Forest Edge VELs Educational focus

Introduction

FOREST EDGE 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. FOREST EDGE 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), FOREST EDGE 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 FOREST EDGE'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 FOREST EDGE 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 to see the educational benefits and positives of the camp experience.

By relating FOREST EDGE 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 each of FOREST EDGE's 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 FOREST EDGE each year (Grade 3 – Year 10).
The domains and dimensions are set out clearly and the camping 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 FOREST EDGE 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 will only use the Giant Swing for the Health and Physical Education, Interpersonal Development and Personal Learning.

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 3 Grade 3 and 4 **Camping** Forest Edge	Camp is often the first extended overnight experience students have away from home, and with a large group. They share comfortable bunkstyle accommodation in groups. They are assigned a duty group and are responsible for setting up before and cleaning up after each meal and domestic activities	Health & PE • Participate in Physical activity • Identify healthy eating • Follow safety principles & skills • Identify risk • Achieve goals in teams Interpersonal Development • Demonstrate respect for peers • Share ideas to help each other • Respect others belongings • Support peers Personal learning • Learn about self • Develop emotional awareness • Develop leadership • Learn with & from peers • Give & Respond to feedback from peers • Practise time management • Use positive self talk Civics & Citizenship • Look at community types • Compare rules & laws • Protect & care for built & natural environments Communication • Listen attentively • Identify main messages • Ask clarifying questions	Students are encouraged to eat healthily on camp and maintain their intake of fresh fruit, vegetables and water. Students dress appropriately for their activities and practise sun smart habits. Students are introduced to a range of new activities and the movement sequences required for each. Safety is paramount to the camp experience with many activities monitored by Worksafe and other industry codes of practice. Students are encouraged to look out for themselves, for their peers, the camp amenities, gardens and environment Rooms are shared together, kept clean and tidy and campers are encouraged to be considerate and look after each other and their belongings. Campers work together in teams on all activities 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. FOREST EDGE is a large community based camp with buildings, amenities, roads surrounded by protected environments such as the Latrobe river and the state forest. There is a range of staff all working on different jobs so the camp has a strong community feel and involvement. The camp has its own Codes of Conduct and works in with Worksafe legislation and other industry codes. Students are introduced to FOREST EDGE Camp Conducts and Safety Details during their initial briefing and asked to listen attentively and encouraged to ask questions to clarify points. These codes of conduct encourage respect for self, peers and surrounding amenities and environments.	FOREST EDGE camp amenities FOREST EDGE Codes of Conduct & Safety Details Instructors Adventure & Initiative courses Eco activities Trails Offsite attractions

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 3 Grade 3 and 4 **Archery** Forest Edge	Students learn to control a bow and shoot an arrow approximately 10 metres. Group is given a safety briefing, a look into the history of archery and given instructions in basic technique. Students can challenge themselves or compete as a team group at different targets in a round robin competition.	Health & PE • Find ways to pursue activity • Engage in Physical activity • Develop motor skills & movement sequences Interpersonal Development • Support peers Personal Learning • Develop enthusiasm for learning • Build self worth • Help to manage & set protocols Civics & citizenship • Compare rules & laws Science • Look at energy & force Communication • Listen attentively • Use visual, aural & written Thinking processes • Make observations & investigate	Students will participate in an archery competition or self challenge. They will be introduced to and use new skills of hand eye co-ordination. Teams participate in a round robin competition motivating each other to the assigned challenge and points score. 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. Instructors will look at how the law applies to Archery and encourage participants to listen, observe and follow the Archery Safety Details. Students can analyse all the forces and energy at work during a shot on target. Students must listen attentively to the safety briefing and follow the Archery safety detail. Students watch demonstrations and practice movements to improve their aim and technique.	Archery Targets Bows & arrows Marker cones Various targets Safety Details

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 3 Grade 3 and 4 **Bouldering** Forest Edge	Working in pairs students are challenged to laterally climb along a low wall. There are a series of hand and foot holds to choose from. Students can tackle a number of different routes to challenge themselves. Students work in pairs; one climbing the other safety spotting.	Health & PE • Participate in Physical activity • Follow safety principles & skills • Identify risk • Perform motor skills & movement sequences • Achieve goals in teams Interpersonal Development • Demonstrate respect for peers • Share ideas to help each other • Support peers Personal learning • Learn about self • Support self worth • Develop emotional awareness • Learn with & from peers Communication • Listen attentively • Identify main messages • Ask clarifying questions Thinking processes • Explore problem solving • Identify patterns	Students engage in a bouldering activity following a Safety Detail briefing and learning to work with a spotter partner. The spotter's job is to anticipate potential accidents. The climber's job is to use a sequence of movements to solve a physical problem – an assortment of hand and footholds and to choose the best route across them. Students work in pairs to traverse the wall; developing a trust for each other and learning to depend on their spotter for support and safety, with each enthusiastically encouraging their partner when climbing. Bouldering can build self confidence in a controlled supervised situation. Students push mind and body to tackle the hand and foot holds, to complete the course without falling. Some muscle it whilst others think it through. Students listen attentively to the safety detail briefing and are asked to follow standard operating procedures. Students ask questions if unsure. Students approach the wall in a logical manner – thinking before acting. Some may have to re-evaluate their chosen path and go backwards in order to go forwards. Others visualize the pattern of holds to take before climbing thinking the route through in their mind. The route is marked in two colors that combine the easiest, then intermediate and advanced routes and an easier climbing pattern can be followed if recognised by the student.	Bouldering Wall Varying degree of hand hold difficulty FOREST EDGE Instructor Student Spotters Safety Details

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 3 Grade 3 and 4 **Camp Cooking** Forest Edge	As a team cook delicious pancakes from basic ingredients following a recipe.	Health & PE • Identify healthy eating • Follow safety principles & skills Interpersonal Development • Share ideas to help each other • Support peers Personal Learning • Develop enthusiasm for learning • Build self worth and develop life skills • Help to manage & set protocols • Practice time management Civics & Citizenship • Protect & care for environments Arts & English • Create & make • Speak & listen Communication • Communicate effectively with group members to produce best quality • Ask clarifying questions about principles of cooking Design, Creativity &Technology • Describe materials & ingredients • Measure, cut, mix, shape join, assemble Thinking processes • Source a range of information	Students are instructed to recognise healthy ingredients and taught basic cooking skills, encouraging good hygiene and safe cooking habits. Students can enjoy the social aspect of group cooking on the hotplate working as a team to produce a meal for everyone. 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. Students learn to recognise which part of the environment ingredients has come from and what we must do to keep them healthy. All students help with the production of pancakes taking turns and communicating with each other to improve the product. Post activity students can trace where ingredients have 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. 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.	Outdoor cooking area Fresh Ingredients Camp Cooking Kit Recipe sheets Plates & cutlery

Progam	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 3 Grade 3 and 4 **Climbing Wall** Forest Edge	Students wear Worksafe approved harnesses to climb a wall under five point belay.	Health & PE • Participate in Physical activity • Follow safety principles & skills • Identify risk • Perform motor skills & movement sequences • Achieve goals in teams Interpersonal Development • Demonstrate respect for peers • Share ideas to help each other • Support peers Personal learning • Develop positive attitudes towards learning • Support self worth • Develop emotional awareness • Learn with & from peers Communication • Listen attentively • Identify main messages • Ask clarifying questions Thinking processes • Explore problem solving • Identify patterns	Students engage in physical activity by climbing the wall and following stringent Safety detail operating procedures. The belayer needs to anticipate actions to provide a safe a passage to the ground. Students need to learn a particular sequence of movements to lower themselves to the ground with the support of a belayer. Participating students learn to depend on each other for safety and support with the belayer helping and encouraging the climber. Students will develop enthusiasm for tackling the wall by being offered repeat turns. They will gain greater confidence by challenging themselves to overcome personal fears. Students will be asked to listen attentively to the safety briefing and follow the outlined Safety Details. They will be asked to Identify main messages in the safety detail briefing and activity outline. They will be encouraged to ask questions about the wall before tackling it and communicate with their belayer. Students will consider various methods and movements needed to climb the wall.	Climbing wall Belayer Spotter Safety Details Harnesses Ropes

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 3 Grade 3 and 4 **Flying Fox** Forest Edge	Students descend a zip wire attached to a Worksafe approved safety harness	Health & PE • Participate in Physical activity • Follow safety principles & skills • Identify risk • Perform motor skills & movement sequences • Achieve goals in teams Interpersonal Development • Demonstrate respect for peers • Share ideas to help each other • Support peers Personal learning • Develop positive attitudes towards learning • Support self worth • Develop emotional awareness • Learn with & from peers Science • Identify forces in everyday situations • Identify forms of energy Communication • Listen attentively • Identify main messages • Ask clarifying questions Thinking processes • Recognise & respect other opinions	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 foreseeable hazards. Students build positive relationships with partners through the sharing of the experience with each other. Students support and encourage their class mates. A student learns about oneself through undertaking a challenging activity that can exceed their comfort zone. The participating group helps each other overcome their fears and perceived personal challenges. Students can develop a basic understanding of forces at work on the flying fox- gravity, friction and resistance. Students are required to listen to and remember the important points of the safety detail briefing and are asked to repeat the main issues. Through this experience they learn to respect others fears and personal perceptions.	Flying Fox Helmet Harness Safety Details

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 3 Grade 3 and 4 **Freshwater studies** Forest Edge	Onsite Explore freshwater life from the banks of Mckerlie creek. Identify, monitor & research creek life using freshwater ID charts and magnifying equipment. Gain an understanding of healthy water, biodiversity and sustainability protocols. Students can participate in a water watch project.	Health & PE • Recognise healthy environments Interpersonal Development • Share ideas to help each other Personal Learning • Develop positive attitudes towards learning • Help to manage & set protocols Civics & Citizenship • Compare rules & laws • Promote sustainability • Protect & care for natural environments Science • Investigate questions about the natural world • Compare living & non living things • Follow food chains of the freshwater • Identify structural features of living things • Select and use simple measuring equipment Communication • Listen attentively to safety briefing & outline of activity • Ask clarifying questions about discoveries • Use visual, aural & written Thinking processes • Make observations & investigate • Categorize knowledge • Identify patterns	Students learn that the higher the bio diversity the more healthy the freshwater environment. The class divides into in teams to investigate creek life with various roles assigned to pairs. Freshwater studies involves hands on learning, collecting, examining and identifying specimens whilst following the Freshwater studies Code of Conduct. 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 freshwater. They develop skills to investigate local waterways. Using a range of equipment, students collect freshwater specimens in reeds, along the bank and around rocks. Specimens are collected carefully and identified using magnifiers and microscopes 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. Students are encouraged to look and listen to safety detail briefings and practice the Freshwater studies Code of Conduct. Students investigate and question discoveries they have made and learn to catergorise 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.	Freshwater habitat Freshwater studies Education shelter Jetty Buckets, measuring jugs, Dip nets Yabby lines & nets Safety Details Freshwater studies Code of Conduct Freshwater ID charts Gould League Freshwater studies booklet Magnifying equipment Various freshwater life guide books

