CYC THE ISLAND VELs Educational Focus

Introduction

CYC THE ISLAND prides itself on providing students and teachers with a camping 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. CYC THE ISLAND 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), CYC THE ISLAND 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 CYC THE ISLAND 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 CYC THE ISLAND 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 CYC THE ISLAND 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 CYC THE ISLAND 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 CYC THE ISLAND each year (Grade 3 – Year 10).
The domains and dimensions are set out clearly and the educational focus and relationship is easily seen on the table for every level.

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

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 3 Grade 3 and 4 **Camping** The Island	Camp is often the first extended overnight experience students have away from home, and with a large group. They share comfortable ensuited, bunkstyle accommodation in groups of four or six. They are assigned a duty group and are responsible for setting up before and cleaning up after each meal.	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 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. CYC THE ISLAND is a large community based camp with buildings, amenities, roads, and parks, with natural environments such as beaches, woodlands and wetlands a short distance away. 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 Standard operating procedures and works in with Worksafe legislation and other industry codes. Students are introduced to CYC THE ISLAND safety codes and standard operating procedures during their initial briefing and asked to listen attentively and encouraged to ask questions to clarify points. These standard operating procedures encourage respect for self, peers and surrounding amenities and environments.	Camp amenities Instructors / staff Safety and Standard Operating Procedures Briefing Adventure & Initiative courses Beaches Rockpools Bike tracks Parks Tourism attractions

Progam	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 3 Grade 3 and 4 **Abseiling Wall** The Island	Students wear work safe approved harnesses to descend a 4.2 metre wooden wall under 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 descending the wall and following stringent safety code operating procedures. An abseiling student 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 abseiler. 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 procedures. They will be asked to Identify main messages in the safety 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 descend the wall.	Abseil wall Belayer Spotter Safety Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 3 Grade 3 and 4 Archery The Island	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 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 • 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 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 new hands on learning developing increased self confidence as improvement is made. Good archery technique teaches one to manage self doubts when shooting. Archers need to be responsible 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 Procedures and Safety Code. 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 Code Students watch demonstrations and practice movements to improve their aim and technique.	Archery Target shed Bows & arrows Marker cones Various targets Safety Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 3 Grade 3 and 4 **Beachcombing** The Island	Offsite Beachcombing delves into principles of oceanography, geology, history and marine biology during a visit to Cowes Beach; a 10 minute walk from CYC THE ISLAND. Explore the flotsam and jetsam on the high tide, look for and identify shells and life washed up from the deep. Examine what is expected of beach users from Fisheries Regulations and what users can do personally at the beach to minimize their impact and practise sustainable behaviour.	Health & PE • Participate in Physical activity • 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 • Determine human influences on environment • Compare living & non living things • Follow food chains of the beach • Identify structural features of living things • Describe natural conditions • Explain weathering & erosion Communication • Listen attentively • Ask clarifying questions about discoveries • Use visual, aural & written Thinking processes • Make observations & investigate • Categorize knowledge • Identify patterns	After a Guided walk to Cowes Beach, students can give the area a health rating based on the observed biodiversity, presence of litter and Coastcare management. Students participate in observation activities working in small teams. Students have fun with team observation games and treasure hunts. The Beachcombing Code of Conduct is outlined and we Investigate why we have fisheries regulations. Students can compare the difference between Coastcare's 50 ways we can protect the coast and the current legislated fisheries laws. Leaders can discuss Coastcare's principles of sustainability and promote what can we do personally to look after our coastal and marine environments. Investigating the shoreline we compare human produced jetsam to natural flotsam and see the difference between live and dead shells. Observing wildlife the group can draw a likely food web. The class will look at adaptations of animals to a marine environment ie, Shark eggs, mollusks, cuttlefish, shells and seaweeds Watch the effects of tides and waves on the shore and look at ancient volcanic rocks and alluvial deposits. Students are required to listen carefully to safety code briefings and the Beachcombing Code of Conduct. Along the way students discoveries lead to further questioning and investigation. On a beach comb students make direct observations and use simple keys to identify common specimens found washed up on the beach. Students classify animals according to their "creature features" and Identify patterns of adaptations common amongst marine creatures.	CYC THE ISLAND staff Beach comb identification keys Beach games & Treasure hunts Fisheries regulations booklet Safety Code briefing Coastcare's 50 ways to look after the coast Beachcombing touch table Flotsam & jetsam Beach signage Beachcombing Code of Conduct

