



ST JOSEPH'S
NUDGE COLLEGE
BRISBANE • AUSTRALIA

Immersion/
Social Justice Program

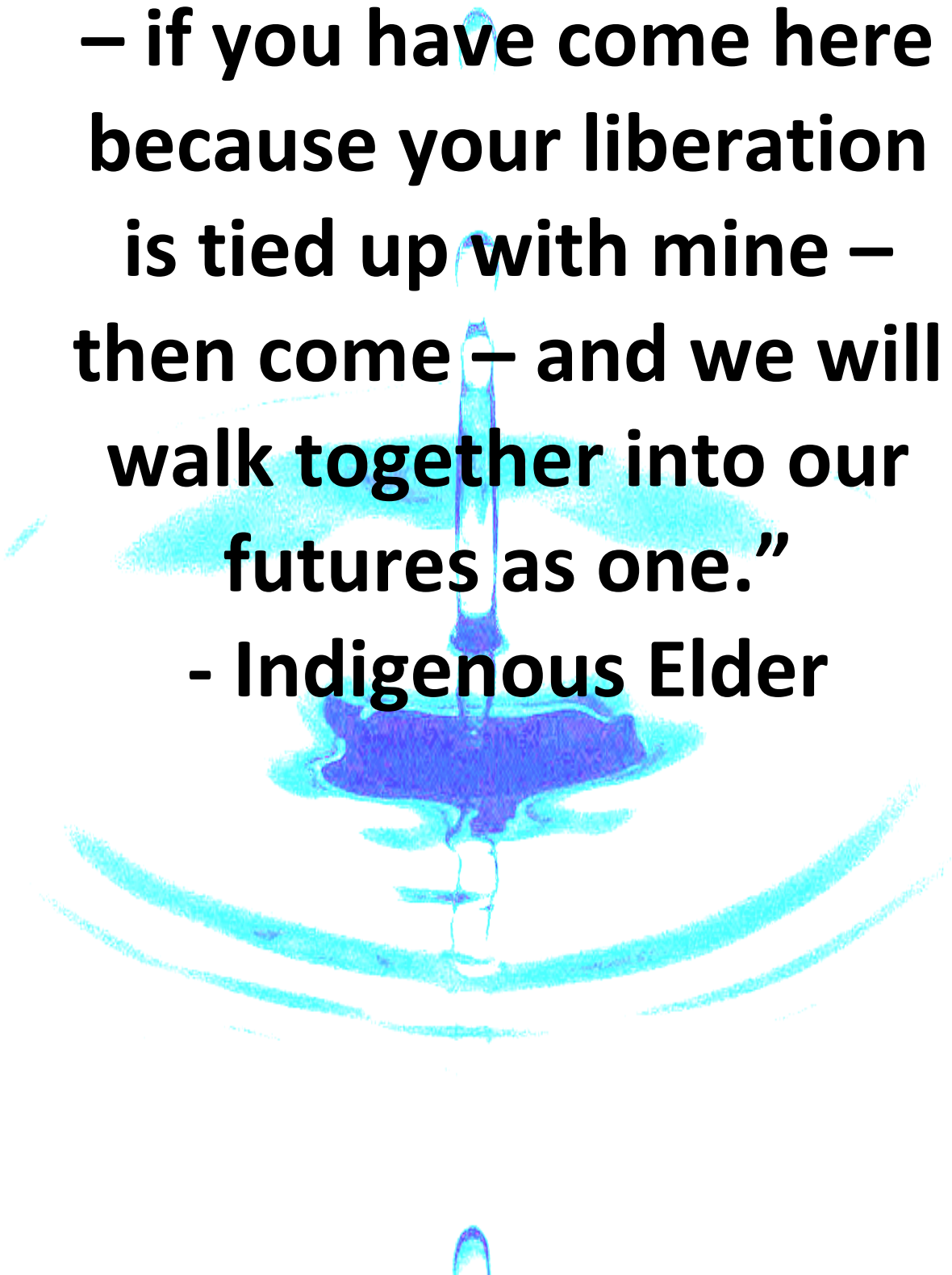
5th – 9th August 2013

(Some programs will start on Thursday 1st August.)



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**“If you have come here
to save me, don’t come
– if you have come here
because your liberation
is tied up with mine –
then come – and we will
walk together into our
futures as one.”
- Indigenous Elder**



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Outcomes and Objectives of Program

- Awareness of others
- Outward focus
- Sense of solidarity
- Energy to “get involved” and promote Social Justice at Nudgee College and beyond
- Sense of “doing something”
- Empathy and understanding of others
- A better understanding of yourselves
- To make more informed curriculum choices for years 11 and 12
- To have an in depth experience in an area of your interest
- To provide a pathway which helps develop leadership and personal growth, and opportunities to use this at Nudgee College
- Draw connections with Catholic spirituality and the Edmund Rice Charism
- Develop and teach social and leadership skills
- Develop personal relationship based on trust and respect
- Have fun

Why have an Immersion Program?

At the end of 2011, Edmund Rice Education Australia (EREA) launched its new *Charter for Catholic Schools in the Edmund Rice Tradition*. This *Charter* gives those of us involved in Edmund Rice schools clear guidelines on how we teach, make decisions, interact, and be followers of Jesus who walk in the footsteps of its founder, Edmund Rice. The *Charter* gives Four Touchstones for us to follow: *Gospel Spirituality, Justice and Solidarity, Liberating Education and Inclusive Community*.

The Immersion Program allows our students to answer the call of Jesus and to stand in solidarity with the marginalised, and thus live out the call of the Charter. This compulsory program offers all Year 10 students the opportunity to step outside their comfort zone and interact with those who are poor, oppressed, to hear stories of those from different backgrounds, to stand in solidarity with the Earth and develop feelings of their own value and individuality. It also seeks to foster a sense of empathy within each student.

Students will have the opportunity to undergo some significant and meaningful service learning opportunities, in which they explore the world they live in by following Jesus' teachings of love and service of others.

Students will be challenged to leave their comfort zone and work with and in a community that they may not normally have contact with. Students gain an appreciation that everyone is different but equal, and that we can learn from every person that we meet.

The immersion program allows students to explore the concept of Social Justice through an area which interests them. At its core, the program facilitates the understanding that service is the movement from charity to justice. It provides real and appropriate experiences for students, where they have the chance to experience faith in action in an area that is meaningful to them.

The program offer students the chance to experience:

- Faith in action
- Service of others
- Working with those members of our community who are less fortunate
- Briefing – preparing students, discussing expectations, alleviating any concerns, outlining what the school expects and discussing the elements of a good work ethic
- Debriefing- unpacking the experience in small groups, providing students an opportunity to articulate their experiences both good and bad, providing students with the time to reflect on their week

Each Immersion has Reflection and Further Action at the core of its success:

It is through reflection that we learn to become more human. The immersion program is closely linked to the SOR curriculum to ensure students can unpack and understand the elements of justice and peace.

Further action shows others what we have learned. It challenges the community to not only be aware of the injustice in a society, but to actively do something about it.

What type of reflection activities will I be involved in?

- Daily prayer
- Regular debriefing procedure followed throughout the week where each workshop is explored for meaning and related back to the Catholic Social Teaching and the Charter for Edmund Rice Education in Australia
- Experience aboriginal spirituality through examination of art work/rock art
- Experiences that build students understanding of their responsibility to be stewards of the Earth
- Reflection on 'our' place in the overall scheme of life – Creation liturgy in the field
- Campfire reflections adults/boys reading / sharing stories with each other
- Journal writing & group discussion of learning's, challenges, successes.