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 3 Grade 3 and 4 **Initiatives** Forest Edge	Students work together in groups to solve set tasks. They must negotiate a series of obstacles and problems together over a series of activities.	Health & PE • Participate in Physical activity • Follow safety principles & skills • Identify risk • Achieve goals in teams Interpersonal Development • Demonstrate respect for peers • Share ideas to help each other • Support peers Personal learning • Learn about self • Support self worth • Develop emotional awareness • Learn with & from peers • Practise time management Communication • Listen attentively • Identify main messages • Ask clarifying questions Thinking processes • Explore problem solving • Turn creative ideas into practical action • Question, reason & Respond	Participate by completing mentally and physically challenging activities against the clock. Students need to follow the Safety Details and practice looking out for each other identifying hazards along the way. Students work in a team to achieve the common goal of finishing together. Students enthusiastically participate in this team activity and teachers can use them to identify various characteristics of a successful team – trying out peoples ideas, working together and supporting each other cohesively, giving and receiving feedback. Students soon learn the understanding that pushing ones own boundaries in such a controlled but challenging environment can result in personal and team success. Students are encouraged to put forward ideas to solve the challenges for the team to try them patiently and calmly to finish in the allotted time. Students listen to the Safety detail briefing and what is required to complete the course. Individuals are encouraged to communicate clearly with other team members asking questions, getting answers and trying ideas. Students come up with new ideas and trial them as each activity is tackled. They recognise different solutions and explore a number of them as a team. Students are encouraged to question and reason decisions made within the group.	Initiative Course Safety Details Solution sheet

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 3 Grade 3 and 4 **Photohunt**	In teams locate objects around the Camp's infrastructure, amenities and environment using photographic clues.	Health & PE • Participate in physical activity • Achieve goals in teams • Support self worth Interpersonal Development • Support peers • Share ideas to help each other Personal Learning • Develop positive attitudes toward learning • Practise time management Civics & Citizenship • look at community types • Compare rules & laws Science • Record observations Communication • Ask clarifying questions • Listen attentively to instructions • Use visual & written information Thinking processes • Make observations & investigate • Explore problem solving • Connect what is known to new learning	Students search allocated area of FOREST EDGE in small teams locating objects from scaled up visual clues provided in a booklet. Students need to work as a team to identify details and develop team strategy to locate listed objects. The team is encouraged to use member's personal strengths to the group's advantage. Photo hunt challenges student's observation, time management and communication skills to find all objects in the quickest time possible. 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. 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. Students listen attentively to understand the Safety Detail briefing and what is required to successfully complete the photo hunt activity. 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.	FOREST EDGE amenities, infrastructure & environment Safety Details Photo hunt pictorial booklet Data collection sheets Answer sheet

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 3 Grade 3 and 4 **Spotlighting** Forest Edge	Follow a series of reflective markers creating an orienteering course through the surrounding wildlife corridors using torches and spotlights. Along the way look and listen for the sights and sounds of nocturnal life using an eye shine and night call identification key. Record animals seen and heard for a Wildlife Corridor Monitoring Project.	Health & PE • Participate in Physical activity Interpersonal Development • Share ideas to help each other Personal Learning • Develop respect for peers • Develop positive attitudes towards learning • Help to manage & set protocols Civics & Citizenship • Compare rules & laws • Promote sustainability • Protect & care for natural environments Science • Describe relationship between day & night • Investigate questions about the natural world • Describe living systems • Select and use measuring equipment Communication • Listen attentively identify main messages • Ask clarifying questions about safety & technique • Use visual, aural & written Thinking processes • Make observations & investigate	Students set out in groups to find checkpoints marked on a map, reflecting torch light, challenging students' route finding and observation skills. Students are encouraged to use their night senses; often a new experience for this age level. Team members help to find checkpoints using a strategic search pattern. Groups need to act responsibly and follow the Spotlighting Code of Conduct to reduce impacts on wildlife and other campers. Wildlife regulations exist concerning spotlighting. Students can examine these and discuss why we need to have State wildlife regulations and a Spotlighting Code of Conduct and how they work to protect wildlife. Students are taught how to locate the Southern Cross, using a linear method find south. During this activity we also search for nocturnal animals using torches and spotlights to locate eye shine. Students use the night life identification key to identify this eye shine and recognise night calls of local wildlife. Wildlife identified can be recorded for the local wildlife corridor data base. Students are encouraged to listen attentively to the safety briefing and to follow the Spotlighting Code of Conduct. Students experience using observation and identification charts, analyse maps and develop group search strategies to find markers.	Orienteering trail FOREST EDGE Trail map Safety Details Spotlighting Nightlife ID Chart Spotlights Spotlighting Code of Conduct Wildlife Corridor Monitoring sheets Local wildlife regulations

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 3 Grade 3 and 4 **Tubing** Forest Edge	Paddle a marked section of the Latrobe river in tubes. Fit safety equipment and understand the principles of river safety and hazard awareness.	Health & PE • Participate in Physical activity • Recognise healthy environments • Perform motor skills & movement sequences Interpersonal Development • Share ideas to help each other Personal Learning • Develop positive attitudes towards learning • Help to manage & set protocols • Develop respect for peers Civics & Citizenship • Compare rules & laws • Promote sustainability • Protect & care for natural environments Science • Investigate questions about the natural world • Determine human influences on environment • Describe natural conditions Communication • Listen attentively identify main messages • Ask clarifying questions about safety & technique • Use visual, aural & written Thinking processes • Make observations & investigate • Categorize knowledge • Identify patterns	Students travel down a river within the boundaries of camp. Students practice tubing on the Latrobe river observing a variety of indigenous wildlife. Students will learn to learn launch and exit, basic strokes and capsize drills. They learn to co-ordinate paddling movements to move in the appointed directions. Students use the buddy system and paddle with a partner for safety and support. Students participate in a fun and challenging river awareness activity. They will listen to and watch a safety detail briefing. Paddling with their buddy requires each to watch out for each other and offer support. Instructors will talk of fisheries laws designed to protect wildlife such as platypus and demonstrate minimal impact tubing to protect the shore flora and fauna. From the tubes we can observe river wildlife and learn to read the river features ahead. Students are required to listen and observe attentively and closely the safety and skills briefing from the FOREST EDGE instructor. The instructor encourages the students to clarify safety points and basic technique and observe skill demonstrations and practice new moves. Together the group will paddle down the river through camp and observe what is happening with the river ahead looking for wildlife and reading the rivers flow. Students can catergorise the session into safety, basic skills, emergency procedures, river awareness and minimum impact paddling. Observing river topography creates an awareness of recognising natural patterns important in learning new skills.	FOREST EDGE Instructor Safety Details Play it Safe by the Water booklet

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Year 5 and 6 **Camping**	Camp is often the first extended overnight experience students have away from home with a large peer group. They share comfortable bunkstyle accommodation in groups. They are assigned a duty group and are responsible for setting up before and cleaning up after each meal.	Health & PE • Live a healthy lifestyle • Maintain ones health • Find ways to pursue physical activity • Engage in physical activity • Improve well being Interpersonal Development • Build positive social relationships • Work & learn in teams • Manage and resolve conflict. Personal learning • Learn about self • Learn with & from peers • Give & Respond to feedback from peers • Recognise and practice values beyond school Communication • Communicate effectively with peers • Listen attentively • Ask clarifying questions Civics & Citizenship • Take responsibility for their actions to other citizens & environment Economics • Types of work • Types of workplaces • Looking at leisure	Students are encouraged to eat healthily on camp and maintain their intake of fresh fruit vegetables and water. Students are required to dress appropriately for their activities and practise sun smart habits. Students are introduced to a range of activities and the new movements required during their camping program. Students look out for each other and observe potential hazards on activities. Rooms are shared, kept clean and tidy and campers are encouraged to be considerate of others and their belongings. All FOREST EDGE activities need students to work efficiently as a team in order for everyone to have a go and finish on time. To complete the challenges set successfully teams must resolve conflict positively. 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. They discover value systems in place on camp and in environments surrounding the camp facilities. Students work as a team needing to communicate efficiently to get the task done in the allotted time so all can have fun. Students follow Safety detail briefings and Codes of Conduct, needing to watch, listen and learn for safety and enjoyment. Students gain an appreciation for the environment by participating in camp eco and nature based activities. Students will gain an insight into the tourism, recreation and hospitality industries during camp. Students share the camp with staff, other schools and groups creating a civic atmosphere. Students discover activities during camp that may take on a life long interest.	FOREST EDGE camp amenities FOREST EDGE Codes of Conduct & Safety Details Instructors Adventure & Initiative courses Eco activities Trails Offsite attractions

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Year 5 and 6 **Archery** Forest Edge	Students learn to control a bow and shoot an arrow approximately 10 metres. Group is given a safety briefing, a look into the history of archery and instructed in basic technique. Students can challenge themselves or compete as a group firing at different targets in a round robin competition	Health & PE • Find ways to pursue activity • Engage in Physical activity • Develop motor skills & movement sequences Interpersonal Development • Work & learn in teams • Manage & resolve conflict Personal Learning • Develop enthusiasm for learning • Build self confidence and develop life skills Civics & Citizenship • Take responsibility for actions to themselves & other environments Science • Look at energy & force History • Investigate the origins of Archery and its importance to Enduring cultures Communication • Communicate effectively with team members • Use specialised archery language • Ask clarifying questions about principles of archery Thinking processes • Assemble and question new skills & movement patterns	The class can participate in a round robin archery competition or self challenge. Students will use skills of hand and eye co-ordination. 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. Students need to be responsible to other participants and know responsibilities with potentially dangerous weapons. The instructor will discuss how the law applies to archery. Students can analyse all forces and energy at work during a shot on target. 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. Students need to listen attentively and communicate effectively to follow the Archery Safety detail. Students will learn specialised terms for parts of the bow and arrow. Students will use trial and error to clarify and improve technique.	Archery Target shelter Bows & arrows Marker cones Various targets Safety Details

