

Department of Sport and Recreation

The 4th R

Years 4-7 Middle Childhood



Government of **Western Australia**
Department of **Sport and Recreation**
Recreation Camps

Sport and recreation builds stronger,
healthier, happier and safer communities



Foreword



We all know about the three 'Rs': Reading wRiting and aRithmetic, but I would like to propose a fourth 'R' that is equally as important to children's development: Recreation.

The quality recreation camp experience is more than just another excursion. It can assist your students to develop important life skills that can be utilised in the classroom environment, including:

- Independence, accepting responsibility and leadership.
- Cooperation and teamwork.
- Problem solving and decision making.
- Dealing with challenges and adversity.
- Building self-confidence.

Furthermore, our entry-level programs are an ideal introduction to a range of adventure recreation activities and a stepping stone to a healthy, active lifestyle.

The importance of children being physically active has been reinforced by research commissioned by the Department of Sport and Recreation (DSR) and collated by the University of Western Australia.¹ The report indicates a strong association between increased physical activity and improved educational outcomes for our children. The full report can be viewed on the DSR website.

Every student should be given the opportunity to partake in activities in an outdoor environment. However, having been a teacher myself, I acknowledge the fact that it is becoming increasingly difficult for educators to provide students with opportunities in the outdoors.

Loss of time inside the classroom; schools requiring a stronger basis for supporting excursions due to budgetary constraints; and risk management issues are some of the contributing factors.

Thankfully, committed educators like you recognise the value of the camp experience and are prepared to go the extra yard to organise an offsite excursion for your students. I want you to know that our department recognises your commitment and has developed this resource to make organising your camp easier.

Used in conjunction with our network of four metropolitan recreation camps, through which we provide quality, affordable outdoor recreation opportunities for the Western Australian community, this resource will aid you in preparing, booking, organising and conducting your camp excursion.

You will also find other helpful information and resources on our website: www.dsr.wa.gov.au/camps

Our camps team looks forward to helping you create an educational and memorable experience for your students that will stay with them for a lifetime.

Ron Alexander
Director General
Department of Sport and Recreation

¹ Martin, Karen (2010) Brain boost: Sport and Physical Activity Enhance Children's Learning: Perth, Western Australia (Western Australian Government).

Acknowledgements

Many people and schools have contributed to the development of The 4th R. The Department of Sport and Recreation (DSR) Recreation Camps gratefully acknowledge their assistance and support.

We would especially like to acknowledge the support given by the Department of Education (DoE), namely Philip Farmer (Melville Senior High School), Mount Hawthorn Primary School's teaching staff (especially Cherrie Fletcher), Kylie Godfrey (Mount Hawthorn Primary School/Ranford Primary School) and the K-12 Curriculum, Assessment and Reporting Branch (Health and Physical Education), for their advice.

Thanks also to our DSR Recreation Camps staff who assisted in the development of this resource and provided knowledge and experience of various camps programs across all four sites.

How to book a camp

Recreation Camps Booking Office
Phone: (08) 9492 9999
Fax: (08) 9492 9998
Email: campsbookings@dsr.wa.gov.au
www.dsr.wa.gov.au/camps

Camps are available seven days a week, 365 days a year. Please contact our central bookings office or visit our website to check their availability.

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About us

The Department of Sport and Recreation (DSR) is the lead government agency responsible for the implementation of government policy and initiatives in sport and recreation.

Underpinning the important work of our department is the belief that sport and recreation is about more than winning – it also makes a positive contribution to society.

Recent research indicates that participation in sport and recreation builds stronger and safer communities and healthier and happier people, even improving educational outcomes for our children.²

To that end, a major priority of our department is maximising opportunities for Western Australians to participate in sport and recreation. We do this through numerous means, including the provision of advice, funding and creating the context for participation.

This context includes the provision of high quality, entry-level recreation programs at our four metropolitan camps.

Recreation camps reach across the community to a wide range of audiences, including schools, sports organisations and clubs, recreation groups and agencies, state and federal government departments, non-government agencies and private industry.

Our camps provide participants with a range of learning opportunities and life skills, many of which are documented in this resource.

