



GROUP PROGRAM

Starting Monday 24/4/23 and Finishing Friday 14/7/23
Bay 3 / 10 Blackbutt Road Port Macquarie
To enrol please send email to enquiry@kevria.com

| PROGRAM | LEARNING OUTCOMES |
|------------------------------------|---|
| Kevria Collective Rock Band | <p>Perform music through singing, playing, and moving to a range of repertoire.</p> <p>Perform musical compositions and arrangements individually and/or in groups.</p> <p>Perform music that uses different forms of musical technologies.</p> <p>Experiment and improvise both individually and in groups using stimulus characteristic of the repertoire.</p> <p>Experimenting and improvising music representative of various styles, periods, and genres.</p> <p>Creating simple compositions both individually and in groups.</p> <p>Skills of individual instruments.</p> |
| Arts Therapy | <p>Positive Physical Impact: improving motor skills, enhanced physical movement, and feeling.</p> <p>Positive Cognitive Impact: improving memory, prioritization, planning, problem solving, attention span and organization.</p> <p>Positive Psychosocial Impact: improving interpersonal skills, expression of feelings and collaboration. Fostering self-expression and communication, providing experiences that promote positive and meaningful interactions between patients, families, friends and caregivers.</p> <p>Positive Emotional Impact: improving impaired control, easing anxiety, and easing depression from feelings of loss, loneliness, guilt and frustration. Promoting a sense of comfort and normalization. Fostering positive self-esteem and instilling hope.</p> |

| PROGRAM | LEARNING OUTCOMES |
|--------------------------|---|
| The Flavour Train | <p>Cook a wide variety of cuisines.</p> <p>Find enjoyment in cooking.</p> <p>Improved understanding of Nutrition and food groups.</p> <p>Learn about Cuisine and culture from around the world.</p> <p>Participate in cooking and in sharing meals prepared.</p> <p>Improved knife skills.</p> <p>Learning tips and tricks of the cooking trade.</p> |
| KEVRIA Chemist | <p>Develop teamwork skills through group activities and collaboration with ideas.</p> <p>Improve knowledge through science-based experiments and information that can be applied to daily life.</p> <p>Utilising reasoning and critical thinking skills to come up with solutions and build effective experiments.</p> <p>Find enjoyment through educational-based activities.</p> <p>Perform tasks and experiments independently and take creative licence for building your own scientific models</p> |

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|------------------|--|
| Monday | <p>The Collective Rock Band (adults) 10am – 12pm</p> <p>Art (adults) 12.30pm – 2.30pm</p> <p>The Collective Rock Band (school aged) 3pm – 5pm</p> |
| Tuesday | <p>Kevria Chemist (adults) 10am – 12pm</p> <p>The Flavour Train (adults) 12.30pm – 2.30pm</p> <p>KEVRIA Chemist (school aged) 3pm – 5pm</p> |
| Wednesday | <p>The Collective Rock Band (adults) 10am – 12pm</p> <p>Art (adults) 12.30 – 2.30</p> <p>The Collective Rock Band (school aged) and Art (school aged) 3pm – 5pm</p> |
| Thursday | <p>Kevria Chemist (adults) 10am – 12pm</p> <p>The Flavour Train (adults) 12.30pm – 2.30pm</p> <p>KEVRIA Chemist (school aged) 3pm – 5pm</p> |
| Friday | <p>The flavour train (adults) 12.30pm – 2.30pm</p> <p>GAMES NIGHT (School aged) 3pm – 5pm</p> <p>GAMES NIGHT (ADULTS) 5pm – 8pm</p> |



THE



COLLECTIVE

ROCK PROGRAM

MUSIC | Multi Cat | KEVRIA Collection Rock Band | 12 weeks

Participants will engage with music in terms of (vocal) and instrumental experiences, with the additional purpose of developing skill through repetition and engagement. Programs are individually monitored depending on each participant.

