Themed Programs - Linking School Camps to the Australian Curriculum

Our Story

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Wunya Ngulum
Welcome to Kabi Kabi Country

We are people of the Kabi Kabi Language Group of the Sunshine Coast. Our lives and stories go back tens of thousands of years. Our Country includes the whole of the Sunshine Coast, west through the Hinterland, up through the Mary Valley and east to the coast and its offshore waters.

Our language is complex, with often more than one word for the same thing. It's an oral language, not written until the 1800s, and now English spelling is used to help people pronounce our words. This changes over time too. **Kabi Kabi** have also been known as 'Gubbi Gubbi'—this is because in our language the 'g' and 'k' are hard sounds, similar to, but in between the English 'k' and 'g' sounds.

To us, language is at the heart of Kabi Kabi Culture. It represents our entire knowledge and connection to Country. And Country means something extraordinary to Kabi Kabi.

Country is us and we are Country.
You are welcome here on Kabi Kabi Country.

Acknowledgement:
The Sunshine Coast Recreation Centre (Currimundi) thanks the Kabi Kabi First Nation people for their support of our Kabi Kabi Cultural Trail. Special thanks to Helena Gulash for her Kabi Kabi Cultural knowledge and expertise and Ross Naumann, Uwe Wullfen and Amelia Neilson for the kind donation of photographs for this project.

Kabi Kabi—a vibrant and dynamic First Nation Culture.
Thank you for respecting Country.

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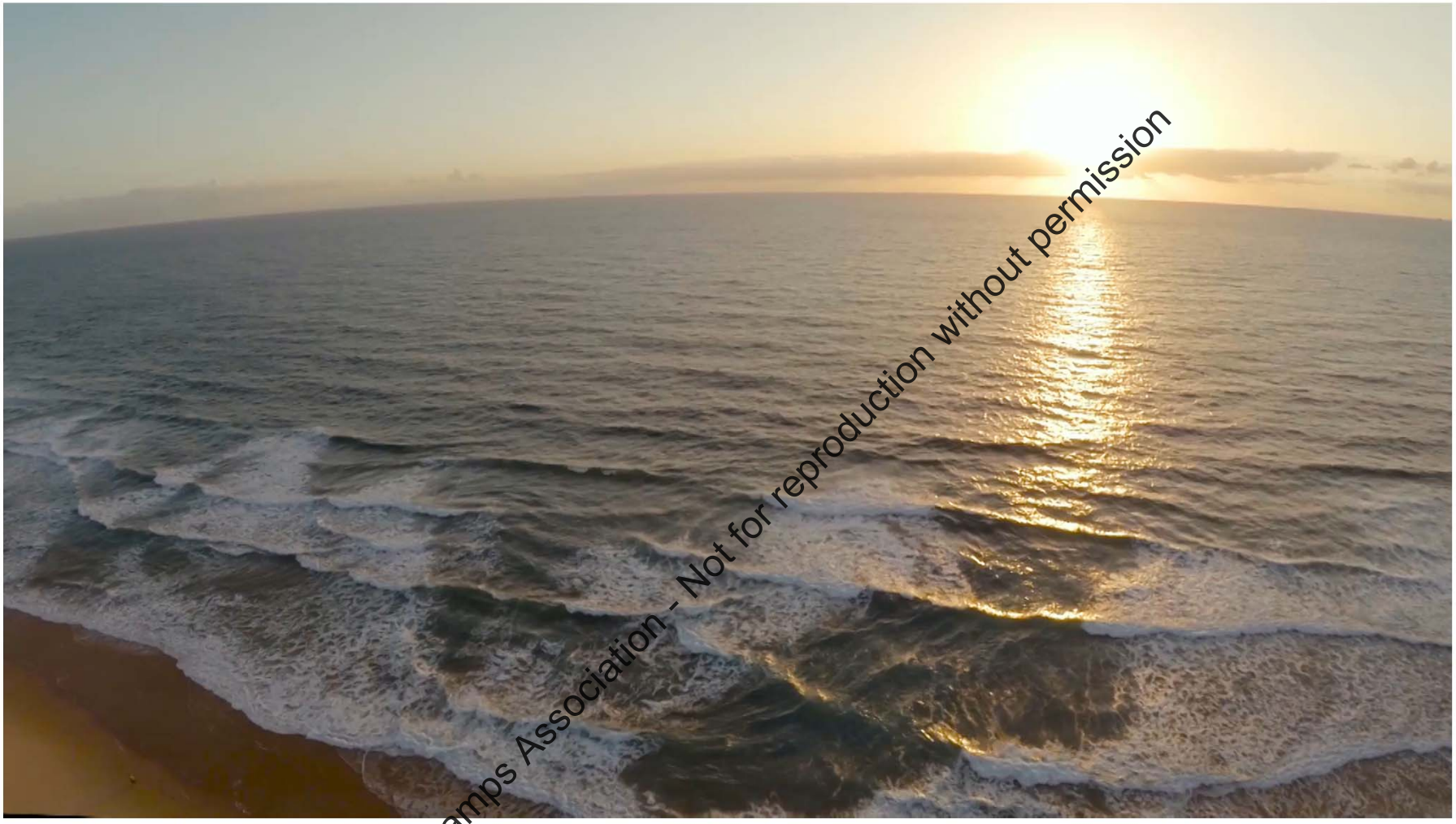