Our facilities, programs and overall camp experiences are available for all Western Australians, no matter their background or physical abilities.

You can find out more about our department and the full breadth of our work at: www.dsr.wa.gov.au

Over the past three years, DSR Camps have provided the WA community with an average of approximately 161,320 hours per year in structured physical activity through recreational programs.³



²Martin, Karen (2010) Brain boost: Sport and Physical Activity Enhance Children's Learning: Perth, Western Australia (Western Australian Government).

³This figure does not include passive recreation or free play physical activity that occurs outside of structured recreational program time.

How to use this resource

We aim to provide the best support for teachers coming on camp. The 4th R resource package aims to provide guidance for educators choosing DSR Recreation Camps programs. Program resource sheets can be found from page 16 of this resource to assist you in choosing from the diverse range of programs we offer. Each program resource sheet provides important information regarding our programs, including their links to the *Western Australian Curriculum Framework*.

Handy tip #1: When seeking approval from your school's administration, print off the appropriate program resource sheet, which outlines the educational value of each program.

Other related resources

The following is a list of other resources you may find useful. We have developed this list to assist you in planning your camp excursion. All of these documents can be all found under the 'Resources' section of our DSR Recreation Camps website: www.dsr.wa.gov.au/camps

Client information package

Each camp has a specific package providing an overview of its accommodation and program facilities. This content, along with various camp policies, information for parents, the booking process and general site information, will make organising your camp easier.

Camp journal questions

Camp journals by year level can be found on our website. Download the journal and add or delete information as required.

Observation checklists

Observation checklists are designed to assist teachers when exercising professional judgement in determining 'standards' of achievement. Teachers can use this resource to assess students' interpersonal and self-management skills on recreation camp programs and their behaviours during the overall camp experience.

What we offer

Our recreation camps provide safe and supportive environments that promote physical activity, positive outdoor recreation experiences, interaction with the natural environment and experiential learning opportunities. We provide of a wide range of recreational programs and communal living environments ranging from tents to dormitory-style accommodation.

The outdoor camp experience

Going on school camp is more than just another excursion; it is an experience that creates memories to last a lifetime. Communal living environments away from home, interactions with the natural environment and various outdoor recreational programs assist students with:

- Gaining independence, accepting responsibility and leadership.
- Developing communication and active listening skills.
- Learning cooperation and teamwork.
- Building trust and respect.
- Problem solving and decision making.
- Learning how to deal with challenges and adversity.
- Building self-confidence.
- Providing a vehicle for responsible risk taking.
- Creating long-lasting friendships.

Not only do our programs provide opportunities for learning, regardless of age, but whenever people enter an unfamiliar environment they get the opportunity to participate in new experiences that result in a range of positive outcomes being achieved. For example, Year 5 students on a two-night overnight camp will have to pack and unpack their own bag, make their own bed, organise their belongings and fulfil group responsibilities such as preparing the dining room or keeping their dorm clean. These skill sets are generally overlooked, however they are important in a student's progress towards becoming independent in their daily lives.

Handy tip #2: To obtain the full value of the camp experience we encourage teachers and educators to prepare their students prior to coming to camp. We also believe it is necessary for students to participate in a debriefing outside the program, both during the camp stay and back at school.

The Department of Education recognises that the experiences of students outside the school grounds contribute to the development of their understanding, skills and attitudes. The provision of opportunities for students to learn from the wider community builds on and reinforces the school curriculum. Excursions are an important means of providing such opportunities.⁴

⁴ Department of Education (2003) Excursions: Off School Site Activities Version 1.4, page 4. Perth, Western Australia (Western Australian Government).

Our camps

Our department operates four camps in the Perth metropolitan area; Bickley, Ern Halliday, Point Walter and Woodman Point. In 1945, under the Minister of Education and Social Services and through the National Fitness Council's desire to promote healthy recreation for youth, Bickley camp was established. Since that time Ern Halliday, Point Walter and Woodman Point have been developed. Each of our camps are unique and offer a wide range of adventure recreation programs, accommodation, contacts for catering, nationally recognised and qualified instructors and facilities to provide outdoor learning opportunities and promote physical activity.