| WEEK | TEACHING ACTIVITIES |
|---------------|--|
| Week 1 | Introduction to music. Interest per individual participant. Ensemble/solo discussion. Instrument choices, vocal, uke (guitar) or percussion. Discussion of performing and part of the ensemble. Piece 1 "Stay with Me" Am C F |
| Week 2 | Revision of Piece 1 "Stay with Me" Piece 2 "Riptide" Am C F G |
| Week 3 | Revision of Piece 1 2 "Stay with Me" "Riptide" Piece 3 "I'm Yours" Am C F G |
| Week 4 | Revision of Piece 1 2 3 "Stay with Me" "Riptide" "I'm Yours" Piece 4 "Lion Sleeps tonight" C F G |

| WEEK | TEACHING ACTIVITIES |
|---------------|---|
| Week 5 | Revision of Piece 1 2 3 4 "Stay with Me" "Riptide" "I'm Yours" "Lion Sleeps tonight" Piece 5 "Stand by Me" C Am F G7 |
| Week 6 | Revision of Piece 1 2 3 4 5 "Stay with Me" "Riptide" "I'm Yours" "Lion Sleeps tonight" "Stand by Me" Piece 6 "Let it Be" CG Am F |
| Week 7 | Revision of Piece 1 2 3 4 5 6 "Stay with Me" "Riptide" "I'm Yours" "Lion Sleeps tonight" "Stand by Me" "Let it Be" Piece 7 "Don't worry be Happy" C Dm F |
| Week 8 | Revision of Piece 1 2 3 4 5 6 7 "Stay with Me" "Riptide" "I'm Yours" "Lion Sleeps tonight" "Stand by Me" "Let it Be" "Don't worry be Happy" Piece 8 "Sweet Caroline" Am C Dm F G |

| WEEK | TEACHING ACTIVITIES |
|----------------|--|
| Week 9 | Revision of Piece 1 2 3 4 5 6 7 8 "Stay with Me" "Riptide" "I'm Yours" "Lion Sleeps tonight" "Stand by Me" "Let it Be" "Don't worry be Happy" "Sweet Caroline" |
| Week 10 | Rehearsal of selection of ensemble pieces for public presentation and recording. |
| Week 11 | Rehearsal of selection of ensemble pieces for public presentation and recording. |
| Week 12 | Recording, evaluation and presentation of 12 week program. |



THE



COLLECTIVE

ART THERAPY

Timetable and Materials

| WEEK | DESCRIPTION |
|--|--|
| Week 1 Intro into Art Therapy & experiment with Mediums | Introduction to the group, create group rules with everyone for everyone to abide by. Discuss the activities over the next 12 weeks and what we will be doing, ask everyone what they're most excited about. Go through the different mediums to use (paint, charcoal, watercolour etc and have everyone experiment with which ones they like) Provide all members with an apron and painting pallet (to keep at the hub). Explain the first group project (next week's activity) and if there is time we can begin that activity. |
| Week 2 Different Perspective | Clients stand in different positions in the hub, picking various heights (sitting, standing, on a Platform) and draw/paint 1 or more things that they can see from their perspective. The group then comes together once they've finished their artwork and shares with the rest of the group what they could see from their point of view. Everyone's artworks will be different and others will notice new things that they didn't see before. |
| Week 3 Painting your Emotions | Emotion Monsters. Client will be asked to picture in their head, and then draw on paper, what their various emotions look like such as anger, jealousy or sadness. These emotions then get to have their own identities. We can bring the anger out—look at it, how ugly it is—and then we can find out what it needs. |
| Week 4 Mask Making | In art therapy, creating or decorating a mask often leads to exploring different aspects of our personality. Sometimes we can create a mask that reveals feelings that are hard to express. Clients will receive a pre-formed mask or make one out of paper and be given free rein to embellish it however they'd like. When they are finished, we ask them to tell us the story of the mask. For Teens the focus will be around who they want to be or who they admire, and why and then exploring steps on how to become the person they want to be. |

| WEEK | DESCRIPTION |
|--|---|
| Week 5 Self-Expression | Everyone will select a canvas they want to use and we will go over different aspects of ourselves, what we like, our interests, personality, physical appearance and what we may want to achieve in future. |
| Week 6 Teamwork Mural - Painting | Using big boards, the group will work together to create a mural that can be hung up in the Kevria Collective Hub and worked on over the following weeks. |
| Week 7 Safe Space / Sensory Space (youngsters) The self-care box (teen) | Create a house out of cardboard and decorate it according to what feels safe and comfortable for you. This is an activity that's adaptable for all age groups, but may be a sensitive project for kids and young adults who often have little control of their environments and struggle to ever feel safe. This project may help a child or teen reflect on ways to find a safe space or may simply help them feel like they have some control over their environment. Affirmation and inspiration are the keys to the self-care box. It can be comforting to have something small, tangible, and beautiful in times of trouble. This is a simple activity that can have impactful results in times of need. The box can be used as a resource, and its ongoing creation can be therapeutic for the participant. |
| Week 8 Jewellery Making | Working with natural materials is soothing and helps ground us. Plus, you can find beautiful materials to work with by just taking a walk outside. Make nature bracelets, sun-catchers, or create beautiful weavings with natural materials. Similar to a worry stone or fidget cube, mindfulness beads can be a simple, cheap coping mechanism that are fun to create and easy to carry around. In addition to finding natural products to make jewelry, participants will also have access to a range of beads to make mindfulness beads that they can keep with them at times where they feel anxious. |

