from peers</li> <li>Manage &amp; resolve conflict</li> <li>Practise specific skills</li> </ul> <p>Civics &amp; Citizenship</p> <ul style="list-style-type: none"> <li>Understand their role in the community</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Look at energy &amp; force</li> </ul> <p>Economics</p> <ul style="list-style-type: none"> <li>Describe the nature of the economic problem - scarcity</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Communicate effectively with paddling partners</li> <li>Ask clarifying questions about principles of canoeing and water safety</li> </ul> <p>Design, Creativity &amp; Technology</p> <ul style="list-style-type: none"> <li>Design, create &amp; make a working raft using limited technology</li> </ul> <p>Thinking processes</p> <ul style="list-style-type: none"> <li>Use group brainstorming</li> </ul>	<p>Participants will design, build and paddle a raft as a group.</p> <p>Teams will need to co-ordinate building efforts and assign roles to successfully complete the activity.</p> <p>The activity Introduces the concepts of leadership and explores who has what to offer to the team. The team will have to decide on construction methods and the roles performed by group.</p> <p>Successful teams will utilise member's strengths by picking individuals expertise. Teams need designers, laborers, knot tiers, paddlers, motivators etc.</p> <p>Rafting requires a basic understanding of the principles of buoyancy and movements generated from applied force of paddles. Students need to find out -How many people can the raft float and how many pontoons does the team need? Students will also become aware of an understanding of the basic concept of limited resources and how to use what materials they have been assigned in the most efficient manner.</p> <p>The team will need to establish an effective communication system for paddling the raft together. They are required to understand safety requirements and the need for a Code of Conduct when paddling.</p> <p>The team will look at materials available and decide on design and construction methods.</p> <p>Students will brainstorm the design and construction of the raft. Students will co-ordinate brainstorming to be most effective as a team.</p>	<p>Lake</p> <p>Lifejackets</p> <p>Paddles</p> <p>Poly pipes</p> <p>Wooden planks</p> <p>Ropes</p> <p>Safety Briefing &amp; Code of Conduct</p>


Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 4 Year 5 and 6</b>  	<p>In teams locate objects around Adanac and adjoining environments listed on the hunt sheet.</p>	<p>Health &amp; PE</p> <ul style="list-style-type: none"> <li>Engage in physical activity</li> </ul> <p>Interpersonal Development</p> <ul style="list-style-type: none"> <li>Work &amp; learn in teams</li> </ul> <p>Personal Learning</p> <ul style="list-style-type: none"> <li>Develop enthusiasm for learning</li> </ul> <p>Civics &amp; Citizenship</p> <ul style="list-style-type: none"> <li>Understand role in community</li> <li>Take responsibility for actions to other citizens &amp; the environment</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>Use geo spatial skills</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Collect data &amp; evidence</li> <li>Make observations</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Ask clarifying questions</li> <li>Listen attentively to instructions &amp; guide</li> </ul> <p>Thinking processes</p> <ul style="list-style-type: none"> <li>Think creatively</li> <li>Think strategically</li> <li>Argue reasonably</li> </ul>	<p>Students form small teams and search the allocated area on foot locating objects from visual clues provided in the Scavenger hunt booklet.</p> <p>Students will need to work cohesively and develop a strategy together to locate the listed objects and successfully complete the activity in the allotted time.</p> <p>Scavenger hunt will challenge student's observation and strategic skills in a fun way.</p> <p>A successful team will use personal strengths of the team members to the group's advantage. Teams must adhere to the activity rules and follow the Camps Codes of Conduct to safely complete the activity and minimize any disturbance to other people at camp.</p> <p>Use observation and search skills to locate the listed objects using logical methods to search for and collect data.</p> <p>Students will need to understand the Safety briefing and what is required to successfully complete activity so they need to listen attentively and ask clarifying questions during the briefing.</p> <p>Teams will make many observations during the activity and develop a search strategy to complete the hunt. They need to assemble collected information quickly and efficiently to make strategic decisions, arguing points reasonably, before embarking on the hunt with other team members.</p>	<p>Camp amenities, infrastructure &amp; environment</p> <p>Safety Briefing &amp; Code of Conduct</p> <p>Scavenger hunt pictorial booklet</p> <p>Data collection sheets</p> <p>Answer sheet</p>

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 4</b> <b>Grade</b> <b>5 and 6</b>  <i><b>T</b></i> <i><b>r</b></i> <i><b>a</b></i> <i><b>m</b></i> <i><b>p</b></i> <i><b>o</b></i> <i><b>l</b></i> <i><b>i</b></i> <i><b>n</b></i> <i><b>g</b></i>  	A supervised activity with regulation trampolines with participants being introduced to this Olympic sport.	<p>Health &amp; PE</p> <ul style="list-style-type: none"> <li>Find ways to pursue activity</li> <li>Engage in Physical activity</li> <li>Develop motor skills &amp; movement sequences</li> </ul> <p>Interpersonal Development</p> <ul style="list-style-type: none"> <li>Work &amp; learn in teams</li> </ul> <p>Personal Learning</p> <ul style="list-style-type: none"> <li>Develop enthusiasm</li> <li>Build self confidence and develop life skills</li> </ul> <p>Civics &amp; Citizenship</p> <ul style="list-style-type: none"> <li>Take responsibility for actions to themselves &amp; other environments</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Look at energy &amp; force</li> </ul> <p>History</p> <ul style="list-style-type: none"> <li>Investigate the origins of trampolines.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Ask clarifying questions about principles of Trampolining</li> </ul> <p>Thinking processes</p> <ul style="list-style-type: none"> <li>Assemble and question new skills &amp; movement patterns</li> </ul>	<p>Spinning Jumping</p> <p>Basic body movements to perform stunts</p> <p>Practise moves to do advanced turns, flips and somersaults</p> <p>Support classmates</p> <p>Fun way to explore, gymnast &amp; aerial skier training methods</p> <p>Build confidence and awareness of body in unfamiliar positions</p> <p>Be responsible for safety to themselves and others</p> <p>For every action there is an opposite reaction-Jump move body to go opposite way</p> <p>Who invented the Trampoline and what is it used for. What sort of training do gymnasts do ?</p> <p>Encourage questions about use and safety.</p> <p>Learn the basic moves and safety procedures</p> <p>Programmer talk, demonstrate, practice, feedback for thinker, watcher, doer, feeler and trial / error</p>	<p>Trampoline</p> <p>Safety briefing &amp; Code of Conduct</p>


Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 4 Grade 5 and 6</b>  <b>Water Slide</b>  	A specialised water based activity where students slide on a mat down a bob sled type chute into the lake.	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>Find ways to pursue activity</li> <li>Engage in Physical activity</li> <li>Develop motor skills &amp; movement sequences</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>Work &amp; learn in teams</li> </ul> <p><b>Personal Learning</b></p> <ul style="list-style-type: none"> <li>Develop enthusiasm</li> <li>Build self confidence and develop life skills</li> </ul> <p><b>Civics &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>Take responsibility for actions to themselves &amp; other environments</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Look at energy &amp; force</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Ask clarifying questions about principles of the activity</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>Assemble and question new skills &amp; movement patterns</li> </ul>	<p>Basic body movements to slide safely and smoothly</p> <p>Practise moves to enter water</p> <p>Support classmates</p> <p>Fun way to build water confidence Build confidence and awareness of body in water</p> <p>Be responsible for safety to themselves and others</p> <p>Look at bonds between water and surfaces</p> <p>Encourage questions about use and safety.</p> <p>Learn the basic moves and safety procedures Programmer talk, demonstrate, practice, feedback for thinker, watcher, doer, feeler and trial / error</p>	<p>Water Slide</p> <p>Safety Briefing &amp; Code of Conduct</p>


Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 5 Year 7 and 8</b>  <b>C a m p i n g</b>  	<p>Camp is often the first extended overnight experience students have away from home, and with a large group.</p> <p>They share comfortable bunkstyle accommodation.</p> <p>They are assigned a duty group and are responsible for setting up before and cleaning up after each meal.</p>	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>Be physically active</li> <li>Monitor own performance</li> <li>Monitor peer performance</li> <li>Combine to improve personal &amp; team performances</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>Be an active &amp; responsible team member</li> <li>Participate in challenging activities</li> </ul> <p><b>Personal Learning</b></p> <ul style="list-style-type: none"> <li>Create a positive learning environment outside the classroom</li> <li>Recognise &amp; accept different opinions</li> <li>Be an effective learner</li> </ul> <p><b>Civics &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>Explore the purpose, process &amp; changing of laws</li> <li>Engage in community events</li> <li>Recognise different social perspectives</li> </ul> <p><b>The Arts &amp; English</b></p> <ul style="list-style-type: none"> <li>Explore emotions</li> <li>Experience varying learning styles</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Listen attentively</li> <li>Respond to a range of stimuli</li> <li>Challenge assumptions</li> <li>Acknowledge different interpretations</li> <li>Evaluate information</li> </ul> <p><b>Design, Creativity &amp; Technology</b></p> <ul style="list-style-type: none"> <li>Explore &amp; Analyze properties</li> <li>Understand the risk assessment process</li> <li>Study health safety &amp; hygiene</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>Share knowledge using ICT</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>Be aware of different perceptions</li> <li>Develop creative thinking</li> <li>Explore challenges</li> <li>Develop self evaluation</li> <li>Make observations &amp; investigate</li> </ul>	<p>The Adanac Camping program has many activities that are physically challenging. Balancing on rope courses, learning new skills such as canoeing and raftmaking, and activities that challenge self belief such as the Flying Fox. Students are challenged mentally by initiative activities.</p> <p>Team work and acknowledging peer skills is encouraged, with all activities requiring team effort and peer group support.</p> <p>Students can push their personal limits under Worksafe approved activities so learning about themselves outside of their comfort zones on a low risk activity.</p> <p>Successful completion of programs require strict adherence to Worksafe safety laws and students following industry and community codes of conduct to sustain local environments and recreational amenities. They can observe often conflicting uses of natural resources.</p> <p>Students are seen by peers in their vulnerable moments such as perched on the edge of the flying fox. As they all share these experiences together, feelings of empathy and understanding are encouraged. There is a lot of emphasis on hands on learning and using a variety of teaching strategies by the camp instructors.</p> <p>Students will be involved in many activities that require communicating efficiently as a group to solve a problem. This will require all students to input into the group communication process; an ideal situation to test group cohesion, leadership qualities, conflict and resolution processes.</p> <p>Students will experience Worksafe laws when using adventure courses, wearing safety equipment and fixing harnesses correctly on site and adhere to environmental codes of conduct and adventure activity standards when working offsite.</p> <p>The surrounding wildlife rich environments provide real life field work situations for students. Data collected on eco activities can be used in various community projects such as Wildlife Corridor monitoring, Frogwatch and Waterwatch. The data collected can be recorded into community data bases.</p> <p>A successful team will use personal strengths of the team members to the group's advantage. Student thinking processes are challenged on activities designed to test initiative and logical thinking. Programs such as Group games are designed to create situations to test group dynamics and team thinking.</p>	<p>Camp booklets</p> <p>Camp amenities &amp; activities</p> <p>Camp Codes of Conduct</p> <p>Camp Safety Briefings</p>


Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 5 Year 7 and 8</b>  	<p>Students learn to control a bow and fire an arrow at a set of targets.</p> <p>Group is given a safety briefing, a look into the history of archery and given instructions in basic technique.</p> <p>Students can challenge themselves or compete as a group firing at different targets in a round robin competition</p>	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>• Be physically active</li> <li>• Develop &amp; refine skills</li> <li>• Monitor personal performance</li> <li>• Monitor group performance</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>• Be an active &amp; responsible team member</li> <li>• Participate in challenging activities</li> </ul> <p><b>Personal Learning</b></p> <ul style="list-style-type: none"> <li>• Create a positive learning environment outside the classroom</li> </ul> <p><b>Civics &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>• Explore law process</li> </ul> <p><b>The Arts &amp; English</b></p> <ul style="list-style-type: none"> <li>• Explore emotions</li> <li>• Experience varying learning styles</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• Look at key aspects of past societies</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Estimate, measure</li> <li>• Explore spatial concepts</li> <li>• Use trial &amp; error</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Explore relationship between force &amp; energy</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Listen attentively</li> </ul> <p><b>Design, Creativity &amp; Technology</b></p> <ul style="list-style-type: none"> <li>• Understand the risk assessment process</li> <li>• Study health safety &amp; hygiene</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>• Develop self evaluation</li> </ul>	<p>Students participate in a round robin team's archery competition or self challenge.</p> <p>They practise motor skills of hand eye coordination.</p> <p>Students must be aware of their responsibilities with potentially dangerous weapons and are required to follow the Archery Code of Conduct to ensure personal and group safety.</p> <p>Students participate in a fun activity and develop self confidence as improvement is made.</p> <p>Instructors will review the law as it applies to Archery.</p> <p>Students must manage self doubts and visualise positive outcomes when firing the arrow.</p> <p>Students will learn Archery through trial and error, visual demonstration, and a look, listen, learn and practice approach.</p> <p>A class can Investigate the origins of the bow and arrow and how its presence influenced cultures as a post session activity.</p> <p>They can look at Archery's evolution to the modern day.</p> <p>Students will have to estimate distance, judge wind and the force required to draw bow to shoot arrow required distance and direction.</p> <p>Students need to Listen attentively and follow the Archery Safety briefing and code of conduct.</p> <p>Instructors will make students aware of potential mishaps by discussing risks and how to avoid them with the group and why we need rules and codes of conduct.</p> <p>Students will self analyse technique to strive for improved performance and then trial technique refinements.</p>	<p>Bows &amp; arrows</p> <p>Marker cones</p> <p>Various targets</p> <p>Safety Briefing &amp; Code of Conduct</p>



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<b>Level 5 Year 7 and 8</b>  <b>B i k i n g</b>  	<p>ADANAC can supply bikes which can be used on or off site.</p> <p>Biking leaders offer instruction in riding skills and bike education.</p>	<p>Health &amp; PE</p> <ul style="list-style-type: none"> <li>Be physically active</li> </ul> <p>Interpersonal Development</p> <ul style="list-style-type: none"> <li>Be an active &amp; responsible team member</li> <li>Participate in challenging activities</li> </ul> <p>Personal Learning</p> <ul style="list-style-type: none"> <li>Create a positive learning environment outside the classroom</li> </ul> <p>Civics &amp; Citizenship</p> <ul style="list-style-type: none"> <li>Explore the purpose, process &amp; changing of laws</li> <li>Recognise different social perspectives</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>Investigate physical processes &amp; human activities through field work</li> <li>Explore differences in attitudes towards environmental issues</li> <li>Investigate environmental issues of impact &amp; sustainability</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Discover the Natural world</li> <li>Explore ecosystems &amp; human impact</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Listen attentively</li> <li>Challenge assumptions</li> <li>Acknowledge different interpretations</li> </ul> <p>Design, Creativity &amp; Technology</p> <ul style="list-style-type: none"> <li>Understand the risk assessment process</li> </ul> <p>Thinking processes</p> <ul style="list-style-type: none"> <li>Be aware of different perceptions</li> <li>Make observations &amp; investigate</li> </ul>	<p>Students can ride as a group through open areas and trails in an organized bike safe manner on or off site.</p> <p>Students will need to practice safe bike handling skills and ride responsibly for group safety and minimum impact to other users. Students will need to observe Bike Ed riding conduct and follow National Park and Forestry regulations for riding on trails. They will potentially share the path with other user groups such as campers, riders and vehicles. Students will need to observe minimum impact riding to look after local flora and fauna.</p> <p>The ride can be routed to travels along state forest trails offsite where riders will need to follow the mountain bike minimum impact code of conduct and observe forestry regulations. Students can investigate possible causes of conflict between user groups such as mountain bikers and birdwatchers. Students can discuss why we need to follow minimum impact protocols riding on trails through parks and discuss past and future developments in the area. Students can compare woodlands, forests and rural areas make observations and investigate biodiversity and varying eco systems.</p> <p>Students need to listen attentively to the safety briefing and Bike Ed riding code of conduct. Watch and listen to the leaders interpretation of the areas many values. Students look, listen and clarify briefing then practise riding techniques.</p> <p>Students will analyse riding risks and how they may be overcome and look at appropriate riding techniques and safety gear needed.</p> <p>Students can make direct observations of physical evidence during hands on applied learning. Groups can discuss perspectives of different user group's eg cyclist's vs hikers.</p>	<p>Bikes</p> <p>Helmets &amp; safety vests</p> <p>Safety Briefing</p> <p>Mountain bike Code of Conduct</p>





Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 5 Year 7 and 8</b>  <b>B u s h w a l k i n g</b>  	<p>Bushwalking is available in Adanac's 13 acres of undulating parkland with pockets of natural bush. Tree-lined walks, fern forests &amp; nature trails are all situated within easy walking distance of your accommodation.</p>	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>Be physically active</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>Be an active &amp; responsible team member</li> <li>Participate in challenging activities</li> </ul> <p><b>Personal Learning</b></p> <ul style="list-style-type: none"> <li>Create a positive learning environment outside the classroom</li> </ul> <p><b>Civics &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>Explore the purpose, process &amp; changing of laws</li> <li>Recognise different social perspectives</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Investigate physical processes &amp; human activities through field work</li> <li>Explore differences in attitudes towards environmental issues</li> <li>Investigate environmental issues of impact &amp; sustainability</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Discover the Natural world</li> <li>Explore ecosystems &amp; human impact</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Listen attentively</li> <li>Challenge assumptions</li> <li>Acknowledge different interpretations</li> </ul> <p><b>Design, Creativity &amp; Technology</b></p> <ul style="list-style-type: none"> <li>Understand the risk assessment process</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>Be aware of different perceptions</li> <li>Make observations &amp; investigate</li> </ul>	<p>Students will bushwalk as a group along a forest trail in an organized minimum impact manner.</p> <p>Students will need to practice minimum impact walking habits and act responsibly for group safety and environmental impact. Students will need to observe the Bushwalking Code of Conduct and follow regulations for walking along state forest trails. They will potentially share the path with other user groups such as tourists, birdwatchers, cyclists and 4WDs. Students will need to observe minimum impact walking on off road trails to look after local flora and fauna and be aware of other trail users.</p> <p>The bushwalking group can directly observe urban and rural interaction. The state forest is protected by local, and state law. Students can investigate possible causes of conflict between user groups such as mountain bikers and birdwatchers. Students can discuss why we need to follow minimum impact protocols walking on trails through parks and discuss past and future developments in the area.</p> <p>Students can compare woodlands and wetlands on a walk from Adanac through the State Forest and look at the Lake and Forest environment investigating adaptations and likely food chain paths.</p> <p>Students need to listen attentively to the safety code briefing and Bushwalking Code of Conduct. Students will watch and listen to the leaders interpretation of the areas many values and become aware of the areas competing and conflicting uses.</p> <p>Students look, listen and clarify briefing then practise bushwalking techniques such as packing a day pack, following a map and route finding.</p> <p>Students can make direct observations of physical evidence in hands on learning. Groups can discuss perspectives of different user group's seen along the trail.</p>	<p>Park &amp; surrounding forest trails</p> <p>Safety Briefing</p> <p>Bushwalking Code of Conduct</p> <p>Scavenger Hunt activity sheet</p>


Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 5 Year 7 and 8</b>  <b>Canoeing</b>  	<p>Paddle on a sheltered lake with a partner in Canadian Canoes.</p> <p>Fit safety equipment and understand the principles of canoeing safety and capsizing procedure.</p> <p>Use correct paddling posture, practise strokes for forward, backward and turning. Launch, land and practise entry and exit procedures.</p> <p>Use games and challenges to build canoeing skills and water confidence.</p>	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>Be physically active</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>Be an active &amp; responsible team member</li> <li>Participate in challenging activities</li> </ul> <p><b>Personal Learning</b></p> <ul style="list-style-type: none"> <li>Create a positive learning environment outside the classroom</li> <li>Recognise &amp; accept different opinions</li> </ul> <p><b>Civics &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>Recognise different social perspectives</li> </ul> <p><b>The Arts &amp; English</b></p> <ul style="list-style-type: none"> <li>Experience varying learning styles</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>Explore different cultures</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Discover the Natural world</li> <li>Explore relationship between force &amp; energy</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Listen attentively</li> <li>Respond to a range of stimuli</li> <li>Evaluate information</li> </ul> <p><b>Design, Creativity &amp; Technology</b></p> <ul style="list-style-type: none"> <li>Understand the risk assessment process</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>Develop self evaluation</li> </ul>	<p>Canoeing involves being active to launch and exit the canoe, practise basic strokes, and knowing how to cope with capsize.</p> <p>Students will paddle with a partner and co ordinate basic strokes and maneuvers participating in fun and challenging paddling courses and games.</p> <p>Students will paddle with people who may have different attitudes and motivation than themselves which must be clarified to paddle together successfully.</p> <p>Students will recognise that canoeing can be a competitive sport or a relaxing non competitive recreational activity.</p> <p>Instructors use a variety of delivery styles instructing canoeing; visual demonstrations, hands on touch and feel, trial and error, and guided discovery.</p> <p>As a follow up activity a class can look at the importance of the canoe to Indigenous peoples over time.</p> <p>Students can quietly observe lake wildlife. Canoeing demonstrates clearly that for every action there is an opposite reaction.</p> <p>Students need to listen and watch carefully the safety and skills briefing to clarify safety points and learn basic canoe technique. Students watch visual skill demonstrations and practice movement sequences to build the muscle memory of correct technique.</p> <p>Students need to be aware of the risks of canoeing and how they are overcome and be aware of the correct procedures and use of safety gear.</p> <p>Students need to respond to feedback through trial and error from peers and instructors. They evaluate performance and movement sequences and adjust technique.</p>	<p>Instructor</p> <p>Lake &amp; surrounds</p> <p>Safety Briefing</p> <p>Paddling guide exercise sheet</p> <p>Canoeing Code of Conduct</p> <p>Play it Safe by the Water booklet</p> <p>Gould League Wetland Birds Guide</p>


Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 5 Year 7 and 8</b>  <b>Flying Fox</b>  	<p>Students descend a zip wire attached to a harness system.</p> <p>Worksafe practices are adhered to for this activity.</p>	<p>Health &amp; PE</p> <ul style="list-style-type: none"> <li>Be physically active</li> <li>Monitor personal performance</li> <li>Monitor peer performance</li> </ul> <p>Interpersonal Development</p> <ul style="list-style-type: none"> <li>Be an active &amp; responsible team member</li> </ul> <p>Personal Learning</p> <ul style="list-style-type: none"> <li>Create a positive learning environment outside the classroom</li> <li>Recognise &amp; accept different opinions</li> </ul> <p>The Arts &amp; English</p> <ul style="list-style-type: none"> <li>Explore emotions</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>Estimate, measure</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Explore relationship between force &amp; energy</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Listen attentively</li> </ul> <p>Design, Creativity &amp; Technology</p> <ul style="list-style-type: none"> <li>Understand the risk assessment process</li> <li>Study health safety &amp; hygiene</li> </ul> <p>Thinking processes</p> <ul style="list-style-type: none"> <li>Be aware of different perceptions</li> <li>Develop self evaluation</li> </ul>	<p>Students engage in the physical activity of flying down the zip wire and retrieving the fox after a run.</p> <p>The exercise is valuable to develop an efficient team system to run and retrieve the fox and harness all members correctly so everyone can have a turn over the allotted time. Students can monitor their performance as an efficient team and how they coped with their own interpretation of risk.</p> <p>Students build a positive relationship with their class mates through the experience of all flying together.</p> <p>All students must be active in maintaining safety practices for the whole group to meet Worksafe regulations.</p> <p>The flying fox helps students face their fears and personal challenges and to develop empathy and respect for others sharing the experience.</p> <p>Students can estimate their speed from their time traveled and the distance covered.</p> <p>Students develop a working knowledge of forces at work; gravity, friction, inertia and resistance.</p> <p>Students need to listen to and remember important points of the safety briefing and observe how to fit harnesses correctly.</p> <p>They must communicate effectively and listen carefully to instructions.</p> <p>Students are schooled in the safety aspects of the flying fox and Worksafe practices associated with the activity.</p> <p>Students are encouraged to watch out for peers and anticipate any foreseeable hazards.</p> <p>The team can look at personal and peer group motivation and explore how students can overcome their fears and support each other.</p>	<p>Flying Fox</p> <p>Helmets</p> <p>Harness</p> <p>Flying Fox Instructor</p> <p>Safety Briefing &amp; Code of Conduct</p>

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 5 Year 7 and 8</b>  	<p>Explore freshwater life from the banks of the lake.</p> <p>Identify, monitor &amp; research creek life using freshwater ID charts and magnifying equipment.</p> <p>Gain an understanding of healthy water, biodiversity and sustainability protocols. Participate in a water watch project.</p>	<p>Interpersonal Development</p> <ul style="list-style-type: none"> <li>Be an active &amp; responsible team member</li> </ul> <p>Personal Learning</p> <ul style="list-style-type: none"> <li>Create a positive learning environment outside the classroom</li> </ul> <p>Civics &amp; Citizenship</p> <ul style="list-style-type: none"> <li>Explore the purpose, process &amp; changing of laws</li> <li>Participate in a community project</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>Investigate local region through fieldwork</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Discover the Natural world</li> <li>Develop scientific skills</li> <li>Describe characteristics of living things</li> <li>Determine issues of sustainability</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Listen attentively</li> <li>Respond to a range of stimuli</li> <li>Evaluate information</li> </ul> <p>ICT</p> <ul style="list-style-type: none"> <li>Share knowledge using ICT</li> </ul> <p>Thinking processes</p> <ul style="list-style-type: none"> <li>Make observations &amp; investigate</li> </ul>	<p>The group will work in teams to investigate freshwater life.</p> <p>Freshwater studies involves hands on collection, examination and identification of freshwater species in a hands on learning experience.</p> <p>Students will discuss why we have and need Fisheries Regulations and the Freshwater studies Codes of Conduct endorsed program on this activity.</p> <p>Using a range of equipment students collect specimens along the bank. Specimens are identified using Freshwater Life Identification Keys and booklets.</p> <p>Students study specimens "creature features" under magnification. Participants can establish food chains for specimens found. Students can use measuring containers, pipettes, microscopes and water quality guides. They investigate the need for programs such as Waterwatch in the community.</p> <p>Students look and listen to safety briefings and practise the Freshwater Code of Conduct and Safety briefing. They catch and release specimens use magnifiers and ID charts to evaluate what they have found.</p> <p>As a post session activity a class can create a webpage or power point presentation about the creatures found.</p> <p>Students will form conclusions from direct physical evidence.</p>	<p>Buckets, measuring jugs, Dip nets</p> <p>Safety Briefing</p> <p>Freshwater studies Code of Conduct</p> <p>Freshwater ID charts</p> <p>Gould League Freshwater studies booklet</p> <p>Magnifying equipment</p> <p>Various freshwater life guide books</p>


Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 5 Year 7 and 8</b>  <b>Group Games</b>  	<p>Students work together in groups to play a series of team orientated games.</p>	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>• Be physically active</li> <li>• Monitor peer performance</li> <li>• Monitor own performance</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>• Be an active &amp; responsible team member</li> <li>• Participate in challenging activities</li> </ul> <p><b>Personal Learning</b></p> <ul style="list-style-type: none"> <li>• Create a positive learning environment outside the classroom</li> <li>• Recognise &amp; accept different opinions</li> <li>• Be an effective learner</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Listen attentively</li> <li>• Respond to a range of stimuli</li> <li>• Challenge assumptions</li> <li>• Acknowledge different interpretations</li> <li>• Evaluate information</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>• Be aware of different perceptions</li> <li>• Develop creative thinking</li> <li>• Explore challenges</li> <li>• Develop self evaluation</li> <li>• Make observations &amp; investigate</li> </ul>	<p>Students will participate in physical and mentally challenging group game activities working as a team.</p> <p>This is ideal for students to enthusiastically participate in a team activity Teachers can use the games to identify various characteristics of a successful team – trying peoples' ideas, testing cohesion, giving and receiving feedback to accomplish a shared task.</p> <p>Students gain an understanding that pushing personal boundaries can result in success. A successful team recognises individual's limits and strengths and offers the necessary support. Students need to be able to confront problems head on and solve them as a team. Individuals and the team will learn from their mistakes.</p> <p>Students must listen to the safety briefing and game rules and what is required of the team to complete the activities.</p> <p>Members must communicate clearly with each other to play the game successfully. Often in precarious or pressure situations.</p> <p>Students come up with new ideas and trial them as each game is tackled. If trail and error goes too far the team will fail so they must evaluate when to try another option and recognise other ideas to succeed.</p> <p>A thorough debrief evaluates the team performance, cohesion and effectiveness of ideas and techniques used – Students are asked could they have used a different strategy?</p>	<p>Initiative Course</p> <p>Safety Briefing &amp; Code of Conduct</p> <p>Solution sheet</p>


Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 5 Year 7 and 8</b>  <b>O r i e n t e e r i n g</b>  	Follow a map to locate a series of markers on an orienteering course around Adanac	<p>Health &amp; PE</p> <ul style="list-style-type: none"> <li>Be physically active</li> </ul> <p>Interpersonal Development</p> <ul style="list-style-type: none"> <li>Be an active &amp; responsible team member</li> <li>Participate in challenging activities</li> </ul> <p>Personal Learning</p> <ul style="list-style-type: none"> <li>Create a positive learning environment outside the classroom</li> </ul> <p>Civics &amp; Citizenship</p> <ul style="list-style-type: none"> <li>Engage in community events</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Develop scientific skills</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Listen attentively</li> <li>Respond to a range of stimuli</li> <li>Acknowledge different interpretations</li> <li>Evaluate information</li> </ul> <p>Design, Creativity &amp; Technology</p> <ul style="list-style-type: none"> <li>Understand the risk assessment process</li> </ul> <p>ICT</p> <ul style="list-style-type: none"> <li>Share knowledge using ICT</li> </ul> <p>Thinking processes</p> <ul style="list-style-type: none"> <li>Be aware of different perceptions</li> <li>Make observations &amp; investigate</li> </ul>	<p>As a group find checkpoints on a fun activity which challenges route finding and map reading skills.</p> <p>Students break into teams and search the allocated area of the Camp locating markers from visual clues and map reading skills. Students work in teams with all individuals sharing the workload to locate markers.</p> <p>Team members must be supportive of each other and listen to all ideas, and decide as a group which ones they will implement, to find the markers in the most efficient manner and allotted activity time.</p> <p>Orienteering is a social sport with many students developing a life long interest and participating in community orienteering fun events.</p> <p>The map is scaled so students must use map reading and spatial skills to find the markers. Students study the map they are given and develop a search strategy to complete the course and find all the markers.</p> <p>Using special skills and moving from a known point to an unknown point in logical search patterns is the basis of sound scientific skills.</p> <p>Students must communicate effectively with peers to find objects and complete the activity in the allotted time. Students need to listen to the Safety briefing and have concise ideas of what is required in order to plan their search strategy. The map and associated clues will stimulate students in different ways and promote different interpretations of what to look for. Students must be able to read maps and decipher clues and use logical thinking and observational skills to find markers.</p> <p>Skills learnt in Orienteering can be used to enhance the understanding of GPS technology.</p> <p>Members will assemble team clues and information in varying perceptions. A successful team will rely on knowledge of observations made around camp and relate them to the clues in front of them to find objects.</p>	<p>Orienteering trail</p> <p>Orienteering Trail map</p> <p>Safety Briefing &amp; Code of Conduct</p>


Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 5</b> <b>Year</b> <b>7 and 8</b>  <b>R</b> <b>a</b> <b>f</b> <b>t</b>  <b>M</b> <b>a</b> <b>k</b> <b>i</b> <b>n</b> <b>g</b>  	Design and build a raft from supplied materials to float your team over a prescribed course on a sheltered lake.	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>Be physically active</li> <li>Monitor peer performance</li> <li>Monitor own performance</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>Be an active &amp; responsible team member</li> <li>Participate in challenging activities</li> </ul> <p><b>Personal Learning</b></p> <ul style="list-style-type: none"> <li>Create a positive learning environment outside the classroom</li> <li>Recognise &amp; accept different opinions</li> </ul> <p><b>Civics &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>Recognise different social perspectives</li> </ul> <p><b>The Arts &amp; English</b></p> <ul style="list-style-type: none"> <li>Explore emotions</li> <li>Experience varying learning styles</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Estimate, measure</li> <li>Explore spatial concepts</li> <li>Use trial &amp; error</li> <li>Experience problem solving through activity</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Develop scientific skills</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Listen attentively</li> <li>Respond to a range of stimuli</li> <li>Challenge assumptions</li> <li>Acknowledge different interpretations</li> <li>Evaluate information</li> </ul> <p><b>Design, Creativity &amp; Technology</b></p> <ul style="list-style-type: none"> <li>Use creative problem solving</li> <li>Understand the risk assessment process</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>Be aware of different perceptions</li> <li>Develop creative thinking</li> <li>Explore challenges</li> <li>Develop self evaluation</li> </ul>	<p>Work in a team to achieve the common goal of designing, building and paddling a raft with all team members aboard around a set course using limited resources for construction materials.</p> <p>The group can de brief on how they worked as a team, what individual roles they played in the team and how they could have improved their performance.</p> <p>Students can use the opportunity to give to the team by suggesting designs, helping with the construction, tying knots, ideas for launching the raft, paddling the raft efficiently or helping and motivating their team members.</p> <p>A successful team will listen to all ideas and take them on board before building the raft. They will need to learn to listen to all opinions and resolve the best method of construction.</p> <p>Students will be encouraged to realise all team members have something to give. They will need designers, builders, laborers, paddlers, and support crew and motivational roles to build the raft and paddle the course successfully.</p> <p>Team members will experience a range of emotions through group dynamics and experience a range of learning styles ie, trial and error, watchers, feelers, doers and thinkers.</p> <p>The team needs to estimate and measure spaces, distances and how many people the raft can float with the number of pontoons they have been given. They must decide how to best use the limited resources they have to build the raft.</p> <p>Students come up with new ideas and trial them as each step is tackled. If trail and error goes too far the team will fail so they must decide when to try another option and recognise other ideas and opinions to succeed.</p> <p>To be successful the team will need to communicate carefully to each other and respond to limitations placed upon them and any conflict arising from differing opinions.</p> <p>They must acknowledge all ideas and decide how to pick the best one for their purposes.</p> <p>All team members must listen to the safety briefing and what is required of the activity.</p> <p>The Team must fore see potential hazards and apply a risk assessment before proceeding with each step of the activity.</p> <p>The group can appoint a safety officer.</p> <p>Raft making tests team thinking processes and students must be able to solve problems and use thinking strategies such as brain storming. They need to develop strategies to get the best decisions out of the team.</p> <p>A session debrief and evaluation is vital to get the best out of the activity.</p>	<p>Team Rescue Course</p> <p>Safety protocols</p> <p>Steady Eddy</p> <p>Ropes</p> <p>Wood planks of varying lengths</p> <p>Record sheet</p> <p>Solution sheet</p> <p>Safety Briefing &amp; Code of Conduct</p>


Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 5 Year 7 and 8</b>  <b>Trampoline</b>  	A supervised activity with regulation trampolines with participants being introduced to this Olympic sport.	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>Participate in Physical activity</li> <li>Perform motor skills &amp; movement sequences</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>Share ideas to help each other</li> </ul> <p><b>Personal Learning</b></p> <ul style="list-style-type: none"> <li>Develop positive attitudes towards learning</li> <li>Help to manage &amp; set protocols</li> <li>Develop respect for peers</li> </ul> <p><b>Civics &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>Compare rules &amp; laws</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Listen attentively identify main messages</li> <li>Ask clarifying questions about safety &amp; technique</li> <li>Use visual, aural &amp; written</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>Identify patterns</li> </ul>	<p>Basic moves Jump, roll, flip, twist combine moves</p> <p>Support class mates coach each other on methods to do moves</p> <p>Fun and challenging Safety briefing &amp; Code of conduct Coach motivate and support classmates</p> <p>Compare safety rules and reasons for</p> <p>Safety and code of conduct briefing Standard operating procedure instructions Programmer talk, demonstrate, practice, feedback for thinker, watcher, doer, feeler and trial / error Check for understanding</p> <p>Correct technique can be broken into moves How to turn, roll flip, twist....repeat the same movements invent new moves</p>	<p>Trampolines</p> <p>Safety Briefing &amp; Code of Conduct</p>





Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 5 Year 7 and 8</b>  <b>Water slide</b>  	A specialised water based activity where students slide on a mat down a bob sled type chute into the lake.	<p>Health &amp; PE</p> <ul style="list-style-type: none"> <li>Participate in Physical activity</li> <li>Perform motor skills &amp; movement sequences</li> </ul> <p>Interpersonal Development</p> <ul style="list-style-type: none"> <li>Share ideas to help each other</li> </ul> <p>Personal Learning</p> <ul style="list-style-type: none"> <li>Develop positive attitudes towards learning</li> <li>Help to manage &amp; set protocols</li> <li>Develop respect for peers</li> </ul> <p>Civics &amp; Citizenship</p> <ul style="list-style-type: none"> <li>Compare rules &amp; laws</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Listen attentively identify main messages</li> <li>Ask clarifying questions about safety &amp; technique</li> <li>Use visual, aural &amp; written</li> </ul> <p>Thinking processes</p> <ul style="list-style-type: none"> <li>Identify patterns</li> </ul>	<p>Water slide</p> <p>Slide safely enter water safely swim out</p> <p>Support class mates build water confidence</p> <p>Fun and challenging</p> <p>Safety briefing &amp; Code of conduct</p> <p>Coach motivate and support classmates</p> <p>Compare safety rules and reasons for</p> <p>Safety and code of conduct briefing</p> <p>Standard operating procedure instructions</p> <p>Programmer talk, demonstrate, practice, feedback for thinker, watcher, doer, feeler and trial / error</p> <p>Check for understanding</p> <p>Correct technique can be broken into moves</p> <p>How to start, enter water, exit water</p>	<p>Water Slide</p> <p>Safety Briefing &amp; Code of Conduct</p>


Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 6 Year 9 and 10</b>  <b>C a m p i n g</b>  	<p>On a ADANAC camp students will discover new recreational &amp; outdoor adventure experiences. They will wear correctly fitted safety equipment and follow Work safe laws and codes of conduct.</p> <p>Students are encouraged to look out for themselves, for their peers and the camp amenities, gardens and environment</p>	<p>Health &amp; PE</p> <ul style="list-style-type: none"> <li>Engage in a variety of recreational &amp; outdoor adventure pursuits &amp; learn new skills</li> <li>Develop skills, knowledge &amp; behaviors for enhancing safe participation in recreational &amp; outdoor adventure pursuits</li> <li>Examine perceptions of challenge, risk &amp; safety in a variety of settings</li> <li>Promote OH &amp;S</li> </ul> <p>Civics &amp; Citizenship</p> <ul style="list-style-type: none"> <li>Learn differences between different types of law</li> <li>Explore leadership</li> </ul> <p>Interpersonal Development</p> <ul style="list-style-type: none"> <li>Work in diverse teams</li> <li>Complete complex tasks in teams</li> <li>Achieve agreed goals within set timeframes</li> <li>Respect &amp; build on ideas &amp; opinions of team members</li> <li>Record personal reflections of learning in a team</li> <li>Explore the importance of empathy</li> <li>Understand individual &amp; group behaviour in the context of motivation</li> <li>Explore strategies to manage peer influence</li> <li>Recognise when conflict is likely to occur &amp; devise strategies to overcome it</li> <li>Reflect &amp; evaluate team management</li> </ul> <p>Personal learning</p> <ul style="list-style-type: none"> <li>Control own emotions</li> <li>Contribute to positive learning environments</li> <li>Acknowledge the need for responsible risk taking</li> <li>Develop time management, resource management, &amp; task completion strategies</li> <li>Seek &amp; respond to feedback from peers</li> <li>Identify personal interests, strengths &amp; weaknesses</li> </ul> <p>The Arts &amp; English</p> <ul style="list-style-type: none"> <li>Read, view, analyse, critique, reflect &amp; discuss</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Listen to speakers in a range of contexts</li> <li>Develop skills in interpreting meaning</li> <li>Respond to a range of aural, written &amp; visual texts</li> <li>Communicate complex ideas in a variety of ways</li> </ul> <p>Design Creativity &amp; Technology</p> <ul style="list-style-type: none"> <li>Make decisions about safety precautions &amp; wear personal protective clothing where appropriate</li> <li>Learn to use time &amp; resources economically to minimize waste</li> </ul> <p>Thinking processes</p> <ul style="list-style-type: none"> <li>Make informed decisions about controversial &amp; complex issues</li> <li>Be innovative in the ways they define &amp; work through tasks</li> </ul>	<p>Adanac activities are all low risk activities delivered to Worksafe or an equivalent industry standard procedures.</p> <p>Students rate their personal perceived fears against risk assessments and in such a controlled situation can push their personal boundaries to gain an “I can do it look what I have done” attitude.</p> <p>Students are introduced to different laws, regulations, safety briefings and codes of conduct on camp activities and offsite eco activities. Activities explore group dynamics and individual roles within the group. Eco activities also involve working together to collect data that can be used in community ecological monitoring programs eg Landcare and Water Watch.</p> <p>All camp programs involve working as a team cohesively to complete activities on time and give all members a go. Activities are designed to encourage all the factors involved in group dynamics and debriefing an activity is a valuable learning experience.</p> <p>Students will be challenged in many ways during camp and camping programs can often be a turning point in self discovery. Our programs will challenge balance, coordination, fear of heights and exposure, water senses, personal motivation and social skills.</p> <p>Students will be exposed to safety briefings, initiative challenges, skills instruction, nature interpretation and social situations all delivered in a variety of styles and contexts to broaden learning horizons outside the classroom.</p> <p>Students will see design at work in a range of equipment employed on camp, such as harnesses and flying foxes.</p> <p>All programs are scheduled to timetables which encourage student teams to work together efficiently with the resources they have so all team members get a turn. Camp challenges the mind as well as the body. All ADANAC activities have a component that challenges the way students think - whether it is about their own perceived limits, or how to complete a course or activity.</p>	<p>Camp amenities &amp; grounds</p> <p>Instructors</p> <p>Adventure &amp; Initiative courses</p> <p>Off site activities</p> <p>Trails</p>

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 6 Year 9 and 10</b>  <b>Archery</b>  	<p>Students learn to control a bow and fire an arrow approximately.</p> <p>The group is given a safety briefing, a look into the history of archery and given instructions in basic technique.</p> <p>Students can challenge themselves or compete as a group firing at different targets in a round robin competition</p>	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>Focus on ways to improve quality of performance</li> <li>Engage in a variety of recreational &amp; outdoor adventure pursuits &amp; learn new skills</li> <li>Develop skills, knowledge &amp; behaviors for enhancing safe participation in recreational &amp; outdoor adventure pursuits</li> <li>Promote OH &amp;S</li> </ul> <p><b>Civics &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>Learn differences between different types of law</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>Work in diverse teams</li> <li>Understand individual &amp; group behaviour in the context of motivation</li> </ul> <p><b>Personal learning</b></p> <ul style="list-style-type: none"> <li>Control own emotions</li> <li>Contribute to positive learning environments</li> <li>Identify personal interests, strengths &amp; weaknesses</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Respond to a range of aural, written &amp; visual texts</li> </ul> <p><b>Design Creativity &amp; Technology</b></p> <ul style="list-style-type: none"> <li>Make decisions about safety precautions &amp; wear personal protective clothing where appropriate</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>Be innovative in the ways they define &amp; work through tasks</li> </ul>	<p>Students participate in a round robin team's competition or a self challenge format.</p> <p>Students practise new motor skills and hand eye coordination. They must be responsible to other participants and know responsibilities with potentially dangerous weapons.</p> <p>Students are required to follow the Archery Safety Briefing.</p> <p>The instructor will review the law as it applies to Archery.</p> <p>Students can compete in teams in an Archery point score. Team members can motivate each other to improve performances for each round.</p> <p>Students learn to breathe and remain calm, controlling self doubts when firing.</p> <p>Students learn through visual demonstration then look, listen and practice.</p> <p>Students will get the opportunity to practice and improve areas of their technique.</p> <p>The Instructor will instruct orally, visually and use guided discovery to teach the correct technique.</p> <p>Students will be required to follow the Archery Safety Detail.</p> <p>Students are taught to anticipate potential mishaps by discussing risks with the group during the briefing.</p> <p>Students can self analyse, refine and practice techniques to strive for improved performance.</p>	<p>Bows &amp; arrows</p> <p>Marker cones</p> <p>Various targets</p> <p>Safety Briefing &amp; Code of Conduct</p>



Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 6 Year 9 and 10</b>  <b>B i k i n g</b>  	ADANAC can supply bikes which can be used on or off site. Biking guides offer instruction in riding skills and bike education.	<b>Health &amp; PE</b> <ul style="list-style-type: none"> <li>Engage in a variety of recreational &amp; outdoor adventure pursuits &amp; learn new skills</li> <li>Develop skills and knowledge for enhancing safe participation in outdoor adventure pursuits</li> </ul> <b>Civics &amp; Citizenship</b> <ul style="list-style-type: none"> <li>Evaluate local government in the global community for environmental sustainability</li> <li>Raise community awareness about environmental issues</li> </ul> <b>Interpersonal Development</b> <ul style="list-style-type: none"> <li>Work in diverse teams</li> <li>Achieve agreed goals within set timeframes</li> <li>Understand individual &amp; group behaviour in the context of motivation</li> </ul> <b>Personal learning</b> <ul style="list-style-type: none"> <li>Control own emotions</li> <li>Contribute to positive learning environments</li> <li>Seek &amp; Respond to feedback from peers</li> </ul> <b>The Arts &amp; English</b> <ul style="list-style-type: none"> <li>Explore &amp; interpret different perspectives on complex issues</li> </ul> <b>Geography</b> <ul style="list-style-type: none"> <li>Investigate interaction of human activities with the natural environment</li> <li>Investigate &amp; evaluate impact of development on the landscape &amp; environment</li> <li>Investigate development impacts locally, nationally &amp; globally</li> <li>Collect evidence from fieldwork to explain &amp; predict the effects of natural processes &amp; human activities on the environment</li> <li>Use map evidence to support explanations</li> </ul> <b>Science</b> <ul style="list-style-type: none"> <li>Consider significant issues- eco tourism &amp; a clean &amp; healthy environment</li> </ul> <b>Communication</b> <ul style="list-style-type: none"> <li>Listen to speakers in a range of contexts</li> <li>Develop skills in interpreting meaning</li> </ul> <b>Design Creativity &amp; Technology</b> <ul style="list-style-type: none"> <li>Make decisions about safety precautions &amp; wear personal protective clothing where appropriate</li> </ul> <b>Thinking processes</b> <ul style="list-style-type: none"> <li>Make informed decisions about controversial &amp; complex issues</li> </ul>	<p>Students will learn trail riding skills and techniques and follow the Mountain Bike Code of Conduct for safe riding and minimum disturbance to other trail users, local flora and fauna and track surfaces.</p> <p>Along the way students can observe park areas and State Forest. Students will be encouraged to follow the Bike Ed and mountain biking codes of conduct and ADANACS Safety briefing. Students will be aware of the values of recreating responsibly to protect and sustain.</p> <p>Students ride in a group of approximately 16 in single file on a single track, road, off site road or through the open area of camp. The group needs to define its goal and give itself enough time to get back to camp to adhere to camp timetables. Students can discuss different motivating aspects of the ride, a work out, thrills, serenity or relaxation.</p> <p>Some students may need to overcome their fear of riding. Students seek help from peers for motivation, mateship and encouragement.</p> <p>The group can look at possible conflicts between cyclists, and other forest and park users.</p> <p>The group can follow a route past park, forest and rural areas. Students can take photographic evidence of changing landscapes. Students can compare on ground observations to maps and satellite photos before or after the ride to see the area from another perspective.</p> <p>The class can review and discuss the ride as an eco tourism adventure and evaluate its impacts – What is eco tourism?</p> <p>The Instructor / guide uses a range of delivery styles to meet various student learning styles.</p> <p>Students wear appropriate safety gear as outlined by the Camp's Safety briefing and other industry codes of practice eg Adventure Activity Standards.</p> <p>Students can look at issues of competing land use by passive and active recreation groups.</p>	Bikes  Helmets & safety vests  Safety Briefing  Mountain Bike Code of Conduct  Bike Ed

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 6 Year 9 and 10</b>  <b>Bushwalking</b>  	<p>Bushwalking is available in Adanac's 13 acres of undulating parkland with pockets of natural bush. Tree-lined walks, fern forests &amp; nature trails are all situated within easy walking distance of your accommodation.</p>	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>Engage in a variety of recreational &amp; outdoor adventure pursuits &amp; learn new skills</li> <li>Develop skills, knowledge for enhancing safe participation in outdoor adventure pursuits</li> </ul> <p><b>Civics &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>Evaluate local government in the global community for environmental sustainability</li> <li>Raise community awareness about environmental issues</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>Work in diverse teams</li> <li>Achieve agreed goals within set timeframes</li> <li>Understand individual &amp; group behaviour in the context of motivation</li> </ul> <p><b>Personal learning</b></p> <ul style="list-style-type: none"> <li>Control own emotions</li> <li>Contribute to positive learning environments</li> <li>Seek &amp; respond to feedback from peers</li> </ul> <p><b>The Arts &amp; English</b></p> <ul style="list-style-type: none"> <li>Explore &amp; interpret different perspectives on complex issues</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Investigate interaction of human activities with the natural environment</li> <li>Investigate development impacts locally, nationally &amp; globally</li> <li>Collect evidence from fieldwork to explain &amp; predict the effects of natural processes &amp; human activities on the environment</li> <li>Use map evidence to support explanations</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Consider significant issues- eco tourism &amp; a clean &amp; healthy environment</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Listen to speakers in a range of contexts</li> <li>Develop skills in interpreting meaning</li> </ul> <p><b>Design Creativity &amp; Technology</b></p> <ul style="list-style-type: none"> <li>Make decisions about safety precautions &amp; wear personal protective clothing where appropriate</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>Make informed decisions about complex issues</li> </ul>	<p>Students will learn bushwalking skills and techniques and follow the walkers minimum impact Code of Conduct for safe travel and minimum disturbance to other trail users, local flora and fauna and track surfaces.</p> <p>Along the way students can observe an area managed by a local and state authority. Students will be encouraged to follow forestry regulations and sustainability protocols.</p> <p>Students walk as a group The group needs to define its goal and give itself enough time to get back to camp to adhere to camp timetables. Students can discuss different motivating aspects of the walk, exercise, or relaxation.</p> <p>Some students may need to overcome their fear of exertion, the bush or creepy crawlies. Students seek help from peers for motivation, mateship and encouragement.</p> <p>The group can look and compare land use and land values of the Yarra Valley's urban, rural, natural and tourism areas.</p> <p>The group will follow the tracks in the state forest following a map. Students can take photographic evidence of changing habitats or landform, flora and fauna. Students can compare on ground observations to maps and satellite photos before or after the walk to see how the area has changed over time.</p> <p>The class can review and discuss the walk as an eco tourism adventure and evaluate its impacts – and ask the question what is really eco tourism?</p> <p>The leader/ guide uses a range of delivery styles to meet various student learning styles.</p> <p>Students carry emergency and personal gear as outlined by the Adventure Activity Standards and other industry codes of practice such as the CYC safety codes. Students can look at issues of competing land use by passive and active recreation groups.</p>	<p>Park &amp; surrounding forest trails</p> <p>Safety Briefing</p> <p>Scavenger Hunt activity sheet</p> <p>Bushwalking Code of Conduct</p>

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 6 Year 9 and 10</b>  <b>Canoeing</b>  	<p>Paddle on a sheltered lake with a partner in Canadian Canoes.</p> <p>Fit safety equipment and understand the principles of canoeing safety and capsizing procedure.</p> <p>Use correct paddling posture, practise strokes for forward, backward and turning. Launch, land and practise entry and exit procedures.</p> <p>Use games and challenges to build canoeing skills and water confidence.</p>	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>Focus on ways to improve quality of performance</li> <li>Engage in a variety of recreational &amp; outdoor adventure pursuits &amp; learn new skills</li> <li>Learn new complex movements</li> <li>Develop skills, knowledge &amp; behaviors for enhancing safe participation in recreational &amp; outdoor adventure pursuits</li> <li>Examine perceptions of challenge, risk &amp; safety in a variety of settings</li> <li>Promote OH &amp; S</li> </ul> <p><b>Civics &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>Explore leadership</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>Work in diverse teams</li> <li>Understand individual &amp; group behaviour in the context of motivation</li> </ul> <p><b>Personal learning</b></p> <ul style="list-style-type: none"> <li>Control own emotions</li> <li>Contribute to positive learning environments</li> <li>Acknowledge the need for responsible risk taking</li> <li>Seek &amp; respond to feedback from peers</li> <li>Identify personal interests, strengths &amp; weaknesses</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Investigate interaction of human activities with the natural environment</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Consider significant issues- eco tourism &amp; a clean &amp; healthy environment</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Listen to speakers in a range of contexts</li> <li>Develop skills in interpreting meaning</li> <li>Respond to a range of aural, written &amp; visual texts</li> </ul> <p><b>Design Creativity &amp; Technology</b></p> <ul style="list-style-type: none"> <li>Make decisions about safety precautions &amp; wear personal protective clothing where appropriate</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>Be innovative in the ways they define &amp; work through tasks</li> </ul>	<p>Students practice and perfect canoeing skills on the lake. They practice a sequence of strokes to change direction ie, the sweep, bow draw, and stern rudder strokes. Students can practise capsize techniques and deepwater rescues.</p> <p>All students will be required to wear correctly fitted buoyancy vests and helmets. Students can compare paddling on a lake to running a river. Students can investigate the risk scale from boredom to misadventure.</p> <p>Students paddle in pairs, stern paddler acts as captain of the boat with the team completing a set course, supporting and motivating each other.</p> <p>Paddlers become Waterwise and overcome any self doubts about canoe sports. Paddle teams work together and utilise each others personal strengths to paddle the canoe successfully.</p> <p>The group can look at the behaviour of wildlife in response to various forms of recreation such as canoeing or walking. Compare land approach to canoe approach to wildlife.</p> <p>The group can look at canoeing as an eco tourism experience investigating the ecology of the lake, best combined with a freshwater studies program.</p> <p>The Canoe instructor uses a range of teaching strategies to meet various student learning styles ie, Watchers, thinkers, doers, feelers, trial &amp; error.</p> <p>Students are required to wear appropriate safety gear as outlined by the Adventure Activity Industry Standards.</p> <p>Student teams will use a combination of techniques to complete the canoe course.</p>	<p>Instructor</p> <p>Lake &amp; surrounds</p> <p>Safety Briefing &amp; Code of Conduct</p> <p>Gould League Wetland birds guide</p>