Bickley

Bickley Outdoor Recreation Camp is located on the Darling Scarp alongside the picturesque Bickley Reservoir, 25 kilometres from Perth. The camp offers dormitory accommodation for up to 72 people, tent camping for 50 people and day use for up to 100 people.

The camp's facilities and natural bush setting are ideal for school groups wishing to experience a variety of recreation and educational opportunities. Bickley camp is also ideal for field studies, music camps, retreats and leadership and professional development camps.



Ern Halliday

Ern Halliday Recreation Camp is an exciting complex located adjacent to the Hillarys beach in Perth's northern suburbs. Ern Halliday camp offers three dormitory accommodation areas with capacities of 50, 56 and 138 people. The largest dorm also has a separate Leaders Cottage that sleeps eight. Tent camping is available at two areas of the camp with a total capacity of 170 campers. The camp also welcomes day groups for onsite recreation programs or to utilise the Cardinal Meeting Hall, which has a seating capacity of 100. Ern Halliday also offers facilities for people with disabilities or special access requirements. All accommodation areas contain ablutions suitable for wheelchair access, as do the main dining and program areas.



Ern Halliday is one of the most recognised camps in our state. The camp has always been at the forefront of developing adventure programs for camp clients, offering roping, water and team-based activities. The latest and most significant program the camp has developed is the artificial caving system. It is the first and only artificial caving system to be built in the Perth metropolitan area, supporting the development of students' self-confidence, spatial awareness and building of trust with others.

Point Walter

Point Walter Recreation and Conference Centre has spectacular views of the Swan River. The camp is only a 20 minute drive from the Perth central business district. The centre can accommodate up to 124 people in modern rooms, some with their own ensuite access, across two different dormitory areas. The conference centre can comfortably host up to 80 people and features two smaller seminar rooms.

Point Walter is a fully accessible facility for people with disabilities. Accommodation areas contain wheelchair accessible ablutions and beds can be reconfigured in some rooms to further improve accessibility. The majority of our water-based, roping and team building recreation programs can be modified to promote inclusivity of students with a disability. Please discuss your requirements with camp management when organising your camp.



Woodman Point

The Woodman Point Recreation Camp is a 6.5 hectare coastal site located eight kilometres south of Fremantle. Woodman Point has significant historical and cultural importance, given it was built in the early 1900s and was used as a quarantine station. The historical relevance of the site is featured in some camp programs and facilities.

Woodman Point offers four dormitory accommodation areas with capacities of 100, 60, 60 and 32 people. Camp leaders are also offered a stand-alone cottage that can accommodate up to nine people. Tent camping is also available onsite with room for up to 50 people, whilst the day area has a capacity for up to 150 people.

Along with the camp's idyllic beach location, ideal for a wide range of adventure recreation programs, Woodman Point also hosts the state-of-the-art CUBE facility, which allows for a variety of roping programs. Woodman Point strives to be completely inclusive in its programs and facilities. Please inform camp management of your requirements when organising your booking.



Specific details of each camp can be found in the Camps Client Information Pack at: www.dsr.wa.gov.au/camps

Links to the Curriculum Framework

Our recreation camp programs have numerous links to the Western Australian Curriculum Framework. We see our camps as an important part of the emotional and social development of WA school students. Our camps give students the opportunity to develop the important skills they need to deal with challenges they may face in their daily lives and in the future.

Educators can use our camp facilities and/or choose from a variety of programs when developing their teaching and learning programs to aid in assessing various outcomes from the Curriculum Framework. Through the objectives of each of our programs, our instructors aim to facilitate various aspects of outcomes from either the Health and Physical Education learning area or History in the Australian National Curriculum. Through the program resource sheets (from page 16), this resource outlines the specific links our recreation programs make to the curriculum.

We see the value of the Overarching Learning Outcomes and Core Shared Values of the Curriculum Framework, which is why we have decided to demonstrate the links our programs make. We believe our camps contribute to a well-rounded education and realise that students can achieve various outcomes from participating in a school camp.

