

The Boyne Island Challenge

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.

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. The challenges include designing and constructing both a shelter and a raft, build a fire and use traditional methods to start the fire, navigate the river while canoeing and push past comfort zones on the high rope challenge. At the conclusion of each day, time is allocated for all students to debrief on their activities and consider their learning.

After collecting tokens for each successful challenge, the students conquer the Boyne Island Challenge to receive their prize.

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

Curriculum Links

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

- o Recognise emotions
- o Recognise personal qualities and achievements
- o Develop reflective practices

Self-management

- o Express emotions appropriately
- o Develop self-discipline and set goals
- o Work independently and show initiative
- o Become confident, resilient and adaptable

Social awareness

- o Appreciate diverse perspectives

Social management

- o Communicate effectively
- o Work collaboratively
- o Make decisions
- o Negotiate and resolve conflict

Critical and creative thinking

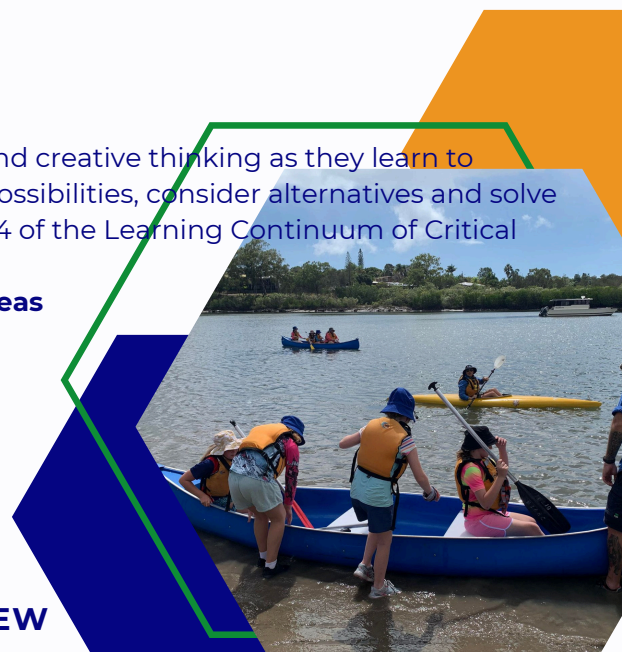
In the Australian Curriculum, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. These are the program targets for year 6 students at level 4 of the Learning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

Inquiry – identifying, exploring and organising information and ideas

- o Pose questions

Reflecting on thinking and processes

- o Reflect on processes



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.

CARA's

- Walking on uneven surfaces
- Science activities
- Animal Observation

Learning Intentions:

WHAT... are we learning?

o 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?

o 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?

I can...

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



BIEEC PEDAGOGY

Our student-centred learning approach focuses on hands-on, interactive activities that engage students and encourage exploration. By allowing students to take ownership of their learning and set personal goals, they develop independence and critical thinking skills. Teachers act as mentors, supporting students by asking questions throughout their learning journey to assist with building a lifelong love of learning.

SAMPLE ITINERARY

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

Please Note: This is a SAMPLE itinerary and your Program Manager will forward your individual program shortly.

