



Boyne  
Island  
Environmental  
Education  
Centre



# Mission Possible - Overview

## Year 5 Residential Program

Upon arrival, students are called to action with an exciting mission to escape from a deserted island. They are challenged to use their critical thinking skills and leadership skills to make the *Mission Possible*. Students will be challenged with team building missions, will conquer the low ropes and high ropes, catch and identify microscopic creatures, contest the rivals at the beach and take a slow blindfolded walk through the senses trail. Students use deep reflective skills to acquire beads for their tribe's Survivor necklace and meet at a daily Tribal Council to summarise their efforts and achievements for the day. The missions all target communication, problem solving, initiative, trust and teamwork while incorporating key elements from the General Capabilities – Personal and Social Capability - strand of the Australian Curriculum. Elements such as recognising emotions, becoming confident and resilient, appreciate diverse perspectives, working collaboratively and develop reflective practices are specifically targeted and debriefed upon throughout each mission.

Duration: 3-4 days (2-3nights)

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 5 students at level 4 of the Learning Continuum of Personal and Social Capabilities.

##### Self-awareness

- Recognise emotions, recognize 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 5 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?

Students, in the role of a participant in the Mission Possible Challenge participate in activities to:

- To develop my personal and social awareness with a focus on leadership

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

- Everyone can be a **leader**, however we need opportunities to develop and practise leadership skills. These fundamental **life skills** assist you in becoming an active global citizen throughout your life. *You will get out of camp what you put in to it.*

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

##### I can...

- **Identify** emotions and feelings
- **Assess** strengths and weaknesses
- **Set** goals
- **Persevere** with tasks
- **Value** other people's ideas
- **Work** collaboratively with others
- **Solve** problems

#### Students and adults will need:

- Appropriate sun safe clothing for a week long camp
- Clothes that can get wet, muddy or dirty
- Two pairs of closed shoes, one that can get wet plus a pair that will stay dry.
- Sun-safe hat
- Sunscreen and insect repellent already applied
- Water bottle
- Plastic bag for wet clothing / shoes

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



#### CARAs

- Bouldering
- Challenge High Ropes
- Challenge low ropes
- Cycling & Scooter
- Movement over uneven surfaces
- Residential Camping
- Team building medium
- Travel on BIEEC bus
- Bush cooking
- Animal observation and handling



# Sample Timetable

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

Tide				
Breakfast+		7:00	7:00	7:00
Intro	10:30 * Arrival 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	7:30 + 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		9.15* Tribe Gi:Gum – Water bugs Mission Tribe Wandara – Trust Mission (Trust activities/ Low ropes)	9.00 * Tribe Gi:Gum – Bush cooking Mission Tribe Wandara – HIGH ROPES Mission	9.15* BEACH Challenge – Beach Games / free swim
M/T+	11:00 Morning Tea	10:30 + during activity (1/2 offsite)	1030 + during activity (1/2 offsite)	10:30+ @ Tannum Beach
Session 2	11:30 * Ipad induction WHAT WHY HOW Call to adventure Form Your Tribe 2 Tribes– Gi:Gum and Wandara COMMUNICATION Mission			10.45 *Return to BIEEC 11.15 *Camp debrief – reflection of camp and unlocking the chest
Lunch	12:30 + BIEEC	11:45 +@ BIEEC	11:45 + @ BIEEC	12:15+ @ BIEEC
Session 3	1:15* Tribe Gi:Gum –TEAM Challenges (initiative & problem solving) Tribe Wandara –TEAM Challenge (Problem Solving & Initiative)	12:30* Tribe Gi:Gum – Trust Mission (Trust activities/ Low ropes) Tribe Wandara – Waterbug Mission	12:30* Tribe Gi:Gum – HIGH ROPES Mission Tribe Wandara – Bush cooking Mission	1:00 +Depart
Debrief	2.45 *Reflection on day's activities – Tribal council meeting	3.00 *Reflection on day's activities Tribal council meeting	3:00*Reflection on day's activities Tribal council meeting	*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+	3:15	3:15	3:15	
Recreation Time+	+ Cabin Allocation/ Showers / Dinner preparation/ journaling / Power down activities	+Showers / Dinner preparation/ journaling / Power down activities	+Showers / Dinner preparation/ journaling / Power down activities	
Dinner+	6:00	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 e.g. plankton, 9.00 Bed and lights out	7.00 +School run activity 9.00 Bed and lights out	