Overarching Learning Outcomes

Of the 13 Overarching Learning Outcomes, students are encouraged to develop and demonstrate the following 10 within our camps programs:

Outcome number	Outcome statement
1	Students use language to understand, develop and communicate ideas and information, and interact with others.
2	Students select, integrate and apply numerical and spatial concepts and techniques.
3	Students recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others.
4	Students select, use and adapt technologies.
5	Students describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions.
6	Students visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options.
10	Students participate in creative program of their own and understand and engage with the artistic, cultural and intellectual work of others.
11	Students value and implement practises that promote personal growth and well-being.
12	Students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.
13	Students recognise that everyone has the right to feel valued and be safe, and, in this regard, understand their rights and obligations and behave responsibly.

Core Shared Values

Our camps recognise that the development of values is just as important as learning outcomes in the growth of students and their becoming active citizens. The five Core Shared Values of the Curriculum Framework are encouraged by our staff throughout the various camp recreation programs. We have a high expectation that all of the following values are employed by students when participating on various camp programs:

Number	Core Shared Value	Description
1	A pursuit of knowledge and a commitment to achievement of potential.	The lifelong disposition toward the quest for knowledge, as each person strives to understand the social and natural worlds and how best to make a contribution to these worlds. Each person is encouraged to achieve his/her potential in all respects and, through critical and creative thinking, to develop a broad understanding of his/her own values and world views.
2	Self-acceptance and respect of self.	The acceptance and respect of self, resulting in attitudes and actions that develop each person's unique potential – physical, emotional, aesthetic, spiritual, intellectual, moral and social. Encouragement is given to developing initiative, responsibility, ethical discernment, openness to learning and a sense of personal meaning and identity.
3	Respect and concern for others and their rights.	Sensitivity to and concern for the well-being of other people; and respect for life and property. Encouragement is given to each person to be caring and compassionate, to be respectful of the rights of others, and to find constructive ways of managing conflict. This includes the right to learn in a friendly and non-coercive environment.
4	Social and civic responsibility.	The commitment to exploring and promoting the common good and meeting individual needs without infringing the basic rights of others. This includes the encouragement of each person to participate in democratic processes, to value diversity of cultural expression, to respect legitimate authority, to promote social justice and to support the use of research for the improvement of quality of life.
5	Environmental responsibility.	The commitment to developing an appreciative awareness of the interdependence of all elements of the environment, including humans and human systems. Encouraging a respect and concern for Australia's natural and cultural heritage and for forms of resource-use that are regenerative and sustainable.

Recreation programs

Our department offers a wide range of recreation programs across all four of our metropolitan campsites. The camps provide experiences that encourage 'cooperative learning'. Our recreation programs use activities that are structured to create positive interdependence; face-to-face interaction; individual and group accountability; and use of social skills that enable group processing. Utilising these strategies provides students with opportunities to build their skills and confidence to be life-long participants in recreation. This is aligned with our agency mission 'to enhance the quality of life of Western Australians through their participation and achievement in sport and recreation'.

In order to meet these aims, our camps operate in safe and supportive environments that empower students to attempt at their level of challenge. We practice the operational ethos of 'Challenge by Choice'.

All camp instructors facilitate programs in accordance with the philosophy of 'Challenge by Choice'. This is based on experiential learning theory, which we define as being able to undertake an experience that a participant can relate back to their life or existing lifestyle in a positive way.

There is an understanding that everyone has varying thresholds for challenge and these challenges can range in their nature and variety. We aim to provide an experience that enables participants to determine their own level of challenge and broaden and develop their perceived limitations through participation in adventure activities both in individual and team environments.

All camps staff will aim to provide a safe experience in which participants can explore and extend their abilities and limitations. Our DSR Camps Program Standards and Instructor Code of Ethics encompass that overriding intent. Participation through excessive pressure and intimidation will not be supported by DSR Camps.

This ethos recognises that the attempt is as significant as the result.

Role of teachers and adults on camp programs

What is your role on camp programs?

All client groups with students under the age of 18 years MUST supply appropriate adult supervision at each program site. Our instructors will supervise the clients in relation to their safe participation in the program, however client groups have the responsibility to monitor the behaviour of students in matters not relating to the program.

