

# v.i.t.a.l. schools **UNLIMITED**

program information booklet



**V**alues  
**I**ntegrated  
**T**hrough  
**A**ction-based  
**L**earning



## What is ?

'UnLimited' is a school-based program developed and coordinated by VITAL ProJeX across the country. It was developed after 20 years experience and trailing in Queensland and has now been successfully implemented by many School Chaplains and Youth Workers both nationally and spreading internationally. The 'UnLimited' program introduces students to a powerful and unique group environment where they will explore the unlimited potential of themselves and those around them.

Young people today can miss the chance to learn or grow in depth in constructive values. In completing this course participants prove their ability to be an integral part of a team, and demonstrate integration of healthy values such as trust, respect, commitment, responsibility, resilience, consideration of others, high self esteem and 45 other values intentionally integrated.

By addressing values, this course deals with life's core issues, which then has a positive impact on negative behaviours often displayed by young people. Issues such as bullying, poor academic achievement through low self-esteem, substance abuse, insecurity, lack of responsibility and self-harm are often corrected when these values are integrated.

What is **vital**?

**v.i.t.a.l.** = **V**alues **i**ntegrated **t**hrough **a**ction-based **l**earning.

V.I.T.A.L. Programs quickly and intentionally integrates values through action-based learning mediums. Students can easily identify in the reflection of an activity up to 50 character values which they have personally experienced and grown in. Values such as being faithful, responsible, reliable, committed, appreciative, forgiving, listening and many more.

Action-based learning is a combination of experiential and adventure-based learning mediums, sequenced to the optimum learning opportunities according to a groups' dynamics and goals.

Attending the V.I.T.A.L. Training residential (5-7days) is mandatory to understand and facilitate the 'UnLimited' Program. The program encapsulates knowing three paradigms, which when integrated effectively, bring out the brightest potential in individuals and teams. To explain this best we use the example of light. There are three primary colours in light: **RED**, **GREEN** and **BLUE**, . When these three colours merge together, it creates white light. Similarly, as you merge the three VITAL paradigms together, you can see what's happening in a group and

**beyond fear** = Red



**beyond rules** = Green



**beyond lectures** = Blue



The Three paradigms are:

**About Relationship**

**No fear of punishment.**

**No put downs or teasing.**

**No fear-based control**

**About taking Responsibility**

**No rules to break.**

**Principles to respect & live by.**

**Individual needs considered.**

**About Learning Styles**

**No lectures to memorise.**

**Self-discovery learning.**

**Truth & values experienced.**

The program is designed to assist specific '**school selected students**' in further internalising appropriate behaviours and attitudes while discovering their "Unlimited Potential". To create a holistic and safe learning environment where students can develop respect for themselves and others. Empower and encourage students to make healthy decisions regarding their lifestyle and consequent behaviour through accepting responsibility for their own lives and future.

This brings a powerful level of meaning & purpose in students lives via motivating and integrating personal values towards being productive members of home, school and their local community.

## So how does UnLimited work?

The course typically runs 60-90mins (fits a double period) per week, divided into phases which last the length of a school term. Due to the 'needs based approach' taken, the course is designed with the flexibility of fitting around a school's calendar. 'UnLimited', provides a powerful and dynamic action-based learning environment, that has achieved outstanding results in schools throughout Queensland where it was developed. Ideally, 'UnLimited' has four distinct stages...

### Preparation and selection

*The school selects the students which it believes will most benefit from the program, and then the 'UnLimited' team meets with each of the students to explain what the program is and how it works, and inviting the students to think about whether it is something that they would like to be a part of. Students are encouraged to view their invitation into the program as a privilege.*

### Phase ONE

*'Phase One' lasts for 8-9 weeks. This phase introduces students to the unique group environment where they will learn about themselves, explore their unreached potential and realise the value of each other. Using action-based learning principles, this phase explores topics such as self concept, trust, happiness, self talk and potential. During 'Phase One' students have an Adventure Challenge day at an Outdoor Education Centre, building team work, by being involved in Ropes activities and other team building challenges.*

### Phase TWO

*'Phase Two' allows the students to consider deeper life issues. Building on the trust and positive group relationship that is built into the first phase. Phase two covers issues such as love, sex, marriage, trust, communication, attitudes and success. There is a two day camp which focuses on strengthening the students cooperation and team work abilities, while placing them in an environment that is new and challenging. This phase also includes a parents night that creates a positive experience for parents and the school as well as the students.*

## Group community project

*The 'Group Community Project' is designed to allow the collective group of students the opportunity to give back some of what they have learnt and to further explore the positive group environment. Instead of attending 'UnLimited' workshops for the term, the regular weekly time is spent working in the chosen community project. Projects can range from such activities as visiting a nursing home, volunteering at a community centre or cleaning up a section of their neighbourhood. At the end of the project a special presentation may be held (with the students, community project recipients and the local press) to thank the students for their commitment and involvement, and to raise the profile of both the school and the project recipients within the community.*

## UnLimited Aims to:

Aid '**school selected students**' in internalising appropriate behaviours and attitudes.