What is further action?

- Students have the opportunity to form a group linking in and taking a further role with the organisation they worked with during immersion/community assistance
- Being an advocate for the community you worked in - raising the school's awareness through assemblies, house meetings, newsletters, screen savers to go on all computers within our school.
- Creating publications to promote what you have learned and experienced, and to encourage others to engage in things they can do to help
- Students are strongly encouraged to use their experience to enrich the lives of their peers upon return
- Edmund Rice Camp students will be given the opportunity to meet with their buddies and camp leaders at BBQ's later in the year
- Students can promote Starlight, Edmund Rice Camp's and other organisations to year 12 students as a service opportunity for when they leave school
- Investigate and instigate environmentally sound practices at school and home that will make a difference to the environment
- Further develop relationships built during immersion/community assistance and learn from the stories you hear
- Join and take part in the various activities of the *Signum Fidei Justice League*, and the various service and social justice programs offered at the College

Where to form here:

1. All students should read through all experiences on offer
2. Once you decide what **immersion program** you would like to do you must do the following:
3. Talk the options over with your parents and/or Head of Residence
4. If you require more information see the teacher in charge of the activity
5. Discuss the options in your next Student Formation/SOR class

If you would like to take part in the Philippines, Hermannsburg, Buru, or Starlight immersions, you must collect an application package from down the front here tonight and complete an application form and return it to the Edmund Rice Centre by the 29th April Applicants for these programs will be shortlisted and interviewed from the **1st of May – 3rd May** and notified of whether or not they are successful by the **9th of May**

6. On the **10th of May** all students other than those who have been successful in their applications to go to Buru, Hermannsburg, Starlight or the Philippines will learn about the other programs on offer. The leader of each of the programs will provide a 5 minute outline In addition to what you have already have read in the Student booklet off the portal –or you may have some questions you need to ask.

Buru, Philippines , Starlight and Hermannsburg boys during this time will begin their Formation program your location for your meeting place will be given to you on the 9th May.

7. All other students will be given a selection form and must return with their top three preferences by **Friday 17th May** (in 2013 the vast majority of students got their 1st preference and all but a very small number received their top two preferences) **This form will be collected during the Student Formation lesson so boys must know what program they want to do and have permission to do.**
8. You must have your parents or Head of Residence sign the consent forms
9. Return the forms and money to the Edmund Rice Office - from the 31st May up until 21st June.
10. The staff member running each program **will have the final say** on which students participate in their program

St Joseph's Nudgee College

Year 10 Social Justice Immersion Experience

Project Title: Wild Mob Moreton Island

Overview of Project: Wild Mob is a not for profit organisation that aims to protect Australia's most threatened species and ecosystems. We take an "*on ground*" practical approach to environmental management and education. This program is based on Moreton Island, and includes activities such as revegetation work, beach bird surveys, a climb up Mt Tempest and snorkelling around old shipwrecks and swimming in the islands freshwater lakes. Not only are students helping by giving back to their environment, they are also gaining extensive skills in conservation management and knowledge of unique Australian ecosystems.

Number of Students: 18

Staff: Kym Spicer & one other

Cost \$500.00 Includes transport, accommodation, meals and entry to all activities

Start: Monday - students will need to be at school by 7am

End: Thursday - Students will return to school Thursday afternoon-by 5.30pm. All students to attend reflection and retreat day on Friday at school.

Educational Outcomes:

An understanding of the environment and our interrelatedness with it

Ability to work as team and effectively plan for the future

An awareness of how indigenous people found nourishment from the surrounding environment

The importance of looking after our waterways and its precious marine life

Social Justice Education and Charter Outcomes:

- Develop faith and spirituality
- Develop personal relationships based on trust/respect
- Develop a sense of ownership/stewardship for the environment
- Develop understanding /respect/valuing of different race/culture
- Develop and teach social/leadership skills
- Build positive self-identity
- Have fun
- Develop understanding of local and global connectedness

Proposed Itinerary: Moreton Bay Project

Day 1

8.00	Meet at Port of Brisbane Ferry Terminal
8.30	Transfers to Moreton Island
9.45	Arrive on Moreton, transfer to campsite and set up camp
12.30	Lunch
14.00	Acknowledgement of the Traditional Owners, history of the area and introduction to the island's ecosystems
15.00	Dune and beach scrub rehabilitation
17.30	Showers and dinner prep
18.30	Dinner
20.00	Outline of activities for next three days, including safety briefing

Day 2

6.30	Optional walk to see some of the island's bush birds
7.30	Breakfast
9.00	Walking sections of beach to survey shorebirds
12.30	Lunch
13.30	Set infrared cameras for monitoring of feral animals
15.00	Sand tobogganing – an exhilarating ride down the dunes on a waxed board
17.30	Showers and dinner prep
18.30	Dinner

Day 3

7.30	Breakfast
9.00	Dune and beach scrub rehabilitation
12.30	Lunch
14.00	Hike across the island to explore and learn about its range of vegetation types, finishing with a climb through the dunes to the peak of Mt Tempest
17.30	Showers and dinner prep
18.30	Dinner
20.00	Spotlighting for nocturnal animals

Day 4

6.30	Collection of infrared cameras and brief review of footage
7.30	Breakfast, then pack-up camp
9.30	Marine debris survey and collection
13.00	Lunch
14.00	Depart campsite for ferry terminal
15.30	Depart Moreton Island
16.45	Arrive at Port of Brisbane Ferry Terminal

St Joseph's Nudgee College

Year 10 Social Justice Immersion Experience

Project Title: Wild Mob Lamington National Park

Overview of Project: A spectacular and varied experience at the World Heritage Lamington National Park, famous for its rainforest, waterfalls, views and wildlife. The conservation work is likely to involve wildlife and feral surveys (by direct observation and infra-red cameras), vegetation rehab and erosion control, while activities such as rainforest walks to waterfalls and lookouts, glow-worm and spotlighting tours, pre-breakfast bird walks and a flying fox ride. Education on conservation and ecosystem function is an integral part of all Wild Mob camps, and Lamington offers a great opportunity to explore contrasting rainforest and eucalypt communities and discuss concepts such as nutrient cycling and evolution. Night photography workshops will also take place so bring along your camera.

Number of Students: 20

Cost \$490.00 Includes transport, accommodation, meals and entry to all activities

Start: Monday - students will need to be at school by 8am

End: Thursday - Students will return to school Thursday afternoon-by 4.30pm. All students to attend reflection and retreat day on Friday at school.