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 3 Grade 3 and 4 **Flying Fox** The Island	Students climb a platform and then descend a zip wire whilst seated on a tyre swing. Work safe practices are adhered to for this activity.	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 retrieving the fox. 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 fore seeable hazards. Students build positive relationships with partners through the experience of leaping and flying together. The team works together to bring the flying fox back to the base and collectively think of methods to get the fox back more efficiently so all team members get a go in the allotted time. A student learns about oneself by scaling heights and running off the platform attached with Worksafe approved harnesses. 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 briefing and are asked to repeat the main issues. Students motivate each other outside their comfort zones. Through this experience they learn to respect others fears and personal perceptions.	Flying Fox Helmet Harness Safety Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 3 Grade 3 and 4 **Giant Swing** The Island	Students are strapped into a harness and their peers, working as a team, haul them up to the height of the student's choice. The student must then pull on the rope to release themselves to swing free. Worksafe practices are stringently enforced. A safety briefing is conducted. Students must be aware of the swing and its occupants at all times.	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 are engaged in a physical activity by hauling their peers up the swing in a tug of war fashion. All students are schooled in the Worksafe practices associated with the Swing; Classes use cohesive team work to pull the swinger to their desired height. Those on the ground encourage and support the person on the Swing with the hauling team suggesting ways to work more efficiently together and give all members a go in the allotted time. Students see that people challenging themselves in front of their peers is a way for social groups to bond. Students self challenge choosing their own height often stepping outside their comfort zones. Student being hauled up stops the team at the desired height and releases the swing themselves; challenging their composure outside their comfort zone. Students who complete the Swing learn about their capabilities and willingness to push their boundaries in a peer supported environment. Students can assess height and speed of person on swing and learn how force and speed can work together. Students will need to listen carefully to the Worksafe procedure, harnessing instructions and when to pull release cord ; hauling team needs to listen when to release the hauling rope. Careful communication is needed between the group on the ground and the student on the swing for safety and efficiency. Participating student think about their height limit and whether they can push through the fear barrier. From this they learn to respect others limits.	Giant Swing Ropes Harness Helmet Ladder Worksafe Practices Safety Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 3 Grade 3 and 4 Initiatives The Island	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 CYC THE ISLAND safety codes 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 and working together and supporting each other cohesively, giving and receiving feedback to accomplish this challenging task. 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 and the team to try them patiently and calmly to finish in the allotted time. Students listen to the safety code 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 Codes Ropes Record sheet Solution sheet

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 3 Grade 3 and 4 **Mechanical Climbing Wall** The Island	Students are challenged to climb up a low mechanically revolving wall. There are a series of hand and foot holds to choose from. Students can tackle a number of different routes to challenge themselves.	Health & PE • Participate in Physical activity • Follow safety principles & skills • Identify risk • Perform motor skills & movement sequences • Achieve goals in teams • Eye, hand, and feet coordination 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 climbing activity following safety procedures. 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 enthusiastically encourage one another when climbing. Climbing 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 briefing and are asked to follow safety procedures. Students ask questions if unsure. Students approach the wall in a logical manner – thinking before acting. Others visualize the pattern of holds to take before climbing thinking the route through in their mind.	Climbing Wall Varying degree of hand hold difficulty CYC THE ISLAND Instructor Safety Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 3 Grade 3 and 4 **photohunt** The Island	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 CYC THE ISLAND 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 exploit 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 good scientific skills and helps with memory retention skills. Students listen attentively to understand the safety 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.	CYC THE ISLAND amenities, infrastructure & environment Photo hunt pictorial booklet Data collection sheets Answer sheet CYC THE ISLAND's Safety Codes and standard operating procedures

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 3 Grade 3 and 4 **Trampoining** The Island	Trampolines set in pits with approved safety fencing and surrounds.	Health & PE • Participate in Physical activity • 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 Science • Explore force Communication • Listen attentively identify main messages • Ask clarifying questions about safety & technique • Use visual, aural & written Thinking processes • Identify patterns	Train like a gymnast or aerial skier Contort and move body in the air Build awareness of body through different planes Identify points of safety Fun and challenging Safety briefing & Code of Conduct Support peers Rules vs codes of conduct explain differences Trampoline Safety and code of conduct briefing Participant Instructions Programmer talk, demonstrate, practice, feedback for thinker, watcher, doer, feeler and trial / error Check for understanding Practise body movement patterns to perform moves	Trampoline Helmets Safety briefing & Code of Conduct

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 3 Grade 3 and 4 **Whirligig** The Island	An ideal indoor or outdoor onsite activity. This is a three ringed gyroscope that the student straps into and experiences a multi dimensional series of body movements and positions similar to what astronauts and aerialists train in.	Health & PE • Participate in Physical activity • 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 Science • What is a gyroscope Communication • Listen attentively identify main messages • Ask clarifying questions about safety & technique • Use visual, aural & written Thinking processes • Identify patterns	Train like an astronaut, gymnast or aerial skier Contort and move body through three dimensions. Build awareness of body through different planes Identify points of safety Fun and challenging Safety briefing & code of conduct Support peers Rules vs codes of conduct explain differences Circotron Safety and code of conduct briefing Participant Instructions Programmer talk, demonstrate, practice, feedback for thinker, watcher, doer, feeler and trial / error Check for understanding Practise body movements to make gyroscope behave a certain movement	Helmets Safety briefing & Code of Conduct

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Year 5 and 6 **Camping** The Island	Camp is often the first extended overnight experience students have away from home with a large peer 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 • 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 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 CYC THE ISLAND 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 Worksafe briefings and standard operating procedures, 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 see the camp staff in various roles that make up the workplace. Students discover activities during camp that may take on a life long interest.	Camp amenities Instructors / staff Safety and Standard Operating Procedures Briefing Adventure & Initiative courses Beaches Rockpools Bike tracks Parks Tourism attractions

