

Extended time spent, as part of a small community, in the natural world creates special relationships & A critical awareness of ourselves, others and the environment

STAGE 1 – DESIRED RESULTS

Unit Title: **Year 7 Ibis Camp**

Established Goals:

1. To immerse students in the outdoors; for students to become aware of the environment and how that relates to being comfortable in the outdoors.
2. Compelling students of an urban background to acknowledge, engage with, understand, and protect the outdoor environments.
3. For students to develop basic understanding of outdoor living and travel skills (UOLATS) in different outdoor settings.
4. For students to build an understanding of the concept of sense of place and begin to develop a relationship with Camp Ibis and surrounding environments.
5. For students to explore, ask questions, engage with and understand aspects of the Gippsland Lakes and 90 Mile Beach coast.
6. For students to identify the differing values & beliefs held by individuals to reflect on impacts these may have on relationships.
7. For students to recognise different capabilities within a group. To utilise the strengths of others within the group to achieve a team outcome.
8. For students to share information, explore the ideas of others, and work cooperatively to achieve a shared purpose within a realistic timeframe.
9. For students to justify decision making (judgment) and make modifications if necessary.
10. For students to understand the attributes of effective learning strategies such as risk taking, persistence & flexibility.
11. For students to undertake tasks independently, show initiative and draw on multiple resources to achieve a given task.
12. For students to be aware of looking after themselves in the outdoors; including self & equipment.

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Understandings: *Students will understand that...*

1. We as individuals are a part of the Australian environment and the outdoor environment can provide a venue for play, inspiration, challenge, spiritual connection and opportunities for social interaction.
2. Outdoor environments give us pleasure and a sense of connectedness to something bigger than ourselves. They offer alternative ways of interacting with people in different locations.
3. Beginning to taking personal responsibility in practicing OLATSU is essential for safe and enjoyable participation in the Outdoors.
4. Students will start to build an ongoing relationship with Camp Ibis and its surrounding environments, through time spent in these areas.
5. There is environmental diversity within the Camp Ibis (Gippsland lakes/ Banksia Peninsula) region.
6. There are multiple values & beliefs.
7. That a groups ability to achieve a goal is far greater if everyone is contributing & being valued.
8. Every Individual within the group brings different values and understands and in turn shape experiences.
9. There are different decision making strategies & that various situations require different reactions.
10. That people learn in different ways, and if something isn't making sense then a different approach & persistence is required.
11. Their capabilities to complete difficult tasks on their own, is improved by drawing on the resources around them.
12. That being in the outdoors requires preparation for the environmental conditions.

Essential Questions:

1. What is the level of my comfort zone in the outdoors? How does the community I'm in shape my experience of the natural world around me?
2. How can I continue to interact with the natural world?
3. What are the essential & fundamental elements of OLATSU?
4. What is "sense of place"? How will ongoing positive interactions with one environment affect one's experiences in that location?
5. How do different environments influence the way we prepare & interact with those environments?
6. What do conflict management, dispute resolution, leadership, communication, and peer support mean in terms of functioning as a small community? How can we resolve conflict in both fair and positive ways?
7. What are the attributes that others in the group have? How can we as a group utilise these skills to achieve a common outcome?
8. How can we as a group be more effective?
9. Is my behavior contributing positively to the group? Am I making effective judgments of situations?
10. How do I learn best? Do I persist & take risks with learning if I'm having difficulty?
11. How can I use what's around me to complete a task?
12. What equipment am I responsible for? What preparation will I require for this activity/day?