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Year 5 and 6 **Biking** Forest Edge	FOREST EDGE can supply bikes which can be used on or off site. Biking instructors offer instruction in riding skills and bike education.	Health & PE • Engage in physical activity • Find ways to pursue physical activity • Develop motor skills & movement sequences Interpersonal Development • Work & learn in teams Personal Learning • Develop enthusiasm for learning in a natural setting • Recognize & practise values for using shared walking / cycling tracks Civics & Citizenship • Take responsibility for actions sharing pathways practicing minimum impact riding techniques for safety & environment Geography • Investigate the physical world of changing coastlines • Look at care of local places like Rhyll Inlet • Collect fieldwork evidence Investigate bush & rural habitats Science • Explore biodiversity by riding through a range of habitats Communication • Ask clarifying questions about mountain bike technique and the local ecology • Listen attentively to instructions & guide Thinking processes • Assemble technique & question opinions • Develop opinions	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. Students will be instructed to ride responsibly in a group in single file following the Bike Ed Code of Conduct. Along the way the group will learn about the ecology and history of the area by investigating points of interest. 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. 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. Students are encouraged to listen to the safety detail briefing and look, listen and clarify then practise riding techniques. They listen and observe the guide's tour commentary. Students will get the opportunity to form opinions about land use learning on the move.	Bikes Helmets & safety vests Safety Details Bike ED Code of Conduct

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Year 5 and 6 **Bouldering** Forest Edge	Working in pairs students are challenged to climb laterally along a low wall. There are a series of hand and foot holds to choose from. Students can tackle a number of different routes to challenge themselves. Students work in pairs; one climbing the other safety spotting.	Health & PE • Find ways to pursue activity • Engage in Physical activity • Develop motor skills & movement sequences Interpersonal Development • Work & learn in teams Personal Learning • Learn about self • Learn with peers • Develop enthusiasm for learning • Build self confidence and develop life skills Civics & Citizenship • Take responsibility for actions to themselves & other citizens Mathematics • Problem solving Thinking processes • Assemble and question new skills & movement patterns Science • Look at energy & force Communication • Communicate effectively with peers • Use specialised language • Ask clarifying questions about principles of safety	Students engage in a bouldering activity practicing new movements to solve a physical problem. This activity introduces students to rock climbing potentially starting a new life long interest. Students work in pairs to traverse the wall. The climber developing trust in their partner the spotter, depending on them for support and safety. Bouldering builds self confidence by pushing personal limits to tackle the hand and foot holds, getting to know ones own strength, reach and balance, to complete the course without falling. Repeated efforts allow a climber to progress and take controlled risks to better their technique climbing more smoothly and efficiently. Students inter change roles to take responsibly for safety, acting as a spotter to ensure their climbing partner's safety. Students approach the wall in a logical manner – thinking before acting. Students can reflect on the path chosen and evaluate its effectiveness and whether there was another path available and try again. Problem solving occurs when a point is reached where they cannot go forward and the student must visually analyse all the holds available to find another path suitable for their reach and balance. Students use skilful thinking to choose hand and foot holds depending on their flexibility, reach and strength. Students are encouraged to experiment with technique using leverage, balance and applied force. Climbing student must communicate effectively with their supporting student spotter. The spotter can enthusiastically encourage and coach their partner.	Bouldering Wall Instructor Student Spotters Safety Details

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Year 5 and 6 **Camp Cooking** Forest Edge	As a team cook pancakes or damper from basic ingredients following a recipe.	Health & PE • Improve well being • Maintain ones health Interpersonal Development • Work & learn in teams • Manage & resolve conflict Personal Learning • Develop enthusiasm for learning • Build self confidence and develop life skills Civics & Citizenship • Take responsibility for actions to themselves & other environments Arts & English • Create & make • Speak & listen Geography • Explore sustainability Science • Follow food chains • Look at energy & force History • Investigate history • Look at Enduring cultures Communication • Communicate effectively with group members to produce best quality • Use specialised language • Ask clarifying questions about principles of cooking Design, creativity & technology • Look at health safety & leisure Thinking processes • Assemble and question information	Students will be encouraged to recognise healthy ingredients and develop cooking skills and hygiene habits early in life. 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. Students can have fun and feel good about being able to cook a healthy basic meal. 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. Individuals' work in a team to produce pancakes taking turns at various tasks and communicating with each other. 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. A class can look at the effects growing wheat and keeping poultry has had on enduring cultures. The group works together to blend ingredients to correct consistency, pours mixture onto hotplate and co ordinate cooking times. The group looks at safety in cooking, its leisure applications and social and health aspects. The groups follows the safety and safe food handling briefing, read recipes and mix ingredients.	Outdoor cooking area Fresh Ingredients Camp Cooking Kit Recipe sheets Plates & cutlery

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Year 5 and 6 **Climbing Wall** Forest Edge	Students wear Worksafe approved harnesses to climb a wall under belay.	Health & PE • Find ways to pursue activity • Engage in Physical activity Interpersonal Development • Work & learn in teams • Manage & resolve conflict Personal Learning • Learn about self • Learn with peers • Develop enthusiasm for learning • Build self confidence and develop life skills Civics & Citizenship • Take responsibility for actions to themselves & other citizens Communication • Communicate effectively with peers • Ask clarifying questions about principles of safety Thinking processes • Assemble and question new skills & movement patterns	Students engage in physical activity by challenging strength balance and mind set climbing an artificial rock face wall. Students will work with a belayer to climb the wall. They depend on their belayer for safety and support. Students develop self confidence by extending their personal limits in a controlled peer supported situation. Repeated turns will allow a student to extend themselves past what they thought possible. The activity encourages students to test their nerve and skills in a safe and controlled environment. As a belayer students are required to be responsible for their partner's safety and anticipate their movements up the wall to fore see any potentials risks. Students must develop an effective communication with their belayer Students need to listen attentively and understand the safety detail and harness fitting briefing. They are encouraged to ask questions about the activity before tackling it. Students learn new movements and skills and on their second attempt can use their previous experience to climb more efficiently.	Instructor Climbing wall Ropes Harnesses Helmets Safety Details

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Year 5 and 6 **Flying Fox** Forest Edge	Students descend a zip wire attached to their Worksafe approved harness	Health & PE • Find ways to pursue activity • Engage in Physical activity • Maintain ones health Interpersonal Development • Work & learn in teams • Manage & resolve conflict Personal Learning • Learn about self • Learn with peers • Develop enthusiasm for learning • Build self confidence and develop life skills Civics & Citizenship • Take responsibility for actions to themselves & other citizens Mathematics • Problem solving • Measuring Communication • Communicate effectively with peers • Use specialised language • Ask clarifying questions about principles of safety Thinking processes • Assemble and question new skills & movement patterns • Develop opinions	Students engage in physical activity – harnessing up and flying down on the zip wire. 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. 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. 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. Students must be active in maintaining the Worksafe practices at all times during the activity. Students help others overcome their fears and personal challenges by offering support. Students can estimate their speed by assessing time and length whilst on the fox. Students must listen attentively to the safety briefing and carefully watch the harnessing demonstrations. Students must fit harnesses correctly and think clearly at heights. Upon completion of the activity students will develop self belief.	Flying Fox Helmet Harness Safety Details

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Year 5 and 6 **Freshwater Studies** Forest Edge	Explore freshwater life from the banks of Mckerlie creek. Identify, monitor & research creek life using freshwater ID charts and magnifying equipment. Gain an understanding of healthy water, biodiversity and sustainability protocols. Participate in a water watch project.	Interpersonal Development • Work & learn in teams Personal Learning • Develop enthusiasm for learning through hands on activity • Recognize values beyond school practicing codes of conduct around freshwater habitats Civics & Citizenship • Understand Fisheries Regulations and personal codes of conduct • Take personal responsibility to help community programs. Geography • Investigate freshwater habitats • Record & Measure water quality by observing species • Participate in environmental action Science • Explore Freshwater life biodiversity using ID flow charts • Follow food chains of the freshwater • Use a variety of collection measuring & monitoring equipment Communication • Ask clarifying questions about personal discoveries • Listen attentively to instructions • Use specialised scientific language Thinking processes • Assemble and question information and develop opinions	In pairs students will investigate freshwater life in the creek Freshwater studies Involves hands on collection, examination and identification of freshwater specimens with students following the FOREST EDGE Freshwater studies Code of Conduct for safety and sustainability. Students will discuss why we as a society need fisheries regulations and why Camp has a Freshwater studies Code of Conduct. 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. Students collect specimens using a range of equipment from various locations ie, deepwater, rapids, in reeds, along the bank and around rocks. 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. Students will need to look and listen to safety detail 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. Students will form conclusions from direct hands on physical evidence.	Creek habitat Buckets, measuring jugs, Dip nets Safety Details Freshwater studies Code of Conduct Freshwater ID charts Gould League Freshwater studies booklet Various freshwater life guide books

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Year 5 and 6 **High Ropes** Forest Edge	Students are five to nine metres above the ground. They wear a Worksafe approved harness attached to a safety cable or belay rope. Working with an on ground spotter the student tackles a high wire course; designed to confront and challenge self confidence, group support, co-ordination and agility.	Health & PE • Find ways to pursue activity • Engage in Physical activity Interpersonal Development • Work & learn in teams Civics & Citizenship • Take responsibilities for actions to themselves & other citizens Personal Learning • Learn about self • Learn with peers • Develop enthusiasm for learning • Build self confidence and develop life skills Communication • Communicate effectively with peers • Use specialised language • Ask clarifying questions about principles of safety Thinking processes • Assemble and question new skills & movement patterns • Think creatively • Seek innovation	Students engage in physical activity on a high wire course testing balance, flexibility, judgment and resolve. The climber works with an on ground spotter/ belayer to complete the course. Students learn to quickly develop trust in their spotter / belayer who must learn quickly to take responsibility for their climbing partner. Students build life skill confidence upon completing the course overcoming a fear of heights, and lack of self confidence. They develop an " I can do it attitude". Students and peers recognise personal strengths and weaknesses and having shared the experience develop empathy for each other. Students understanding when climbing they can take calculated risks; knowing it is a safe environment to do so Students develop a positive attitude towards completing challenging activities as they grow from the experience. Students learn quickly that they must communicate effectively with their spotter and instructor to safely traverse the course. They must listen attentively to the Safety Detail briefing and harnessing instructions and understand the technical climbing terms used. Students are encouraged to ask questions if needed. Students must use effective thinking on the limits of their comfort zone to safely and successfully traverse the course. Students can visualise the course in their mind before attempting it. They must practise on the training course before attempting the high rope. Students use decision making processes to find the best way to traverse the course and use creativity in coordinated movement to overcome challenging obstacles along the way.	High Ropes Course Harness Safety Ropes Helmet Instructor Worksafe Practices Safety Details Practice course