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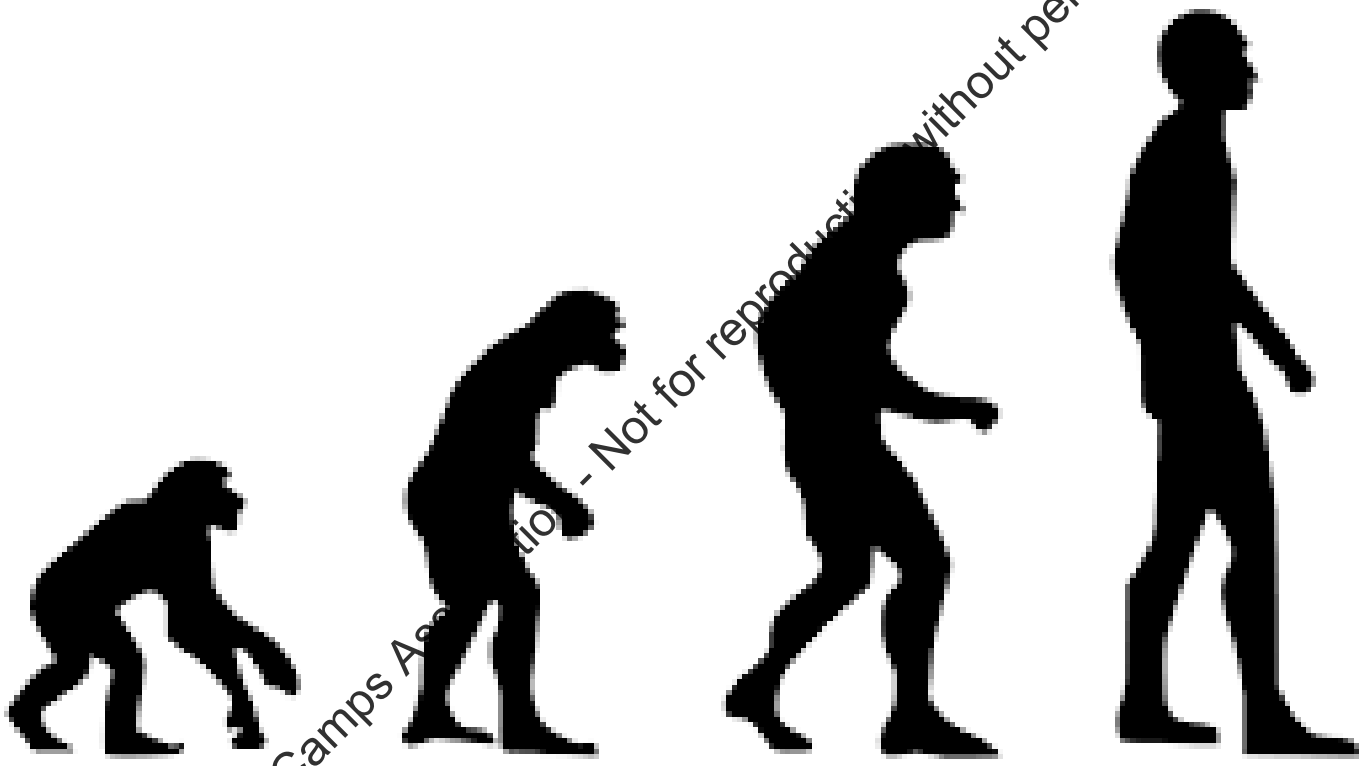
OUR STORY?



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WHY?

- Customer focused
- Alignment to organisations strategic outcomes
- Evidence based

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WHY?

- Customer focused
- Alignment to organisations strategic outcomes
- Evidence based

HOW?

