



Boyne
Island
Environmental
Education
Centre



Dive In - Overview

Year 4 residential program

Students DIVE IN to their first camp experience with Sargent Swordfish arriving and setting the students to various tasks and justifying their time on camp as a learning experience, not just fun! Through completion of team building activities including problem solving, low ropes and trust activities students are given clues during the week to locate and find their reward.

Furthermore, the program offers a Science - Biology focus from the Australian Curriculum with a unique and exclusive interaction with the Caring for Clownfish facility and in addition have the opportunity to explore the Great Barrier Reef through a virtual reality experience. Targeting Life Cycles, students will learn about the Clownfish breeding program, observe other reef fish and marine life, feed the fish, discover the secret world of plankton and use scientific tools to measure and test the water quality. Students also use microscopes to observe microscopic organisms. After learning about our sustainable clownfish breeding program, students make their own pledge to save the reef.

The program targets key elements from the General Capabilities – Personal and Social Capability - strand of the Australian Curriculum such as recognising emotions, becoming confident and resilient, appreciate diverse perspectives, working collaboratively and develop reflective practices.

Duration: 2-3 days (1-2 nights)

Curriculum Intent

Science

Science Understanding

Living things have life cycles ([ACSSU072](#))

Living things depend on each other and the environment to survive ([ACSSU073](#))

Science as a Human Endeavour

Science involves making predictions and describing patterns and relationships ([ACSHE061](#))

Science knowledge helps people to understand the effect of their actions ([ACSHE062](#))

Science Inquiry Skills

With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge ([AC SIS064](#))

With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment ([AC SIS065](#))

Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately ([AC SIS066](#))

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 4 students at level 3 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 4 students at level 3 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

Literacy

In the Australian Curriculum, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. These are the program targets for Year 4 students at Level 3 of the Literacy Learning Continuum.

- Use language to interact with others
- Express opinions and point of views
- Understand learning area vocabulary

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?

- Day 1: To develop my personal and social awareness -
- Day 2: Science – Living things have lifecycles – Nemo Nurturers.

WHY ... are we learning this?

For many of you, this is the first time you have been away on camp. You will have a chance to DIVE IN to new experiences and try different things. We will provide a supportive and encouraging environment to assist you build these life skills. *You will get out of camp what you put in to it.* Our living world is fascinating and the clownfish lifecycle is not exception. You get to come face to face with these wonders of the reef. Our reef is in trouble and it needs your help to conserve and look after it.

HOW ... will you know you're successful team member?

I can...

- **Manage** my emotions when I am working in a group.
- **Persist** with activities that can be difficult
- **Value** other people's ideas even if they are different to mine
- **Be** a positive team member.

HOW ... will you know you're successful Nemo Nuturer?

- **Identify** the stages of a clownfish lifecycle
- **Understand** the role of plankton in the marine ecosystem
- **Predict** what would happen if there was no plankton
- **List** actions to save the reef

Catering: External caterers supply, cook and serve food

Students and adults will need:

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

CARAs

- Animal observation and handling
- Challenge Low ropes
- Cycling & Scooter
- Residential

Sample Timetable



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

Tide			
Breakfast+		7:00	7:00
Intro	10:30 * Arrival Welcome and Induction Australian Curriculum focus Goal setting & pre-post reflection Ice breakers	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
Session 1		9.00* Gi:Gum – Reef Respecters – Life cycle of our clownfish (water testing, feeding, life cycles in the aquarium) Wandara – Plankton study	9.15* BEACH Challenge – Beach Games / free swim
M/T+	11:00 Morning Tea	10:15 + during activity	10:45+ @ Tannum Beach
Session 2	11:30 * Ipad induction 11.45 Call to adventure and allocation of groups	10.45	11.15 *Return to BIEEC 11.45 *Camp debrief – reflection of camp and unlocking the chest
Lunch	12:30	12.00	12:15+ @ BIEEC
Session 3	1:15* Gi:Gum – Name tip, pledge, communication initiative games & team building Wandara – Name tip, pledge, communication initiative games & team building	12:30* Gi:Gum – Plankton Study Wandara – Reef Respecters – Life cycle of our clownfish (water testing, feeding, life cycles in the aquarium, plankton study)	1:00 +Depart from BIEEC
Debrief	3.00 *Reflection on day's activities – review goals	3.00 *Reflection on day's activities	*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
A/T+	3:30	3:15	
Recreation Time+	+ Cabin Allocation/ Showers / Dinner preparation/ journaling / Power down activities	+Showers / Dinner preparation/ journaling / Power down activities	
Dinner+	6:00	6.00	
Session 4+	7:00 + School run activity 9:00 Bed and lights out	7.00 + School Run activity / *BIEEC staff run activity 9.00 Bed and lights out	