

# NRAC and the Australian Curriculum

## Foundation to Senior School

The below information is to be used as a guide for Teachers to connect the learning outcomes from the Australian Curriculum with opportunities for learning experiences for students participating in a camp with NRAC. It is not exhaustive.

### General capabilities

NRAC individualised programs aim for students to participate in the following Australian Curriculum General Capabilities -

#### Personal and social capability

When participating in a camp at NRAC, students

“develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively.” (Australian Curriculum, 2014).

Students at camp will learn to

“recognise and regulate emotions, develop empathy for and understanding of others, establish positive relationships, make responsible decisions, work effectively in teams and handle challenging situations constructively.” (Australian Curriculum, 2014).

Ningaloo Reef Adventure Camps promotes the growth of core shared values in its activities. These values are pursuit of knowledge and a commitment to achievement of potential; self acceptance and respect of self, respect and concern for others and their rights; social and civic.

#### Critical and creative thinking

Many of NRAC’s activities and experiences are centered around experiences where students will-

“develop capabilities in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.” (Australian Curriculum, 2014).

#### Ethical understanding

By participating in a camp at NRAC students will

“develop ethical understanding as they identify and investigate the nature of ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.” (Australian Curriculum, 2014).

## Cross-curriculum priorities

### Aboriginal and Torres Strait Islander histories and culture

“Across the Australian Curriculum, the Aboriginal and Torres Strait Islander histories and cultures priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world’s oldest continuous living cultures. Students will understand that contemporary Aboriginal and Torres Strait Islander Communities are strong, resilient, rich and diverse. The knowledge and understanding gained through this priority will enhance the ability of all young people to participate positively in the ongoing development of Australia.” (Australian Curriculum, 2014).

NRAC can organize activities that are based around Coral Bay’s and the Ningaloo Reef’s Aboriginal history and culture.

### Sustainability

“Sustainability will allow all young Australians to develop the knowledge, skills, values and world views necessary for them to act in ways that contribute to more sustainable patterns of living. It will enable individuals and communities to reflect on ways of interpreting and engaging with the world. The Sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.” (Australian Curriculum, 2014).

Coral Bay is a remote, rural community and relies on a variety of sustainable approaches to living. Where required, sustainability can be a major focus of camp.

## Health and Physical Education

“In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others’ health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.” (Australian Curriculum, 2014).

“Health and Physical Education addresses how contextual factors influence the health, safety, wellbeing, and physical activity patterns of individuals, groups and communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others’ health and wellbeing.” (Australian Curriculum, 2014).

The Health and Physical Education component of the Australian Curriculum directly interrelates with Ningaloo Reef Adventure Camps programs. The camps focus on all learning outcomes - knowledge and understanding; attitudes and values; skills for physical activity; self-management; and inter-personal skills. Camp programs involve many interesting and motivating activities. Some examples of these activities are various day and night time games and experiences; use of communication and interpersonal skills in team games and camp experiences; use of decision-making skills for choice of tactics and strategies; involvement of various health programs e.g. food preparation, cooking, non-smoking programs, fitness programs; out-door education; swimming and snorkelling development; safety awareness; and watercraft activities.

NRAC camps are based around the following Focus Areas of the Australian Curriculum (Physical and Health Education) –

- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships
- Safety
- Challenge and adventure activities
- Fundamental movement skills
- Games and sports
- Lifelong physical activities

### Home economics (making healthy choices)

“The Health and Physical Education curriculum focuses on developing knowledge, understanding and skills that will support students to make healthy choices about food and nutrition. Students learn about this by exploring the influences on these choices and developing skills to access and assess nutritional information to support healthy choices. In Health and Physical Education, students learn about different stages of life and take increasing responsibility for their own growth and development by exploring and learning how to manage the many different factors that influence their identities. They also develop a practical understanding of how connections to other people influence health and wellbeing. ” (Australian Curriculum, 2014)

At NRAC we support healthy living and eating. All of our activities, experiences and catering is based around a balanced healthy lifestyle.

### Outdoor education

“Outdoor education engages students in practical and active learning experiences in natural environments and settings typically beyond the school boundary. In these environments, students develop knowledge, understanding and skills to move safely and competently while valuing a positive relationship with and promoting the sustainable use of these environments. ” (Australian Curriculum, 2014).

In the Australian Curriculum: Health and Physical Education (F–10), outdoor recreation refers to recreational activities, or the act of engaging in recreational activities. These are typically associated

with outdoor, natural or semi-natural settings. These activities are an important part of learning in the Health and Physical Education curriculum as they promote lifelong physical activity. They also contribute to health and wellbeing through direct personal experiences and connections with natural environments. Outdoor activities provide a valid environment for developing movement competence, promoting a sense of wellbeing, enhancing personal and social skills, and developing an understanding of the concept of risk versus challenge. (Australian Curriculum, 2014).