- Establish a project teams
- Acquire expertise
  - Project Management
  - Program design and facilitation
  - Education & Australian School Curriculum
  - Communications
  - ICT
  - Training & Change management
  - Marketing

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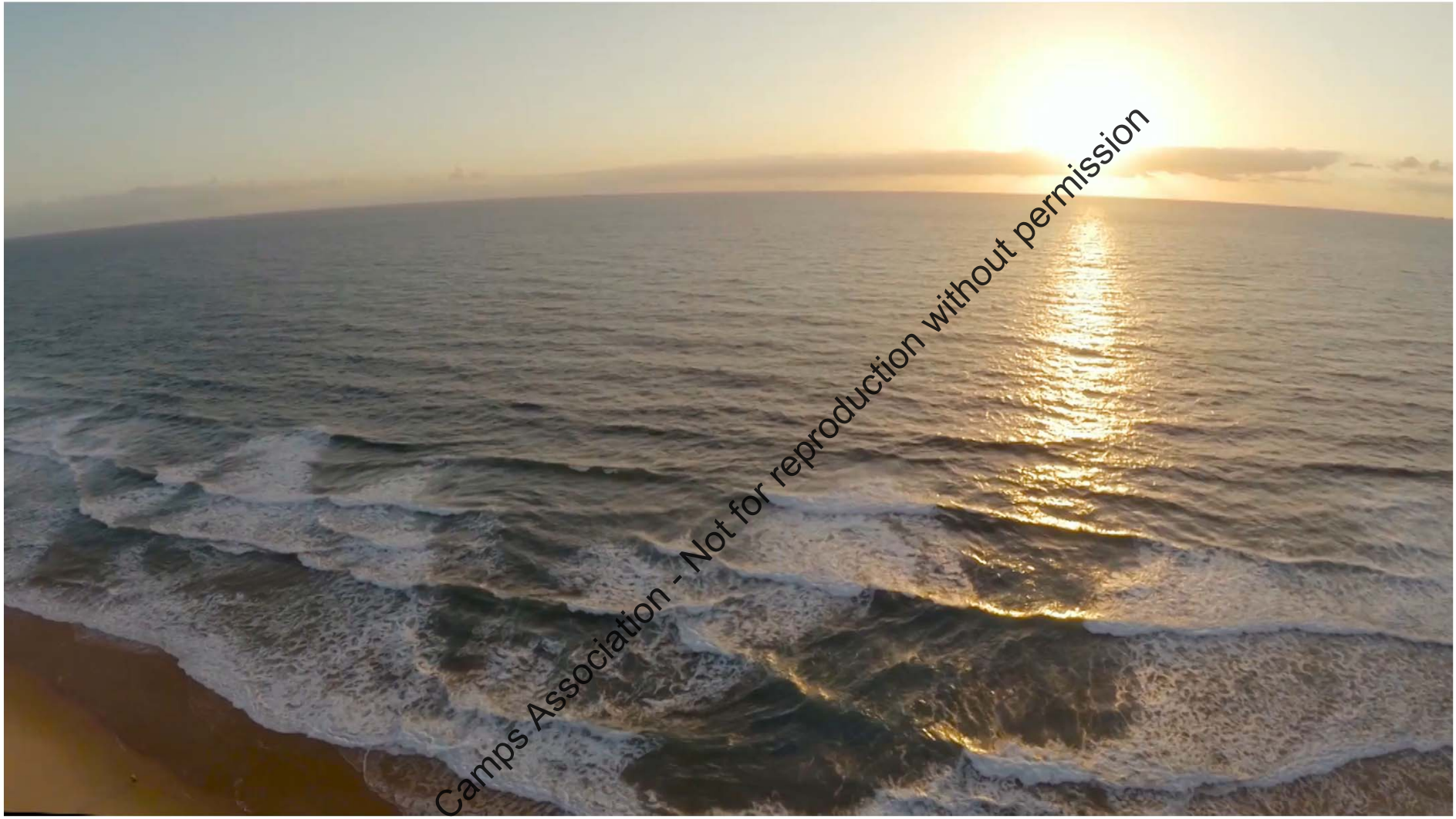

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Hi.. My name is Matt.. and this is how I arrived here ☺

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WHAT I'M HOPING YOU'LL GET FROM THIS PART OF THE SESSION…

- A better understanding of how easy it is to lead outdoor recreation activities to curriculum outcomes
- Some insight into the challenges you may encounter – should you choose to implement this at your organisation
- Have a bit of fun too!

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MY ROLE IN THE PROJECT…

- The academic bulk of the Themed Programs project had been completed by the time I was called in…
- My job was to make the “rubber meet the road”

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CHALLENGES FACED…

- No training material – all of it had to be created
- A truncated timeframe to deliver
- I had a limited understanding of how the curriculum worked
- People don't like change… just in general!