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Year 5 and 6 **Initiatives** Forest Edge	Students work together in groups to solve set tasks. They must negotiate a series of obstacles and problems together.	Health & PE • Find ways to pursue activity • Engage in Physical activity Interpersonal Development • Work & learn in teams • Manage & resolve conflict Personal Learning • Develop enthusiasm for learning • Build self confidence and develop life skills • Learn with & from peers • Set goals • Respond to feedback Civics & Citizenship • Take responsibility for actions to themselves & other environments Mathematics • Use problem solving • Use different technologies to measure • Use logic & reasoning Communication • Communicate effectively with peers • Listen attentively • Ask clarifying questions about principles of safety Thinking processes • Assemble and question new skills & movement patterns • Argue reasonably • Think creatively • Use thinking strategies • Seek innovation	Students participate in physical activity by completing a mentally and physically challenging course. Teachers can use this activity to identify various characteristics of a successful team during the post activity debrief - an essential part of the exercise. This team challenge motivates students to enthusiastically participate as it takes an effort by all members to complete the activities 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 negotiate all elements of the initiative course. Students will explore group dynamics and find their niche learning about themselves during the experience. Students are encouraged to think ahead and be aware of team safety and personal limitations of members. Students are encouraged to look at each activity carefully and explore problem solving methods; they trial logic and reasoning and experience trial and error. Students are encouraged to compute probability of success and failure before risk taking along the way. Individuals must communicate clearly with their team mates for the duration to complete all activities within the allotted time frame. Students define and redefine their decision making processes as each obstacle is tackled. They will recognize different solutions and explore a number of them as a team. The de brief is as valuable as the experience itself by asking the group what they would do differently and how roles would change ?	Initiative course Safety Details Solution sheet

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Year 5 and 6 **Photo Hunt** Forest Edge	In teams locate objects around the Camps infrastructure, amenities and environment using photographic clues.	Health & PE • Engage in physical activity Interpersonal Development • Work & learn in teams Personal Learning • Develop enthusiasm for learning Civics & Citizenship • Understand role in community • Take responsibility for actions to other citizens & the environment Geography • Use geo spatial skills Science • Collect data & evidence Communication • Ask clarifying questions • Listen attentively to instructions & guide Thinking processes • Think creatively • Think strategically • Argue reasonably	Students form small teams and search the allocated area on foot locating objects from visual clues provided in the photo hunt booklet. 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. Photo Hunt will challenge student's observation and strategic skills in a fun way. 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. Use observation and search skills to locate the listed objects using logical methods to search for and collect data. Students will need to understand the Safety Detail briefing and what is required to successfully complete activity so they need to listen attentively and ask clarifying questions during the briefing. Teams will look at evidence from a different perspective (scaled up) 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.	Camp amenities, infrastructure & environment Safety Details Photo hunt pictorial booklet Data collection sheets Answer sheet

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Year 5 and 6 **Spotlighting** Forest Edge	Follow a series of reflective markers on a night time orienteering course through the camp area using torches and spotlights to look for checkpoints. Along the way look and listen for the sights and sounds of nocturnal life using an eye shine and night call identification key. Record animals seen and heard for a wildlife corridor monitoring project.	Health & PE • Engage in physical activity Interpersonal Development • Work & learn in teams Personal Learning • Develop enthusiasm for learning Civics & Citizenship • Understand role in community • Take responsibility for actions to other citizens & the environment Geography • Use geo spatial skills • Investigate habitats • Collect evidence through fieldwork • Participate in community projects Science • Explore biodiversity • Collect data Communication • Ask clarifying questions • Listen attentively to instructions Thinking processes • Assemble & question information	Students will break into teams to find checkpoints during a night time activity that challenges a team's route finding and observation skills. Groups are required to act responsibly and follow the Spotlighting Code of Conduct and Safety Details to reduce impacts on wildlife and other campers. The initial briefing will examine why we as a society need to have wildlife regulations and act responsibly to observe the Spotlighting Code of Conduct. Students will be taught to locate the Southern Cross and find south using a linear method. Participating students will need to read maps and find checkpoints placed in strategic areas to observe wildlife en route. During this activity teams will follow wildlife corridors and discover nocturnal animals by observing reflective eye shine and recognising calls. Students will use identification keys to recognise the eye shine and night calls of the wildlife encountered. Animals Identified will be recorded and added to the wildlife corridor data base. Students will be required to listen attentively to the safety detail briefing and follow the Code of Conduct to make this a safe, enjoyable and sustainable activity. Teams will need to analyze maps and develop a group search strategy to find markers and complete the course. They will gather data on the bio diversity of the area for wildlife records.	Night time Orienteering trail Orienteering Trail map Safety Details Spotlighting Nightlife ID Chart Spotlights Spotlighting Code of Conduct Wildlife Monitoring sheets

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Year 5 and 6 **Tubing** Forest Edge	Paddle a marked section of the Latrobe river in inflatable tubes. Fit safety equipment and understand the principles of river safety and hazard awareness.	Health & PE • Find ways to pursue activity • Engage in Physical activity • Develop motor skills & movement sequences Interpersonal Development • Work & learn in teams Personal Learning • Develop enthusiasm for learning • Build self confidence and develop life skills Civics & Citizenship • Take responsibility for actions to themselves & other environments Geography • Explore a freshwater lake & observe bird & insect life Science • Investigate a freshwater system from the water Communication • Communicate effectively with paddling partner • Use specialised canoeing language • Ask clarifying questions about principles of canoeing and water safety Thinking processes • Assemble and question new skills & movement patterns	Students will launch and exit their tubes practise basic control strokes and practice river awareness and Safety Details. Paddling will encourage the co-ordination of movements. Traveling down the river as a group will require teamwork and good communication skills as to the river conditions ahead. Students will participate in a fun and challenging river activity. Students will be instructed to paddle responsibly for safety and wildlife impact and follow the tubing safety detail as a group. Students will be encouraged to observe bush and aquatic wildlife. Teams of participating paddlers will need to co ordinate instructions and use river features terminology to do so successfully. Students will clarify safety points and basic tubing technique with the instructor. Participating students will need to look, listen and question if unsure to clarify, and then practice to reinforce newly taught skills.	Instructor Latrobe river Safety Details Buoyancy vests Helmets

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 **Camping** Forest Edge	Camp is often the first extended overnight experience students have away from home, and with a large group. They share comfortable bunkstyle accommodation. They are assigned a duty group and are responsible for setting up before and cleaning up after each meal.	Health & PE • Be physically active • Monitor own performance • Monitor peer performance • Combine to improve personal & team performances Interpersonal Development • Be an active & responsible team member • Participate in challenging activities Personal Learning • Create a positive learning environment outside the classroom • Recognise & accept different opinions • Be an effective learner Civics & Citizenship • Explore the purpose, process & changing of laws • Engage in community events • Recognise different social perspectives The Arts & English • Explore emotions • Experience varying learning styles Communication • Listen attentively • Respond to a range of stimuli • Challenge assumptions • Acknowledge different interpretations • Evaluate information Design, Creativity &Technology • Explore & Analyze properties • Understand the risk assessment process • Study health safety & hygiene ICT • Share knowledge using ICT Thinking processes • Be aware of different perceptions • Develop creative thinking • Explore challenges • Develop self evaluation • Make observations & investigate	The Forest Edge Camping program has many activities that are physically challenging. Balancing on rope courses, learning skills such as Tubing and Bouldering, and activities that challenge self belief such as the Flying Fox and Giant Swing. Students are challenged mentally by initiative activities. Team work and acknowledging peer skills is encouraged, with all activities requiring team effort and peer group support. Students can push their personal limits under Worksafe approved activities so learning about themselves outside of their comfort zones on a low risk activity. 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. 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. 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. 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. 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 inputted into community data bases. Student thinking processes are challenged on activities designed to test initiative and logical thinking. Programs such as initiatives are designed to create situations to test group dynamics and team thinking.	FOREST EDGE camp amenities FOREST EDGE Codes of Conduct & Safety Details Instructors Adventure & Initiative courses Eco activities Trails Offsite attractions

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 **A r c h e r y** Forest Edge	Students learn to control a bow and fire an arrow approximately 10 metres, in a straight line. Group is given a safety detail briefing, a look into the history of archery and given instructions in basic technique. Students can challenge themselves or compete as a group firing at different targets in a round robin competition	Health & PE • Be physically active • Develop & refine skills • Monitor personal performance • Monitor group performance Interpersonal Development • Be an active & responsible team member • Participate in challenging activities Personal Learning • Create a positive learning environment outside the classroom Civics & Citizenship • Explore law process The Arts & English • Explore emotions • Experience varying learning styles History • Look at key aspects of past societies Mathematics • Estimate, measure • Explore spatial concepts • Use trial & error Science • Explore relationship between force & energy Communication • Listen attentively Design, Creativity &Technology • Understand the risk assessment process • Study health safety & hygiene Thinking processes • Develop self evaluation	Students participate in a round robin team's archery competition or self challenge. They practise motor skills of hand eye coordination. Students must be aware of their responsibilities with potentially dangerous weapons and are required to follow the Archery Code of Conduct and Safety Detail. Students participate in a fun activity and develop self confidence as improvement is made. Instructors will review the law as it applies to Archery. Students must manage self doubts and visualise positive outcomes when firing the arrow. Students will learn Archery through trial and error, visual demonstration, and a look, listen, learn and practice approach. A class can Investigate the origins of the bow and arrow and how its presence influenced cultures as a post session activity. They can look at Archery's evolution to the modern day. Students will have to estimate distance, judge wind and estimate the force required to draw bow to shoot arrow required distance and direction. Students need to Listen attentively and follow the Archery Safety Detail briefing. Instructors will make students aware of potential mishaps by discussing risks and how to avoid them with the group. Students will self analyse technique to strive for improved performance and then trial technique refinements.	Archery target shelter Bows & arrows Marker cones Various targets Archery Safety Details

