

# Tallebudgera Outdoor & Environmental Education Centre

## Year 6 Program

### The Hero's Journey:- Awakening the Heroes Within

The Hero's Journey is a story structure found in all the great myths and legends, timeless fairy tales and modern action films. It is a story of individual transformation, exploring identity and the realisation of one's potential.



The Hero's Journey program begins when the students meet a stranger, a visitor from the new world who will invite them on the Hero's Journey, a 5 day adventure for Year 6 students that will take them out of their comfort zone as they seek to find the "Prize". On their adventure they will work with their allies, explore the new world, solve problems, journey through the natural environments, face "dragons" to overcome fears as they work in groups to crack the secret code to open the treasure chest.

As a result of this learning journey the students are transformed by their experiences contributing to their personal and social development, gaining a deeper understanding of their personal capabilities and skills and develop the confidence to be the Hero in their life's journey.

## Program Aim

The Hero's Journey provides opportunities for students to explore their own identities and develop an understanding of factors that influence and shape who they are. They learn how to recognise, understand, validate and respond appropriately to their own and others' emotions, strengths and values. Students are provided with explicit opportunities to learn, practise, gain feedback about and refine their personal and social skills.



Students' critical and creative thinking skills are developed through learning experiences that encourage them to pose questions and seek solutions to issues by exploring and designing appropriate strategies to promote and advocate personal, social and community wellbeing. Students also use critical thinking to examine their own beliefs and challenge societal factors that negatively influence their own and others' identity, health and wellbeing.

There are opportunities throughout the program for making strong connections between cultures and identities and to engage with and appreciate the lived experiences of Aboriginal and Torres Strait Islander Peoples. Students learn about the richness of Aboriginal and Torres Strait Islander modes of communication and ways of living and being, and develop appreciation and understanding of uniquely Australian connections between People and Country/Place.

## Curriculum Intent

### Health and Physical Education

- Practise skills to establish and manage relationships (ACPPS055)
- Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060)
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)
- Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMP068)
- Examine how identities are influenced by people and places (ACPPS051)
- Examine the influence of emotional responses on behaviour and relationships (ACPPS056)
- Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (ACPPS059)
- Exploring Aboriginal and Torres Strait Islander understandings of special places and the connection of these places to physical activities (ACPPS059)

### English

- Make connections between student's own experiences and those of the characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)

### Science

- Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE098)
- Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)
- With guidance, pose clarifying questions and make predictions about scientific investigations (ACSHE232)
- Learning how Aboriginal and Torres Strait Islander knowledge, such as the medicinal and nutritional properties of Australian plants, is being used as part of the evidence base for scientific advances (ACSHE098)

### Humanities and Social Sciences

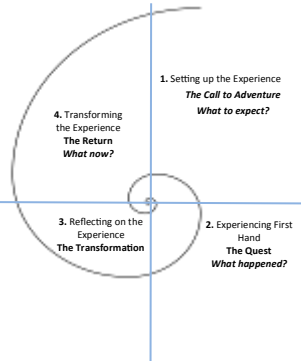
- The influence of the environment on the human characteristics of a place (ACHGK028)
- The influence people have on human characteristics of places and the management of spaces within them (ACHGK029)
- The effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places (ACHGK036)
- Work in groups to generate responses to issues and challenges (ACHASSI102 & 130)
- Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104)
- The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHGK027)
- The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)
- Locate and collect relevant information and data from primary and secondary sources (ACHASSI095)
- Work in groups to generate responses to issues and challenges (ACHASSI102)
- Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104)
- The effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places (ACHGK036)
- Locate and collect relevant information and data from primary and secondary sources (ACHASSI123)
- Practise skills to establish and manage relationships (ACPPS055)
- Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060)
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)
- Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMP068)



## Program Structure - Tallebudgera Learning Journey

### Stage One: The Call to Adventure

This stage requires a pre-visit to the school by staff from Tallebudgera Outdoor and Environmental Education Centre (Heralds of the Journey) to meet the students and invite them on a learning journey. Tallebudgera staff will introduce the Hero's Journey, explore different types of heroes, explain what is required to prepare for the journey and identify the personal challenges that they may face on their journey – their personal dragons to tame or slay (individual student goals for the camp). The pre-visit will culminate with an invitation to come on an adventure. Students will be provided with a "Journal" to record details of their "Journey" which will be used throughout the camp experience to reflect on their learning. The journal will enable students to tell the story of their personal learning journey and to share what they have learned from their journey.



### Stage Two: The Quest

#### Day 1: Orientation to the Special Place and Meeting the Mentor

After 'crossing the threshold' and arriving at the Tallebudgera O&EEC Beach School the students meet the Herald again and are introduced to their Mentors (Beach School Staff). They explore the special world of Tallebudgera and *Jellurgul* (Burleigh Headland). During this stage, students familiarise themselves with the routines of camp life and establish allies (new friends and staff of the Tallebudgera Beach School).