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 6 Year 9 and 10</b>  <b>F r e s h w a t e r s t u d i e s</b>  	<p>Explore freshwater life from the banks of the lake.</p> <p>Identify, monitor &amp; research creek life using freshwater ID charts and magnifying equipment.</p> <p>Gain an understanding of healthy water, biodiversity and sustainability protocols. Students can participate in a Water Watch project to monitor the health of the lake.</p>	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>Engage in a variety of recreational &amp; outdoor adventure pursuits &amp; learn new skills</li> <li>Develop skills, knowledge &amp; behaviors for enhancing safe participation in recreational &amp; outdoor adventure pursuit</li> </ul> <p><b>Civics &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>Evaluate local government in the global community in environmental sustainability</li> <li>Learn differences between different types of law</li> <li>Raise community awareness about environmental issues</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>Work in diverse teams</li> <li>Complete complex tasks in teams</li> <li>Achieve agreed goals within set timeframes</li> </ul> <p><b>Personal learning</b></p> <ul style="list-style-type: none"> <li>Contribute to positive learning environments</li> <li>Develop time management, resource management, &amp; task completion strategies</li> </ul> <p><b>The Arts &amp; English</b></p> <ul style="list-style-type: none"> <li>Explore &amp; interpret different perspectives on complex issues</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Undertake field investigations to gather, collate, analyse &amp; evaluate data relating to the natural environment</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Investigate adaptive behaviors which enable plants &amp; animals to survive in their environments</li> <li>Use scientific instruments responsibly &amp; safely</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Develop skills in interpreting meaning</li> <li>Use a range of aural, written &amp; visual texts</li> <li>Communicate complex ideas in a variety of ways</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>Make informed decisions about controversial &amp; complex issues</li> </ul>	<p>Students undertake specimen collecting and identification of freshwater life. They follow the Freshwater studies Code of Conduct for personal safety and minimum impact to the environment.</p> <p>Compare laws such as Fisheries and Wildlife regulations and International wildlife treaties and promote codes of conduct such as Waterwise.</p> <p>Groups will carry out investigations in teams undertaking different freshwater surveys over a set period of time.</p> <p>All team members pitch in for the task at hand collecting and identifying specimens using a freshwater identification key and magnification equipment.</p> <p>Students can discuss varying views and attitudes that different user groups may have about water conservation- farmers, naturalists, water authorities.</p> <p>Small teams will collect and identify macro and microscopic freshwater life and give the water a pollution rating using species biodiversity as an indicator of healthy water. Students investigate freshwater life adaptations and life cycles, and explore food webs. They use magnifiers, collect specimen and observe minimum impact handling of animals outlined in the Freshwater studies Code of Conduct. Teams use freshwater life identification keys and scientific language to describe adaptations of freshwater life.</p> <p>Students are encouraged to discuss what constitutes healthy water and how can we look after our water resources?</p>	<p>Adanac Lake</p> <p>Buckets, measuring jugs, Dip nets</p> <p>Safety Briefing</p> <p>Freshwater studies Code of Conduct</p> <p>Freshwater ID charts</p> <p>Gould League Freshwater studies booklet</p> <p>Magnifying equipment</p> <p>Various freshwater life guide books</p>





Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 6</b> <b>Year</b> <b>9 and 10</b>  	<p>Students descend a 300 metre zip wire.  A harness and Worksafe practices are utilized.</p>	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>Develop skills, knowledge &amp; behaviors for enhancing safe participation in recreational &amp; outdoor adventure pursuits</li> <li>Examine perceptions of challenge, risk &amp; safety in a variety of settings</li> <li>Promote OH &amp;S</li> </ul> <p><b>Civics &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>Explore leadership</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>Work in diverse teams</li> <li>Explore the importance of empathy</li> <li>Understand individual &amp; group behaviour in the context of motivation</li> <li>Explore strategies to manage peer influence</li> <li>Reflect &amp; evaluate team management</li> </ul> <p><b>Personal learning</b></p> <ul style="list-style-type: none"> <li>Control own emotions</li> <li>Contribute to positive learning environments</li> <li>Acknowledge the need for responsible risk taking</li> <li>Seek &amp; Respond to feedback from peers</li> <li>Identify personal interests, strengths &amp; weaknesses</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Respond to a range of aural, written &amp; visual texts</li> </ul> <p><b>Design Creativity &amp; Technology</b></p> <ul style="list-style-type: none"> <li>Make decisions about safety precautions &amp; wear personal protective clothing where appropriate</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>Be innovative in the ways they define &amp; work through tasks</li> </ul>	<p>Students will descend a zip wire attached with a Worksafe approved safety harness. As the activity requires Worksafe approval, students will be required to adhere to all factors outlined in the safety briefing. The flying fox helps students to become aware of their own and others perceptions of risk.</p> <p>Leadership is encouraged amongst the team to run the activity safely and efficiently. Students on ground need to be alert at all times and work together so all team members can have a turn in the allotted time frame.</p> <p>Students work together to bring the flying fox back to the base. They build empathy and understanding with their classmates through the experience of flying together. Students can discuss personal and peer group motivation and explore how students can overcome their fears and support each other.</p> <p>Students push through their limits of perceived risk and learn about ones composure under pressure by stepping off into space. They will develop empathy for peers sharing the experience.</p> <p>The flying fox team must listen to and remember important points of the Worksafe briefing. They need to be able to observe the instructor and then demonstrate that they can fit their harness correctly.</p> <p>Students are schooled in the safety aspects of the flying fox and Worksafe practices associated with the activity. They are taught to fit and use harnesses correctly. Students are encouraged to watch out for peers and anticipate foreseeable hazards.</p> <p>Students can decide the most efficient way for the team to be harnessed and retrieve the fox at the end of each turn, so all team members can complete the activity in the allotted time.</p>	<p>Flying Fox</p> <p>Helmet</p> <p>Harness</p> <p>Safety Briefing &amp; Code of Conduct</p> <p>Instructor</p>





# Group Games




Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 6 Year 9 and 10	Students work together in groups to play a series of formalised games. They must follow rules and develop team strategies.	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>Focus on ways to improve quality of performance</li> <li>Develop skills, knowledge &amp; behaviors for enhancing safe participation in recreational &amp; outdoor adventure pursuits</li> <li>Examine perceptions of challenge, risk &amp; safety in a variety of settings</li> </ul> <p><b>Civics &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>Explore leadership</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>Work in diverse teams</li> <li>Complete complex tasks in teams</li> <li>Achieve agreed goals within set timeframes</li> <li>Respect &amp; build on ideas &amp; opinions of team members</li> <li>Record personal reflections of learning in a team</li> <li>Explore the importance of empathy</li> <li>Recognise when conflict is likely to occur &amp; devise strategies to overcome it</li> <li>Reflect &amp; evaluate team management</li> </ul> <p><b>Personal learning</b></p> <ul style="list-style-type: none"> <li>Control own emotions</li> <li>Contribute to positive learning environments</li> <li>Acknowledge the need for responsible risk taking</li> <li>Seek &amp; respond to feedback from peers</li> <li>Identify personal interests, strengths &amp; weaknesses</li> </ul> <p><b>Design Creativity &amp; Technology</b></p> <ul style="list-style-type: none"> <li>Learn to use time &amp; resources economically to minimize waste</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>Identify a range of creative possibilities</li> <li>Be innovative in the ways they define &amp; work through tasks</li> <li>Practise creative thinking behaviors</li> </ul>	<p>Students undertake a physical and mentally challenging formalised game. Upon completion the team discusses how they performed, what roles were played, what leadership styles were used and look at the factors that make up a successful team. Team members listen to a safety briefing to foresee any potential hazards before beginning games.</p> <p>Team members come up with new ideas and trial them as each activity is tackled. If trial and error goes too far, the team will fail so they must evaluate when to try another strategy and recognise others ideas and opinions to succeed and follow another tact. Games encourages students to show leadership qualities and the team scenario brings out group dynamics.</p> <p>The group must be cohesive to accomplish the game's task in the set time. Team members must utilise each others strength and support weaknesses. Some members will need to be assertive to get their points of view across, while others will need to be encouraged and shown empathy. Any conflict must be resolved for the team to be successful.</p> <p>Students will need to take physical or social risks in front of peers encouraging personal growth when they step outside their comfort zone. The team will need to assess each other's skills and listen to others ideas and solutions.</p> <p>The Group games must be completed within a set time period and with limited resources.</p> <p>Team members need to communicate clearly for duration of the activity, solving problems, thinking logically and swiftly, asking questions and getting the best decisions out of the team. A Team debrief evaluates team performance, cohesion and effectiveness of ideas &amp; techniques used - could the team's strategies have been completed differently?</p>	<p>Games</p> <p>Safety Briefing &amp; Code of Conduct</p> <p>Solutions sheet</p>

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 6 Year 9 and 10</b>  	<p>Read a map and use route finding and navigation skill to follow a series of markers creating an orienteering course around the Adanac grounds.</p>	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>Engage in a variety of recreational &amp; outdoor adventure pursuits &amp; learn new skills</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>Work in diverse teams</li> <li>Complete complex tasks in teams</li> <li>Achieve agreed goals within set timeframes</li> <li>Explore strategies to manage peer influence</li> </ul> <p><b>Personal learning</b></p> <ul style="list-style-type: none"> <li>Contribute to positive learning environments</li> <li>Seek &amp; respond to feedback from peers</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Undertake field investigations to gather, collate, analyse &amp; evaluate data</li> <li>Accurately interpret information on different types of maps and photographs at a range of scales</li> <li>Collect &amp; collate information gathered from fieldwork observations &amp; present findings using geographical convention</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Develop skills in interpreting meaning</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>Make informed decisions about complex issues</li> </ul>	<p>Students participate in a orienteering course with a focus on map reading and route finding.</p> <p>Students undertake the course in a small team and find markers over a set period of time. The team helps with peer group motivation as the activity can be run competitively. Groups will need to manage any conflict arising and settle on a group decided strategy.</p> <p>Students get to try a different experience. Teams make decisions about the strategies to tackle the course.</p> <p>Teams read maps, locate checkpoints and record the position of the markers.</p> <p>The briefing discusses Safety and the Code of Conduct and why one is needed.</p> <p>Teams read and interpret maps and then devise a strategy to find the markers in the quickest time.</p>	<p>Orienteering Trail</p> <p>Orienteering Trail map</p> <p>Safety Briefing &amp; Code of Conduct</p>