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 **B i k i n g** Forest Edge	FOREST EDGE can supply bikes which can be used on or off site. Biking guides offer instruction in riding skills and bike education.	Health & PE • Be physically active Interpersonal Development • Be an active & responsible team member • Participate in challenging activities Personal Learning • Create a positive learning environment outside the classroom Civics & Citizenship • Explore the purpose, process & changing of laws • Recognise different social perspectives Geography • Investigate physical processes & human activities through field work • Explore differences in attitudes towards environmental issues • Investigate environmental issues of impact & sustainability Science • Discover the Natural world • Explore ecosystems & human impact Communication • Listen attentively • Challenge assumptions • Acknowledge different interpretations Design, Creativity &Technology • Understand the risk assessment process Thinking processes • Be aware of different perceptions • Make observations & investigate	Students can ride as a group through open areas and trails in an organized bike safe manner on or off site. 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 regulations for riding on trails. They will potentially share the path with other user groups such as campers other riders and vehicles. Students will need to observe minimum impact riding to look after local flora and fauna. 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. Students need to listen attentively to the safety briefing and Bike Ed riding Code Of Conduct. Watch and listen to the guide's interpretation of the areas many values. Students look, listen and clarify briefing then practise riding techniques. 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.	Bikes Helmets & safety vests Safety Details Mountain Bike Code of Conduct Bike Ed

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 **Bouldering** Forest Edge	Working in pairs students are challenged to climb laterally along a low wall. There are a series of hand and foot holds to choose from. Students can tackle a variety of routes to challenge themselves. Students work in pairs; one climbing, the other safety spotting.	Health & PE • Be physically active • Monitor personal performance • Monitor peer performance Interpersonal Development • Be an active & responsible team member • Participate in challenging activities Personal Learning • Create a positive learning environment outside the classroom Mathematics • Estimate, measure • Explore spatial concepts • Use trial & error • Experience problem solving through activity Science • Explore relationship between force & energy Communication • Listen attentively • Respond to a range of stimuli Design, Creativity &Technology • Understand the risk assessment process Thinking processes • Develop creative thinking • Explore challenges • Encourage self evaluation • Make observations & investigate	Students engage in a physically and mentally challenging climbing activity supported by their peers. The climbers develop trust in their partner (spotter) and depend on them for support and safety. Students can push personal limits in a controlled situation using strength, reach, balance and selecting the best holds for themselves. Students are encouraged to estimate distance and reach to the next hold, choosing the most efficient path for their abilities. A second turn allows them to try a different route. Students can experiment with technique using leverage, balance and applied force as they climb. Students need to listen and follow the Camp's safety detail procedures. Climbers can use feel, reach, estimation, brute strength or a logical approach. The climber soon realises that a combination of brain and body works best. The Spotter has the responsibility of anticipating potential accidents and protecting the climber. Students approach the wall in a logical manner – thinking before acting, using a sequence of movements to solve a physical problem. The student may have to re-evaluate their chosen path and go backwards in order to go forwards. Students are encouraged to visualize the pattern of holds they will take before climbing - similar to choosing a jigsaw piece to solve the puzzle. The climber evaluates whether the route taken was the best choice before taking further turns.	Bouldering Wall Varying degree of hand hold difficulty Instructor Student spotters

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 **c a m p f i r e n i g h t** Forest Edge	As a team hold a campfire under the stars and explore themes like Australiana	Interpersonal Development • Be an active & responsible team member Personal Learning • Create a positive learning environment outside the classroom Civics & Citizenship • Engage in community events • Recognise different social perspectives The Arts & English • Explore emotions • Experience varying learning styles Communication • Listen attentively • Respond to a range of stimuli • Challenge assumptions • Acknowledge different interpretations Thinking processes • Be aware of different perceptions	A class can enjoy the social aspects of a camp fire night cooking, telling stories, sing along and music. Students work as a team to create a fun time for everyone. Students laugh, sing, exploring song, dance, jokes and yarns. Students can sing from song books, play different instruments and tell stories. The group can investigate ways different cultures celebrate their identity.	Campfire area seating and fire pit Song books Percussion instruments Damper Hot Chocolate Amusing stories, jokes and games

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 **Climbing Wall** Forest Edge	Students wear worksafe approved harnesses to climb a wall under five point belay.	Health & PE • Be physically active • Monitor personal performance • Monitor peer performance Interpersonal Development • Be an active & responsible team member • Participate in challenging activities Personal Learning • Create a positive learning environment outside the classroom • Recognise & accept different opinions Science • Explore relationship between force & energy Communication • Listen attentively • Respond to a range of stimuli Thinking processes • Be aware of different perceptions • Explore challenges • Develop self evaluation	Students work with a belayer to climb the wall, depending on their classmates for support and encouragement. Participating students can descend more efficiently over several turns as they gain confidence. Students will often need to push personal limits to tackle the wall. Students learn to recognize their peers individual comfort zones which helps to create group empathy. Students see that a challenge can invoke motivation with different factors for individuals. Students can experiment with technique using leverage, balance and body weight for inertia. Students listen attentively to the Safety detail procedures. Spotters anticipate potential accidents. Students Respond differently to the challenge. Peers become aware of each others strengths and weaknesses encouraging group empathy and cohesion. The student evaluates the movements they made to traverse the element and whether a different approach is needed on the next go.	Climbing wall Safety Details Ropes Harnesses Carabiners Belay devices

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 **Flying Fox** Forest Edge	Students descend a zip wire attached to their Worksafe approved safety harness.	Health & PE • Be physically active • Monitor personal performance • Monitor peer performance Interpersonal Development • Be an active & responsible team member Personal Learning • Create a positive learning environment outside the classroom • Recognise & accept different opinions The Arts & English • Explore emotions Mathematics • Estimate, measure Science • Explore relationship between force & energy Communication • Listen attentively Design, Creativity &Technology • Understand the risk assessment process • Study health safety & hygiene Thinking processes • Be aware of different perceptions • Develop self evaluation	Students engage in the physical activity of flying down the zip wire and retrieving the fox after a run. 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. Students build a positive relationship with their class mates through the experience of all flying together. All students must be active in maintaining safety practices for whole group to meet Worksafe regulations. The flying fox helps students face their fears and personal challenges and to develop empathy and respect for others sharing the experience. Students can estimate their speed from their time traveled and the distance covered. Students develop a working knowledge of forces at work; gravity, friction, inertia and resistance. Students need to listen to and remember important points of the safety briefing and observe how to fit harnesses correctly. They must communicate effectively and listen carefully to instructions. 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 any foreseeable hazards. The team can look at personal and peer group motivation and explore how students can overcome their fears and support each other.	Flying Fox Helmets Harness Safety Details

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 **Freshwater Studies** Forest Edge	Explore freshwater life from the banks of Mckerlie creek. Identify, monitor & research creek life using freshwater ID charts and magnifying equipment. Gain an understanding of healthy water, biodiversity and sustainability protocols. Participate in a water watch project.	Interpersonal Development • Be an active & responsible team member Personal Learning • Create a positive learning environment outside the classroom Civics & Citizenship • Explore the purpose, process & changing of laws • Participate in a community project Geography • Investigate local region through fieldwork Science • Discover the Natural world • Develop scientific skills • Describe characteristics of living things • Determine issues of sustainability Communication • Listen attentively • Respond to a range of stimuli • Evaluate information ICT • Share knowledge using ICT Thinking processes • Make observations & investigate	The group will work in teams to investigate freshwater life. Freshwater studies involves hands on collection, examination and identification of freshwater species in a hands on learning experience. Students will discuss why we have and need Fisheries Regulations and the Freshwater studies Codes of Conduct endorsed program on this activity. Using a range of equipment students collect specimens from a pool, in reeds, along the bank and around the rocks. Specimens are identified using Freshwater Life Identification Keys and booklets. 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. Students look and listen to safety briefings and practise the Freshwater studies Code of Conduct and Safety Details. As a post session activity a class can create a webpage or powerpoint presentation about the creatures found. Students will form conclusions from direct physical evidence.	Buckets, measuring jugs, Dip nets Safety detail briefing Freshwater studies Code of Conduct Freshwater ID charts Gould League Freshwater studies booklet Magnifying equipment Various freshwater life guide books

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 **High Ropes** Forest Edge	Students are three to five metres above the ground. They wear a Worksafe approved climbing harness and are attached to a safety cable or belay rope. Working with an on ground spotter and belayer the student tackles a high wire course; designed to confront and challenge.	Health & PE • Be physically active • Monitor personal performance • Monitor peer performance Interpersonal Development • Be an active & responsible team member • Participate in challenging activities Personal Learning • Recognise & accept different opinions The Arts & English • Explore emotions Science • Explore relationship between force & energy Communication • Listen attentively • Respond to a range of stimuli Design, Creativity &Technology • Understand the risk assessment process Thinking processes • Be aware of different perceptions • Explore challenges • Develop self evaluation	Students engage in physical activity traversing the obstacles of the high ropes course. They are required to understand and follow Worksafe practices and safety regulations. This activity helps students to develop an understanding of the way that personal achievement can shape oneself. Students work in teams with a spotter to complete the course and must learn to develop trust in their spotter. Spotters must take responsibility for their team-mates or the course cannot be completed. They learn with their peers as they all share the experience. High ropes develops enthusiasm for self challenges as students grow personally after they realize the implications of what they have achieved. They build life skill confidence - overcoming a fear of heights, lack of self confidence and grow their awareness of their personal strengths and weaknesses. Students gain an understanding of when to take calculated risks; knowing it is a safe environment to do so. High ropes can develop an understanding about force – the weight of a person verses the strength of a rope, harness and clips and how to use body leverage and weight to create inertia to move through the obstacles. Students must-communicate effectively with their spotter, belayer and the instructor to be allowed to tackle the course. This is tested on the practice course before students are allowed on the high ropes course. Students are encouraged to visualize the course in their mind and devise methods to negotiate the obstacles. High ropes is a controlled environment an ideal time to overcome fears and challenge personal perceptions of risk and comfort.	High Ropes Course Climbing Harness Safety Rope Helmet Instructor Work Safe Practices Safety Details Practice course

