

## SCHOOL CAMP: MODULE OUTLINE

**Field:** Leisure and recreation    **Band:** Upper primary



### Purpose

Students prepare for school camp by participating in reading, listening and speaking activities focusing on topics such as camp locations, games, tasks and programs of events. Students also record and recount their experiences at camp.

(It is intended that the activities in this module be done when students are preparing to go on the Year 6 or 7 camp, and that the teacher chooses or adjusts tasks to suit the actual location and program.)

### Core learning outcomes

This module is designed to be used with students in the elementary stage of LOTE learning.

Outcomes for students at the elementary stage would be:

Comprehending [3.1](#), [3.2](#), [3.3](#), [4.1](#), [4.2](#), [4.3](#)

Composing [3.4](#), [3.5](#), [3.6](#), [4.4](#), [4.5](#), [4.6](#)

Some students could be in the beginner stage of LOTE learning.

Outcomes for students at the beginner stage would be:

Comprehending [1.1](#), [1.2](#), [1.3](#), [2.1](#), [2.2](#), [2.3](#)

Composing [1.4](#), [1.5](#), [1.6](#), [2.4](#), [2.5](#), [2.6](#)

To see the detailed descriptions, click on the relevant level.

### Content

The content for this module is delineated in the field and tasks and under the headings of 'sociocultural understanding' and 'functions and language elements'. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students. Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).

### Sociocultural understanding

Students have an opportunity to investigate school camps/ excursions in the target country.

### Suggested teacher language

This natural language provides rich input.

## Functions and language elements

- **identifying and asking about activities:** camp activities, including chores
- **describing activities:** formulae for playing games, fun, good, interesting, educational, enjoyable
- **describing and asking about routines:** at camp
- **identifying when:** time: day, hour, a.m. and p.m., before, after
- **expressing likes and dislikes:** I like/don't like, I want to/don't want to
- **comparing:** most, least
- **identifying people, places and things:** people involved in the camp (e.g. cook, bus driver), clothing, meals and ingredients, camp equipment (e.g. tent, sleeping bag, torch, cooking utensils), locations (e.g. seaside, rural, city, mountains)
- **describing people, places and things**
- **giving reasons:** because, so
- **expressing ability and inability:** can/can't do well

## Assessment strategy

In Unit 1, **Task 8** and Unit 2, **Task 8** the teacher can analyse written entries in students' journals and record anecdotal observations of students' oral recounts of their camp experiences. At what **level** can students use language to describe activities at a school camp?

In Unit 1, **Task 4** the teacher can observe and record how well students have understood language describing camp activities. At what **level** can students comprehend language describing camp activities?

In Unit 2, **Task 6** the teacher can observe and record how well students have understood the language of instructions. At what **level** can students comprehend the language of instructions?



## Teaching considerations

### Sample units

Two work units are provided for this module:



**Unit 1: Learning and playing at camp**



**Unit 2: Preparing for camp**

## Teaching considerations

Adapt the tasks in this module to reflect the location and conditions of the camp.

When discussing what students in the target culture do, remind the class that not all students would do those things since there is diversity within target cultures just as there is diversity in Queensland.

## Safety considerations

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

Safety policies are of particular relevance to *School Camp*. Some safety issues that teachers should consider are:

- allergies to particular types of foods used in the treasure hunt and games
- medical conditions that prohibit students from eating some types of foods
- supervision when using a stove, camp fire or knives in the chocolate eating game
- access to first-aid resources (e.g. if an allergy or injury occurs, first-aid support should be close by).

## LEARNING AND PLAYING AT CAMP: UNIT OVERVIEW

### Aim

Students describe and plan camp activities.



### Orientating task

- 1 Identify features of various school camp locations and possible activities at each of these places.



### Enhancing tasks

- 2 Read parts of diaries and letters from people at school camps and determine the roles of the writers and locations of the camps.
- 3 Identify camp chores and activities and place them in order according to enjoyment and educational value. Determine which activities are rated highly on both counts.
- 4 Listen to a conversation about activities at a school camp and use this information to record the camp program.

- 5 Play a game typical of the kind played at school camps and identify ways to make new friends at camp.
- 6 Prepare skits, jokes or other presentations for the school camp concert.

Students' needs and teaching programs will determine the specific content of **form-focused instruction**.



### Synthesising tasks

- 7 Prepare a segment of the program for the school camp.
- 8 Prepare a journal and record school camp experiences and impressions.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)

## PREPARING FOR CAMP: UNIT OVERVIEW

### Aim

Students prepare for and report on camp experiences.



### Orientating task

- 1 Identify features of a camping ground, listen to an oral description and draw a sketch based on the given information.



### Enhancing tasks

- 2 Identify and mark a suitable tent site on a grid map of a camping ground and give reasons for choices made.
- 3 Plan and list items needed for camp, noting activities and weather conditions.
- 4 Develop criteria for a good camp meal, plan the menu for a given period (or meal) at camp and list the ingredients each person will bring.
- 5 List camp chores and negotiate group rosters based on personal preferences and skills.

- 6 Read and follow clues to find hidden 'treasure' and develop a treasure hunt for the school camp.
- 7 Investigate school camps/excursions in the target country.

Students' needs and teaching programs will determine the specific content of **form-focused instruction**.



### Synthesising task

- 8 Prepare a journal and record school camp experiences. Use journal entries to write captions for photographs and to prepare an oral presentation on camp highlights.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)