



Boyne  
Island  
Environmental  
Education  
Centre



# The Boyne Island Challenge

## - Overview

### Year 6 residential program

Get ready as students participate in an action-packed journey of survivor type challenges to ultimately complete the *Boyne Island Challenge*.

Base command contacts student via a walkie talkie and delivers team building challenges such as designing and constructing both a shelter and a raft, building a fire and using traditional methods to start the fire, navigating the river while canoeing and pushing past comfort zones on the high ropes challenge. Using elements from the Australian Curriculum – General Capabilities -Personal and Social Capability continuum - the program targets opportunities for students to recognise emotions, become confident and resilient, appreciate diverse perspectives, work collaboratively and develop reflective practices. Students collectively reflect at the conclusion of each challenge to acquire their epaulette 'stripes' which signifies their ability to reflect honestly on their experience and consider their learning. Upon completing each challenge, students collect a badge which assists them to conquer the *Boyne Island Challenge* and receive their reward.

Duration: 4-5 days (3-4 nights)

### Curriculum Intent

#### General capabilities

##### Personal and social capability

The key ideas for Personal and Social Capability are organised into four interrelated elements in the learning continuum. These include self-awareness, self-management, social awareness and social management. These are the program targets for year 6 students at level 4 of the Learning Continuum of Personal and Social Capabilities.

##### Self-awareness

- Recognise emotions recognise personal qualities and achievements and develop reflective practices

##### Self-management

- Express emotions appropriately, develop self-discipline and set goals, work independently and show initiative and become confident, resilient and adaptable

##### Social awareness

- Appreciate diverse perspectives

##### Social management

- Communicate effectively, work collaboratively, make decisions and negotiate and resolve conflict

##### Critical and creative thinking

In the Australian Curriculum, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. These are the program targets for year 6 students at level 4 of the Learning Continuum of Critical and Creative Thinking.

## Inquiry – identifying, exploring and organising information and ideas

- Pose questions

## Reflecting on thinking and processes

- Reflect on processes

## Cross curriculum priorities

### Sustainability

- OI.2 All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival
- OI.7 Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

# Itinerary



## Learning Intentions:

### WHAT... are we learning?

- A challenger is someone who can develop and build upon their personal and social awareness. They are able to recognise their emotions, work together in a team, show resilience and persistence during difficult times, set goals and reflect upon experiences.

### WHY ... are we learning this?

- Teamwork is important not only in childhood, but it also plays an important role in helping you succeed as an adult. These fundamental life skills of teambuilding assist you in becoming an active citizen throughout your life and build your capacity to be a great leader.  
You can either- give up, give in or give it all you got!

### HOW ... will you know you're successful Challenger?

#### I can...

- Consider my attitude and behaviour
- Create a positive frame of thinking
- Work collaboratively
- Be resilient and persevere
- Set goals
- Reflect on my actions

**Catering:** External caterers supply, cook and serve food

#### Students and adults will need:

- Please refer to the Camp 'What to bring' list



#### CARAs

- Bush cooking
- Canoeing
- Challenge High Ropes
- Challenge Low ropes
- Cycling & Scooter
- Movement over uneven surfaces
- Raft Building
- Residential Camping
- Swimming in locations other than pools
- Team building medium
- Travel on BIEEC bus
- Animal observation and handling



# Sample Timetable

- Subject to change depending on variables such as arrival, departure, tides, weather, etc.