Teachers and adults play a vital role on camp to ensure students have an enjoyable camp experience and are encouraged to participate in camp activities as much as possible to create a positive experiential learning environment. We will allocate at least one (if not two or three – depending on the size of your group and recognised ratios) suitably qualified instructors who are in charge of facilitating that program. We require one member from the school's supervisory team (teacher or adult) to be attendance with the group during the program.

Whilst attending the teacher/adult should have on hand the following:

- Student medical forms.
- Awareness of medications or medical conditions.
- Awareness of swimming ability.

We try to minimise the work of teachers or supervising adults, however teachers and adults may be asked to deal with student misbehaviour on a case-by-case basis. Our instructors will use low-key behaviour management techniques to ensure students are engaged during the program. It is an *expectation* that teachers and adults will support the instructor when possible throughout the duration of the program. We recommend asking students to stand aside for five minutes to reflect on an inappropriate behaviour and the effect it has on them personally and/or the group. During this process we ask the teacher or adult to assist.

Creating a positive experiential learning environment

So that students are able to have the best possible camp experience, we encourage the member of the school associated with the group to ensure the following:

- That students are on time and adequately prepared for the specific program.
- That students are encouraged through a positive, non-intimidating approach towards the outcomes of the activity.
- That the member participates in the program with students, however in instances where the program requires problem solving or decision making, refrains from providing support of a level that impedes the skill being demonstrated by the students.

At times, teachers and adults may be asked to help facilitate certain aspects of an activity. This would be during times of questioning or debriefing to enhance experiential learning. The instructor will discuss this responsibility prior to the start of the program.

Inclusivity

DSR Camps strive to be inclusive in their recreational programs. Many of the programs can also be modified to include most students. This can be arranged with the camp when booking, so please speak to our programs team about your requirements.

Risk management

Our camps take a proactive approach to managing risks involved in participating in the outdoor environment. We recognise the importance of providing a safe and supportive environment for physical activity and experiential learning.

Through our Camps Chain Safety Group, we collaborate with camp management to develop and review emergency procedures, risk management policies, program standards and workplace occupational health and safety. This ensures that educator efforts in coordinating an offsite excursion are supported by a culture of risk management that understands 'duty of care'.

Our department provides camp-relevant emergency procedures, certificate of currency information and user policies in the resources section of our website: www.dsr.wa.gov.au/risk-management.



Note:

Most adventure programs meet or exceed the Department of Education and Training (DET) Guidelines for Outdoor Pursuits. In consideration of specific environments at the site, variations from the DET guidelines may be in place to increase safety.

Roping programs

During our roping programs all students are encouraged to pursue and achieve their personal best and to respect the achievements of others (Core Shared Value 1: A pursuit of knowledge and a commitment to achievement of potential).

Our camps offer the roping programs listed below. The summary table outlines the minimum age requirements and links to the Health and Physical Education learning area of the Curriculum Framework. For an elaboration of the skills within the outcomes, please see pages 16–23.



Program	Camp				Health and Physical Education Learning Outcomes			
	Bickley	Ern Halliday	Point Walter	Woodman Point	Knowledge and understandings	Skills for physical activity	Self-management skills	Interpersonal skills
Abseiling	Yr 7	Yr 7	Yr 7	Yr 7	✓	✓	✓	✓
Big Swing		Yr 6–7			✓		✓	✓
Crate Climb	Yr 5–7	Yr 6–7	Yr 5–7				✓	✓
Flying Fox	Yr 4–7	Yr 5–7	Yr 4–7	Yr 6–7	✓		✓	✓
Gone in 90			Yr 6–7				✓	✓
Low Ropes	Yr 4–7		Yr 4–7		✓		✓	✓
Rock Climbing	Yr 6–7	Yr 6–7		Yr 6–7		✓	✓	✓
Vertical Ascent/Challenge		Yr 6–7	Yr 6–7	Yr 6–7	✓	✓	✓	✓

* Please note:

Recommended age limits based on Department of Education guidelines (Department of Education – Excursions: Off School Site Activities 2003) and Department of Sport and Recreation – Recreation Camps Program Standards (2010). AISWA and Catholic Education Office schools (with permission from your principal) may be able participate in programs outside these recommended age limits. Please contact the individual camp's Program Coordinator for more information.