Breakfast+		7:00	7:00	7:00	6:30 Pack Up Cabins and luggage 7:00
Kick Start	10:00 * Arrival ** CONNECT** Welcome, Cabin allocation and cabin bag drop Acknowledgement of Country Positive Primers / Name tip introduction	7:45 + Cabin Inspection / river walk 8.15 + Kick Start Activities 'Are you prepared' checklist? Y chart- Cooperate	7:45 + Cabin Inspection / river walk 8.15 + Kick Start Activities 'Are you prepared' checklist? Y chart- Respect	7:45 + Cabin Inspection / river walk 8.15 + Kick Start Activities 'Are you prepared' checklist? Y chart- Persistence	7:30 + Move luggage to classroom verandah / cabin inspection / Emu parade / arrange dry set of clothes with day pack 8.15 + Kick Start Activities – 'Are you prepared' checklist?
		8.45* Morning Circle in team's shelter	8.45* Morning Circle in team's shelter	8.45* Morning Circle in team's shelter	8.45* Morning Circle in team's shelter
Session 1	11:00 Morning Tea 11:20 * Student Ipad induction of BIEEC / Teacher Induction with BIEEC staff Self-reflection tool/ Chant / goal setting Australian Curriculum links 12:15 ** EMPOWER** 'Call to action!' Form tribe & move to shelter area – Gi-Gum / Wandara	9:00**CHALLENGE** Gi-gum – Trust challenge – Team games. Trust activities-Longreach stack, trust run, piggy in the middle, Wandara – Persistence challenge – Canoeing – Boyne River	9:00 **CHALLENGE** Gi-gum – Persistence challenge – Canoeing – Boyne River Wandara – Remote Survival challenge- bush cooking/shelter building (visiting teacher break during shelter building)	9:00 **CHALLENGE** Gi-gum - Resilience Challenge-High ropes Wandara - Plankton session	9:00 * ** TRANSFORM** Camp debrief-- reflection of camp (Verbal and self-reflection tool) 9:45 Connection Challenge Call 2 action 9:50 + Gi Gum: Bus to beach Wandara: Morning tea @ BIEEC 10:05 GiGum: Morning Tea @ Beach Wandara: Bus to Beach
M/T+	'Be a BIEEC Star' – student centred learning introduction Challenges begin	10:00+ G@Lion's Park / W@Awoonga Gi-gum-Low Ropes @ BIEEC Wandara-continue activity	10:00 + Group activities continued	10:00 + Group activities continued	10:20 BEACH challenge- Beach Games / free swim 11.30 Final debrief – Unlock the chest 11:45 Gi Gum: Bus back to BIEEC and get changed (NO SHOWERS) Wandara – Get changed at beach
Lunch	1:00 + BIEEC	11:30 *Star Reflection – Bravo time 11:45 + @ BIEEC	11:30 *Star Reflection – Bravo time 11:45 + @ BIEEC	11:30 *Star Reflection – Bravo time 11:45 + @ BIEEC	12:15+ @ BIEEC
Session 2	1:45* Gi-Gum & Wandara continue Communication games communication games – Rail ball, Zig Zag water pass, ball and string	12:30* Gi-gum – Cooperation Challenge Team building games – colour stack, tanks, maze runner, Problem solving rotations-ball and loop, puzzle cube, tweezer ball, waterway puzzle) visiting teacher break before 2pm) Wandara – Cooperation Challenge – Team building games (visiting teacher break before 2pm)	12:30* Gi-gum – Remote Survival challenge-shelter building/bush cooking (visiting teacher break during shelter building) Wandara – Trust Challenge – Team games. Trust activities-Longreach stack, trust run, piggy in the middle,	12:30* Gi-gum- Plankton session Wandara- Resilience Challenge-High ropes	12:45 * BIEEC Sharing / camp thank you and farewell @ tucker tent 1:00 +Depart BIEEC
		2:00 BIEEC Staff meeting (visiting teacher to continue activity)			
Reflect	2:45 * Reflection – Bravo time 3:00 Y Chart of the day – Communicate	2:45 *Star Reflection – Bravo time	2:45*Star Reflection – Bravo time	2:45*Star Reflection – Bravo time	* 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
Recreation Time+	+ 3:30-4:30 Recreational Activities (visiting teacher to organise, BIEEC can supply ideas and equipment) +4:30-5:45 Showers / Power down activities	+ 3:30-4:30 Recreational Activities (visiting teacher to organise, BIEEC can supply ideas and equipment) +4:30-5:45 Showers / Power down activities	+ 3:30-4:30 Recreational Activities (visiting teacher to organise, BIEEC can supply ideas and equipment) +4:30-5:45 Showers / Power down activities	+ 3:30-4:30 Recreational Activities (visiting teacher to organise, BIEEC can supply ideas and equipment) +4:30-5:45 Showers / Power down activities	
Dinner+	6:00	6:00	6:00	6:00	
Night Session+	+ Visiting school facilitated activity 9:00 Bed and lights out	7pm *BIEEC led Astronomy session 9:00 Bed and lights out	+ Visiting school facilitated activity 9:00 Bed and lights out	7pm – *Art session with Chanise 9:00 Bed and lights out	

Students and adults will need:

- Appropriate 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 clothing and hat
- Sunscreen and insect repellent already applied
- Water bottle

Catering: External caterers supply, cook and serve food