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Year 5 and 6 **Abseiling** The Island	Students wear work safe approved harnesses to descend a 4.2 metre wooden 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 abseiling challenging strength balance and mind set. Students will work with a belayer to descend. 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 down 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 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 descend more efficiently.	Instructor Abseiling wall Safety Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Year 5 and 6 Archery The Island	Students learn to control a bow and shoot an arrow. Group is given a safety code 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 participate in a round robin archery competition or a self challenge. Students will use new 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 CYC THE ISLAND Archery Safety Code. 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 Archery activity sheet Safety Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Year 5 and 6 **Beachcombing** The Island	Beachcombing delves into principles of oceanography, geology, history and marine biology during a visit to Cowes Beach; a 10 minute walk from CYC THE ISLAND. Explore the flotsam & jetsam washed up on the high tide; identify shells and life washed up from the deep. Examine what is expected of beach users from Fisheries Regulations and what users can do personally at the beach to minimize their impact and practise sustainable behaviour.	Health & PE • Engage in Physical activity Interpersonal Development • Work & learn in teams exploring the beach Personal Learning • Develop enthusiasm for learning in a diverse natural classroom • Recognize & practise values beyond school for sustainable use of beach environments Civics & Citizenship • Understand role in community in regards to Fisheries & Wildlife regulations and personal standard operating procedures • Take responsibility for personal actions to the environment Geography • Investigate marine habitats • Investigate the physical world • Look at environmental issues • Look at care of local places • Collect evidence through fieldwork • Participate in environmental action Science • Explore biodiversity • Compare living & non living things • Follow food chains History • Investigate changes over time, • Look at how Bunurong & Europeans have lived in the area Communication • Ask clarifying questions about personal discoveries • Listen attentively to instructions Thinking processes • Assemble & question information • Develop opinions	Students participate in guided walk along Cowes Beach. Students break into groups to carry out assigned nature discovery tasks. Students have fun with observation games designed to develop their eye for natural processes. The Beachcombing Safety Code reinforces sustainability behavior and safety is outlined at the activities beginning. Students Investigate why we have State Fisheries regulations and students are encouraged to follow Coastcare's 50 ways to care for the coast. Walking along the shoreline Investigate human jetsam and natural flotsam. We can observe directly environmental consequences brought by ocean washed litter and see how waves and currents work in different places to deposit flotsam and jetsam. Students can observe how Cowes Beach is being looked after and managed locally and what they can do personally to look after the coast. Biodiversity is measured by looking at washed items like shark eggs, mollusks, cuttlefish, shells, seaweeds and the observation of live wildlife. Students can as a post activity draw potential food webs from their observations. Cowes Beach is ideal to observe ancient volcanic processes and students can make beach volcanoes to illustrate the origins of the area. We investigate the Bunurong peoples' use of volcanic tuff for ochre and look at how the Bunurong people collected food. Students can observe European impacts along the way to and at the beach. Student's discoveries lead to further questioning to delve deeper. Students listen carefully to safety briefings and will form opinions about the area, its care, biodiversity etc.	Guide Cowes Beach Beach comb ID charts Beach games & Treasure hunts Fisheries Regulations booklet Safety Code Coast care 50 ways to care for the coast Volcanic rocks & crystals collection Beachcombing Touch table Flotsam & jetsam Tidal patterns in sand Beach signage Beachcombing Code of Conduct

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Year 5 and 6 **Giant Swing** The Island	Students are strapped into a harness and their peers, working as a team, haul them up to the height of the student's choice. The student must then pull on a rip cord to release themselves to swing free. Worksafe practices are stringently enforced. A safety briefing is conducted. Students must be aware of the swing and its occupants at all times.	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 History • Investigate the past Mathematics • Problem solving Science • Look at energy & force 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 are engaged in a physical activity by hauling their peers up the swing in a tug of war fashion. All students are schooled in the required Worksafe practices associated with the Giant Swing. Students use cohesive team work to pull the swinger to their desired height and encourage and support the person on the Swing. Students challenge themselves by choosing their height often stepping outside their comfort zones. Each student self releases the swing; challenging their composure under pressure. Students who complete the Swing learn about their capabilities and willingness to push their personal boundaries. Students develop a sense of harmony within the group, working together to help someone else achieve an exciting goal. They are able to see that people challenging themselves is a way for social groups to change and create empathy. As a post activity the class can Investigate people who have created inventions using force, velocity, speed or resistance. Students can assess height and speed of person on the swing. Learn how force and speed can work together. Examine resistance and weight. Measure velocity. Careful communication is needed between the group on the ground and the student on the swing. Effective communication tools are necessary for the student to have the swing stop exactly where they would like to swing from. Students need to listen carefully to the safety code briefing, harnessing instructions and procedure. Student must prepare and think about the height they would like to stop at before they are strapped in. After completion students will have a greater awareness about themselves and how they act when their comfort zones are challenged. Their opinion of perceived risk will change.	Giant Swing Ropes Harness Helmet & Goggles Worksafe Practices Safety Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Year 5 and 6 Flying Fox The Island	Students climb a platform and descend a zip wire. A harness and Worksafe practices are utilized.	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 • 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 - climbing the tower and retrieving the Flying fox. 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; building empathy towards each other's perceived sense of risk and comfort. As a team, students work together to bring the flying fox back to the base. Participants develop enthusiasm and confidence for challenging situations, feeling the rush when they step outside their comfort zone. Students learn about themselves through scaling heights, seeing their peers out of their comfort zones going through what they have, appreciating their feelings. Students must be diligent 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 use safe climbing techniques and think clearly at heights. Upon completion of the activity students will develop self belief.	Flying Fox Helmet Harness Safety Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Year 5 and 6 **Initiatives** The Island	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 team rescue 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 with lots of team support and encouragement needed. Students will be placed in the situation of raising ideas and giving feedback and having to manage and resolve 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. 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 CYC Safety code Solution sheet