Staff: John Sayer & Paul Mitchell

Educational Outcomes:

An understanding of the environment and our interrelatedness with it

Ability to work as team and effectively plan for the future

An awareness of how indigenous people found nourishment from the surrounding environment

The importance of looking after our waterways and it's precious marine life

Social Justice Education and Charter Outcomes:

- Develop faith and spirituality
- Develop personal relationships based on trust/respect
- Develop a sense of ownership/stewardship for the environment
- Develop understanding /respect/valuing of different race/culture
- Develop and teach social/leadership skills
- Build positive self-identity
- Have fun
- Develop understanding of local and global connectedness

Proposed Itinerary: Lamington four-day

Day 1

9.00	Transfers from Brisbane to Lamington NP
11.00	Arrival at Lamington and set up camp
12.30	Lunch
13.30	Site orientation, history of the area, rainforest introduction and Tree-top Walk
15.00	Project work – erosion control
17.30	Showers and dinner prep
18.30	Dinner
20.00	Outline of activities for the next three days, including safety briefing

Day 2

6.30	A short walk to see some of Lamington's spectacular birds
7.30	Breakfast
9.00	Induction by a ranger from Queensland National Parks and Wildlife Service
9.30	Project work – removal of weeds from the rainforest edge
12.30	Lunch
13.30	Set infrared cameras to survey for introduced mammals
14.30	Walk to West Cliffs, including rainforest interpretation, overview of the geology of the area and extensive views (4 km round trip)
17.30	Showers and dinner prep
18.30	Dinner
19.30	Spotlight for nocturnal animals and visit a glow-worm colony

Day 3

7.30	Breakfast
9.00	Project work – rainforest regeneration in storm-damaged areas
12.30	Lunch
13.30	Flying fox ride
16.00	Depart for Luke's Bluff for a sunset and campfire session
18.00	Showers and dinner prep
19.00	Dinner

Day 4

7.30	Breakfast, then pack-up camp
9.30	Walk to Elabana Falls (7 km return, including rainforest interpretation featuring massive Brush Box and Antarctic Beeches, and a beautiful waterfall).
12.30	Lunch
13.30	Collection of IR cameras, and brief inspection of the footage
14.30	Depart Lamington
16.30	Arrive at Brisbane drop-off point

Project Title: 'Stories from Behind the Wire' (Refugees)

Overview of Project:

Students develop the cultural knowledge needed to understand the lives of asylum seekers in Brisbane. They meet refugees and participate in their school for the day, including playing soccer with them.

Students will enjoy a traditional Eritrean feast and cultural gathering where refugees will share their stories.

Students will then be challenged to think about what they have heard – and create something to raise awareness about the life of refugees in Australia – it could be a piece of art, short story etc

Number of Students: 30

Staff: Cathy Mansfield & Robyn Mann

Cost: \$230

Start: Monday - students will need to be at school by 8am

End: Thursday - Students will return to school Thursday afternoon-by 4.30pm. All students to attend reflection and retreat day on Friday at school.

Educational Outcomes:

- 1) Improved critical and cultural literacy
- 2) Developed cooperative learning skills

Social Justice Education and Charter Outcomes:

- enable students to experience and value a critical awareness of social justice issues
- provide students and staff with an opportunity to interact and work with the disadvantaged, understanding service as the movement from charity to justice
- show that Nudgee staff and students stand in solidarity with those who are powerless and marginalised
- foster in staff and students the mind and heart of Edmund, who acted with compassion
- provide opportunities for effective reflection which promotes the transformation that enables individual and community growth
- provide opportunities for students to challenge stereotypes about refugees and asylum seekers

2012 Itinerary

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Venue 1: Murphy boarding lounge Venue 2: C12 (Session 3)	Venue: Milpera S.H.S, Chelmer	Venue 1: Murphy boarding lounge Venue 2: Muooz Eritrean Restaurant Venue 3: C12 (Session 3)	Venue: Lone Pine Koala Sanctuary
Objective: <ul style="list-style-type: none"> What is a refugee? What is an asylum seeker? What is it like to be a refugee? Experiencing food from a variety of different cultures. 	Objective: <ul style="list-style-type: none"> Authentic experiences with refugee youth and their cultures Breaking down cultural barriers in the classroom and through play activities 	Objective: <ul style="list-style-type: none"> Reflect on learning about refugees and unpack experience at Milpera S.H.S. Experiencing food from a different culture. Preparing student presentation for Friday 	Objective: <ul style="list-style-type: none"> Refugee cultural experience. Giving the refugee students time to explore Australian flora and fauna at Lone Pine Sanctuary
SESSION 1: Murphy Lounge 9.00 – 9.15 Outline of the week 9.15 – 9.45 “Get To Know You” activities 9.45 – 10.30 Simulation activities/ Watch documentary/Reflection	8.20 Meet at College bus stop zone near McKennariey Centre 8.25 Depart to travel to Milpera S.H.S 9.15 Arrive at Milpera – Meet students/staff and move to classroom and work with students completing a variety of activities	SESSION 1: Murphy Lounge 8.25 – 9.00 Reflect on school visit. Group discussion and share thoughts. 9.00- 10.30 Watch movie “The Kite Runner”. (Afghanistan)	8.15 Meet at College bus stop zone near McKennariey Centre. 8.20 Depart to Lone Pine Koala Sanctuary 9.00 Arrive at Lone Pine. Meet with students & staff from Milpera S.H.S at main entry gate for sign-on.
10.30 – 11.00 MORNING TEA Bring your own (small serving)	MORNING TEA & LUNCH Bring your own	10.30 – 10.40 MORNING TEA Bring your own (small serving)	MORNING TEA will be provided by Nudgee College Staff
SESSION 2: Murphy Lounge 11.00- 12.00 Guest Speaker – Mr Tutu Angalo (Sudan) 12.00 – 12.30 Reflection/Debunking the myths about refugees.	<i>We will spend the day in the classroom and may have a HPE lesson, so wear appropriate clothing/shoes and bring hat/sunscreen.</i>	10.40 Meet at College bus stop zone near McKennariey Centre. 10.45 Depart College to travel to Muooz Restaurant	<i>Educational program organised by Lone Pine Sanctuary staff.</i> <i>Students will have a photo taken with cuddling koalas, feed kangaroos, view Bird of Prey show, and visit a variety of Australian native animal enclosures throughout the day.</i>
12.30 – 1.30 LUNCH Oxfam meal activity <i>A selection of hot ethnic dishes served with rice and couscous prepared by Ms Mansfield</i>	2.00 Depart Milpera S.H.S	11.30 – 1.30 LUNCH outing with Milperra students & staff to MUOOZ Eritrean Restaurant Staff and students will enjoy an authentic Eritrean meal, take part in	

<p><u>SESSION 3: 1.30 – 2.55 (C12)</u></p> <p>Preparation for Milpera S.H.S visit. A focus on sensitivities. Look at the Milpera school website. Internet search for background information of countries of origin, to learn about the circumstances the students we will be meeting have endured.</p>	<p>2.30 Arrive back at Nudgee College, students dismissed for the day.</p>	<p><i>traditional coffee ceremony.</i></p> <p>1.30 Depart Muooz restaurant and return to College at 2.15 approx.</p>	<p>BARBECUE LUNCH will be provided by Nudgee College Staff</p> <p>1.45 Depart Lone Pine and return to College at 2.30 approx.</p> <p>2.30 Students dismissed for the day from College</p>
<p>2.55 Students are dismissed for the day from College</p>		<p><u>SESSION 3: 2.15 – 2.55 (C12)</u></p> <p>Prepare P/point presentation and speech to the Yr10 cohort on Friday.</p> <p>2.55 Students dismissed for the day from the College</p>	

Project Title: Disability Awareness

Overview of Project:

To work with children/adults who have disabilities and challenge stereotypes about what a disability is
Experience what it is like to have a disability
A day in a life of living with a wheelchair
Work with children in special schools and the school at the Royal Children's Hospital, Geebung Special School
Spend a day at the new Youngcare facility and work with their residents
See how schools and the wider community are integrating students with disabilities into mainstream schools

Number of Students: 30

Cost: \$250.00

Staff: Kelly Vowles, Sean Riley and one other

Educational Outcomes:

- Ability to share and work with others effectively, to analyse conflicts objectively and to find resolutions acceptable to all sides
- The school's pastoral care program is designed to empower each student to embrace the fullness of life within a variety of pastoral care experiences

Social Justice Education and Charter Outcomes:

Understanding of inequality and injustice within and between societies
Knowledge of the nature of prejudice and how it can be combatted
Sensitivity to the feelings needs and lives of others in the world; a sense of common humanity and common needs
A feeling of one's own value and individuality

2012 Itinerary

	Monday 6th	Tuesday 7th	Wednesday 8th	Thursday 9th	Friday 10th
8am	Briefing – 8am <u>Bus Leaves 8:30am</u>	Briefing - 8am <u>Bus Leaves 8:15am</u>	<u>Bus leaves 8:15am</u>	Briefing	REFLECTION DAY
9am	Craigslea Sensitivity Unit <u>*Bus leaves 12:30pm</u> <i>Teachers: Joel, Michelle, Julianne</i>	Either: 1.Geebung Special School	Either: 1.Geebung Special School	Spinal Education Awareness Team (SEAT)	
10am		2. Youngcare	2. RBCH	Trip to Toombul w/ disability equipment	
11am		<u>*Departing Youngcare 1:30pm</u>	3. Youngcare (Pending)		
12pm		<u>*Departing Geebung 2:30pm</u>	<u>*Departing RBCH 1pm</u>		
1pm				<u>*Departing Youngcare 1:30</u>	
2pm	<u>Presentation</u> -Mark Edmonds– Everything you need to know	<i>Teachers: Geebung – Joel + Michelle Youngcare - Kev</i>	<u>*Departing Geebung 2:30pm</u>	Audit Nudgee & writing reports	
3pm					
4pm					

Project Title: Country Immersion – Dirranbandi

Overview of Project:

Students will travel out to a property in Regional Queensland or New South Wales. Students will be given an insight into what it is like to live in a small country town. They will be staying with one of the families, working at the cotton farm, visiting opal mines and artesian baths. Students will help out with the elderly, assisting primary kids with reading in the local schools. This is a particularly good immersion for city students who have not travelled to Western Queensland.

Number of Students: 9

Staff: Chris Lake and Sean Toovey

Cost: \$450 Includes travel, accommodation and food. Students will need to bring money to cover travelling food (lunch on Sunday and our return trip)

Educational Outcomes:

The school's pastoral care program is designed to empower each student to embrace the fullness of life within a variety of pastoral care experiences

The school expects each member to be active in the service of others and provides opportunities for this service in both local and global communities

New outdoor education skills – team building, group work, socializing with people from different age groups and backgrounds

Social Justice Education and Charter Outcomes:

Understanding of inequality and injustice within and between societies

Knowledge of the nature of prejudice and how it can be combatted

Sensitivity to the feelings needs and lives of others in the world; a sense of common humanity and common needs

A feeling of one's own value and individuality

2012 Itinerary

Sunday 12th

Depart Nudgee 8:00am Sharp

Travel via Toowoomba and Goondiwindi (Lunch)

Arrive in Dirranbandi late afternoon.

Settle in Free Time

Monday 13th
& Tuesday 14th

Farm Work & Reflection Time

Wednesday 15th

Community Work

- Read and help out at Local Catholic Primary School
- Cattle Auctions
- Community Care Program
- Free Time

Thursday 16th

Travel Home arrive Nudgee before 3pm

Friday 17th

All students to attend reflection and retreat day at school

Project Title: Edmund Rice Camp

Overview of Project:

For twenty years, Eddie Rice Camps has been making a positive contribution to the lives of young people in Brisbane and surrounding areas. They respond to the needs of young people through the development of mutual, caring relationships in a fun-filled and safe environment. They provide creative and exciting themed holiday camps and activity days and provide opportunities for personal growth and challenge to action for all drawn to the ideals of Edmund Rice. We are very proud of our relationship with Edmund Rice camps and we are very privileged to work with such a wonderful organisation. This program will focus on activity days for some of our local catholic students. An outline of our program would be:

Monday – Induction day and Leaders day at school – 9am-3pm

Tuesday – Lone Pine – students take their buddy to the zoo for the day

Wednesday – Dreamworld – students take their buddy out for day the focus is on relationships

Thursday- Pick buddies up and take to Redcliffe/Shorncliffe and play some games then drop off buddies at 12pm – Debrief at school until 4pm

Friday- Year 10 Retreat Day

Number of Students: 20

Cost = \$300

This cost is inclusive of food, transport, entry costs, art, craft and other activities for both your son and his buddy

Staff: Paul Kehoe & one other

Educational Outcomes:

Ability to share and work with others effectively, to analyse conflicts objectively and to find resolutions acceptable to all sides

The school's pastoral care program is designed to empower each student to embrace the fullness of life within a variety of pastoral care experiences

The school expects each member to be active in the service of others

Opportunities for this service in both local and global communities.

New outdoor education skills – team building, group work, socializing with people from different age groups and backgrounds

Social Justice Education and Charter Outcomes:

Understanding of inequality and injustice within and between societies

Knowledge of the nature of prejudice and how it can be combatted

Sensitivity to the feelings needs and lives of others in the world; a sense of common humanity and common needs

A feeling of one's own value and individuality

The school expects each member to be active in the service of others and provides opportunities for this service in both local and global communities

St Joseph's Nudgee College
Year 10 Social Justice Experience

Project Title: Northey Street Community Garden

Overview of Project:

Students will work together in a community to develop a practical relationship with and an understanding of our interdependence with the natural environment. They will learn about and implement different growing and farming practices using permaculture and organic farming principles

Students will have the opportunity to work in the following:

- Working in the Nursery
- Work and learn about the medicinal properties in the Herbal garden
- Have an opportunity to collect and eat Bush tucker from the food forest
- Bush regeneration
- Composting
- A few students may choose to create signage and work on the world's longest mud painting
- Beekeeping (Not confirmed and only for those specifically interested)

Students will also have time to look at the rising cost of fuel and how that influences food costs and may impact future food production

Number of Students: 20

Staff: Matt Waters and one other.

Cost: \$120.00

Will need to bring own Lunch. Some meals may be available from harvested crops and the food forest.

Educational Outcomes:

An understanding of the environment and our interrelatedness with it

Ability to work as team and effectively plan for the future

An awareness of how indigenous people found nourishment from the surrounding environment

Social Justice Education and Charter Outcomes:

Develop personal relationships based on trust/respect

Develop a sense of ownership/stewardship for the environment

Provide safe physical/emotional environment

Develop and teach social/leadership skills

Build positive self-identity

Develop understanding of local and global connectedness

Provide the opportunity to interact and work with the local community

2012 Itinerary

Day 1 (Monday) – ‘Crystal Waters’ Permaculture Village, Maleny

(Robin Clayfield – Earthcare Education)

- Meet at McK centre bus area
- Bus departs 8:30am
- Arrive Crystal Waters approx.. 10:00am
- Depart Crystal Waters approx.. 1:00pm
- Arrive Nudgee College 2:30pm

Day 2 (Tuesday) – ‘Northey Street City Farm’, Windsor

(Simon Ross, Farming Manager)

- Meet at McK centre bus area
- Bus departs Nudgee 8:30am
- Arrive ‘Northey Street’ City Farm approx. 9:00am
- Depart ‘Northey Street’ City Farm approx. 1:45pm
- Arrive Nudgee College 2:30pm

Day 3 (Wednesday) - ‘Northey Street City Farm’, Windsor

- Meet at McK centre bus area
- Bus departs Nudgee 8:30am
- Arrive ‘Northey Street’ City Farm approx.. 9:00am
- Depart ‘Northey Street’ City Farm approx.. 1:45pm
- Arrive Nudgee College 2:30pm