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AUSTRALIAN SCHOOLS CURRICULUM – A SNAPSHOT

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Themed Programs and Key Learning Outcomes

GET ACTIVATED

- Recognise elements of a healthy lifestyle
- Understand physical activity
- Identify the impact of screen time
- Explore the benefits of physical activity

UNITE

- Demonstrate effective communication skills
- Explore goal setting strategies
- Develop problem solving skills
- Exercise trust and respect

BE STRONG

- Build confidence
- Recognise and manage emotions
- Develop problem solving skills
- Explore self-discipline and goal setting strategies

STAND UP

- Recognise qualities of a good leader
- Resolve conflicts
- Develop decision-making strategies
- Demonstrate effective communication skills

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How did I facilitate/ignite the change?

- I did it by challenging the instructors – The best instructors will be able to lead any activity to any outcome

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We had to revisit ABL and facilitation techniques within the context of the new themed programs

- Frontloading / Signposting vs Framing
- Use the natural surroundings ☺

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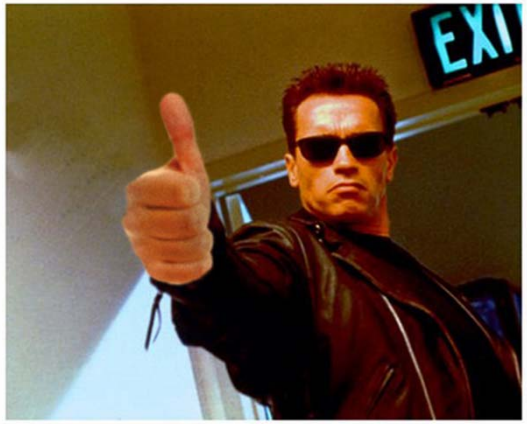
HOW CAN YOU ENSURE THAT INSTRUCTORS ARE FACILITATING TO CURRICULUM OUTCOMES?

- 70% is inherent in the activity itself.
- 15% is a targeted brief.
- 15% is a targeted debrief.

Follow this simple formula and it's JOB DONE!!!



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CHAMPION THE CHANGE

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Mental Set's and Problem Solving

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Activity Sheet 5/6

Team challenge

This is an initiative based activity where students are challenged both mentally and emotionally in a team environment. Students participate in a number of physical problem-solving challenges that promote team work, communication and leadership.

Activity details

Duration: ..... 1.5 hours
Disability access: ..... Full
Teacher supervision requirements: 1
Challenge level: ..... Low
Age suitability: ..... 5+

General capabilities

- Literacy
- Numeracy
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

Cross-curriculum priorities

- n/a

Learning area: Health and physical education

Content descriptor	Elaboration
ACPPS051 - Examine how identities are influenced by people and places	• recognising how individual personalities and teamwork contribute to achieving success in physical activities (RS, CA)
ACPPS054 - Plan and practise strategies to promote health, safety and wellbeing	• Selecting and practising appropriate responses to promote safety in different situations (S)
ACPPS056 - Examine the influence of emotional responses on behaviour and relationships	• analysing situations in which emotions can influence decision-making, including in peer-group, family and movement situations (CA, GS, RS, MH)
ACPMP061 - Practise specialised movement skills and apply them in a variety of movement sequences and situations	• applying stability and locomotor skills to dodge and feint in different movement situations (GS, RE) • applying kicking, striking and throwing skills to propel an object and keep it in motion (GS) • performing activities that involve a transition from one skill to another, such as from dribbling to shooting or from leaping to balancing • designing a sequence of passes between teammates to maintain possession or move a piece of equipment from one point to another
ACPMP063 - Propose and apply movement concepts and strategies with and without equipment	• demonstrating defensive and offensive play in modified games (GS) • proposing and applying movement concepts and strategies to perform movement sequences at different levels using different types of equipment (FMS, RE, GS)
ACPMP064 - Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing	• ACPMP064 - Participate in physical activities designed to enhance fitness and discuss the impact regular participation can have on health and wellbeing
ACPMP067 - Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	• Understanding the contribution of different roles and responsibilities in physical activities that promote enjoyment, effort and positive outcomes for participants (LLPA, GS, RS, CA) • Demonstrating negotiation skills when dealing with conflicts or disagreements in movement situations (CA, GS, GS) • Using reflective listening when working in small groups on movement tasks or challenges (CA, GS, LLPA, RS) • Exploring and performing the duties and responsibilities of different roles for a range of physical activities (CA, RS, GS, LLPA)
ACPMP068 - Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges	• recognising that there may be a number of solutions to movement challenges and justifying which solution is most appropriate or effective (CA, GS, RE, FMS) • applying movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge (CA, FMS,GS, RE) • assessing and refining strategies to persist and successfully perform new and challenging movement skills and sequences (RE,CA, FMS, GS) • devising strategies and formulating plans to assist in successfully performing new movement skills (RE, FMS, CA, GS)
ACPMP069 - Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities	• explaining why infringements result in consequences such as a penalty or free pass (GS) • proposing changes to the rules and/or conditions to create a more inclusive game or to allow for a fairer contest (RS, CA, LLPA, GS) • correctly interpreting and applying rules in physical activities (GS,LLPA)

