**Activity: Post camp reflection activity – a camp presentation**

**Learning intention:**

Students will:

* Reflect on camp experiences.
* Develop writing, PowerPoint and communication skills.
* Develop confidence presenting in front of an audience.

**Description:**

* In pairs students develop a short presentation about their camp experience.
* Students present these in assemblies and parents are invited to the school for a ‘camp night’, where the students share their stories.
* As well as students reflecting on their experiences and gaining confidence in public speaking, parents gain a more comprehensive understanding of camp and the learning experiences students have.

**Safety considerations:**

* Clear access to venue. An event of this nature falls into the activity type of “on site – in the school grounds – lower risk environment” (EOTC Guidelines, 2010, pp 26-27).
* Check the requirements of your own school policies when planning such a learning experience. See the [EOTC Guidelines, 2009](http://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines) for further information.

**Equipment:**

* Seating for everyone.
* Data projector and any other equipment needed for the students’ presentations.

**Location:**

* Appropriate school building.

**Student processing/reflection:**

* The activity requires students to reflect on a camp experience.
* This can be directed with some supporting questions, e.g. highs/lows of camp; most significant learning and why; examples of helping others or of being helped by others.
* Students can then reflect on their presentation.
* Visit TKI, [English online](http://englishonline.tki.org.nz/English-Online/Teacher-needs/Teaching%20&%20Learning%20sequences/Archived-English-Online-units/English-Units-Years-9-10/Listen-up!-Speak-up!) for further resources to enable students to identify criteria to assess their presentations.

**Possible adaptations:**

* Broaden out the guiding questions for reflection to focus on more than personal learning and include content knowledge, e.g. tips for camping and specific activity skills, environmental care, historical or ecological information about the area.
* Group presentations used with larger classes to avoid repetition.
* Students produce posters to support their presentations.
* Students present short dramas to illustrate a key learning experience.
* A personal self-reflection section that is not shared in a group and may or may not be shared with the teacher.
* Students produce advice for next year’s students so that the students get the most out of their camp experience.
* Students complete Y charts describing what it was like when they were:
* focused on an activity and what it was like when they were doing the activity but not focused.
* focused on being responsible for their own safety and when they were not focused on their own safety.
* focused on supporting others and when they were not focused on supporting others.

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| **My Y-chart for My Y-chart for: Behaviour 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Looks like  Sounds like  Feels like |

* Summarise what they have learnt about themselves by completing the Y charts and add this to their presentation.
* Students determine the different roles they had during the trip and self-assess, or self and peer assess how they behaved in those roles.
* Students examine the term capability (knowledge, skills, attitudes and behaviour) and assess their capability in:
* The main activity on camp.
* How to be safe in an outdoor environment.
* How to read the weather.
* Students include an assessment of their increased capability in their presentation and indicate what they could do next if they wanted to increase their capability in an activity and to be safe in that activity environment.