Day 4 (Thursday) - ‘Northey Street City Farm’, Windsor

- Meet at McK centre bus area
- Bus departs Nudgee 8:30am
- Arrive ‘Northey Street’ City Farm approx.. 9:00am
- Depart ‘Northey Street’ City Farm approx. 1:45pm
- Arrive Nudgee College 2:30pm

Day 5 (Friday) – Nudgee College

- Meet at College Chapel, Nudgee College 8:30am

St Joseph's Nudgee College

Year 10 Social Justice Experience

Project Title: Indigenous Australia Immersion

Overview of Project:

This immersion program will allow students to explore Brisbane through the eyes of the indigenous. Students will have the opportunity to explore the city, Moreton Bay districts, Nudgee Bora rings and listen to stories from Indigenous elders. Students will be expected to leave the campus each morning at 8.30am, and will return at 3pm Monday- Thursday. Activities include listening to local elder Uncle Joe as he tells us stories behind historical sites such as Mt Cootha and Brisbane. Learning about the significance of Moreton Bay and exploring the waters through Kayaking, attending Aboriginal dance sessions at the lyric theatre.

Number of Students: 10

Staff: Erin Wedge & one other

COST: \$250

Will need to bring own Lunch on same days.

Educational Outcomes:

Knowledge of Aboriginal Australia and our history

Inter-cultural understanding and awareness of how to interact with those of another culture

Life skills and an insight into a different way of living

Greater understanding of ways to care for, and interact with the natural world

A deep understanding of the great wisdom Aboriginal spirituality has to offer all Australians

Social Justice Outcomes:

Understanding of mutual learning and cooperation – every person we meet has something to teach us

An deep understanding of the extent, and causes, of Indigenous poverty

Greater understanding of environmental stewardship

A deepening of personal faith and spirituality

A desire to challenge causes of injustice and to make a positive difference in the world

St Joseph's Nudgee College

Year 10 Social Justice Experience

Project Title: Brisbane at the Margins

Overview of Project:

Students will gain first-hand experience of what life is like for those on the margins of society in our own local community. We will visit homelessness, refugee, and Indigenous services in Brisbane, work in some elements of these services, meeting with patrons, and have the honour of listening to their stories. Students will also have a brief, but very real experience of life as a homeless person.

Number of Students: 10

Staff: Logan Hawkins & Mark Ellison.

Cost: \$150.00

Educational Outcomes:

Learning about the complexities of homelessness; there is more to it than waking up one morning and deciding to get a job and a place to live
What is being done to address homelessness and its related issues
Skills associated with analyzing social problems and justice issues
Empathy and solidarity as personal attributes

Social Justice Education and Charter Outcomes:

Understanding of inequality and injustice within and between societies
Knowledge of the nature of prejudice and how it can be combatted
Sensitivity to the feelings needs and lives of others in the world; a sense of common humanity and common needs
A feeling of one's own value and individuality

2012 Itinerary

Day	Activities
Monday	8.30am Pre-briefing at Nudgee "The Oasis" 11.00am Visit to Brisbane Youth Service 2.00 pm Debrief, preparation for Tuesday 2.55pm Home
Tuesday	5.30am Big Brekkie (meet at Cattleyards) 8.00am Art from the Street 10.00am A Day in the Life 5.00pm Big BBQ 7.00pm Sleepout
Wednesday	7.00 am Breakfast (provided) 9.00 am Group 1 to 139 Club & Albert Park Flexi School Group 2 to Zillmere St Vincent de Paul 1.00pm Lunch (provided) 2.00pm Debrief, preparation for Thursday 2.55pm Home
Thursday	7.30am Cook breakfast for Zillmere SS 9.00am Group 2 to 139 Club & Albert Park Flexi School Group 1 to Zillmere St Vincent de Paul 1.00pm Lunch & Final debrief 2.55pm Home
Friday	Retreat / reflection / sharing day at Nudgee – details at back of booklet

Project Title: Kids Connecting through Creativity

- **Overview of Project:** Students will be working with a group of local kids – 20 students from Zillmere State Primary School (Yrs 5 - 7)
- Working with young people who come from a variety of backgrounds
- Use a variety of creative mediums to allow the young children to develop confidence and faith in themselves as individuals
- Day 2 – attend flipside circus for the day and learn circus skills
- Day 3 – Take students to Movie world for the day
- Day 4 – Learn Hip Hop dance skills and put on a small show to celebrate the end of the program.

Number of Students: 20

Staff: Alison Crilly and Stephanie Spicer

Cost: \$250

Educational Outcomes:

The school's pastoral care program is designed to empower each student to embrace the fullness of life within a variety of pastoral care experiences

The school expects each member to be active in the service of others and provides opportunities for this service in both local and global communities

Learn how the Arts – drama is a means to developing confidence and empowering young people to be themselves through creative avenues

Develop co-operative learning skills

New outdoor education skills- team building, group work, socializing with people from different age groups and backgrounds

Social Justice Outcomes

Understanding of inequality and injustice within and between societies

Knowledge of the nature of prejudice and how it can be combatted

Sensitivity to the feelings needs and lives of others in the world; a sense of common humanity and common needs

A feeling of one's own value and individuality

2012 Itinerary

<u>DAY</u>	<u>TIMES</u>	<u>CONTENT</u>
<u>Monday</u> <u>6th August</u>	9am start	Nudgee Boys only. Meet at Ryan Hall FOCUS – to outline specifics of the project and engage in the program.
<u>SESSION 1</u>	9 – 10.30am	<u>Introduction and Prayer</u> <ol style="list-style-type: none"> 1. Through prayer introduction of self, what are my fears, what are my hopes for others, what are my hopes for myself? This is explored through personal reflection and prayer. 2. DVD 'Oasis'. Exploration of children at risk, outcasts and the minority. Discussion around the content of the DVD. 3. Creation of a MISSION STATEMENT. Why are we doing this? This mission statement becomes the message behind the bookmarks the students create.
<u>SESSION 2</u>	10.30 – 12.30pm	<ol style="list-style-type: none"> 1. Visit by Principal from Zillmere State School, Damien Grieg. He will contextualise the school and students we are working with. Answer questions from the boys. 2. Sharing of Stories – boys from the 2011 program will come and share stories and experiences from that year. They can answer questions that the boys for 2012 may have.
<u>SESSION 3</u>	12.30- 2.30PM	<ol style="list-style-type: none"> 1. This focuses on the development of the bookmark and preparing this for the next day. 2. Answer any further questions the boys may have. 3. Outline what is happening the next day. <p>Boys will have appropriate morning tea and lunch breaks. They will need to provide their own morning tea and lunch.</p>
<u>Tuesday</u> <u>7th August</u>	8.40AM	Nudgee boys meet at bus Travel to Zillmere SS. Meet and collect 'buddy' students.
<u>SESSION 1</u>	9.00AM 9.20AM	Arrive Zillmere SS Estimated time to depart Zillmere and return to Nudgee College. <ol style="list-style-type: none"> 1. Boys give their buddies a tour of Nudgee College and explain history of the school and show them important parts of the College. 2. Attend the performance by Homonculus Theatre in Ryan Hall.
	9.40AM	
	11.10 – 12.40PM	Workshop lead by Theatre Company
<u>SESSION 2</u>	12.40 – 1.20PM	LUNCH – during this time boys to each with their buddy and can give them a tour of the College.
	1.20 – 2.20PM	Workshop lead by Theatre Company
<u>SESSION 3</u>		