#### Days 2 to 4: Facing the Challenges

Students undertake three themed days full of challenges and exploration focusing on the characteristics of the four archetype heroes and reflecting on their own skills and preferences.

- Champion Day - Discover who is the Champion of Tallebudgera Creek
- Warrior Hero Day - Taming your Dragons pushing through barriers
- Guardian 1/2 Day - Team challenges working together to achieve more
- Mastermind 1/2 Day - Escape Hunt and many more problems to solve

### Stage Three: The Transformation

Day 5 is a day of discovery and celebration where the students bring together all that they have learned to solve a final problem which enables their team of heroes to open a "treasure chest" and find the prize. The "prize" is knowledge that everyone has the capacity to be the Hero in their personal story and gifts that represent each of the Hero types. The students reflect on the camp activities, align themselves with a hero type and identify what they have learned about themselves and others. The final day culminates with a celebration on the surf beach, review of the week through a photo story and the final goodbye to their mentors and allies.

### Stage Four: The Return

The return is the final stage where students travel back to their home and school to share their story. The Journal is the record of all that has occurred leading up to and as a result of their experiences at Tallebudgera. Staff from the Tallebudgera Beach School (the Herald) will make contact with the students 5-6 weeks after the completion of the Hero's Journey to determine how the students have applied learning at school and at home: have they awakened the Hero within?



**Queensland Government**



# Hero's Journey Timetable



Creating positive change in the lives of young people across Queensland

The Hero's Journey:- Awakening the Heros Within



Day	Session	Activity
<b>Monday</b>	<b>Crossing the Threshold and Exploring the New World</b>	
	10.00 - 12.00	Arrival meeting the <b>Mentors and Allies</b> , camp induction and settle into accommodation rooms
	Lunch	<b>Dining room Active Recreation Centre</b>
	1.00 - 4.00	Explore the new world of Tallebudgera Creek, Jellurgal (Burleigh Heads National Park) find out about the Indigenous history of the local area and acknowledge the Yugambeh nation and the Kombumerri
	7.00 – 8.30	Dance and Games night Rotation
<b>Tuesday</b>	<b>Champion Day:-</b> Students take on the role of detectives and investigate a range of materials and evidence to identify who to Canoe Tallebudgera Creek investigating who the Champion of Tallebudgera Creek The intent of the Champion Day is to find out about the Champion of Tallebudgera Creek; who he was, what he did and why he did it. Students process this information to see if this type of hero resonates with them. They are asked to identify what characteristics Champions display, and in what ways they are a champion hero.	
	8.30 - 12.00	Canoe up Tallebudgera Creek to Fleay's Fauna Reserve via Crab Island
	Lunch	<b>Fleays Fauna Reserve</b>
	1.00 - 4.00	Walk back to the Centre via Mangrove Walk and National Park trail
	7.00 – 8.30	<b>Don't Forget the Lyrics</b>
<b>Wednesday</b>	<b>Warrior Day:-</b> The intent of the Warrior Day is for students to test their strength, endurance and courage by engaging in a number of physical activities. These activities include body boarding, high roles course and tobogganing.	
	8.30 - 12.00	Body boarding & Tobogganing
	Lunch	<b>Packed Lunch</b>
	1.00 - 4.00	Bus trip to Currumbin Bird Sanctuary undertake Treetop Challenge high ropes course
	7.00 – 8.30	<b>Champion guests share their passion and the mastermind magician performs</b>
<b>Thursday</b>	<b>Guardian Day:-</b> The intent of the guardian day is to draw attention to those people who assist others and are great team members. The focus of the activities is on teamwork and that 'together everyone achieves more'. <b>Mastermind Day:-</b> The intent of this part of the program is to encourage students to think differently, and to celebrate those who have these skills and talents. Students work together or independently to solve a range of riddles and puzzles which will enable them to escape the Themed room before the time runs out. Success on this day will help them crack the code to the treasure chest full of prizes	
	8.30 - 12.00	Teams undertake group challenge activities aligned to a themed story for the session
	Lunch	<b>Packed Lunch</b>
	1.00 - 4.00	Students in groups work to solve complex problems and use the clues to escape from the themed rooms before the time runs out.
	7.00 – 8.30	<b>Movie night watching at the Heroes on their Journey</b>
<b>Friday</b>	<b>Celebration Transformation and Return</b>	
	8.30 - 12.00	Opening the treasure chest , reflection on learning from the week and celebration swim at surf beach
	Lunch	<b>Dining room Active Recreation Centre</b>
	1.00	Saying goodbye and the Return trip home

**Note:- During the 4 day school week or when schools wish to include a one day visit to a Gold Coast Theme Park the Hero Journey program will combine the theme days and the Treetop Challenge at the Currumbin Wildlife Sanctuary will not be included.**