Tide					
<b>Breakfast+</b>		<b>7:00</b>	<b>7.00</b>	<b>7:00</b>	<b>7:00</b>
<b>Intro</b>	<b>10:30 * Arrival</b> Welcome Ice breakers	7:45 + Cabin Inspection 8.25 +Kick Start Activities (Environmental Monitoring/river scoot / river walk/other) 8.45 *Yarning Circle 9.00 * Personal Goal Setting	7:45 + Cabin Inspection 8.25 +Kick Start Activities (Environmental Monitoring/river scoot / river walk/other) 8.45 *Yarning Circle	7:45 + Cabin Inspection 8.25 +Kick Start Activities (Environmental Monitoring/river scoot / river walk/other) 8.45 *Yarning Circle	7:30 + Pack up cabins / cabin inspection / Emu parade 8.25 +Kick Start Activities (Environmental Monitoring) 8:45 *Yarning Circle 9.00 *Bus all students to Tannum Beach
<b>Session 1</b>		9.15* <b>Team Gi:Gum – CANOE Challenge</b> <b>Team Wandara – TRUST Challenge</b> (Trust activities/ Low ropes)	9.00* <b>Team Gi:Gum – REMOTE Challenge</b> <b>Team Wandara – RAFTING Challenge</b>	9.00 * <b>Team Gi:Gum – ENVIRONMENTAL Challenge (Mangroves)</b> <b>Team Wandara – HIGH ROPES Challenge</b>	9.15* BEACH Challenge – Beach Games / free swim
<b>M/T+</b>	<b>11:00 Morning Tea</b>	<b>10:30 + during activity (1/2 offsite)</b>	<b>10.30 + during activity (1/2 offsite)</b>	<b>1030 + during activity (1/2 offsite)</b>	<b>10:30+ @ Tannum Beach</b>
<b>Session 2</b>	<b>11:30 *</b> Ipad induction WHAT WHY HOW Call to adventure Group allocation 2 teams – <b>Gi:Gum and Wandara</b> <b>COMMUNICATION Challenge</b>				10.45 *Return to BIEEC 11.15 *Camp debrief – reflection of camp and unlocking the chest
<b>Lunch</b>	<b>12:30 + BIEEC</b>	<b>11:45 +@ BIEEC</b>	<b>11:45+@ BIEEC</b>	<b>11:45 + @ BIEEC</b>	<b>12:15+ @ BIEEC</b>
<b>Session 3</b>	1:15* <b>Team Gi:Gum –TEAM Challenges (initiative &amp; problem solving)</b> <b>Team Wandara –TEAM Challenge (Problem Solving &amp; Initiative)</b>	12:30* <b>Team Gi:Gum – TRUST Challenge</b> (Trust activities/ Low ropes) <b>Team Wandara – CANOE Challenge</b>	12:30* <b>Team Gi:Gum – RAFTING Challenge</b> <b>Team Wandara – REMOTE Challenge</b>	12:30* <b>Team Gi:Gum – HIGH ROPES Challenge</b> <b>Team Wandara – ENVIRONMENTAL Challenge (Mangroves)</b>	<b>1:00 +Depart</b>
<b>Debrief</b>	2.45 *Reflection on day's activities	3.00 *Reflection on day's activities Team sharing	3:00 *Reflection on day's activities Team sharing	3:00*Reflection on day's activities Team sharing	*Denotes – activity taken by BIEEC staff with visiting school staff support # Denotes – activity taken by visiting school staff with BIEEC staff support + Denotes – activity taken by visiting school staff
<b>A/T+</b>	<b>3:15</b>	<b>3:15</b>	<b>3:15</b>	<b>3:15</b>	
<b>Recreation Time+</b>	+ Cabin Allocation/ Showers / Dinner preparation/ journaling / Power down activities	+Showers / Dinner preparation/ journaling / Power down activities	+Showers / Dinner preparation/ journaling / Power down activities	+Showers / Dinner preparation/ journaling / Power down activities	
<b>Dinner+</b>	<b>6:00</b>	<b>6.00</b>	<b>6.00</b>	<b>6:00</b>	
<b>Session 4+</b>	7:00 + School run activity	7.00 + School Run activity / *BIEEC staff run activity e.g. plankton,	7.00 + School run activity	7.00 +School run activity	
	9:00 Bed and lights out	9.00 Bed and lights out	9.00 Bed and lights out	9.00 Bed and lights out	