	2.30PM	<p>Depart Nudgee College and return Zillmere State School students back to their school.</p> <p>HOME TIME once returned back to Nudgee College</p>
<p><u>Wednesday</u> <u>8th August</u></p> <p><u>SESSION 1</u></p> <p><u>SESSION 2</u></p> <p><u>SESSION 3</u></p>	<p>8.40AM</p> <p>9.00 – 11.30AM</p> <p>12.30 – 1.20PM</p> <p>1.20 – 2.20PM</p> <p>2.30PM</p>	<p>Nudgee boys meet at bus. Depart to collect students from Zillmere SS.</p> <p>Return to Nudgee for the day.</p> <p>Workshop lead by Theatre Company</p> <p>Workshop lead by Theatre Company</p> <p>Workshop lead by Theatre Company</p> <p>Depart Nudgee College and return Zillmere State School students back to their school.</p> <p>HOME TIME once returned back to Nudgee College</p>
<p><u>Thursday</u> <u>9th August</u></p> <p><u>SESSION 1</u></p> <p><u>SESSION 2</u></p> <p><u>SESSION 3</u></p>	<p>8.40AM</p> <p>9.00 – 11.00AM</p> <p>10.40AM</p> <p>11.00 – 11.30AM</p> <p>11.30 – 12.20PM</p> <p>12.20 – 1.20PM</p> <p>1.30PM</p> <p>1.20 – 2.00PM</p>	<p>Nudgee boys meet at bus. Depart to collect students from Zillmere SS.</p> <p>Arrive back at Nudgee.</p> <p>Rehearsing and shaping of short performance for their peers.</p> <p>Buses go and collect Zillmere State School and bring them onto campus.</p> <p>Morning tea break will be provided.</p> <p>.</p> <p><u>Perform Show and debrief. Question time.</u></p> <p>LUNCH – sausage sizzle and farewell.</p> <p>Buses take Zillmere State School back to their campus.</p> <p>Prepare presentation for Friday and debrief the experience.</p> <p>HOME TIME</p>
<p><u>Friday</u> <u>10th August</u></p>	9am	<p>All students at school for reflection and retreat day</p>

Project Title: Starlight Foundation – Staff: Julianne Daunt

Overview of Project:

Students will need to go through a selection process for this immersion.

Monday 5th August is Briefing Day – here at school

Tuesday, Wednesday and Thursday -

4 boys would be invited to work in the Star Room at the Mater Children's Hospital. Their tasks would include setting up the craft activities, working on the Starlight TV channel, organising games and quizzes and, pending hospital approval, joining with the "Captain Starlight" on ward visits (I need to reiterate that this is dependent upon hospital approval).

The boys would need to be at the Mater Children's Hospital from 9.00am until 4.00pm. Students will be driven in and out each day by **Ms Julianne Daunt**

The Starlight people would want to meet with the lads before the week to step them through the mental preparation and orientation that is needed before such an experience. Things like explaining to the boys to never ask of the children the nature of their illness as the whole emphasis is to provide a fun-filled and positive escape for the ill kids - to provide a time when they can forget the reality of their situation for a period.

Friday – all students to attend reflection and retreat day at school

Number of Students: 4

Cost: \$150.00

Educational Outcomes:

An opportunity to communicate with others in the community

The realisation of how important community groups such as Starlight Foundation are in making sick children's lives so much better

Learning how easy it is to be of service to others by sacrificing time and enthusiasm

Social Justice Outcomes:

A feeling of one's own value and individuality

A realisation that individuals can act to improve situations and a desire to participate and take action

Project Title: Pag-Inupdanay With Spirit Philippines Immersion

Overview of Project:

Students will need to go through a selection process for this immersion.

This is an incredible program that will change the lives of all involved. 12 day program departing Brisbane on Thursday 31st July, and returning Tuesday 12th August.

Students travel to Manila and spend two days visiting local sites, schools and charity services.

Students then travel to St Columban's College Cauayan on the island of Negros Occidental where they are paired up with local boys from surrounding schools. Students and local boys spend three nights at one of the four surrounding schools where they are immersed in the life of the village and form very strong friendships with their local hosts.

Students return to Cauayan for more activities and then return to Manila for more activities and to complete the immersion.

Students will commit to a thorough formation and debriefing process.

Students will commit to sharing their experiences with the Nudgee College community, and promoting its themes of solidarity, peace, justice and social action in a national context.

Students will commit to being leaders of justice and solidarity in the Nudgee College community.

Number of Students: 16

Staff: Michelle Kinnane, Natalie Webber, Jeff Campbell & Meg Sippel

Cost: \$3000

Educational Outcomes:

Communication, teamwork and leadership skills

Inter-cultural understanding and awareness of how to interact with those of another culture

Students will prepare and teach a lesson of their choice to classes in local villages

Life skills and an insight into a different way of living

Social Justice Outcomes:

A true understanding of what solidarity is all about

Understanding of mutual learning and cooperation – every person we meet has something to teach us

A deep understanding of the extent, and causes, of poverty

Understanding of the link between environmental exploitation and human poverty

A much greater appreciation of what we often take for granted, and of the value of spiritual wealth as compared to material wealth

Wonderful examples of family, community, and simple living

A desire to challenge causes of injustice and to make a positive difference in the world

2012 Itinerary

DAY	ACTIVITIES	ACCOMMODATION	MEALS	TRANSPORT
Thurs Aug 2	Meet at Brisbane International Airport at 11am <i>1.35pm Flight QF19 → Arrive Manila 7.10pm TBC</i> Meet with Fr Dom Nolan at UCCP Shalom Centre Malate.	UCCP Shalom Centre, Manila.	L: own lunch at airport D: Provided	Minibuses from airport organised by Fr Dom Nolan.
Fri Aug 3	Breakfast, followed by local Malate Parish walking tour with local hosts. See local service projects. Dinner in Malate.	UCCP Shalom Centre, Manila	B: Provided L: Provided D: Own.	Bus; walking with guide.
Sat Aug 4	Travel day from Manila to Bacolod to Kabankalan. Bus to Manila airport; <i>Cebu Pacific Flight 475 9.10am arrive 10.25am TBC</i> ; Bus to Kabankalan; meet/lunch with Brothers; bus to Cauayan by 3pm; Mass; Welcoming activities.	St Columban's, Cauayan	B: Provided L: Provided D: Provided	Minibuses to airport; Domestic Flight; Bus to Kabankalan, organised by Br John Moodie.
Sun Aug 5	Breakfast; Mass; depart for beach for swimming, experience St Columban's Social Justice activities, Finish with info session with Fr Vince Chua; Dinner at beach; walk back to Cauayan.	St Columban's, Cauayan	B: Provided L: Provided D: Provided	Bus, walk and private vehicles to Beach and local Social Justice Activities.
Mon Aug 6	Breakfast; 7am St Columbans' welcome and flag ceremony; brief classroom visits with local students; 9.30am Magballo/Candoni students depart; 11.30am Inayawan and Ilog students depart; Arrive local schools for lunch; meet local students; Activities organised by local schools – possible home visits with local students.	Split into four groups to visit local schools in Candoni, Magballo, Ilog and Inayawan.	B: Provided L: Provided D: Provided	Buses, private vehicles.
Tues Aug 7	In outlying schools - Flag Ceremony, whole school day at local school, various activities, including class presentations.	Local schools/convents, hosted by Principals and Parish Priests. Each group of 3 NC students accompanied by staff member.	B: Provided L: Provided D: Provided	Buses, private vehicles.
Wed Aug 8	Rise, breakfast, 7.15am flag ceremony; – more class visits in morning, including presentations; visit to Anawim late afternoon/evening – shared service activity at Anawim..	St Columban's, Cauayan	B: Provided L: Provided D: Provided	Bus to Kabankalan
Thurs Aug 9	Class visits and presentations at St Columban's. Planning for future relationship and goals in groups. Present ideas to staff after dinner, then final group debrief with Staff, Brothers etc	St Columban's, Cauayan	B: Provided L: Provided D: Provided	
Fri Aug 10	Rise, breakfast, 7.15 flag ceremony at St Columbans Cauayan; Farewells; 11am bus to Kabankalan; 11.45am lunch and debrief with Brothers; depart Kabankalan at 1pm, arrive Bacolod, <i>Cebu Pacific flight 478 to Manila 5.20pm arrive 6.30pm TBC</i> ; bus from airport to UCCP; Dinner.	UCCP Shalom Centre, Manila	B: Provided L: Provided D: Own	Bus from Cauayan to Kabankalan to Bacolod, Domestic Flight, Minibuses to UCCP Shalom Centre
Sat Aug 11	Rest Day – swim at Singalong St; shopping Robinson's Shopping Mall, Malate.	UCCP Shalom Centre, Manila	B: Provided L: Own D: Own	Walk
Sun Aug 12	Mass at Malate Parish; possible visit to Columban Missionaries Eco Spirituality Centre	UCCP Shalom Centre, Manila	B: Provided L: Own D: Provided	Walk
Mon Aug 13	Morning - Embassy visit; Lunch; Final debrief. <i>Depart Manila 6.30pm (QF20) TBC</i>	On plane	B: Provided L: Provided D: On plane	Minibuses, flight home.
Tues Aug 14	Arrive Brisbane International 3.45am			Private transport.