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Year 5 and 6 **Mountain Biking** The Island	CYC THE ISLAND can supply state of the art bikes, helmets and safety vests. Follow the extensive bike tracks on Phillip Island or conduct handling skills onsite. Ride along marked trails from Cowes to Oswin Roberts reserve, exploring mangroves & salt marshes from raised boardwalks. Experience a range of habitats investigate coastal issues and processes.	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 or Cowes beach • Collect fieldwork evidence through easy accessibility to mangroves & salt marsh • Investigate bush & marine 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 gently undulating cycling 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 and 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 path with other user groups such as tourists, hikers and other cyclists. Riding responsibly and safely in such a situation is imperative for the future sustainability of the local environment and for permits to use park facilities. This will be reinforced to students. The Rhyll inlet route is excellent for observing adaptations of mangroves, salt marshes, swamp scrub and coastal woodlands. The ride travels through a range of environments and students can observe and compare different habitats. Students are encouraged to listen to the safety briefing and look, listen and clarify then practise riding techniques. They listen to and observe leaders directions. Students will get the opportunity to form opinions about recreation and the outdoors learning on the move.	Mountain bikes Helmets & safety vests Safety Code briefing Mountain Bike Code of Conduct Track signage Boardwalks Compare shorelines Oswin Roberts Reserve -woodlands Conservation Hill – Swamp scrub & scenic view Rhyll Inlet-Salt marsh & mangrove boardwalk Cowes cycling track – rural & urban areas

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Year 5 and 6 **Mechanical Climbing Wall** The Island	Working in pairs students are challenged to climb vertically a mechanically revolving wall. There are a series of hand and foot holds to choose from. Students can try a number of different holds 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 climbing 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. The climber developing trust in their partner the spotter, depending on them for encouragement. Climbing 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. 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 support. 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 or method available and try again. Problem solving occurs when a point is reached where they cannot keep up and the student must visually analyse all the holds available to find another path suitable for their reach and balance. Students test new skills 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 Wall Instructor Student Spotters Safety Code Climbing Code of Conduct

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Year 5 and 6 **Photo Hunt** The Island	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 searching 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 Camp's standard operating procedures 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 code and what is required to successfully complete the activity so they need to listen attentively and ask clarifying questions during the activity 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 Camp safety briefing Photo hunt pictorial booklet Data collection sheets Answer sheet Camp Code of Conduct Safety Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Grade 5 and 6 **Trampolining** The Island	Trampolines set in pits with approved safety fencing and surrounds.	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 • 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 trampolines. Communication • Ask clarifying questions about principles of Trampolining Thinking processes • Assemble and question new skills & movement patterns	Spinning Jumping Basic body movements to perform stunts Practise moves to do advanced turns, flips and somersaults Support classmates Fun way to explore, gymnast & aerial skier training methods Build confidence and awareness of body in unfamiliar positions Be responsible for safety to themselves and others For every action there is an opposite reaction-Jump move body to go opposite way Who invented the Trampoline and what is it used for. What sort of training do gymnasts do ? Encourage questions about use and safety. Learn the basic moves and safety procedures Programmer talk, demonstrate, practice, feedback for thinker, watcher, doer, feeler and trial / error	Trampoline Safety briefing & Code of Conduct

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 4 Grade 5 and 6 **Whirligig** The Island	An ideal indoor or outdoor onsite activity. This is a three ringed gyroscope that the student straps into and experiences a multi dimensional series of body movements and positions similar to what astronauts and aerialists train in.	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 • 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 gyroscopes and their uses Communication • Ask clarifying questions about principles of circotron Thinking processes • Assemble and question new skills & movement patterns	Spinning Basic body movements to spin the gyroscope Practise moves to do advanced flips and somersaults Support classmates Fun way to explore gyroscopes and astronaut, gymnast & aerial skier training methods Build confidence and awareness of body in unfamiliar positions Be responsible for safety to themselves and others For every action there is an opposite reaction-move paddle back to go forwards Who invented the gyroscope and what is it used for. What sort of training do Astronauts do ? Encourage questions about use and safety. Learn the basic moves and safety procedures Programmer talk, demonstrate, practice, feedback for thinker, watcher, doer, feeler and trial / error	Helmet Safety briefing & Code of Conduct

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 **Camping** The Island	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 of five and share bathrooms with the group next door. 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 CYC THE ISLAND Camping program has many activities that are physically challenging. Balancing on rope, learning skills such as Climbing and fishing, and challenge self confidence on the Flying Fox and Giant Swing. Students are challenged mentally through initiative, observation and problem solving 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 learning about themselves outside of their comfort zones on a low risk activity. Successful completion of programs require strict adherence to Worksafe laws and students following industry and community standard operating procedures to sustain safety code standards, 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. They will be required to adhere to environmental standard operating procedures and adventure activity standards offsite. Phillip Island environments provide real life field work situations for students. Data collected on our eco activities can be used in various community projects such as Landcare Wildlife Corridor Monitoring, Frogwatch, Waterwatch and Coastcare coast action. The data collected is input into community data bases. Student thinking processes are challenged on activities designed to test initiative and logical thinking. Initiative challenges are designed to create situations to test group dynamics and team thinking.	Camp amenities Instructors / staff Safety and Standard Operating Procedures Briefing Adventure & Initiative courses Beaches Rockpools Bike tracks Parks Tourism attractions