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 **Initiatives** Forest Edge	Students work together in groups to solve set tasks. They must negotiate a series of obstacles and problems together.	Health & PE • Be physically active • Monitor peer performance • Monitor own performance Interpersonal Development • Be an active & responsible team member • Participate in challenging activities Personal Learning • Create a positive learning environment outside the classroom • Recognise & accept different opinions • Be an effective learner Communication • Listen attentively • Respond to a range of • stimuli • Challenge assumptions • Acknowledge different interpretations • Evaluate information Thinking processes • Be aware of different perceptions • Develop creative thinking • Explore challenges • Develop self evaluation • Make observations & investigate	Students will participate in physical and mentally challenging initiative activities working as a team. This is ideal for students to enthusiastically participate in a team activity Teachers can use the course to identify various characteristics of a successful team – trying peoples' ideas, testing cohesion, giving and receiving feedback to accomplish a shared task. 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 patiently and calmly solve them as a team to finish. Students must listen to the safety briefing and what is required of the team to complete the activities. The team is encouraged to foresee any potential hazards and apply a risk assessment before undertaking the activity. Members must communicate clearly with each other to solve problems, think logically, ask questions and get the best decisions out of the team often in precarious situations. Students come up with new ideas and trial them as each obstacle 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. A thorough debrief evaluates the team performance, cohesion and effectiveness of ideas and techniques used – Students are asked could they have completed the activities differently?	Initiative Course Safety Details Solution sheet

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 **Photo Hunt** Forest Edge	In teams locate objects around Forest Edges amenities and environment using photographic clues.	Health & PE • Be physically active Interpersonal Development • Be an active & responsible team member • Participate in challenging activities Personal Learning • Create a positive learning environment outside the classroom • Recognise & accept different opinions Mathematics • Explore spatial concepts • Use trial & error • Experience problem solving through activity Science • Develop scientific skills Communication • Listen attentively • Respond to a range of stimuli • Challenge assumptions • Acknowledge different interpretations • Evaluate information Design, Creativity &Technology • Use creative problem solving Thinking processes • Be aware of different perceptions • Develop creative thinking • Explore challenges • Develop self evaluation • Make observations & investigate	Students break into teams and search the allocated area of Camp - locating objects from visual clues contained in the Photo hunt booklet. Students work in teams with all individuals sharing the workload to locate objects. Students must observe the Camp's Code of Conduct and Safety Details as they search. 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 objects in the most efficient manner. Clues are scaled up so students must visualize the object in real size to find it. Students study the photos of the objects they are given and develop a search strategy to complete the hunt. Using trial and error and moving from a known point to an unknown point in logical search patterns is the basis of sound scientific skills. Students must communicate effectively with peers to find objects and complete the activity in the allotted time. Students need to listen to the Safety Detail briefing and have concise ideas of what is required in order to plan their search strategy. Clues will stimulate students in different ways and promote different interpretations of what to look for. Students must be able to decipher scaled up photos and use logical thinking and observational skills to find objects. Team members develop a strategy to locate objects. Successful teams will use their personal strengths to the group's advantage. Members will assemble team clues and use their observation and map reading skills to locate further objects. 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.	Camp amenities, infrastructure & environment Camp Safety Details Photo Hunt Pictorial Booklet Answer sheet

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 **Spotlighting** Forest Edge	Follow a series of reflective markers creating an orienteering course through the surrounding wildlife corridors using torches and spotlights. Along the way look and listen for the sights and sounds of nocturnal life using an eye shine and night call identification key. Record animals seen and heard for a Wildlife Corridor Monitoring Project.	Health & PE • Be physically active Interpersonal Development • Be an active & responsible team member • Participate in challenging activities Personal Learning • Create a positive learning environment outside the classroom Civics & Citizenship • Engage in community events Science • Discover the Natural world • Develop scientific skills • Investigate the characteristics of living things Communication • Listen attentively • Respond to a range of stimuli • Acknowledge different interpretations • Evaluate information Design, Creativity &Technology • Understand the risk assessment process ICT • Share knowledge using ICT Thinking processes • Be aware of different perceptions • Develop self evaluation • Make observations & investigate	As a group find checkpoints on a fun night time activity challenging route finding and observation skills. Students will try a new activity and discover what lives outside at night. They will be encouraged to use their torches responsibly as recommended by the Spotlighting Code of Conduct. Group is encouraged to use night senses and attempt an activity they would not be used to doing. Animals surveyed during the spotlight are filed into the data bank to monitor the local Wildlife Corridor. Students are taught to locate the Southern Cross and find south using dissecting lines. They will use an identification key to recognize eye shine and night calls to recognise wildlife. Students look at the characteristics of nocturnal wildlife. Groups need to listen to the safety briefing and act responsibly following the Spotlighting Code of Conduct to reduce impacts on wildlife and local people. Information is gathered in torch light and used to identify animals or find next marker. Students will become aware that risks can be exemplified at night and need to exercise caution and foresee hazards. Input animals found on the spotlight into the wildlife corridor data base. Participating teams analyze maps and develop a group search strategy to find markers. Students will learn to observe eye shine reflected from spotlights and identify animals listening to their nighttime calls.	Orienteering trail Orienteering Trail map Safety Details Spotlight Nightlife ID chart Spotlights Spotlighting Code of Conduct Wildlife Corridor monitoring sheets

Program	Description	Learning Domains & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 **Tubing** Forest Edge	Paddle a marked on site section of the Latrobe river in inflatable tubes. Fit safety equipment and understand the principles of river safety and hazard awareness.	Health & PE • Be physically active Interpersonal Development • Be an active & responsible team member • Participate in challenging activities Personal Learning • Create a positive learning environment outside the classroom • Recognise & accept different opinions Civics & Citizenship • Recognise different social perspectives The Arts & English • Experience varying learning styles History • Explore different cultures Science • Discover the Natural world • Explore relationship between force & energy Communication • Listen attentively • Respond to a range of stimuli • Evaluate information Design, Creativity &Technology • Understand the risk assessment process Thinking processes • Develop self evaluation	Activity involves being active to launch and exit the tube, practise basic strokes, reading the river ahead and knowing how to cope with capsize and river features. Students will paddle down the river in a team formation with the front runners passing on information about the river ahead along the line to the rear group. A buddy system encourages students to watch out for, encourage and support each other. Students will paddle with people who may have different attitudes and motivation than themselves which must be clarified to paddle together successfully. Students will recognise that tubing can be challenging for some or a relaxing non competitive recreational activity to others. Instructors use a variety of delivery styles such as visual demonstrations, hands on touch and feel, trial and error, and guided discovery to brief the students in paddling, reading the river and understanding the Safety Details. As a follow up activity a class can look at the importance of the river to the local Indigenous peoples and early European explorers. How was the river named ? Students can quietly observe river wildlife such as Platypus. Tubing demonstrates clearly that for every action there is an opposite reaction. Students need to listen and watch carefully the safety and skills briefing to clarify safety points and learn basic tubing technique. Students watch visual skill demonstrations and practice movement sequences to build muscle memory of correct technique. Students need to Respond to feedback through trial and error from peers and instructors. They evaluate performance and movement sequences and adjust technique to paddle the river successfully.	Instructor Safety Details Play it Safe by the Water booklet Tubes Personal floatation devices Helmets

Program	Description	Learning Domain & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 6 Year 9 and 10 **C a m p i n g** Forest Edge	On a CYC FOREST EDGE camp students will discover new recreational & outdoor adventure experiences. They will wear correctly fitted safety equipment and follow Work safe laws and codes of conduct, Students are encouraged to look out for themselves, for their peers and the camp amenities, gardens and environment	Health & PE • Engage in a variety of recreational & outdoor adventure pursuits & learn new skills • Develop skills, knowledge & behaviors for enhancing safe participation in recreational & outdoor adventure pursuits • Examine perceptions of challenge, risk & safety in a variety of settings • Promote OH &S Civics & Citizenship • Learn differences between different types of law • Explore leadership Interpersonal Development • Work in diverse teams • Complete complex tasks in teams • Achieve agreed goals within set timeframes • Respect & build on ideas & opinions of team members • Record personal reflections of learning in a team • Explore the importance of empathy • Understand individual & group behaviour in the context of motivation • Explore strategies to manage peer influence • Recognise when conflict is likely to occur & devise strategies to overcome it • Reflect & evaluate team management Personal learning • Control own emotions • Contribute to positive learning environments • Acknowledge the need for responsible risk taking • Develop time management, resource management, & task completion strategies • Seek & Respond to feedback from peers • Identify personal interests, strengths & weaknesses The Arts & English • Read, view, analyse, critique, reflect & discuss Communication • Listen to speakers in a range of contexts • Develop skills in interpreting meaning • Respond to a range of aural, written & visual texts • Communicate complex ideas in a variety of ways Design Creativity & Technology • Make decisions about safety precautions & wear personal protective clothing where appropriate • Learn to use time & resources economically to minimize waste Thinking processes • Make informed decisions about controversial & complex issues • Be innovative in the ways they define & work through tasks	Tubing, Bouldering wall, High ropes and Biking are all low risk activities delivered to Worksafe or an equivalent industry standard procedures. 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. Students are introduced to different laws, regulations, safety details and codes of conduct on camp activities and offsite eco activities. Initiatives, Giant Swing, High ropes are all excellent examples of activities which 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. 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 de briefing an activity is a valuable learning experience. 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, co ordination, fear of heights and exposure, water senses, personal motivation and social skills. Students will be exposed to safety briefings, initiative challenges, skills instruction, nature interpretation, eco tourism and social situations all delivered in a variety of styles and contexts to broaden learning horizons outside the classroom. Students will see design at work in a range of equipment employed on camp, from tubes, harnesses, challenge courses and ecological monitoring equipment. 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 FOREST EDGE activities have a component that challenges the way students think - wether it is about their own perceived limits, or how to complete a course or activity.	FOREST EDGE camp amenities FOREST EDGE Codes of Conduct & Safety Details Instructors Adventure & Initiative courses Eco activities Trails Offsite attractions