**St Joseph's Nudgee College
Hermannsburg
Year 10 Immersion 2012
(Basic info sheet)**

Project Title: Ntaria Experience Hermannsburg

Overview of Project:

Students will need to go through a selection process for this immersion.

A group of Nudgee College students and staff travel to the remote Aboriginal community of Hermannsburg 125kms west of Alice Springs, Northern Territory. The land that we will be visiting is that of the Western Arrernte People they are an indigenous tribe of Central Australia. Their tribal lands lie in the Western MacDonnell Ranges, an area characterized by rugged mountains, deep gorges and arid plains. It is some of the most spectacular country in Australia. Students will have an opportunity to live and work with local Aboriginal students and elders to get a real sense of what life is like living in a remote Aboriginal community. Students will also have a unique opportunity to go bush (camping) with local elders and local students; here students will be taught some of the traditional ways in which to gather food and water, while learning about the historical aspect of Hermannsburg, and why it is important that Aboriginal people have respect for the land.

While camping the elders will make their way to Uluru to explore the deep Aboriginal spirituality associated with the land and this sacred site. Students also will have an opportunity to visit Alice Springs and connect with a program that is close to Nudgee's heart "Street Swags". Students will be working with the local community to give families an insight into what it is like living away from home at a boarding school.

Students will commit to a thorough formation and debriefing process.

Students will commit to sharing their experiences with the Nudgee College community, and promoting its themes of solidarity, peace, justice and social action in a national context.

Students will commit to being leaders of justice and solidarity in the Nudgee College community.

Number of Students: 20

Dates: Monday 5th August through to Tuesday 13th August

Staff: Yvonne O'Neill, Matt Miller, and one other

Enquiries: Mrs Michelle Kinnane mkinnane@nudgee.com Ph 3865 0524, Ms Yvonne O'Neill YO'Neill@nudgee.com Ph 3865 0425

Cost: \$1,700 plus \$100 spending money

Educational Outcomes:

Communication, teamwork and leadership skills

Inter-cultural understanding and awareness of how to interact with those of another culture

Life skills and an insight into a different way of living

Greater understanding of ways to care for, and interact with the natural world

A deep understanding of the great wisdom Aboriginal spirituality has to offer all Australians

Social Justice Outcomes:

A true understanding of what solidarity is all about
 Understanding of mutual learning and cooperation – every person we meet has something to teach us
 An deep understanding of the extent, and causes, of Indigenous poverty
 Understanding of the link between environmental exploitation and human poverty
 A much greater appreciation of what we often take for granted, and of the value of spiritual wealth as compared to material wealth
 Greater understanding of environmental stewardship
 A deepening of personal faith and spirituality
 A desire to challenge causes of injustice and to make a positive difference in the world



2012 Itinerary

ITINERARY OF EVENTS



Saturday 4th August

Home Game Rugby TSS 1st XV
 Wear Indigenous Jersey
 Launch of Indigenous Fund

Sunday 5th August

Flights to Alice Springs
 Camp Hermannsburg
 BBQ for Community members

Monday 7th August

Visit Ntaria School
 Camping Hermannsburg
 BBQ Invited community Guest

Tuesday 8th August

Travel to Palm Valley
 Connecting with land spiritually
 Camp at Palm Valley

Wednesday 9th August

Palm Valley
 Traditional food
 Travel to Uluru, Mutitjulu Community

Thursday 10th August

Visit Mutitjulu School
 Visit Uluru (private tour)
 Play a game of AFL

Friday 11th August

Uluru
 Visit Kings Canyon

Saturday 12th August

Travel to Alice Springs
 Rainbow Valley (time permitting)
 Movie night
 Staff - Night Patrol

Sunday 13th August

Group debrief, personal reflection on experience
 Shopping in Alice Springs
 Flights back to Brisbane

Project Title: Nudgee College / Wujal Wujal Red Earth Connections Buru

Overview of Project:

Students will need to go through a selection process for this immersion

A group of Nudgee College students and staff travel to the remote Aboriginal community of Wujal Wujal within the Buru Homeland in the Daintree Hinterland, North Queensland. Run in conjunction with the non-profit organisation *Red Earth Connections*, this immersion will give students the opportunity to volunteer on a project that will make the community's very limited food supply more reliable, including building a chook pen, vegetable garden, greenhouse, and brick oven. In addition to helping the local community, it is hoped participating students will benefit by truly connecting and learning from the beauty and spirit of these remote communities, the land and the people they meet.

Students will commit to a thorough formation and debriefing process.

Students will commit to sharing their experiences with the Nudgee College community, and promoting its themes of solidarity, peace, justice and social action in a national context.

Students will commit to being leaders of justice and solidarity in the Nudgee College community.

Number of Students: 25

Dates: Monday 5th August through to Monday 12th August

Staff: Maureen Toohey, Warren Roberts, Peter Kropp

Cost: \$1,700 plus \$100 spending money

Educational Outcomes:

Communication, teamwork and leadership skills

Inter-cultural understanding and awareness of how to interact with those of another culture

Life skills and an insight into a different way of living

Greater understanding of ways to care for, and interact with the natural world

A deep understanding of the great wisdom Aboriginal spirituality has to offer all Australians

Social Justice Outcomes:

A true understanding of what solidarity is all about

Understanding of mutual learning and cooperation – every person we meet has something to teach us

A deep understanding of the extent, and causes, of Indigenous poverty

Understanding of the link between environmental exploitation and human poverty

A much greater appreciation of what we often take for granted, and of the value of spiritual wealth as compared to material wealth

Greater understanding of environmental stewardship

A deepening of personal faith and spirituality

A desire to challenge causes of injustice and to make a positive difference in the world

Red Earth Connections - More detailed information

The community of Wujal Wujal, is located in the remote Daintree Rainforest, it is cut off for much of the year by rain and flooding. Its food supply is intermittent and services are all but non-existent. The people struggle to get help with basic infrastructure that could make a real difference to their lives.