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 Abseiling The Island	Students wear work safe approved harnesses to descend a 4.2 metre wooden wall under 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 descend 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 can experiment with technique using leverage, balance and body weight for inertia. Students listen attentively to the safety code 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.	Abseiling wall Harnesses Helmets Belay Safety Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 Archery The Island	Students learn to control a bow and fire an arrow approximately 10 metres, in a straight line. 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 • 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 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 Safety Code. 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 Code. 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 activity sheet Safety Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 **Beachcombing** The Island	Offsite Beachcombing delves into principles of oceanography, geology, history and marine biology during a visit to Cowes Beach; a 10 minute walks from CYC THE ISLAND. Explore the flotsam & jetsam washed up on the high tide, identify shells and life washed up from the deep. Examine what is expected of beach users from Fisheries Regulations and what users can do personally at the beach do minimize their impact and practise sustainable behaviour.	Health & PE • Be physically active Interpersonal Development • Be an active & responsible team member Personal Learning • Create a positive learning environment outside the classroom • Recognise & accept different opinions 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 • Determine issues of sustainability • Look at species survival and managing resources • Explore ecosystems & human impact • Describe characteristics of living things • Develop scientific skills • Investigate the characteristics of living things The Arts & English • Experience varying learning styles Communication • Listen attentively • Respond to a range of stimuli • Challenge assumptions • Acknowledge different interpretations • Evaluate information Design, Creativity &Technology • Understand the risk assessment process Thinking processes • Be aware of different perceptions • Make observations & investigate	Students will explore Cowes Beach walk. Students participate in team orientated observation and investigation activities along the beach. Students will be asked what we can do personally to look after the coast. They will Investigate why we have Fisheries Regulations using fish size limits as a case study. Students will be asked to compare the difference between how we act personally and how we are required to act by law to sustain our coastal environment. Students will discuss Coast Care's at "50 ways to help our coasts". The class Investigates the shoreline looking at the effects of tides and waves comparing human produced jetsam to natural flotsam. Students study the impact of beach washed litter and drains to the bay on marine life. Students can observe how the local community and government organisations manage Cowes Beach. Students look at adaptations of animals to a marine environment and make direct observations and use basic marine identification keys to Identify specimens. Students identify common features amongst marine creatures which classify them into orders. This Activity uses a range of interpretive delivery styles to meet learning styles- visual, touch and feel trial and error and oral presentations. Students take part in a well balanced session- walk and talk, stop watch and listen and guided hands on discovery. It is emphasized to students the importance of following the Beachcombing Code of Conduct for personal safety and to minimise impacts to the coast by the group. This activity is ideal to look at how different user groups perceive the coast and observe changes over time from ancient volcanic processes to the modern day "Sea Change Phenomena".	Guide Cowes Beach Beach comb ID keys Beach games & Treasure hunts Fisheries Regulations booklet Safety briefing Beachcombing Code of Conduct Volcanic rocks & crystals collection Beachcombing Touch table Flotsam & jetsam Tidal patterns in sand Beach signage

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 **camp fire night** The Island	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, explore 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 The Class

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 Climbing Wall The Island	Students are challenged to climb a mechanical revolving wall. There are a series of hand and foot holds to choose from.	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. Students can push personal limits in a controlled situation to tackle the hand and foot holds, 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 steeper angle Students can experiment with technique using leverage and balance and applied force as they climb and when the wall becomes steeper. Students need to listen and follow the Camp's safety code. Climbers can use feel, reach, estimation, brute strength or a logical approach. The climber soon realizes that a combination of brain and body works best. Students approach the wall in a logical manner – thinking before acting, then using a sequence of movements to solve a physical problem. The student may have to re-evaluate their chosen path and climb differently next time. 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.	Climbing Wall Varying degree of hand hold difficulty Instructor Student Spotters Safety Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 **Giant Swing** The Island	Students are strapped into a harness and their peers, working as a team, haul them up to the height of the student's choice. The student must then pull on a rip cord to release themselves to swing free. Worksafe practices are stringently enforced. A safety briefing is conducted. Students must be aware of the swing and its occupants at all times.	Health & PE • Be physically active • Monitor personal performance • Monitor team 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 The Arts & English • Explore emotions Civics & Citizenship • Explore the purpose, process & changing of laws Mathematics • Estimate, measure • Explore spatial concepts Science • Explore relationship between force & energy Communication • Listen attentively Design, Creativity &Technology • Understand the risk assessment process Thinking processes • Be aware of different perceptions • Explore challenges • Develop self evaluation • Explore a range of possibilities	Students haul a class mate on the swing into the air requiring cohesive team work. The team can evaluate their performance and suggest more efficient methods of working together to achieve the goal of giving all team members a turn over the allotted time. Students can evaluate their perceived comfort zone and sense of risk and how they feel pushing beyond these. The swinging student releases the swing at their chosen height challenging personal composure outside their comfort zone. Those on the ground encourage and support the person on the swing Students observe peers when they are feeling vulnerable, openly challenging their personal limits in front of other. Peers develop empathy for class mates having shared the same experience. Worksafe has changed laws regarding these types of activities. Students can discuss why society needs these laws. Students can assess height and speed of person on the Giant Swing. They can use the activity to see Physics at work. Students need to listen carefully to the safety code procedure, harnessing instructions and when to pull the ripcord releasing the hauling rope. Careful communication is needed between the group on the ground and the student on the swing . Students assess risk by being made aware of what can go wrong if group cohesion is lost or instructions ignored. Student thinks about their height limits and ways of overcoming fear and gaining confidence. They see their peers under similar circumstances and learn what can motivate individuals to go beyond their perceived limits.	Giant Swing Ropes Harness Helmet Ladder Safety Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 Flying Fox The Island	Students climb a platform and descend a zip wire. A harness and Worksafe practices are required.	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 climbing the tower, flying down the zip wire and retrieving the fox to the top of the tower after their turn. 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 peers through the experience. All students must be active in maintaining the CYC safety code practices for the whole group to meet Worksafe regulations. The flying fox helps students face their personal fears and to develop empathy and respect for others sharing the experience. Students can estimate their speed from time traveled and 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 code briefing and observe how to fit harnesses correctly. They must communicate effectively about starting together and listen carefully to instructions up on the tower. 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 Helmet Harness Safety Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8   	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 may result in success and 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 as they spread out, - they need 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 Code Record sheet Solution sheet

