

*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 8 Camp Ibis/Mitchell River- Risk In the wilderness](#)

**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 understanding of outdoor living and travel skills (UOLATS) in a white water rafting setting.
4. For students to explore, ask questions, engage with and understand aspects of the Gippsland Lakes, and Mitchell River environments.
5. For Students to explore the concept of Wilderness in a modern day context.
6. For students to develop a better understanding of how the local Indigenous people lived in the Mitchell River area.
7. To introduce students to the challenges associated with operating in a small community, and develop skills linked to socio-cultural sustainability.
8. For students to recognise different capabilities within a group. To utilise the strengths of others within the group to achieve team goals.
9. For students to demonstrate an understanding of risk and the consequences associated with risk in the wilderness for self, others and environment.
10. For students to justify decision making (judgment) and make modifications if necessary.
11. For students to demonstrate and maintain comfortable and safe core body temperature.
12. For students to understand the importance of risk taking, persistence & flexibility for personal development.
13. For students to undertake tasks independently, showing initiative drawing on multiple resources to achieve a given task.

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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, opportunities for social interaction.
2. Outdoor environments give us pleasure and a sense of connectedness to something bigger than ourselves and offer an alternative way of interacting with people and nature.
3. Students will understand the importance OLATSU and gain the skills to protect themselves in a cold environment.
4. Students discover greater satisfaction through an ongoing relationship with Camp Ibis and surrounding environments.
5. Students will have an understanding of the wilderness from their previous experiences. This will impact how they feel (comfortable, in awe, intimidated, moved, overwhelmed) about spending time in a wilderness setting.
6. Students will visit a sacred Gunaikurnai indigenous site. Students will discuss; why the Gunaikurnai people would have used this area as a home, look for the remnants of an aboriginal grinding stone in the far right corner (when looking at the falls), discuss what this might have been used for and discuss indigenous male and female roles, then compare to today's society.
7. It is difficult to put the needs of others and a group before your own but sometimes it is necessary.
8. A groups ability to achieve a goal is far greater if everyone is contributing & being valued.
9. Every Individual within the group brings different values and understands, and in turn shape experiences.

**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? How do different environments influence the way we prepare & interact with those environments?
4. Have I made a connection with Camp Ibis and the surrounding environment? What have I learnt about this environment? What connection have I made with this place?
5. What have I learnt from previous experience in the Outdoors? Have my experiences been positive or negative ones?
6. Why would the Gunaikurnai people choose these areas? What do I notice about these sites that makes links to today's way of living?
7. 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?
8. What are the attributes that others in the group have? How can we as a group utilise these skills to achieve a common outcome?
9. How can we as a group be more effective?
10. Is my behaviour contributing positively to the group? Am I making effective judgments of situations?
11. How do I learn best? Do I persist & take risks with learning if I'm having difficulty?
12. How can I use what's around me to complete a task?
13. What equipment am I responsible for? What preparation will I require for this activity/day?

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- 10. There are different decision making strategies and various situations require different reactions.
- 11. That people learn in different ways, and if something isn't making sense then a different approach & persistence is required.
- 12. Their capabilities to complete difficult tasks on their own is improved by drawing on the resources around them.
- 13. That being in the outdoors requires preparation for the environmental conditions.