Program	Description	Learning Domain & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 6 Year 9 and 10 **Archery** Forest Edge	Students learn to control a bow and fire an arrow approximately 10 metres. Group is given a safety briefing, a look into the history of archery and given instructions in basic technique. Students can challenge themselves or compete as a group firing at different targets in a round robin competition	Health & PE • Focus on ways to improve quality of performance • Engage in a variety of recreational & outdoor adventure pursuits & learn new skills • Develop skills, knowledge & behaviors for enhancing safe participation in recreational & outdoor adventure pursuits • Promote OH &S Civics & Citizenship • Learn differences between different types of law Interpersonal Development • Work in diverse teams • Understand individual & group behaviour in the context of motivation Personal learning • Control own emotions • Contribute to positive learning environments • Identify personal interests, strengths & weaknesses Communication • Respond to a range of aural, written & visual texts Design Creativity & Technology • Make decisions about safety precautions & wear personal protective clothing where appropriate Thinking processes • Be innovative in the ways they define & work through tasks	Students participate in a round robin team's competition or a self challenge format. Students practise motor skills of hand and eye coordination. They must be responsible to other participants and know responsibilities with potentially dangerous weapons. Students are required to follow the Archery Safety Detail. The instructor will review the law as it applies to Archery. Students can compete in teams in an Archery point score. Team members can motivate each other to improve performances for each round. Students learn to breathe and remain calm, controlling self doubts when firing. Students learn through visual demonstration then look, listen and practice. Students will get the opportunity to practice and improve areas of their technique. The Instructor will instruct orally, visually and use guided discovery to teach the correct technique. Students will be required to follow the Archery Safety Detail Students are taught to anticipate potential mishaps by discussing risks with the group during the briefing. Students can self analyse, refine and practice techniques to strive for improved performance.	Archery Targets Bows & arrows Marker cones Various targets Safety Details

Program	Description	Learning Domain & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 6 Year 9 and 10 **B i k i n g** Forest Edge	FOREST EDGE can supply bikes which can be used on or off site. Biking guides offer instruction in riding skills and bike education.	Health & PE • Engage in a variety of recreational & outdoor adventure pursuits & learn new skills • Develop skills and knowledge for enhancing safe participation in outdoor adventure pursuits Civics & Citizenship • Evaluate local government in the global community for environmental sustainability • Raise community awareness about environmental issues Interpersonal Development • Work in diverse teams • Achieve agreed goals within set timeframes • Understand individual & group behaviour in the context of motivation Personal learning • Control own emotions • Contribute to positive learning environments • Seek & Respond to feedback from peers The Arts & English • Explore & interpret different perspectives on complex issues Geography • Investigate interaction of human activities with the natural environment • Investigate & evaluate impact of development on the landscape & environment • Investigate development impacts locally, nationally & globally • Collect evidence from fieldwork to explain & predict the effects of natural processes & human activities on the environment • Use map evidence to support explanations Science • Consider significant issues- eco tourism & a clean & healthy environment Communication • Listen to speakers in a range of contexts • Develop skills in interpreting meaning Design Creativity & Technology • Make decisions about safety precautions & wear personal protective clothing where appropriate Thinking processes • Make informed decisions about controversial & complex issues	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. Along the way students can observe an area classified as a State Forest. Students will be encouraged to follow the Bike Ed and mountain biking codes of conduct and Safety Details. Students ride in a group of approximately 16 in single file on a single track, off site road or 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. Some students may need to overcome their fear of riding. Students seek help from peers for motivation, mateship and encouragement. The group can look at possible conflicts between cyclists, and other forest users. The group can follow a route past 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. The class can review and discuss the ride as an eco tourism adventure and evaluate its impacts - is this really eco tourism? The Instructor / guide uses a range of delivery styles to meet various student learning styles. Students wear appropriate safety gear as outlined by the Camp's Safety Details and other industry codes of practice eg Adventure Activity Standards Students can look at issues of competing land use by passive and active recreation groups.	Bikes Helmets & safety vests Safety Details Mountain Bike Code of Conduct Bike Ed

Program	Description	Learning Domain & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 6 Year 9 and 10 **Bouldering** Forest Edge	Working in pairs students are challenged to laterally climb along a low wall. There are a series of hand and foot holds to choose from. Students can tackle a number of different routes to challenge themselves. Students work in pairs; one climbing the other safety spotting.	Health & PE • Focus on ways to improve quality of performance • Engage in a variety of recreational & outdoor adventure pursuits & learn new skills • Learn new complex movements • Develop skills, knowledge & behaviors for enhancing safe participation in recreational & outdoor adventure pursuits • Examine perceptions of challenge, risk & safety in a variety of settings Interpersonal Development • Complete complex tasks in teams • Explore the importance of empathy • Understand individual & group behaviour in the context of motivation Personal learning • Control own emotions • Contribute to positive learning environments • Acknowledge the need for responsible risk taking • Seek & respond to feedback from peers • Identify personal interests, strengths & weaknesses Communication • Respond to a range of aural, written & visual texts Design Creativity & Technology • Make decisions about safety precautions & wear personal protective clothing where appropriate Thinking processes • Be innovative in the ways they define & work through tasks • Practise creative thinking behaviors	In pairs students engage in a physically and mentally challenging climbing activity - one climbing while the other shadows and spots the climber. The climber is encouraged to approach the wall in a logical manner – thinking before acting then to use a sequence of movements to solve a physical problem. Climbers may have to re-evaluate their chosen path and go backwards in order to go forwards. Students develop trust in their partner (spotter) and depend on them for support and safety. Bouldering allows what can be a high risk activity to be practiced at a low risk level by climbing laterally. The spotter works to ensure their partners safety and offers encouragement and support and will need to motivate and coach their partner when the course become more challenging. Climbers can use brute strength or a logical approach to the wall but soon release they need to stay calm and think ahead to complete the traverse successfully. Spotter anticipates potential accidents and protects climber. Students can push personal limits bouldering on a low risk but challenging activity. Students listen to the safety briefing and follow safety detail details. Students are given a thorough safety detail briefing and trained in spotting. Some climbers rely on flexibility and strength, others cunning and logic, when choosing their holds. Students are encouraged to try a balanced approach. Students can visualize the pattern of holds similar to choosing a jigsaw piece. Climber evaluates whether the route taken was the best choice before attempting a second turn.	Bouldering Wall Varying degree of hand hold difficulty Instructor Student Spotters Safety Details

Program	Description	Learning Domain & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 6 Year 9 and 10 **Climbing Wall** Forest Edge	Students wear Worksafe approved safety harnesses to climb a wooden wall under belay.	Health & PE • Focus on ways to improve quality of performance • Engage in a variety of recreational & outdoor adventure pursuits & learn new skills • Learn new complex movements • Develop skills, knowledge & behaviors for enhancing safe participation in recreational & outdoor adventure pursuits • Examine perceptions of challenge, risk & safety in a variety of settings Interpersonal Development • Complete complex tasks in teams • Achieve agreed goals within set timeframes • Respect & build on ideas & opinions of team members • Record personal reflections of learning in a team • Explore the importance of empathy • Understand individual & group behaviour in the context of motivation Personal learning • Control own emotions • Contribute to positive learning environments • Acknowledge the need for responsible risk taking • Seek & Respond to feedback from peers • Identify personal interests, strengths & weaknesses Communication • Listen to speakers in a range of contexts Design Creativity & Technology • Make decisions about safety precautions & wear personal protective clothing where appropriate Thinking processes • Be innovative in the ways they define & work through tasks • Practise creative thinking behaviors	Students climb a wall harnessed under belay with class mates offering support and encouragement. Students will need to trial various movements climbing the wall. Students can experiment with technique on repeated turns. Students can take risks in a controlled environment. Students can discuss the perception of risk between climbing and abseiling on artificial walls and actual rock faces. Classmates support and encourage each other and challenge themselves to complete the descent more efficiently second time around. Classmates will emphasize with the personal strengths and fears of individuals and can use different motivation tactics to suit. Students can tackle a challenge outside their comfort zone in a controlled setting using motor skills not often tested during day to day life. Students can climb the wall several times to become more comfortable with the skills needed. Their level of risk awareness rises as they gain confidence and understand the techniques used. Students develop bonds with their classmates through sharing the same experience. Students listen to a Safety detail briefing before climbing the course utilising specially designed equipment and safety apparel such as helmets and harnesses. Students are encouraged to face the descent logically understanding the risk is low due to the gear and techniques rather than relying on hanging on through fear.	Instructor Climbing wall Safety Details Helmets Ropes Harnesses

Program	Description	Learning Domain & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 6 Year 9 and 10 **Flying Fox** Forest Edge	Students descend a zip wire attached to their Worksafe approved safety harness.	Health & PE • Develop skills, knowledge & behaviors for enhancing safe participation in recreational & outdoor adventure pursuits • Examine perceptions of challenge, risk & safety in a variety of settings • Promote OH &S Civics & Citizenship • Explore leadership Interpersonal Development • Work in diverse teams • Explore the importance of empathy • Understand individual & group behaviour in the context of motivation • Explore strategies to manage peer influence • Reflect & evaluate team management Personal learning • Control own emotions • Contribute to positive learning environments • Acknowledge the need for responsible risk taking • Seek & Respond to feedback from peers • Identify personal interests, strengths & weaknesses Communication • Respond to a range of aural, written & visual texts Design Creativity & Technology • Make decisions about safety precautions & wear personal protective clothing where appropriate Thinking processes • Be innovative in the ways they define & work through tasks	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. 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. 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. 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. 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. 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. 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.	Flying Fox Helmet Harness Safety Details

Program	Description	Learning Domain & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 6 Year 9 and 10 **Freshwater Studies** Forest Edge	Explore freshwater life from the banks of Mckerlie creek. Identify, monitor & research creek life using freshwater ID charts and magnifying equipment. Gain an understanding of healthy water, biodiversity and sustainability protocols. Students can participate in a water watch project to monitor the health of the creek.	Health & PE • Engage in a variety of recreational & outdoor adventure pursuits & learn new skills • Develop skills, knowledge & behaviors for enhancing safe participation in recreational & outdoor adventure pursuit Civics & Citizenship • Evaluate local government in the global community in environmental sustainability • Learn differences between different types of law • Raise community awareness about environmental issues Interpersonal Development • Work in diverse teams • Complete complex tasks in teams • Achieve agreed goals within set timeframes Personal learning • Contribute to positive learning environments • Develop time management, resource management, & task completion strategies The Arts & English • Explore & interpret different perspectives on complex issues Geography • Undertake field investigations to gather, collate, analyse & evaluate data relating to the natural environment Science • Investigate adaptive behaviors which enable plants & animals to survive in their environments • Use scientific instruments responsibly & safely Communication • Develop skills in interpreting meaning • Use a range of aural, written & visual texts • Communicate complex ideas in a variety of ways Thinking processes • Make informed decisions about controversial & complex issues	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. Compare laws such as Fisheries and Wildlife regulations and International wildlife treaties and Promote codes of conduct such as Waterwise. Groups will carry out investigations in teams undertaking different freshwater surveys over a set period of time. All team members pitch in for the task at hand collecting and identifying specimens using a Freshwater Life identification key and magnification equipment. Students can discuss varying views and attitudes that different user groups may have about water conservation- farmers, naturalists, water authorities. 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. Students are encouraged to discuss what constitutes healthy water and how can we look after our water resources?	McKerlie Creek onsite Buckets, measuring jugs, Dip nets Safety Details Freshwater studies Code of Conduct Freshwater ID charts Gould League Freshwater studies booklet Magnifying equipment Various freshwater life guide books