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 **Mountain Biking** The Island	CYC THE ISLAND can supply state of the art bikes, helmets and safety vests. Follow the extensive bike tracks on Phillip Island or conduct handling skills onsite. Ride along marked trails from Cowes to Oswin Roberts reserve, exploring mangroves & salt marshes from raised boardwalks. Experience a range of habitats investigate coastal issues and processes.	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 will ride as a group along a gently undulating cycling trail in an organized bike safe manner. Students will need to practice safe bike handling skills and ride responsibly for group safety. Students will need to observe Bike Ed riding conduct and follow regulations for riding on trails. They will potentially share the path with other user groups such as tourists, hikers, and other cyclists. Students will need to observe minimum impact riding on off road trails to look after local flora and fauna and be aware of other trail users. The riding group can directly observe urban and rural interaction. The southern end of the ride to Rhyll inlet is an internationally recognised UNESCO treaty site and is a breeding ground for migratory birds protected by local, national and international law and treaties. 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 and wetlands on a ride to Rhyll Inlet and look at the mangrove and saltmarsh environment from a raised boardwalk investigating adaptations and likely food chain paths. Students need to listen attentively to the safety code briefing and Bike Ed riding code of conduct. Watch and listen to the leaders interpretation of the areas many values. Students look, listen and clarify briefing then practise riding techniques. Students can make direct observations of physical evidence in hands on learning. Groups can discuss perspectives of different user group's of the trail.	Mountain bikes Helmets & safety vests Safety Code Mountain bike Code of Conduct Track signage Boardwalks Cowes Newhaven bike trail Oswin Roberts Reserve -woodlands Conservation Hill – Swamp scrub & scenic view Rhyll Inlet-Salt marsh & mangrove boardwalk

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 **photo Hunt** The Island	Onsite In teams locate objects around Camp's 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 CYC THE ISLAND safety codes as they travel around the camp grounds. 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 down 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 are the basis of good scientific skills. Students must communicate effectively with peers to find objects and complete the activity in the allotted time. Students need to listen to safety code 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. Team members develop a strategy to locate objects. Successful teams will use 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 briefings Photo Hunt Pictorial Booklet Data collection sheets Answer sheet Camp Code of Conduct Safety Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 **Trampoining** The Island	Trampolines set in pits with approved safety fencing and surrounds.	Health & PE • Participate in Physical activity • 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 Communication • Listen attentively identify main messages • Ask clarifying questions about safety & technique • Use visual, aural & written Thinking processes • Identify patterns	Basic moves Jump, roll, flip, twist combine moves Support class mates coach each other on methods to do moves Fun and challenging Safety briefing & Code of conduct Coach motivate and support classmates Compare safety rules and reasons for Safety and code of conduct briefing Standard operating procedure instructions Programmer talk, demonstrate, practice, feedback for thinker, watcher, doer, feeler and trial / error Check for understanding Correct technique can be broken into moves How to turn, roll flip, twist….repeat the same movements invent new moves	CYC Instructor Trampolines Safety briefing & Code of Conduct