Projects

Since Buru is cut off for much of the year by the rains, food security is an issue. In 2012 Nudgee students provided and installed a pumped rain water tank and a considerable amount of fencing. This year, the community has asked for help on a couple of projects to make the supply of food more reliable:

1. **Vegetable garden with green house:** This will provide the community with fresh fruits and vegetables that it does not have access to when the roads are cut off during the wet season. Materials will again be wood, mesh and iron and will again be provided.
2. **Chookpen:** this will provide both a regular supply of eggs and a source of meat. Chookpen construction does not require any building experience but does require a reasonable amount of labour. Construction materials will be provided, including wood, chicken wire, corrugated iron and tools. We expect the chookpen will be able to house around 15 chickens.
3. **Kitchen:** Currently, one of the families is cooking over a fire in a semi-open room on the side of the house. They need a kitchen bench and a brick oven. Bricks and wood will be brought up in the bus and again no specific building experience is necessary.



Accommodation

We will sleep in tents, which will be provided, on one of the properties at Buru. There is also an option of sleeping in an open tin-roofed structure with a raised wooden floor if that is more appropriate.

Safety

In addition to the Nudgee staff there will be 3 university students who have been briefed on the dangers and safety requirements to help our students be safe at all times. These volunteers will have First Aid certificates and a remote area First Aid kit available. A 4WD and satellite phone will also be always available if urgent medical care is required. Most importantly, the Traditional Owners and Elders will be guiding the project and will introduce everyone to the dangers and appropriate precautions. Other safety equipment will be used as appropriate depending on the project.

The \$1700 includes transport, tents, cooking equipment, safety equipment, vehicle hire and wages for local guides.

Draft Itinerary

Day	Session	Activities
P		Red Earth Connections Trip Leaders arrive two days in advance to ensure that food is purchased, accommodation is ready, the area is safe and that all the physical material for the project is in place. They will also liaise with traditional owners and elders to make sure that everyone involved in the cultural activities is on board.
P		
Mon Aug 5	Morning	Students and teachers catch their 6:20AM flight to Cairns arriving at 8:50AM. A 4WD bus will be waiting at the airport for the group. They will go to a nearby venue to have breakfast and stretch their legs. From there the group will get back on the bus and start the 4 hour drive through the stunning Daintree rainforest. The bus will make two stops at beautiful sightseeing spots along the way and, before passing Cape Tribulation, the bus will make a stop for a guided crocodile tour . Students will be taken on a boat journey to get a glimpse of the gigantic reptiles—known as ‘salties’ in Cape York—that make the Australian Far North a place of true wilderness.
	Afternoon	After a quick stop for lunch, the group will be back on the bus for the final leg of the journey on the way to Wujal Wujal , a community known for its natural beauty and welcoming locals. Upon arrival, the group will be met by the Red Earth Trip Leaders who will work with them to set up tents and the campsite. Before dinner, the Elders and Traditional Owners will officially welcome the group to country with a smoke ceremony , designed to alert ancestors that the group are guests to be protected. After a big dinner and a reflection around the campfire, the group will retreat for a well-deserved night’s sleep.
Tues Aug 6	Morning	Today, the group begins the 20km hike up to the isolated homeland of Buru with their packs on their back. This is an important part of the trip—students should note the changing flora and fauna as they rise up the mountainside and feel the remoteness of the homeland, even in comparison to that of the Wujal Wujal community. The people of Buru are truly isolated and the walk should serve as a reminder of the historical struggle facing those who have lived here over the millennia. The group will stop off for lunch and refreshments at a lookout at the highest point on the range. The group will arrive at the campsite that will be their home for the next 5 nights at around 4PM.
	Afternoon	
Wed Aug 7	Morning	After breakfast, students will be taken through a quick tour of the area and made aware of any dangers. Elders and Traditional Owners of the Buru clan will take students on an orientation walk around the Land, discussing some of the cultural significance of the place. This will invite students to draw on the curriculum of their 2 nd Leadership Session.
	Afternoon	In the afternoon, students start work on the Project , making use of the material learnt during their 1 st Leadership Session. This will start with a general project orientation where expectations, potential hazards and a code of conduct will be discussed. Every student will be shown the plans and reminded of what is expected of them for the coming days. Their tasks will be simple but require concentration and attention to detail. The daily tasks on the project will be outlined so that everyone has a sense of the progress being made.
Thurs Aug 8	Morning	Work on the Project continues all day with breaks for lunch and refreshments. A break in the middle of the day may be necessary if it gets too hot.
	Afternoon	
Fri Aug 9	Morning	Work on the Project is completed today and officially presented to the people on the homeland.
	Afternoon	Students will spend the afternoon with Elders and Traditional Owners of the Buru clan who will teach them about traditional bush medicine on a tour of rainforest.
Sat Aug 10	Morning	Depending on the availability of certain turtles, students will also be invited to learn

		about shell-painting , an art form native to this area of Australia. This will invite students to draw on some of the curriculum of their 2 nd Leadership Session.
	Afternoon	On Saturday afternoon, an elder will accompany the students to the Caterpillar Trail , a male-only sacred site and rock formation carved by the Meg River. Students will paint their faces and bodies painted as the elder recounts the dreamtime stories associated with the site.
Sun Aug 11	Morning	The campsite is packed up and students make their way to the Meg Crossing where they will spend the afternoon relaxing and swimming at this pristine site. The group sleeps at the crossing ready for the journey back down to Wujal in the morning.
	Afternoon	
Mon Aug 12	Morning	With their packs on their backs, students walk 2 hours back down the mountainside to the property where they spent their first night. Before lunch, the group will play a game of basketball or touch with the local children . The community will be invited to join us for lunch after the game.
	Afternoon	After playing sports, the group will make its way to one of the local fishing spots , accompanied by elders and Traditional Owners, to enjoy the setting sun over the ocean and see if they can catch themselves some dinner.
Tues Aug 13	Morning	The group makes has a final breakfast before saying their goodbyes to everyone they have met in Wujal. The 4WD bus drives the group back to Cairns where they will catch their afternoon flight at 4:40PM, landing in Brisbane in the early evening .
	Afternoon	

Immersion Reflection and Retreat Day Friday 9th August

An extremely important part of the Immersion Program is having the opportunity to reflect and thoroughly debrief your experiences to maximise your learning, personal benefits gained, and potential to make a difference in the future. It is very important that all students attend the reflection and retreat day on Friday 9th August to complete this process.

8:25am	Students to go to PC and have their names marked off the roll
8:40am	Gather in chapel mall for ritual
9:15am – 10:45am	Small group reflection process with House Deans Students to share stories, have time to complete their journals, reflect on their experience, complete a debriefing process with House Dean.
11am	Morning tea/Lunch – Barbeque in the chapel mall
11:30am	Guest speaker. Where to from here? Ryan Hall
12:30pm	Depart



*"We cannot do everything, and there is a sense
of liberation in realizing that.*

*This enables us to do something, and to do it
very well.*

*It may be incomplete, but it is a beginning, a
step along the way, an opportunity for the
Lord's grace to enter and do the rest.*

*We may never see the end results, but that is
the difference between the master builder and
the worker.*

*We are workers, not master builders; ministers,
not messiahs.*

We are prophets of a future not our own." –
Archbishop Oscar Romero