| WEEK | DESCRIPTION |
|---|--|
| Week 9 Our Impact on Others | This activity will look at how we impact others with our choices, focussing on something good that we have done this week and how it made the other person feel. We will then flip this to look at how other people impact us with their choices, focussing on something good from that week again. Everyone can then use the various mediums to create artwork for that person to say 'it made me happy when this happened' which they can then chose to give to that person or keep for themselves. |
| Week 10 Creating a Story | Clients are given a large piece of paper divided into 6 squares and are asked 6 questions that they will answer with a drawing/painting, the piece of paper is then passed to the next person to complete the next question in the following box of the paper. What makes me happy? What makes me sad? What makes me angry? Who do I like spending time with? One thing I do to calm down. A recent problem I've been in. Once this is completed, the group will split into 2 groups (of 3) and create a scenario from the 3 pieces of paper/artworks that they have been given between them, acting out a story that they have created with the above questions. After this the group will then discuss possible solutions to the issue that they have acted out. |
| Week 11 Naidoc Week – Aboriginal Art The family Sculpture <small>(Alternate Activity if we can't find an Aboriginal Artist for the above)</small> | An indigenous Artist comes in to assist the class with completing their own artwork using the traditional forms of painting, dot work, storytelling through art and what the various symbols mean, creating their own story using the Aboriginal artwork symbols and techniques This is a popular art therapy activity that exists in many other therapy types, such as family therapy, though in a modified form. It is enlightening for clients to mold their family in a way that represents the members and the dynamics, and it helps them identify problems in relationships that otherwise might be ignored. It is a great activity to use with adults, where family dynamics and relationships are more ingrained, to bring awareness to how these things impact our thought processes. |
| Week 12 Finishing Up | The group finishes up any of the murals/artworks that they have been working on over the last 11 weeks and creates anything else that they want to make before finishing the program. |



COOKING CLASSES

Participants will be involved with cooking classes through visual and hands on learning to learn easy/healthy meals to engage more in the kitchen at home and learn about basic nutrition.

| WEEK | RECIPES | SKILLS INVOLVED |
|---------------|----------------------------|---|
| Week 1 | Caesar Salad | Knife skills / Learning about emulsification / Nutrition / Food handling |
| Week 2 | Rice Paper Rolls | Knife skills / Nutrition / Food handling / Hands skills |
| Week 3 | French Omelette | Learning how to handle heat safely / Knife skills / Nutrition / Food safety |
| Week 4 | English Breakfast Muffin | Heat Safety / Nutrition / Food safety |
| Week 5 | Satay Chicken Skewers | Heat safety / Knife skills / Food safety |
| Week 6 | Steak Taco with Mole Verde | Knife skills / heat safety / Different Sauces / Food handling |

| WEEK | RECIPES | SKILLS INVOLVED |
|----------------|---|---|
| Week 7 | Greek Salad | Knife skills / Emulsification / Food handling |
| Week 8 | Carbonara | Knife skills / Heat Safety / Emulsification / Food handling |
| Week 9 | Spaghetti Bolognese | Knife skills / Heat safety / nutrition / Food handling |
| Week 10 | Chicken and Salad Wraps (but make them fancy) | Knife skills / Heat safety / Nutrition / Food handling |
| Week 11 | Beef Stroganoff | Heat safety / Knife skills / Food handling |
| Week 12 | Maple Pancakes | Heat Safety / Nutrition / Food handling |

| EQUIPMENT LIST |
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| <ul style="list-style-type: none"> • 2.2Lt Mixing bowl: \$7.05 • Spatula: \$1.75 • Knife set: \$5 • 3-piece steel cook ware (2x pots 1x pan): \$12 • Whisk: \$1.75 • 3-piece chopping boards: \$12 • Tongs: \$1.75 • Grater: \$7 • Peelers: \$1.75 • Colander: \$6 • Can opener: \$5.50 • Measuring set: \$3.50 • 30-piece cutlery set (with caddy): \$12 • Measuring cup: \$1.75 • Knife sharpener: \$6 • Double stovetop |
| Ingredient Total Cost: \$460 |
| Equipment Total Cost: \$118.80 |
| Total Cost 12 week program: \$578.80 |