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 5 Year 7 and 8 **Whirligig** The Island	An ideal indoor or outdoor onsite activity. This is a three ringed gyroscope that the student straps into and experiences a multi dimensional series of body movements and positions similar to what astronauts and aerialists train in.	Health & PE • Participate in Physical activity • 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 Communication • Listen attentively identify main messages • Ask clarifying questions about safety & technique • Use visual, aural & written Thinking processes • Identify patterns	Basic moves Somersault, roll, flip, twist combine moves Support class mates coach each other on methods to do moves Fun and challenging Safety briefing & Code of conduct Coach motivate and support classmates Compare safety rules and reasons for Safety and code of conduct briefing Standard operating procedure instructions Programmer talk, demonstrate, practice, feedback for thinker, watcher, doer, feeler and trial / error Check for understanding Correct technique can be broken into moves How to turn, roll flip, twist….repeat the same movements invent new moves	Helmet Safety Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 6 Year 9 and 10 **Camping** The Island	On camp students will discover new recreational & outdoor adventure experiences. They will wear correctly fitted equipment and follow Work safe laws and standard operating procedures, 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 work through tasks	Archery, Climbing wall, Flying Fox and Giant swing etc are delivered according to Worksafe or an equivalent industry standard ie CYC THE ISLAND safety codes. Students rate their personal perceived fears against risk assessments of activities 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 and standard operating procedures on camp activities and offsite eco activities. Giant Swing & Initiative activities are all excellent examples which explore group dynamics and individual roles within the group. 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. CYC THE ISLAND activities will challenge balance, co ordination, heights, water senses, personal motivation and social skills. Students will be exposed to safety briefings, initiative challenges, skills instruction, nature interpretation and social situations all delivered in a variety of styles and contexts to broaden learning horizons outside the classroom. Students will see design at work in a range of equipment employed on camp, such as harnesses and safety 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 CYC THE ISLAND 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.	Camp amenities Instructors / staff Safety and Standard Operating Procedures Briefing Adventure & Initiative courses Beaches Rockpools Bike tracks Parks Tourism attractions