NRAC focuses on the following Sub Strand of the Australian Curriculum –

1. Being healthy, safe and active
2. Communicating and interacting for health and wellbeing
3. Contributing to healthy and active communities
4. Moving our body
5. Understanding movement
6. Learning through movement .

## Science – Biological sciences

“The biological sciences sub-strand is concerned with understanding living things. The key concepts developed within this sub- strand are that: a diverse range of living things have evolved on Earth over hundreds of millions of years; living things are interdependent and interact with each other and their environment; and the form and features of living things are related to the functions that their body systems perform. Through this sub-strand, students investigate living things, including animals, plants, and micro-organisms, and their interdependence and interactions within ecosystems.” (Australian Curriculum, 2014).

One of the Ningaloo Adventure Camps strongest links is with Science . Knowledge of physical, biological and natural worlds, investigating physical, mental, emotional and environmental variables; preparation of food; processes and products of science and their effect on people and the environment; and form reasoned judgements about recycling and environmental protection.

Science learning outcomes implemented are investigating, communicating scientifically; science in daily life; acting responsibly; science in society; life and living; and earth and beyond.

NRAC and Australian Science Curriculum Overarching Ideas –

Throughout a NRAC camp students will have the opportunity to connect through the Ningaloo Reef’s ecosystem and continue to develop “a scientific view of the world and bridge knowledge and understanding across the disciplines of science.” (Australian Curriculum, 2014).

Teachers may find information in the following Australian Science Curriculum Overarching Ideas of relevance when planning their NRAC experience -

1. Patterns, order and organisation
2. Form and function
3. Stability and change
4. Scale and measurement
5. Matter and energy
6. Systems

## Humanities and Social Sciences - Geography

Geography's curriculum content is implemented through a variety of activities in Ningaloo Reef Adventure Camps itineraries. Students develop understandings related to natural and social systems, including the interplay between elements of the natural and built environments; values associated with ecological sustainability; a sense of care for the natural environment and make informed decisions that support this goal. They further explore the impact of technology in their lives, on the local environment and in the wider global context.

The specific Geography "Concepts for developing geographical understanding" that our programs may relate to are:

### Place

Places are parts of the Earth's surface that are identified and given meaning by people. They may be perceived, experienced, understood and valued differently.

The environmental characteristics of a place are influenced by human actions and the actions of environmental processes over short to long time periods.

The places in which we live are created, changed and managed by people.

The sustainability of places may be threatened by a range of factors, for example, natural hazards; climate change; economic, social and technological change; government decisions; conflict; exhaustion of a resource and environmental degradation.

### Environment

The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment. The environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), biotic and human processes.

The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration. It presents both opportunities for, and constraints on, human settlement and economic development. The constraints can be reduced but not eliminated by technology and human organisation.

Culture, population density, type of economy, level of technology, values and environmental worldviews influence the different ways in which people perceive, adapt to and use similar environments.

Management of human-induced environmental change requires an understanding of the causes and consequences of change, and involves the application of geographical concepts and techniques to identify appropriate strategies.

Each type of environment has its specific hazards. The impact of these hazards on people is determined by both natural and human factors, and can be reduced but not eliminated by prevention, mitigation and preparedness.

#### Interconnection

The concept of interconnection emphasises that no object of geographical study can be viewed in isolation.

Places and the people and organisations in them are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on changes in these characteristics.

Environmental and human processes are sets of cause-and-effect interconnections that can operate between and within places. Holistic thinking is about seeing the interconnections between phenomena and processes within and between places.

#### Sustainability

The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future.

Sustainability is both a goal and a way of thinking about how to progress towards that goal. Progress towards environmental sustainability depends on the maintenance or restoration of the environmental functions that sustain all life and human wellbeing (economic and social).

An understanding of the causes of unsustainability requires a study of the environmental processes producing the degradation of an environmental function; the human actions that have initiated these processes; and the attitudinal, demographic, social, economic and political causes of these human actions. These can be analysed through the framework of human–environment systems.

#### Scale

The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels.

Cause-and-effect relationships cross scales from the local to the global and from the global to the local. For example, local events can have global outcomes, such as the effects of local vegetation removal on global climate.

#### Change

The concept of change is about explaining geographical phenomena by investigating how they have developed over time. Environmental change can occur over both short and long time frames, and both time scales have interrelationships with human activities.

Environmental, economic, social and technological change is spatially uneven, and affects places differently.

An understanding of the current processes of change can be used to predict change in the future and to identify what would be needed to achieve preferred and more sustainable futures.

## English

English “creates confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them.” (Australian Curriculum, 2014).

NRAC focuses on the following Threads within Sub Strand Headings of the Australian Curriculum –

1. Language for social interactions
2. Language for variation and change

Some examples of interconnectedness between NRAC and the English Sub Strand Headings are - use of appropriate language in different context; positive effects on self-esteem and confidence; use of verbal and non-verbal messages to communicate understandings of camp concepts; and implementation of reading, writing, listening, viewing and speaking activities.