THE



COLLECTIVE

KEVRIA CHEMISTS

Timetable and Apparatus

| WEEK | DESCRIPTION |
|--|---|
| Week 1 Growing our own plants | <p>Introduction to the group and what we will be doing as a general in regard to science experiments.</p> <p>Each group member will get their own lab coat. Growing herbs that can be used for the cooking social group. One lot of herbs will be planted in a small greenhouse, while another lot will not be in a greenhouse. We will measure the growth of the herbs across both environments to see which ones grow better. The rulers can be used to record the height each plant grows from week to week. We will check on the herbs at the start of each weekly session.</p> |
| Week 2 Egg Parachutes | <p>Each member will have an egg that they will need to keep safe by creating a stable air balloon/parachute.</p> <p>Using your choice of materials, create your own design to try and keep the egg safe. At the end, we will all place our egg in their parachute and drop them from an equal height to see what designs were best to keep the egg safe.</p> |
| Week 3 Exploding volcanos (part 1) | <p>We will create volcanos as two teams with cardboard and paper-Mache to create the shape of our volcanos. We can paint and decorate the volcanos. We will let the volcanos dry and make the explosions on week 4.</p> |
| Week 4 Exploding volcanos (part 2) Making slime | <p>Now that the volcanos are ready, one team will create the eruption using diet coke and mentos. The next team will do the same but using normal coke and mentos. We will compare which had the biggest eruption.</p> <p>Creating slime that changes in consistency. Personalise with your own colours using food dye.</p> |

| WEEK | DESCRIPTION |
|---|--|
| Week 5 Solar System Diorama | <p>Using a polystyrene solar system kit, the members can decorate the planets by painting them the correct colours and learning about their place in our solar system. We can paint a huge cardboard box for a diorama. As a team, we will create a whole visual project of our solar system and learn exciting information about space. This will continue over 2 weeks.</p> |
| Week 6 Solar System Diorama | <p>Continue from last week and finish diorama.</p> |
| Week 7 Lava Lamps Cup walkie talkies | <p>Each member will be able to create their own lava lamp in a jar. They can customise it with their own colour and see how the layers are formed when mixing liquids of different viscosity.</p> <p>Create walkie talkies using cups and strings. Try different strings to see if it changes the sound or volume.</p> |
| Week 8 How drinks affect our teeth (on eggs!) Elephants Toothpaste | <p>Place white-shelled eggs into a separate cup each (with a label). The eggs represent our nice clean teeth. This experiment will involve filling the cups with different drinks to show how they affect our teeth and can cause cavities.</p> <p>(Remember to always brush your teeth!) We will do this at the very start of the session and check at the end. We will leave them until the next week and have another look. Mix up a soap-yeast catalyst and add to the hydrogen peroxide mixture to create a huge foaming reaction that looks like it could be used as toothpaste for an elephant.</p> |

| WEEK | DESCRIPTION |
|---|---|
| Week 9 PH Levels Making it rain | <p>Test the pH of different liquids to see whether what we are drinking is acidic, alkaline, or neutral.</p> <p>We can mix up different solutions with the water, such as adding cordial, salt, sugar, etc to the water.</p> <p>Simulate rain clouds in a jar in a simple experiment using shaving cream and dye. Watch how it rains in the jars.</p> |
| Week 10 Playing Catch with a catapult | <p>Building our own catapults and receivers to launch paper cannon balls to our team members. Customise your catapults to see which model is the most effective.</p> |
| Week 11 Creating light (bulb) | <p>Build your own makeshift light using simple household products. Be careful not too use too much battery power or the globe might explode inside the jar!</p> <p>https://www.youtube.com/watch?v=jIW2Xcxfk_E</p> |
| Week 12 Examining specimen with a microscope | <p>Learn how to adjust a microscope to see a range of different samples and specimen up close.</p> |