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Students will know:

1. Living in the outdoors as opposed to home environment requires a different set of systems and knowledge to be comfortable and safe; mentally and physically.
2. Recognize the outdoors as a part of their world that should be cared for. The many varied and positive ways of interacting with the natural world in different environments.
3. How to prepare themselves for journeys in the outdoors. How to protect themselves from the elements.
4. What it means to revisit and explore one environment in depth, and develop a (positive) relationship with that area.
5. How the different environment around the Gippsland Lakes region are interconnected to form an ecosystem.
6. How to resolve conflict fairly, how to show empathy, care and understanding for each other. The importance of community needs vs personal needs.
7. How to delegate roles within a small community to function effectively.
8. How to work together cooperatively to bring out effective outcomes.
9. How to modify decision making in different situations.
10. Different strategies for learning
11. That they have the potential to resolve their own problems through persistence & resourcefulness.
12. What equipment & preparation is required for various outdoor pursuits.

Students will be able to:

1. Find comfort and enjoyment from working as a part of a small community in the outdoors.
2. How to transfer minimal impact concepts from the bush back home.
3. Protect themselves from the elements, by becoming aware & preparing for regulating body temperature, thirst, hunger and making adjustments accordingly. Practice minimal impact camping.
4. Develop an ongoing relationship with the Gippsland Lakes/ Banksia Peninsula region.
5. Know the Gippsland Lakes/ Banksia Peninsula area, through exploring it by different outdoor activities/ mode of travel.
6. Show empathy and understanding for others. Support their peers and resolve conflict fairly with minimal adult interference. Put the need of the group before the needs of the individual.
7. Take responsibility of a given role within a group to create a cohesive community.
8. Recognize how their values and attitudes impacts others and the community.
9. Recognise effective judgment.
10. Implement different learning strategies to bring about knowledge in a variety of scenarios.
11. Independently problem solve to bring about a solution.
12. Prepare themselves for journeying through environments around the Gippsland Lakes.

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STAGE 2 – ASSESSMENT EVIDENCE

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Participating with other members within the group. • Positive attitude. • Exist comfortably in outdoor settings through relying on a small community. • Use & recognise foreign ways of moving around in the outdoors. • Participating in mindful moments in different environments. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Students actively prevent exposure to the sun, stay hydrated and prevent becoming wet and cold. • Work as an active team member. • Looks out for others. • Exercise minimal impact techniques. • Exercise sound judgment. • Return all borrowed gear in good condition.
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Key Criteria

<ul style="list-style-type: none"> • <u>Personal</u> <ul style="list-style-type: none"> -responsibility -attitude -organisation -respect • <u>Social</u> <ul style="list-style-type: none"> -interaction -contribution -motivation -responsibility 	<ul style="list-style-type: none"> • <u>Environmental</u> <ul style="list-style-type: none"> -connection/engagement -respect -responsibility -action
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Links to National Curriculum

In health and physical education

- Practise and apply strategies to seek help for themselves or others (ACPPS072)
- Use feedback to improve body control and coordination when performing specialised movement skills situations (ACPMP080)
- Compose and perform movement sequences for specific purposes in a variety of contexts (ACPM081)
- Practise, apply and transfer movement concepts and strategies (ACMP082)
- Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)
- Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)
- Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPMP086)
- Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087)
- Plan and implement strategies for connecting to natural and built environments to promote health and wellbeing of their communities (ACPPS078)
- Participate in physical activities that develop health-related and skill-related fitness components and create and monitor personal fitness plans (ACPMP083)
- Participate in and investigate the cultural and historical significance of a range of physical activities (ACPMP085)
- Investigate the impact of transition and change on identities (ACPPS070)
- Analyse factors that influence emotions and develop strategies to demonstrate empathy and sensitivity (ACPPS075)

In science

- Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions (ACSSU111)
- Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon (ACSSU115)
- Some of Earth's resources are renewable, but others are non-renewable (ACSSU116)
- Water is an important resource that cycles through the environment (ACSSU222)

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In geography

- The influence of environmental quality on the liveability of places (ACHGK045)
- The strategies to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047)
- The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041)
- The ways that flows of water connect places as it moves through the environment and the ways that it affects the places (ACHGK038)

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STAGE 3 – LEARNING PLAN

See *Yr 7 Outdoor Education Program Matrix* for learning plan