Create a learning environment where students can develop respect for themselves and others.

Empower and encourage students to make healthy decisions regarding their lifestyle and consequent behaviour through accepting responsibility for their own lives and future.

Bring a level of meaning & purpose in students lives to help motivate them to bring out their positive potential.

## To Assist Students to:

Develop the capacity to relate respectfully with others.

Establish a positive sense of worth, self-esteem and confidence.

Develop an understanding and acceptance of the diversity of individuality.

Develop a working understanding of the nature of freedom and responsibility.

Consider and reflect upon personal experiences to learn from them.





## PROGRAM OUTLINE - Phase 1

Week 1	<b>Group Formation</b>	Introduction to the Program. Set up Group Deal. Group Formation Process. Your Potential.
Week 2	<b>Identity &amp; Prejudice</b>	DNA Acceptance. Awareness of Perspectives. Attitude and Motivation.
Week 3	<b>Self Concept</b>	Self Concept Map. The Castle Building Trust.
Week 4	<b>Trust</b>	Trust in Action. Team Building Activities. Self Concept Review.
Week 5	<b>Courage Meter</b>	Exploring Courage to Grow Solving and Teamwork.
Week 6	<b>Adventure Challenge</b>	Day Trip and Lunch. Adventure and Team Building Activities. <i>eg. High + Low Ropes Courses</i>
Week 7	<b>Self Talk</b>	Positive and Negative Self Talk. True Happiness. Review & Reflection of Adventure Challenge.
Week 8	<b>Self Reflection &amp; Group Mourning</b>	Debrief 'Phase 1'. Video Review. Reflections & Evaluations.
Optional Week	<b>'Job Hunt' Simulation</b>	Understanding Value of Education. Choices and Consequences. Debrief Simulation.



## PROGRAM OUTLINE - Phase 2

Week 1	<b>Re-Entry</b>	Re-Entry to the Group. Review of Phase 1. Goal Setting.
Week 2	<b>Introduction</b>	Introduction to Phase 2. Physical and Emotional Trust. Loneliness.
Week 3	<b>Self Concept</b>	Communication. Trust Exercises. Personal Space
Week 4	<b>Adventure Camp</b>	Over Night Camp. Adventure and Team Building Activities. <i>eg. Abseiling or Rock Climbing.</i>
Week 5	<b>Attitudes</b>	Review of Camp. Exploring Fears and Obstacles. Attitude and Success.
Week 6	<b>Relationships 1</b>	Importance of Relationships. What is Love? Understanding the Role of Sex.
Week 7	<b>Relationships 2</b>	Different types of Love? Meaning of Commitment. Making Relationships Work.
Week 8	<b>Self Reflection &amp; Group Mourning</b>	Debrief 'Phase 2'. Video Review. Reflections & Evaluations.
	<b>Parents Evening</b>	Sharing in the Experience.



## Taking a Closer Look

### Adventure Challenge (phase one)

Based on the Adventure Based Learning Model (see Appendix 1) the Adventure Challenge day is designed to re-enforce the concepts that have been explored over the previous 5 weeks. This is achieved by placing the students in a new and different environment and presenting them with tasks that require team work. The students are taken off-site for a whole day, to an adventure learning centre to participate in various individual and group challenges. The Adventure Challenge day is supervised by fully qualified instructors. During this experience students will have the opportunity to confront the perceptions that they have of themselves and their abilities by overcoming challenges and facing their fears of acceptance, failure, success, not measuring up to expectations.

### Adventure Camp (phase two)

Building on the 'Phase 1' Adventure Challenge, the Camp is designed to take the experience to another level. During the camp, students will be given the opportunity to participate in various team building exercises and adventure challenges designed to help them discover more about themselves and each other. The camp is supervised by fully qualified instructors (both of the program and the campsite adventure challenges). The Adventure Camp has a stronger focus on the need to work together and support each other than in the Adventure Challenge day. Ideally, the camp would go from lunch time one day to late afternoon the next (eg. 12pm Thursday to 5pm Friday).

### Parents Night (phase two)

At this point in the program (between week 6 and 7 of 'Phase 2'), where possible, a parents night is conducted to give the parents an opportunity to share this experience with their son or daughter. The night is designed to facilitate two things. Firstly, as a mechanism to show parents what their child has been a part of. Secondly, to facilitate feedback from parents, students, the UnLimited team and the school.





## Parental Permission

Parental permission is essential for the student to participate in the 'UnLimited' program. This is necessary for both the on-site and off-site components. Obviously, students need permission for the 'Adventure' elements of the program (eg Camp, Adventure Day) but it is also important for parents to understand what their child is being involved in. The permission form also includes consent for the 'UnLimited' team to make a video review of the program for the benefit of the students.

## Video and Photography

One of ways in which we add to the novel learning environment is by taking video and still footage of the program, which we use to form a review at the end of each Phase. This is important because it helps student relive many of the experiences and serve as a reminder of how much they have grown. It is also a memento for each of the student participants and a useful resource for the school. For students to participate in the program, parents need to sign a permission form, which includes consent for video and still photography to be collected for this purpose. The photos may also be used with discretion in promotional material, after permission has been granted from the parents/guardians. Permission is asked before the program begins, within the permission for students's participation form.