Abseiling

program resource sheet | Middle Childhood

Abseiling is an individual challenge at height in which students are let down over an edge using a range of specialist equipment. Students descend using a safety line operated by qualified instructors to ensure their safety. Each student is taught the safety aspects of Abseiling, from fitting a harness to correct use of descending devices and proper Abseiling skills and techniques.

Available at:	Bickley (natural surface), Ern Halliday, Point Walter and Woodman Point (artificial surface).
Challenge considerations:	Individual challenge at height requiring hand and body coordination. Wheelchair Abseiling is also available at Point Walter.
Duration of program:	210 minutes (Bickley only), 90 minutes (all other camps).
Items required:	Enclosed shoes, knee-length shorts, water bottle, sunscreen and t-shirt covering midriff and shoulders. Long hair must be tied back.
Focused Core Shared Values:	<ul style="list-style-type: none"> Respect and concern for others and their rights.



Program links:

Abseiling allows students to practise and demonstrate the skills listed below. Students may be assessed, however it is important that these skills have been covered in a previous learning program.

Outcome	Skill	Elaboration
Self-management skills	Understanding emotions	Students explore and describe their own fears, emotions and body responses prior to, during and after the abseil. They must also understand that others' emotions may be different to their own and be considerate of other individuals' fears and emotions.
	Managing emotions	Instructors explore strategies to cope with these emotions and stresses and relate these strategies to real-life concepts. Also, students learn to recognise that goals, assumptions, judgements and comments impact their own and others' levels of confidence when overcoming stressful situations.
Interpersonal skills	Communicating	Students are encouraged to develop and use statements that are empathetic and encourage others who may find the situation more challenging.
	Building and nurturing relationships	Students learn to apply appropriate group behaviours that limit negative impact on peers' behaviour, such as being supportive and encouraging in challenging situations during the Abseiling program.
	Leading, initiating and facilitating	Students are encouraged to support and encourage others through challenges and/or predicaments by providing advice or suggestions and displaying positive behaviour.
Skills for physical activity	Skills for recreating in the outdoors	Safety, skills and techniques for Abseiling are learnt within the program. Each student will have the opportunity to demonstrate proper use of the equipment and correct techniques during the Abseiling session.
Knowledge and understandings	Social and emotional well-being	Achievements are celebrated during and after the program as students acknowledge the emotions associated with Abseiling and learning to trust the instructor and the equipment. Instructors highlight the importance of this experience and how it may assist in completing challenges in the future.

Abseiling encourages the development of the following Overarching Learning Outcomes:

1	2	3	4	5	6	7	8	9	10	11	12	13
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Big Swing

program resource sheet | Middle Childhood

In Big Swing, students are hauled into the air by their peers to a height of up to eight metres. Once the student's desired height has been reached, they are able to pull a spinnaker release to be quickly let go and swing like a pendulum.

Available at:	Ern Halliday.
Challenge considerations:	Group collaboration and individual challenge at height.
Duration of program:	90 minutes.
Items required:	Enclosed shoes, knee-length shorts, t-shirt covering midriff and shoulders and water bottle. Long hair must be tied back.
Focused Core Shared Values:	<ul style="list-style-type: none"> Respect and concern for others and their rights.



Program links:

Big Swing allows students to practise and demonstrate the skills listed below. Students may be assessed, however it is important that these skills have been covered in a previous learning program.

Outcome	Skill	Elaboration
Self-management skills	Understanding emotions	Some students will find the Big Swing task mentally challenging and will therefore learn more about their personal emotions and emotional levels of others.
	Managing emotions	Students learn strategies to manage their own emotions and how to support and encourage others in challenging situations.
Interpersonal skills	Communicating	Students learn to establish effective communication skills, demonstrate empathy and provide support and encouragement to peers who may find the situation more challenging.
	Cooperating and collaborating in groups	Each student will be required to meet a commitment to their peers to contribute to every student having more than one opportunity on the Big Swing. Students will all need to work together to haul the student into the air to their desired height before being released.
Knowledge and understandings	Social and emotional well-being	Achievements are celebrated during and after the program, as students acknowledge the emotions associated with the Big Swing and how these may assist in completing future challenges.

