

Induction for a Year or Pastoral Care Group

Suitable for Years 7-10

HPE	Year 7 and 8	Year 9 and 10
<p><i>Personal, Social and Community Health</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing <input type="checkbox"/> Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities <input type="checkbox"/> Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity 	<ul style="list-style-type: none"> <input type="checkbox"/> Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices. <input type="checkbox"/> Investigate how empathy and ethical decision making contribute to respectful relationships <input type="checkbox"/> Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses <input type="checkbox"/> Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments
<p><i>Movement and Physical Activity</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use feedback to improve body control and coordination when performing specialized movement skills in a variety of situations <input type="checkbox"/> Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences <input type="checkbox"/> Practise and apply personal and social skills when undertaking a range of roles in physical activities <input type="checkbox"/> Modify rules and scoring systems to allow for fair play, safety and inclusive participation 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations <input type="checkbox"/> Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences <input type="checkbox"/> Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams <input type="checkbox"/> Transfer understanding from previous movement experiences to create solutions to movement challenges <input type="checkbox"/> Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities

Rationale

Outdoor adventure and team building activities offers students and teachers the opportunity to get to know each other through offering opportunities to recognise and respect each others personal strengths and challenges. It can provide the opportunity for teachers to observe the students they will be responsible for over the coming year.

Recommended Activities

At Base camp Wallaroo:

- Rock climbing
- Low ropes course
- Challenge course
- Team building activities
- Overnight walk
- Bush camping

At the school:

- Team building games
- Initiative activities

**Adventure and Challenge
Suitable for Years 5-10**

HPE	Year 5 and 6	Year 7 and 8	Years 9 and 10
<i>Personal, Social and Community Health</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Practise skills to establish and manage relationships <input type="checkbox"/> Examine the influence of emotional responses on behaviour and relationships <input type="checkbox"/> Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments 	<ul style="list-style-type: none"> <input type="checkbox"/> Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing <input type="checkbox"/> Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities <input type="checkbox"/> Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity 	<ul style="list-style-type: none"> <input type="checkbox"/> Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices. <input type="checkbox"/> Investigate how empathy and ethical decision making contribute to respectful relationships <input type="checkbox"/> Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses <input type="checkbox"/> Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments
<i>Movement and Physical Activity</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Practise specialised movement skills and apply them in a variety of movement sequences and situations <input type="checkbox"/> Propose and apply movement concepts and strategies with and without equipment <input type="checkbox"/> Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing <input type="checkbox"/> Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities <input type="checkbox"/> Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges <input type="checkbox"/> Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Use feedback to improve body control and coordination when performing specialized movement skills in a variety of situations <input type="checkbox"/> Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences <input type="checkbox"/> Practise and apply personal and social skills when undertaking a range of roles in physical activities <input type="checkbox"/> Modify rules and scoring systems to allow for fair play, safety and inclusive participation 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations <input type="checkbox"/> Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences <input type="checkbox"/> Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams <input type="checkbox"/> Transfer understanding from previous movement experiences to create solutions to movement challenges <input type="checkbox"/> Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities

Adventure and Challenge
Suitable for Years 5-10

Rationale

The adventure and challenge program is aimed at the personal development of each student whilst complementing and reinforcing the school's curriculum and philosophy. These programs provide many opportunities to develop self reliance, self-confidence and independence, coupled with the encouragement of teamwork and cooperation.

Recommended Activities

- Abseiling
- Rock climbing
- Flying fox
- Bushwalking
- Orienteering
- Bush camping – Base Camp Wallaroo, Hayes Creek
- Camp fire cooking

Leadership and Teamwork
Suitable for Years 5-12

HPE	Year 5 and 6	Year 7 and 8	Years 9 and 10
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Movement and Physical Activity	<ul style="list-style-type: none"> <input type="checkbox"/> Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities <input type="checkbox"/> Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Practise and apply personal and social skills when undertaking a range of roles in physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams <input type="checkbox"/> Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities

Rationale

*Through a series of carefully chosen tasks which are quickly established in the school grounds or at a campsite, students recognise the importance of **roles, responsibilities, planning, problem solving and communication**. Each task is chosen to highlight a particular team or leadership skill and instructors coach groups in how to review their performance and progressively improve. Instructors also provide information about how to get the best from a team and how to adapt leadership style to particular circumstances.*

Recommended Activities

At Base camp Wallaroo

- Rock climbing
- Low/High ropes course
- Bushwalking
- Orienteering
- Overnight walk / day hike
- Challenge course
- Initiative and team building games

At school

Team building activities and games – low ropes, spider web, boardwalk, human knot

Environmental and Historical Studies

Suitable for Years 5-12

Australian Curriculum Achievement Standards

Humanities and Social Studies (HASS)

Year 5	Year 6	Year 7
<p>Students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments.</p>	<p>Students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time.</p>	<p>Students explain the role of groups and the significance of particular individuals in past societies. They suggest reasons for continuity and change over time. They describe the effects of change on societies, individuals and groups and describe events and developments from the perspective of people who lived at the time. They identify past events and developments that have been interpreted in different ways. Students describe geographical processes that influence the characteristics of places. They explain interconnections between people and places and people and environments, describing how these interconnections change places and environments.</p>

Environmental and Historical Studies

Suitable for Years 5-12

Australian Curriculum Achievement Standards

	Year 8	Year 9	Year 10
History	<p>Students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.</p>	<p>Students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.</p>	<p>Students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.</p>
Geography	<p>Students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They compare alternative strategies to a geographical challenge, taking into account environmental, economic and social factors.</p>	<p>Students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.</p>	<p>Students explain how interactions between geographical processes at different scales change the characteristics of places. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria and draw a reasoned conclusion.</p>

Environmental and Historical Studies

Suitable for Years 5-12

Rationale

Base Camp Wallaroo campsite is located close to the Mary River National Park and has views of the floodplains. At the site there is a man-made billabong and evidence of mining and cattle/buffalo farming from past years. Some schools have invited rangers from the National Park to the camp site to share their knowledge about the local area – plants, land use past and present. In addition to the wealth of environmental resources in the area, Jabiru Peaks has access to tracks used by early explores, for example, Stuart and McKinlay.

Recommended Activities

- Bush style camping at Mount Sunup/Hayes Creek
- Mountain bike riding and/or bushwalking