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<p><b>Students will know:</b></p> <ol style="list-style-type: none"> <li>1. That 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.</li> <li>2. How to recognise 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.</li> <li>3. How to prepare themselves for journeys in the outdoors. How to protect themselves from the elements.</li> <li>4. What it means to revisit and explore one environment in depth, and develop a (positive) relationship with that area.</li> <li>5. How the different environments around the Gippsland Lakes region are interconnected to form an ecosystem.</li> <li>6. Several differences between how the Gunaikurnai people lived and how we live today. Aboriginal culture is still strong today.</li> <li>7. How to resolve conflict fairly, how to show empathy, care and understanding for each other. The importance of community needs vs personal needs.</li> <li>8. How to delegate roles within a small community to function effectively</li> <li>9. How to work together cooperatively to bring out effective outcomes</li> <li>10. How to modify decision making in different situations.</li> <li>11. Different strategies for learning.</li> <li>12. That they have the potential to resolve their own problems through persistence &amp; resourcefulness.</li> <li>13. What equipment &amp; preparation is required for various outdoor pursuits.</li> </ol>	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Find comfort and enjoyment from working as a part of a small community in the outdoors.</li> <li>2. How to transfer minimal impact concepts from the bush to back home.</li> <li>3. Protect themselves from the elements, by becoming aware and preparing for regulating body temperature, thirst, hunger and making adjustments accordingly. Practice minimal impact camping.</li> <li>4. Develop an ongoing relationship with the Gippsland Lakes/ Banksia Peninsula region.</li> <li>5. Know the Gippsland Lakes/ Banksia Peninsula area, through exploring it by different outdoor activities/ mode of travel.</li> <li>6. Understand the different aspects of living between white man and Indigenous people. Recognise the connection Indigenous people have with the environment.</li> <li>7. 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</li> <li>8. Take responsibility of a given role within a group to create a cohesive community.</li> <li>9. Recognise how their values and attitudes impacts others and the community</li> <li>10. Recognise effective judgment .</li> <li>11. Implement different learning strategies to bring about knowledge in a variety of scenarios.</li> <li>12. Independently problem solve to bring about a solution.</li> <li>13. Prepare themselves for journeying through environments around the Gippsland Lakes.</li> </ol>
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STAGE 2 – ASSESSMENT EVIDENCE	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Participating with other members within the group.</li> <li>• Positive attitude</li> <li>• Exist comfortably in outdoor settings through relying on a small community</li> <li>• Use &amp; recognise foreign ways of moving around in the outdoors</li> <li>• Rafting skills</li> <li>• Proven ability to follow instructions</li> <li>• Meal preparation skills</li> <li>• Engagement with indigenous content</li> <li>• Outdoor education program reflection</li> <li>• Debrief contribution</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Students actively prevent exposure to the sun and cold, stay hydrated, and prevent becoming wet and cold.</li> <li>• Works as an active team member</li> <li>• Looks out for others</li> <li>• Exercise minimal impact techniques</li> <li>• Exercise sound judgment.</li> <li>• Demonstrates a level of maturity that establishes the student can cope with challenge and risk in the white water environment.</li> <li>• Return all borrowed gear in good condition</li> <li>• Understands the real risk associated with white water rafting and behavior is indicative of this understanding.</li> <li>• Student can recognise the difference between real risk and perceived risk and utilise this as a means of controlling fear.</li> </ul>
Key Criteria	
<ul style="list-style-type: none"> <li>• <b><u>Personal</u></b> <ul style="list-style-type: none"> <li>-responsibility</li> <li>-attitude</li> <li>-organisation</li> <li>-respect</li> <li>-independence</li> <li>-participation</li> </ul> </li> <li>• <b><u>Social</u></b> <ul style="list-style-type: none"> <li>-interaction</li> <li>-contribution</li> <li>-motivation</li> <li>-responsibility</li> <li>-care</li> <li>-maturity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Environmental</u></b> <ul style="list-style-type: none"> <li>-connection/engagement</li> <li>-respect</li> <li>-responsibility</li> <li>-action</li> <li>-care</li> <li>-understanding</li> </ul> </li> </ul>

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### STAGE 3 – LEARNING PLAN

See *Yr 8 Outdoor Education Program Matrix*, for learning plan

#### 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 (ACPMP081)
- Practise, apply and transfer movement concepts and strategies (ACPMP082)
- 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)
- Plan and implement strategies for connecting to natural and built environments to promote health and wellbeing of their communities (ACPPS078)
- Analyse factors that influence emotions and develop strategies to demonstrate empathy and sensitivity (ACPPS075)

##### *In science*

- Water is an important resource that cycles through the environment (ACSSU222)

##### *In geography*

- The influence of environmental quality on the liveability of places (ACHGK045)
- 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 places (ACHGK038)