Learning area: English

Content descriptor	Elaboration
ACELY1816 - Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience	• participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations • using effective strategies for dialogue and discussion in range of familiar and new contexts, including speaking clearly and coherently and at appropriate length, acknowledging and extending the contributions of others, asking pertinent questions and answering others' questions • experimenting with voice effects for different audiences and purposes, such as tone, volume, pitch and pace, recognising the effects these have on audience understanding and engagement

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Personal and Social Capability learning continuum

Sub-element	Level 1a Students:	Level 1b Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Social management element							
Communicate effectively	respond to the feelings, needs and interests of others	identify positive ways to initiate, join and interrupt conversations with adults and peers	discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers	identify communication skills that enhance relationships for particular groups and purposes	identify and explain factors that influence effective communication in a variety of situations	analyse enablers of and barriers to effective verbal, nonverbal and digital communication	formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks
Work collaboratively		share experiences of cooperation in play and group activities	identify cooperative behaviours in a range of group activities	describe characteristics of cooperative behaviour and identify evidence of these in group activities	contribute to groups and teams, suggesting improvements in methods used for group investigations and projects	assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives	critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks
Make decisions		identify options when making decisions to meet their needs and the needs of others	practise individual and group decision making in situations such as class meetings and when working in pairs and small groups	contribute to and predict the consequences of group decisions in a range of situations	identify factors that influence decision making and consider the usefulness of these in making their own decisions	assess individual and group decision-making processes in challenging situations	develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making
Negotiate and resolve conflict		listen to others' ideas, and recognise that others may see things differently from them	practise solving simple interpersonal problems, recognising there are many ways to solve conflict	identify a range of conflict resolution strategies to negotiate positive outcomes to problems	identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations	assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations	generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts

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Critical and Creative Thinking learning continuum

Sub-element	Level 1 Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Reflecting on thinking and processes element						
Think about thinking (metacognition)	describe what they are thinking and give reasons why	describe the thinking strategies used in given situations and tasks	reflect on, explain and check the processes used to come to conclusions	reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary	assess assumptions in their thinking and invite alternative opinions	give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions
Reflect on processes	identify the main elements of the steps in a thinking process	outline the details and sequence in a whole task and separate it into workable parts	identify pertinent information in an investigation and separate into smaller parts or ideas	identify and justify the thinking behind choices they have made	evaluate and justify the reasons behind choosing a particular problem-solving strategy	balance rational and irrational components of a complex or ambiguous problem to evaluate evidence
Transfer knowledge into new contexts	connect information from one setting to another	use information from a previous experience to inform a new idea	transfer and apply information in one setting to enrich another	apply knowledge gained from one context to another unrelated context and identify new meaning	justify reasons for decisions when transferring information to similar and different contexts	identify, plan and justify transference of knowledge to new contexts
Analysing, synthesising and evaluating reasoning and procedures element						
Apply logic and reasoning	identify the thinking used to solve problems in given situations	identify reasoning used in choices or actions in specific situations	identify and apply appropriate reasoning and thinking strategies for particular outcomes	assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome	identify gaps in reasoning and missing elements in information	analyse reasoning used in finding and applying solutions, and in choice of resources
Draw conclusions and design a course of action	share their thinking about possible courses of action	identify alternative courses of action or possible conclusions when presented with new information	draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion	scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action	differentiate the components of a designed course of action and tolerate ambiguities when drawing conclusions	use logical and abstract thinking to analyse and synthesise complex information to inform a course of action
Evaluate procedures and outcomes	check whether they are satisfied with the outcome of tasks or actions	evaluate whether they have accomplished what they set out to achieve	explain and justify ideas and outcomes	evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria	explain intentions and justify ideas, methods and courses of action, and account for expected and unexpected outcomes against criteria they have identified	evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified

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