

# Mission Possible

## Year 5 Residential Program



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 enjoy team building missions, conquer the low ropes and high ropes challenge, experience the mighty mangrove environment, climb the bouldering walls and walk through the senses trail.

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.

2 or 3 night visit

### Curriculum Links

#### 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**

- 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 5 students at level 4 of the Learning Continuum of Critical and Creative Thinking.*

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

- o Pose questions
- o Reflecting on thinking and processes
- o Reflect on processes



## CROSS CURRICULUM PRIORITIES

### Sustainability

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

### CARA's

- Residential camping
- Travel on bus
- (activities specific to program)

### 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 a 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



## 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

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

Breakfast+		7:00	6:30 Pack Up Cabins and luggage
Kick Start	<b>10:30 * Arrival **CONNECT**</b> Welcome, Cabin allocation and cabin bag drop Acknowledgement of Country Positive Primers /Name tip introduction <b>11:00 Morning Tea</b>	7:45 + Cabin Inspection / river walk 8.15 +Kick Start Activities 'Are you prepared' checklist? Y chart- Cooperate	7:00 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?
Session 1	11:20 * Student /pad induction of BIEEC / Teacher Induction with BIEEC staff Self-reflection tool/ Chant / goal setting Australian Curriculum links  12:15 **EMPOWER** 'Call to action!'	8.45* Morning Circle in team's shelter	8.45* Morning Circle in team's shelter
M/T+	Form tribe & move to shelter area – <b>Gi- Gum</b> 'BE a BIEEC star' - student centred learning intro Challenges begin	9.00**CHALLENGE** <b>Tribe Gi-Gum – Canoe Mission – Awoonga Dam</b>	9:00 **TRANSFORM** Reflection of camp (Verbal and self-reflection tool) 9:45 Beach Mission Call 2 action
Session 1 continued		+@ Awoonga Dam Group activities continued  11:30 *Star Reflection – Bravo time	9:50 + Gi Gum: Bus to beach -Morning Tea @Tannum Beach  10:20 Beach Mission– 11:30 Unlock chest 11:45 Gi Gum: Bus back to BIEEC / get changed (NO SHOWERS)
Lunch	1:00 + @BIEEC	11:45 +@ BIEEC	12:15+ @ BIEEC
Session 2	1:45* <b>Gi-Gum</b> continue Communication games  communication rotations– Rail ball, ball and string/Clownfish/Eco-art	12:30* <b>Tribe Gi-Gum – Trust Mission</b> <b>Scoot to Lions Park (Trust activities)</b> <b>Tribe Gi-gum - Scoot back to BIEEC</b> <b>Continue Trust Mission</b> <b>(Low ropes)</b>	12:50 * BIEEC Sharing / camp thank you and farewell @ tucker tent/ Pack Bus <b>1:00 + Depart</b>
Reflect	2:45 *Step 2 Reflection	2:45 *Step 2 Reflection	*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	
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	
Dinner+	6:00	6:00	
Night Session+	+ Visiting school facilitated activity or BIEEC organised activity (if requested) 9:00 Bed and lights out	+ Visiting school facilitated activity or BIEEC organised activity (if requested) 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