## Mentors

A key element in the program is the use of Mentors to journey alongside the students in the 'UnLimited' process. Each program will have four mentors who work with the students. These individuals are hand picked. These Mentors provide valuable insight and life experience to help students make the most of this opportunity. Mentors will come from the school's local community and are chosen for either their experience or ability to relate to young people. Each Mentor will be screened and go through a training program to ensure that they understand the process of the program and their role in it. The UnLimited Facilitator will endeavour to find the best combination of mentors to suit the individual needs of a 'UnLimited' group.



To find out more information about the 'UnLimited' program and how it can work in your location or school please contact the person who gave you this information, look our website with video reviews and details or send and questions via email [info@vitalprojex.com](mailto:info@vitalprojex.com).

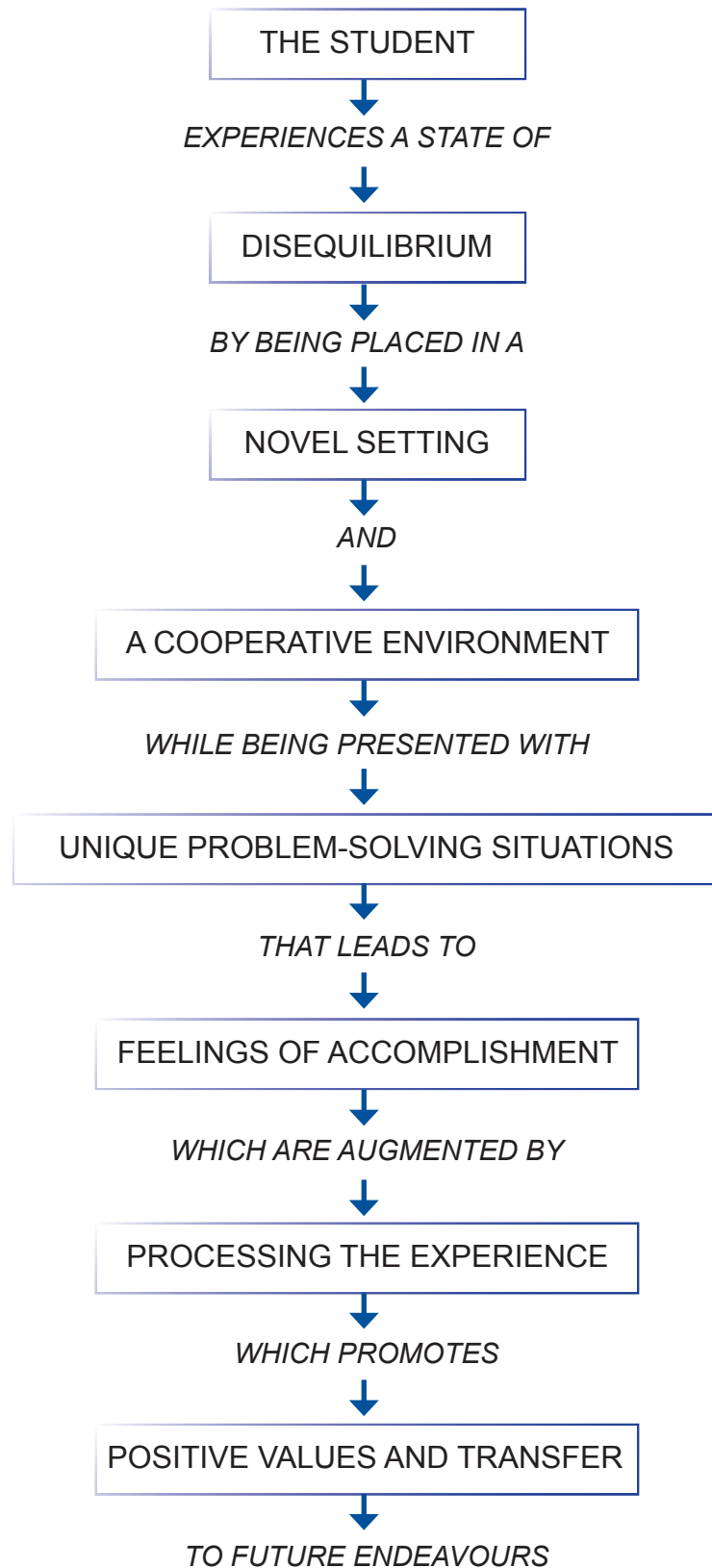
Other contact details below:

[www.vitalprojex.com](http://www.vitalprojex.com)

*"VITAL takes many of the theories and models of working with people and makes them come alive - become meaningful. It's a brilliant paradigm, that just makes sense!"*

*"This program is fantastic. I have never seen group process work so quickly to unite a group of people. This innovative approach is very powerful!"*

# the adventure based learning process



**Appendix 1**