Big Swing encourages the development of the following Overarching Learning Outcomes:

1	2	3	4	5	6	7	8	9	10	11	12	13
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Crate Climb

program resource sheet | Middle Childhood

Crate Climb is a group-oriented program requiring students to touch a desired height target (determined by year level) through building a structure out of crates. The group must build the structure with only one person climbing at a time. The rest of the group works to actively stabilise the structure, assisting the student to reach the group's goal. Each student is required to touch the height target within the specific time period, therefore the need to successfully cooperate and collaborate as a team is a must. All students wear helmets and the climber is attached to a safety line controlled by the instructor.

Available at:	Bickley, Ern Halliday and Point Walter.
Challenge considerations:	Team and individual (climber) height challenge.
Duration of program:	90 minutes.
Items required:	Enclosed shoes, knee-length shorts, t-shirt covering midriff and shoulders, sunscreen (if outside) and water bottle. Long hair must be tied back.
Focused Core Shared Values:	<ul style="list-style-type: none"> Social and civic responsibility.

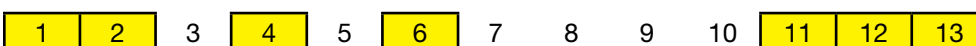


Program links:

Crate Climb allows students to practise and demonstrate the skills listed below. Students may be assessed, however it is important that these skills have been covered in a previous learning program.

Outcome	Skill	Elaboration
Interpersonal skills	Communicating	Students must learn to listen to others and establish effective communication skills to ensure ideas are portrayed and effective team operation occurs.
	Building and nurturing relationships	Students learn and apply appropriate group behaviours such as being supportive and encouraging when mistakes occur. Students will also be required to show respect and demonstrate empathy as their peers may be affected by the height of the crate stack.
	Preventing and managing conflict	During the program there will be conflicting ideas and students will need to learn to suspend negative judgements or defend their thoughts assertively.
	Cooperating and collaborating in groups	Students are required to listen to others, adapt their communication skills to suit the group's aim and accept task responsibilities to achieve their own, their peers' and/or the overall group's goal.
Self-management skills	Understanding emotions	Through the Crate Climb experience students become more aware of their own and others' emotions due to the level of challenge at height. This task aims to develop personal self-confidence by attempting or achieving a personal level of challenge.
	Managing emotions	Students learn strategies to manage their own emotions associated with climbing the crate structure and how to support, and encourage others to, effectively manage their emotions.
	Reviewing the situation	Students are required to identify elements that can contribute to the Crate Climb structure and constantly reassess their options due to potential negative consequences of their Crate Climb design.
	Planning before deciding	After reviewing the elements, students must plan design options for the Crate Climb structure.
	Deciding and acting	Students need to decide collaboratively on an option that will meet the individual group's goal. They must be able to rationalise their decision and may re-evaluate or modify their decisions where necessary.
	Monitoring and evaluating	During and after the program, students reflect upon and evaluate their decisions on solutions. An awareness of the overall decision making process is established, which can be transferred to future situations.

Crate Climb encourages the development of the following Overarching Learning Outcomes:





Flying Fox

program resource sheet | Middle Childhood

Flying Fox allows students to traverse at high speed and at height along a steel cable spanning across a set distance (dependent upon camp). Students work in small teams to dismount peers quickly in order to attain as many opportunities as possible on the Flying Fox.

Available at:	Bickley, Ern Halliday, Point Walter and Woodman Point.
Challenge considerations:	Individual challenge at height, group collaboration on the ground.
Duration of program:	90 minutes.
Items required:	Enclosed shoes, knee-length shorts, t-shirt covering midriff and shoulders, sunscreen and water bottle. Long hair must be tied back.
Focused Core Shared Values:	<ul style="list-style-type: none"> Respect and concern for others and their rights.