Program	Description	Learning Domain & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 6 Year 9 and 10 **High Ropes** Forest Edge	Students are three to five metres above the ground. They wear a Worksafe approved safety harness and are attached to a safety cable or belay. Working with an on ground spotter/ belayer the student traverses the high ropes course; designed to confront and challenge.	Health & PE Health & PE • Focus on ways to improve quality of performance • Engage in a variety of recreational & outdoor adventure pursuits & learn new skills • Learn new complex movements • Develop skills, knowledge & behaviors for enhancing safe participation in recreational & outdoor adventure pursuits • Examine perceptions of challenge, risk & safety in a variety of settings Interpersonal Development • Complete complex tasks in teams • Explore the importance of empathy • Understand individual & group behaviour in the context of motivation Personal learning • Control own emotions • Contribute to positive learning environments • Acknowledge the need for responsible risk taking • Seek & respond to feedback from peers • Identify personal interests, strengths & weaknesses Communication • Listen to speakers in a range of contexts • Develop skills in interpreting meaning • Respond to a range of aural, written & visual texts • Communicate complex ideas in a variety of ways • Explore, clarify & elaborate complex meaning. Design Creativity & Technology • Make decisions about safety precautions & wear personal protective clothing where appropriate Thinking processes • Identify a range of creative possibilities • Be innovative in the ways they define & work through tasks • Practise creative thinking behaviors	Climbers work with an on ground spotter to complete a high ropes course traversing elements that require a diverse range of movements and motor skills. Students are required to understand and follow Worksafe practices and safety regulations. Students can compare the perception of risk between the high and low rope course and discuss what participants feel about each. The climber develops trust in their spotter who must take responsibility for their team-mate. Participating students develop an understanding of the way that personal achievement can shape a person. High ropes is an ideal activity to push perceived comfort levels in a low risk controlled environment. Students completing challenging activities develop enthusiasm for challenging oneself further growing an “I can do it” attitude. They build life skill confidence overcoming a fear of heights etc. Students will recognise their own and peers personal strengths and fears outside their comfort zones. Students will become aware of when it’s appropriate to take calculated risks; recognizing a safe environment to do so. Students must listen carefully to instructions, communicate effectively with their partner spotter and watch, listen and learn from the instructor’s demonstrations and briefings. Students are required to fit their harnesses correctly and become competent on the practice course before being allowed on high ropes. Students will need to think creatively before traversing the course and visualize obstacles in their mind before attempting them. Students will be challenged to use creativity in coordinated movement to traverse the course successfully.	High Ropes Course Harness Safety Ropes Helmets Instructor Work Safe Practices Safety Details Practice course

Program	Description	Learning Domain & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 6 Year 9 and 10 Initiatives Forest Edge	Students work together in groups to solve set tasks. They must negotiate a series of obstacles and problems.	Health & PE • Focus on ways to improve quality of performance • Develop skills, knowledge & behaviors for enhancing safe participation in recreational & outdoor adventure pursuits • Examine perceptions of challenge, risk & safety in a variety of settings Civics & Citizenship • Explore leadership Interpersonal Development • Work in diverse teams • Complete complex tasks in teams • Achieve agreed goals within set timeframes • Respect & build on ideas & opinions of team members • Record personal reflections of learning in a team • Explore the importance of empathy • Recognise when conflict is likely to occur & devise strategies to overcome it • Reflect & evaluate team management Personal learning • Control own emotions • Contribute to positive learning environments • Acknowledge the need for responsible risk taking • Seek & Respond to feedback from peers • Identify personal interests, strengths & weaknesses Design Creativity & Technology • Learn to use time & resources economically to minimize waste Thinking processes • Identify a range of creative possibilities • Be innovative in the ways they define & work through tasks • Practise creative thinking behaviors	Students undertake a physical and mentally challenging initiative activities. 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 attempting challenges and must apply a risk assessment before proceeding along the course. Team members come up with new ideas and trial them as each activity is tackled. If trail and error goes too far, the team will fail so they must evaluate when to try another option and recognise others ideas and opinions to succeed and follow another tact. The challenge encourages students to show leadership qualities and the team scenario brings out group dynamics. The group must be cohesive to accomplish the 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. 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 and listen to others ideas and solutions. The initiatives must be completed within a set time period and with limited resources. Team members need to communicate clearly for duration of the activity, solving problems, thinking logically, asking questions and getting the best decisions out of the team. A Team debrief evaluates team performance, cohesion and effectiveness of ideas & techniques used - could the activities have been completed differently?	Course Safety Details Solutions sheet

Program	Description	Learning Domain & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 6 Year 9 and 10 **Spotlighting** Forest Edge	Follow a series of reflective markers on an orienteering on site using torches. Along the way look and listen for the sights and sounds of nocturnal life using an eye shine and night call identification key. Record animals seen and heard for a Wildlife Corridor Monitoring Project.	Health & PE • Engage in a variety of recreational & outdoor adventure pursuits & learn new skills Civics & Citizenship • Look at influential community groups • Evaluate local government in the global community in environmental sustainability • Raise community awareness about environmental issues Interpersonal Development • Work in diverse teams • Complete complex tasks in teams • Achieve agreed goals within set timeframes • Explore strategies to manage peer influence Personal learning • Contribute to positive learning environments • Seek & Respond to feedback from peers Geography • Undertake field investigations to gather, collate, analyse & evaluate data relating to the natural environment • Accurately interpret information on different types of maps and photographs at a range of scales • Collect & collate information gathered from fieldwork observations & present findings using geographical convention Science • Consider significant issues- eco tourism & a clean & healthy environment Communication • Develop skills in interpreting meaning • Respond to a range of aural, written & visual texts Thinking processes • Make informed decisions about controversial & complex issues	Students participate in a night time orienteering course with a focus on monitoring nocturnal wildlife. The activity is close to a wildlife corridor project and students can take part in a monitoring project. Students can see the value in wildlife corridors and indigenous planting projects to attract wildlife and increase bio diversity. Students undertake the course in a small team and complete tasks over a set period of time. The team helps with peer group motivation as the activity can be run competitively. Students get to try a different experience. Teams make decisions about the strategies to tackle the course. Teams read maps, locate checkpoints and record and identify any animals seen on the journey. They use eye shine and nightfall identification keys and record data collected into the wildlife corridor monitoring project data bank. Spotlights are run as eco tourism experiences around Australia. Students can evaluate tonight's experience and how students would approach it as an eco tour. Students use spotlight eye shine and wildlife night call identification key to recognise wildlife. The briefing discusses the Spotlighting Code of Conduct and why one is needed.	Orienteering trail Orienteering Trail map Safety Details Spotlighting Nightlife ID chart Spotlights Spotlighting Code of Conduct Wildlife Corridor Monitoring sheets

Program	Description	Learning Domain & Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 6 Year 9 and 10 **Tubing** Forest Edge	Paddle a marked section of the Latrobe river in tubes. Fit safety equipment and understand the principles of river safety, reading the water and hazard awareness.	Health & PE • Focus on ways to improve quality of performance • Engage in a variety of recreational & outdoor adventure pursuits & learn new skills • Learn new complex movements • Develop skills, knowledge & behaviors for enhancing safe participation in recreational & outdoor adventure pursuits • Examine perceptions of challenge, risk & safety in a variety of settings • Promote OH &S Civics & Citizenship • Explore leadership Interpersonal Development • Work in diverse teams • Understand individual & group behaviour in the context of motivation Personal learning • Control own emotions • Contribute to positive learning environments • Acknowledge the need for responsible risk taking • Seek & Respond to feedback from peers • Identify personal interests, strengths & weaknesses Geography • Investigate interaction of human activities with the natural environment Science • Consider significant issues- eco tourism & a clean & healthy environment Communication • Listen to speakers in a range of contexts • Develop skills in interpreting meaning • Respond to a range of aural, written & visual texts Design Creativity & Technology • Make decisions about safety precautions & wear personal protective clothing where appropriate Thinking processes • Be innovative in the ways they define & work through tasks	Students practice tubing skills on the Latrobe river. They practice a sequence of strokes to paddle straight and change direction. They Learn to read a river ie, the rapids, ripples, eddies, deep holes and identify hazards. 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 and how they rated the experience. Students paddle in teams, front paddler acts as leader of the expedition with the team completing the river journey, watching out for, supporting and motivating each other. Paddlers become Waterwise helping to overcome any self doubts about water sports. Teams work together to paddle down the river safely. The group can look at the behaviour of wildlife in response to various forms of recreation such as paddling or walking. Compare land approach to river approach to wildlife. The group can look at tubing as an eco tourism experience investigating the ecology of the river, best combined with a Freshwater studies program. The Instructor uses a range of teaching strategies to meet various student learning styles ie, Watchers, thinkers, doers, feelers, trial & error. Students are required to wear appropriate safety gear as outlined by the Camp Safety Details and industry standards eg Adventure Activity Standards. Student teams will use a combination of techniques and observations to complete the river course.	Instructor Safety Details Play it Safe by the Water booklet

Appendix 1

Example Assessment Rubric – 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 Resort 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

How would you assess your time at FOREST EDGE as a group member? • What support did you give your peers? • How did they support you? • What strategies did you use to resolve conflict?	Stars (1 – 4)	Your comments
How might you change your performance for future camps? • What strengths and skills did you use on the activities? • What weaknesses did you identify about yourself? • How did you overcome these weaknesses? • How did you challenge yourself?		
How did you perform as a leader? • Did you find yourself taking charge during activities? • When did you feel comfortable leading? • If you didn't lead, how could you do so next time?		
Looking at the overall camp experience, what do you think you have learnt about yourself? • sharing rooms and duty groups roles • participating in challenging activities • working in a team environment • being in the outdoors • being away from school and home • Learning about new things in a different environment. • Participating in environmental projects		