



Camping We Will Go

Prep Science, HPE and HASS

Department of Education

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Our vision is for a community that cares for self, others and the environment to achieve enough for all forever.

The Big Idea: Using places and spaces safely and sustainably, and a love of outdoor play.

Students' Blanket Role: They are invited to be *Caring Campers* by looking after special places.

Program Snapshot

The camping program creates a learning environment that invites attention, exploration, manipulation, elaboration, experimentation and imagination. Through play the children actively engage socially, emotionally, physically and intellectually with people, objects and representations. This visit to Amaroo provides a real-life opportunity to explore the natural environment, share new experiences and learn about their world.

Curriculum– Prep Science, HPE and HASS

SCIENCE: Achievement Standard (extract)	Students suggest how the environment affects them and other living things and share and reflect on observations.
Content Description	Daily and seasonal changes in the environment, including weather, affect everyday life (ACSSU004).
HPE: Achievement Standard (extract)	Students identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. Students use personal and social skills when working with others in a range of activities.
Content Description	Participate in play that promotes engagement with outdoor settings and the natural environment (ACPPS007). Practise personal and social skills to interact positively with others (ACPPS004).
HASS: Achievement Standard (extract)	Students recognise why some places are special to people and suggest ways they can care for a familiar place.
Content Description	Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI009). The reasons why some places are important to people, and how they can be looked after (ACHASSK017).

Cross Curriculum Priorities



Sustainability– addresses the ongoing capacity of Earth to maintain life. Students develop the knowledge, skills, values and world views necessary to contribute to more sustainable patterns of living, which means meeting the needs of the present without compromising the ability of future generations to meet their needs.

Main sections covered: **Systems O1.2**- All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival. **Futures O1.7**- Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.



Aboriginal and Torres Strait Islander histories and cultures– provides opportunities for all students to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. It is designed for all students to engage in reconciliation, respect and recognition, through learning of People, Culture and Country/Place.

Main sections covered: **Country/Place O1.2** Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place. **Culture O1.5**- Aboriginal and Torres Strait Islander people's way of life are uniquely expressed through ways of being, thinking, knowing and doing.

The students are encouraged to develop positive attitudes towards places and spaces and as well as positive self-esteem by engaging in the activities offered in Camping We Will Go.

Visit Day– Program

- ◆ Pitching and dismantling a tent with their team mates
- ◆ Bushwalk
- ◆ Using binoculars
- ◆ Fishing sustainably
- ◆ Free play in tents, tangrams for quiet play
- ◆ Exploring a campsite and using specialised camping gear
- ◆ Recognising or hypothesising about the influence of weather on people's choices
- ◆ Cultural understanding: investigation of an Indigenous shelter



Conclusion:

- Leave only footprints on an area you have visited.

Call to Action:

- Appreciating outdoor spaces as places to learn and play safely and responsibly.

Post-visit consolidation ideas

- Reflect on their real life experience and suggest ways to care for a special place.
- Draw their campsite, or their special place at home or elsewhere, and describe it to someone else.

Important Teacher Notes

- Students will be working in groups of approximately 6. An adult helper per group is a requirement for this program. For example a double class of 50 students would require 8-9 adult helpers.
- Due to weather conditions, this program is not available during Term 4.

Amaroo EEC pedagogy

Amaroo is guided by the Place-Responsive Pedagogy, in particular Learning Beyond the Classroom.

This particular program uses the strategies of **Learning By Doing, Full Sensory, Mind Body Engagement** and **Being in the Natural Environment**.



Also at the fore-front of our pedagogy is connectedness, real-world context, authentic cultural experiences, sense of place, and recognition of difference, which can lead to other powerful, long-term, lifestyle outcomes, often not assessable in traditional curriculums.

For more information please refer to Amaroo's [Pedagogical Framework](http://amarooeec.eq.edu.au/supportandresources/formsanddocuments/documents/pedagogical-framework.pdf) (amarooeec.eq.edu.au/supportandresources/formsanddocuments/documents/pedagogical-framework.pdf)