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 6 Year 9 and 10 Abseiling The Island	Students wear work safe approved harnesses to descend a 4.2 metre 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 descend a wall under belay with class mates offering support and encouragement. Students will need to trial various movements safely descending 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. 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. Student 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 descend the wall several times to become more comfortable with the skills needed. Their level of risk awareness rises as they gain confidence and understanding of the techniques employed. Students develop bonds with their classmates sharing the same experience. Students listen to a safety code briefing before descending the course utilising specially designed equipment and safety apparel. 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 Abseil wall Safety Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 6 Year 9 and 10 Archery The Island	Students learn to control a bow and fire an arrow approximately 10 metres. Group is given a safety code 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 archery competition or a self challenge archery format. Students practise motor skills of hand eye coordination. They must be responsible to other participants and know responsibilities with potentially dangerous weapons. Students are required to follow the Archery safety code. 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 code. 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 Target shelter Bows & arrows Marker cones Various targets Safety Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 6 Year 9 and 10 **Beachcombing** The Island	Beachcombing delves into principles of oceanography, geology, history and marine biology during a visit to Cowes Beach; a10 minute walk from CYC THE ISLAND. Explore the flotsam & jetsam washed up on the high tide, look for evidence of identify shells and life washed up from the deep. Examine what is expected of beach users from Fisheries Regulations and what users can do personally at the beach do minimize their impact and practise sustainable behaviour.	Health & PE • Engage in a variety of recreational & outdoor adventure pursuits • Develop skills & behaviors for safe participation in recreational & outdoor adventure pursuits Civics & Citizenship • Evaluate local to in the global 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 time frames 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 • Read, view, analyse, critique, reflect & discuss Geography • Investigate interaction of human activities with the natural environment • Investigate development impacts locally, nationally & globally • 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 • Apply concepts of geological time to elaborate explanations of natural selection & evolution • 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 • Learn to use time & resources economically to minimize waste Thinking processes • Make informed decisions about complex issues	Students undertake a monitoring and identification survey of flotsam and jetsam along Cowes Beach. Students are required to follow the Beachcombing Code of Conduct covering personal safety and minimum impact to the marine environment. Phillip Island is part of the UNESCO Westernport biosphere. Students can observe directly and discuss management by the Shire and Phillip Island Nature Park. Students can compare laws, regulations and standard operating procedures such as Fisheries regulations, Park regulations, and Biosphere undertakings and promote Coastcare's 50 ways to care for the coast. Groups will carry out investigations in teams with individual members undertaking different surveys and tasks over a set period of time whilst beachcombing. All team members pitch in for the task at hand surveying and identifying human jetsam vs natural flotsam. Students can make direct observations and discuss attitudes that different user groups may have about Cowes Beach such as swimmers, the shop owners, nature lovers and local residents. Students will see first hand impacts from ocean washed debris to land based factors. Surveying the source of human jetsam will impact on students that a lot of beach litter comes from the other side of the world and is circling our oceans. They can undertake a litter survey to see which is local and which is global. Students look at beach washed marine and coastal animals and investigate adaptations to their environment. They observe the Volcanic origins of Cowes striking rocks. Students can evaluate Eco tourism from a participatory point of view. The Beachcombing Code of Conduct covers personal safety and how to avoid injury from potentially lethal marine creatures such as the Blue Ring Octopus. An emphasis is placed on the amount of human waste floating in the ocean and how more efficient use of our resources could avoid this. The question is asked of students what can they do as individuals and as a team to help sustain our coast and marine environments.	Cowes Beach Beach comb ID keys Beach games & Treasure hunts Fisheries regulations booklet Safety code briefing Coastcare 50 ways to look after the coast Beachcombing Touch table Flotsam & jetsam Beach signage Beachcombing Code of Conduct Safety Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 6 Year 9 and 10 **Giant Swing** The Island	Students are strapped into a harness and their peers, working as a team, haul them up to the height of the student's choice. The student must then pull on the rippcord to release themselves to swing free. Worksafe practices are stringently enforced. A safety briefing is conducted. Students must be aware of the swing and its occupants at all times.	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 • Promote OH &S Civics & Citizenship • Learn differences between different types of law 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 • Explore strategies to manage peer influence 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 • Learn to use time & resources economically to minimize waste	Students haul their peers up the swing into the air requiring cohesive team work for maximum efficiency. Swinging student releases the rip cord at their chosen height, challenging personal composure outside their comfort zone. Those on the ground encourage and support the person on the Swing. The hauling team suggest ways to work more efficiently. Worksafe has changed laws regarding these type of activities in 2006 the Instructor will discuss reasons why they are needed. Students must work together to get everyone to desired height during the allotted time period. This requires being involved mentally and physically at all times. Students see peers openly challenging their personal limits; encouraging support and empathy for others. Students see different motivation for tackling the swing and learn to respect each others motives. Students help to motivate each other to push their limits and work to get all members through on time. Students who complete the Giant Swing learn about their own capabilities and willingness to push their boundaries in a peer supported environment. The swinging student thinks about their height limits and motivational strategies for overcoming their fears. Students can explore their perceived risks in a Worksafe regulated situation. They see their peers under similar circumstances and learn what motivates individuals. Students need to listen carefully to safety procedure, harnessing instructions and when to pull rip cord when swinging, and release the hauling rope when hauling. Careful communication is needed between the leader, the group on the ground and the student on the swing for safety and efficiency. Students are made aware of the correct fitting and use of work cover approved safety harnesses. Students need to be aware at all times and must work efficiently as a team to get everyone to their desired height. As the group tires, they must think about the most effective way to work within the allotted time frame.	Giant Swing Harness Helmet Safety Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 6 Year 9 and 10 Flying Fox The Island	Students climb a platform and descend a zip wire. A harness and Worksafe practices are utilized.	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 climb a tower and 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 own limits of perceived risk and learn about ones composure under pressure - climbing a tower and stepping off into space. They will develop empathy for peers sharing the experience together. The flying fox team must listen to and remember important points of the Safety code 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 Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 6 Year 9 and 10 Initiatives The Island	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 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. 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. Students will be encouraged to come out of their shell to deliver their idea. The team will need to assess each others skills, support 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 Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 6 Year 9 and 10 **Mechanical Climbing Wall** The Island	Students are challenged to climb a revolving wall with a changeable pitch. There are a series of hand and foot holds to choose from. Students can tackle a number of different routes to challenge themselves.	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 • Set a program monitoring heart beat and CO2 expulsion. 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	Students engage in a physically and mentally challenging climbing activity. 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 upon a second turn or when the pitch gets steeper in order to improve climbing efficiency. The mechanical climbing wall allows what can be a high risk activity to be practiced at a low risk level by continuous climbing at a low height level. Climbers often try brute strength to climb the wall but soon release they need to stay calm and think ahead to climb efficiently as the wall becomes more vertical. Spotter anticipates potential accidents and protects climber. Students can push personal limits climbing in a low risk but challenging situation. Students listen to the safety code briefing and standard operating procedures. Students are given a thorough safety briefing and trained in spotting. 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 method used was the best choice before attempting a second turn.	Climbing Wall Varying degree of pitch difficulty Instructor Student Spotters Safety Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 6 Year 9 and 10 **Trampoining** The Island	Trampolines set in pits with approved safety fencing and surrounds.	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	Learn & try basic & advanced moves Trampolining Safety briefing & code of conduct Why gymnasts & aerial skiers train this way Fun and challenging Safety briefing Code of conduct Self & group motivation trying a new activity that can be radically unfamiliar Build confidence Encourage support Have fun Discover a new sport Safety and code of conduct briefing Programmer talk, demonstrate, practice, feedback for thinker, watcher, Doer, feeler and trial / error Check for understanding Use appropriate equipment and work up to advanced moves Think of ways to manipulate body into unfamiliar positions using centre of gravity. Develop awareness of body in radical near weightless conditions	Trampoline Safety Code

Program	Description	VELS Domains and Dimension Learning Focus	Ways in which CYC Activities meet VELs outcomes	Resources
Level 6 Year 9 and 10 **Whirligig** The Island	An ideal indoor or outdoor onsite activity. This is a three ringed gyroscope that the student straps into and experiences a multi dimensional series of body movements and positions similar to what astronauts and aerialists train in.	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	Learn & try basic & advanced moves Gyroscope spinning Safety briefing & code of conduct Why astronauts, gymnasts & aerial skiers train in circotron Fun and challenging Safety briefing Code of conduct Self & group motivation trying a new activity that can be radically unfamiliar Safety and code of conduct briefing Programmer talk, demonstrate, practice, feedback for thinker, watcher, Doer, feeler and trial / error Check for understanding Use appropriate constraining equipment and work up to advanced moves Think of ways to manipulate body into unfamiliar positions using centre of gravity. Develop awareness of body in radical near weightless conditions	Safety Code Helmet

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 camp site 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.					
Student practised minimum impact behaviour during eco activities ponding, rockpooling, and beachcombing observing codes of conduct					
Additional Comments by Teacher.					

Appendix 2

Example Self Assessment guide – Camp Experience

How would you assess your time at CYC THE ISLAND 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		