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 6 Year 9 and 10</b>  <b>R a f t  M a k i n g</b>  	Design and build a raft from a limited supply of materials to float your team over a prescribed course on a sheltered lake.	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>Engage in a variety of recreational &amp; outdoor adventure pursuits &amp; learn new skills</li> </ul> <p><b>Civics &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>Explore leadership</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>Work in diverse teams</li> <li>Complete complex tasks in teams</li> <li>Achieve agreed goals within set timeframes</li> <li>Respect &amp; build on ideas &amp; opinions of team members</li> <li>Record personal reflections of learning in a team</li> <li>Explore the importance of empathy</li> <li>Understand individual &amp; group behaviour in the context of motivation</li> <li>Explore strategies to manage peer influence</li> <li>Recognise when conflict is likely to occur &amp; devise strategies to overcome it</li> <li>Reflect &amp; evaluate team management</li> </ul> <p><b>Personal learning</b></p> <ul style="list-style-type: none"> <li>Control own emotions</li> <li>Contribute to positive learning environments</li> <li>Acknowledge the need for responsible risk taking</li> <li>Seek &amp; respond to feedback from peers</li> <li>Identify personal interests, strengths &amp; weaknesses</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Communicate complex ideas in a variety of ways</li> </ul> <p><b>Design Creativity &amp; Technology</b></p> <ul style="list-style-type: none"> <li>Make decisions about safety precautions &amp; wear personal protective clothing where appropriate</li> <li>Learn to use time &amp; resources economically to minimize waste</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>Identify a range of creative possibilities</li> <li>Be innovative in the ways they define &amp; work through tasks</li> <li>Practise creative thinking behaviors</li> </ul>	<p>Students form a team and design, build and paddle a raft around a set course as a group to successfully complete the activity in the time frame.</p> <p>With limited resources and time a team must work to design, construct, launch and paddle a raft together to complete the required course and then pack up.</p> <p>Leaders run a de brief on their success as a team, what roles were undertaken and how decisions were made and by whom. The team can ask itself - How was the group motivated and did they work to the teams strengths and weaknesses? Was there any conflict and how was it resolved ? Who were leaders and who were followers ?</p> <p>Students take risks by speaking up, offering alternatives, trying their hand at leadership or offering up their strengths in front of their peers which can be intimidating to some students. They can also support and encourage or motivate others.</p> <p>They need to establish an efficient communication system for paddling the raft together as a team.</p> <p>The team must understand safety requirements and the need for a code of conduct. They learn the basic concept of limited resources and using them in the most efficient manner.</p> <p>Students look at the materials offered and decide on the design and construction of the raft.</p> <p>The team will need to brainstorm a quick solution to the raft design and construction method to complete the course in the set time frame</p>	Lake  Lifejackets  Paddles  Poly pipes  Wooden planks  Ropes  Safety Briefing & Code of Conduct

Program	Key words	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 6 Year 9 and 10</b>  <b>Trampolining</b>  	A supervised activity with regulation trampolines with participants being introduced to this Olympic sport.	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>• Focus on ways to improve quality of performance</li> <li>• Engage in a variety of recreational &amp; outdoor adventure pursuits &amp; learn new skills</li> <li>• Learn new complex movements</li> <li>• Develop skills, knowledge &amp; behaviors for enhancing safe participation in recreational &amp; outdoor adventure pursuits</li> <li>• Examine perceptions of challenge, risk &amp; safety in a variety of settings</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>• Complete complex tasks in teams</li> <li>• Explore the importance of empathy</li> <li>• Understand individual &amp; group behaviour in the context of motivation</li> </ul> <p><b>Personal learning</b></p> <ul style="list-style-type: none"> <li>• Control own emotions</li> <li>• Contribute to positive learning environments</li> <li>• Acknowledge the need for responsible risk taking</li> <li>• Seek &amp; respond to feedback from peers</li> <li>• Identify personal interests, strengths &amp; weaknesses</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Respond to a range of aural, written &amp; visual texts</li> </ul> <p><b>Design Creativity &amp; Technology</b></p> <ul style="list-style-type: none"> <li>• Make decisions about safety precautions &amp; wear personal protective clothing where appropriate</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>• Be innovative in the ways they define &amp; work through tasks</li> <li>• Practise creative thinking behaviors</li> </ul>	<p>Learn &amp; try basic &amp; advanced moves</p> <p>Trampolining Safety briefing &amp; code of conduct</p> <p>Why gymnasts &amp; aerial skiers train this way</p> <p>Fun and challenging Safety briefing Code of conduct</p> <p>Self &amp; group motivation trying a new activity that can be radically unfamiliar</p> <p>Build confidence Encourage support Have fun Discover a new sport</p> <p>Safety and code of conduct briefing Programmer talk, demonstrate, practice, feedback for thinker, watcher, Doer, feeler and trial / error Check for understanding</p> <p>Use appropriate equipment and work up to advanced moves</p> <p>Think of ways to manipulate body into unfamiliar positions using centre of gravity. Develop awareness of body in radical near weightless conditions</p>	Trampolines  Safety Briefing & Code of Conduct

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
<b>Level 6 Year 9 and 10</b>  <b>Water Slide</b>  	A specialised water based activity where students slide on a mat down a bob sled type chute into the lake.	<p><b>Health &amp; PE</b></p> <ul style="list-style-type: none"> <li>Engage in a variety of recreational &amp; outdoor adventure pursuits &amp; learn new skills</li> <li>Develop skills, knowledge &amp; behaviors for enhancing safe participation in recreational &amp; outdoor adventure pursuits</li> <li>Examine perceptions of challenge, risk &amp; safety in a variety of settings</li> </ul> <p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>Complete complex tasks in teams</li> <li>Understand individual &amp; group behaviour in the context of motivation</li> </ul> <p><b>Personal learning</b></p> <ul style="list-style-type: none"> <li>Control own emotions</li> <li>Contribute to positive learning environments</li> <li>Acknowledge the need for responsible risk taking</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Respond to a range of aural, written &amp; visual texts</li> </ul> <p><b>Design Creativity &amp; Technology</b></p> <ul style="list-style-type: none"> <li>Make decisions about safety precautions &amp; wear personal protective clothing where appropriate</li> </ul> <p><b>Thinking processes</b></p> <ul style="list-style-type: none"> <li>Be innovative in the ways they define &amp; work through tasks</li> </ul>	<p>Try water sliding</p> <p>Safety briefing &amp; code of conduct</p> <p>Fun and challenging build water confidence</p> <p>Self &amp; group motivation trying a new activity that can be radically unfamiliar</p> <p>Safety and code of conduct briefing Programmer talk, demonstrate, practice, feedback for thinker, watcher, Doer, feeler and trial / error Check for understanding</p> <p>Use appropriate standard operating procedures</p> <p>Think of ways to manipulate body into unfamiliar positions in a safe and responsible way Develop awareness of body in a different type of activity</p>	<p>Water Slide</p> <p>Safety Briefing &amp; Code of Conduct</p>

## Appendix 1

**Example Assessment Rubric – Adanac Camp Experience**

Criteria	Very High	High	Medium	Low	Not Shown
Student worked well in a team environment. Was able to work co-operatively with others during camp activities, duty group role and general camp behaviour.					
Student monitored their own performance and was able to make considerations for their own personal strengths and weaknesses.					
Student learnt from the challenging camp activities. They were able to adjust their performance in order to complete certain activities. Student also overcame personal obstacles in order to fully complete a task.					
Student listened carefully to instructions and directions and followed them carefully throughout every activity offered on camp.					
Camp booklet was thoroughly completed.					
Student took active roles within a group environment and acted responsibly during their set roles.					
Student utilized the camp experience to the fullest; participating enthusiastically in every aspect of camp life.					
Student interacted freely with peers, teachers and camp staff.					
Student actively involved themselves in the learning activities offered during camp.					
Student took on various leadership roles during the camp experience.					
Student demonstrated aspects of reasoning, processing and inquiry throughout the camp experience.					
Student took part in community "Watch" projects designed to monitor biodiversity and the health of the eco system					
Additional Comments by Teacher					

## Appendix 2

### Example Self Assessment guide – Camp Experience

<p>How would you assess your time at ADANAC as a group member?</p> <ul style="list-style-type: none"> <li>• What support did you give your peers?</li> <li>• How did they support you?</li> <li>• What strategies did you use to resolve conflict?</li> </ul>	Stars (1 – 4)	Your comments
<p>How might you change your performance for future camps?</p> <ul style="list-style-type: none"> <li>• What strengths and skills did you use on the activities?</li> <li>• What weaknesses did you identify about yourself?</li> <li>• How did you overcome these weaknesses?</li> <li>• How did you challenge yourself?</li> </ul>		
<p>How did you perform as a leader?</p> <ul style="list-style-type: none"> <li>• Did you find yourself taking charge during activities?</li> <li>• When did you feel comfortable leading?</li> <li>• If you didn't lead, how could you do so next time?</li> </ul>		
<p>Looking at the overall camp experience, what do you think you have learnt about yourself?</p> <ul style="list-style-type: none"> <li>• sharing rooms and duty groups roles</li> <li>• participating in challenging activities</li> <li>• working in a team environment</li> <li>• being in the outdoors</li> <li>• being away from school and home</li> <li>• Learning about new things in a different environment.</li> <li>• Participating in environmental projects</li> </ul>		