Program links:

Flying Fox allows students to practise and demonstrate the skills listed below. Students may be assessed, however it is important that these skills have been covered in a previous learning program.

Outcome	Skill	Elaboration
Interpersonal skills	Communicating	Students learn to establish effective communication skills to display empathy and/or provide support and encouragement to others who may find the Flying Fox more challenging.
	Cooperating and collaborating in groups	Each student must meet a commitment to their peers as they work in small groups to aid the traversing student to dismount and bring the fox line back for the next student, ensuring all students have as many turns as possible.
Self-management skills	Understanding emotions	Some students will find the Flying Fox mentally challenging and will therefore learn more about their personal level of emotions. Students will also begin to realise that others have different levels of stress to their own.
	Managing emotions	Students will learn to adopt basic strategies to manage their personal emotions and develop skills to support and encourage others who may be affected by the challenge.
Knowledge and understandings	Social and emotional well-being	Achievements are celebrated during and after the program as students acknowledge the effect the Flying Fox may have on themselves or peers. Achievements are celebrated to develop students' self-confidence in attempting future challenges.

Flying Fox encourages the development of the following Overarching Learning Outcomes:

1	2	3	4	5	6	7	8	9	10	11	12	13
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Gone in 90

program resource sheet | Middle Childhood

Gone in 90 is the ultimate camp mission, requiring the group to break into three teams and use a set of equipment to solve three separate tasks. Each team will problem solve their task, which includes climbing over an impregnable barrier, disposing of a bicarbonate of soda bomb before it explodes, then building a stack of crates to reach and ring a bell that alerts the rest of the world the bomb has been disposed of. Each team must work collaboratively to achieve the group's overall goal.

Available at:	Point Walter.
Challenge considerations:	Team problem solving.
Duration of program:	90 minutes.
Items required:	Enclosed shoes, knee-length shorts, t-shirt covering midriff and shoulders, sunscreen and water bottle. Long hair must be tied back.
Focused Core Shared Values:	<ul style="list-style-type: none"> Respect and concern for others and their rights.

Program links:

Gone in 90 allows students to practise and demonstrate the skills listed below. Students may be assessed, however it is important that these skills have been covered in a previous learning program.

Outcome	Skill	Elaboration
Interpersonal skills	Communicating	Students learn to listen to others' ideas and establish clear and effective communication skills to ensure their ideas are portrayed and effective team operation occurs.
	Preventing and managing conflict	During the decision making process, students may have conflicting ideas and will need to learn to suspend negative judgements, negotiate and/or defend their thoughts in an assertive manner.
	Cooperating and collaborating in groups	Students are required to listen to others, adapt their communication skills to suit the groups' aim and accept personal task responsibilities to achieve the overall goal.
Self-management skills	Reviewing the situation	Students are required to identify elements that could impact upon the team's challenge, find the solution and constantly re-think their strategy due to potential negative consequences.
	Planning before deciding	After reviewing the elements, students must plan different options for each task of the Gone in 90 challenge.
	Deciding and acting	In teams students need to collaboratively decide on an option that will enable them to meet the overall goal. They must be able to rationalise their decision and may need to re-evaluate or modify their decisions when necessary.
	Monitoring and evaluating	During and after the program, students reflect upon and evaluate their decisions and solutions. An awareness of the overall decision making process is established, which can be applied to future scenarios.

Gone in 90 encourages the development of the following Overarching Learning Outcomes:

1	2	3	4	5	6	7	8	9	10	11	12	13
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Low Rope

program resource sheet | Middle Childhood

Low Ropes consists of various individual elements that range from 30 centimetres to one metre off the ground. Students have to balance, climb or swing their way through the course and are asked to complete various group building challenges along the way. Whilst completing these tasks, students must also ‘spot’ each other to maintain safety and to traverse along the element. Students learn and demonstrate skills in teamwork, communication and trust when participating in the program.

Available at:	Point Walter.
Challenge considerations:	Individual and group challenge requiring balance ability.
Duration of program:	90 minutes.
Items required:	Enclosed shoes, t-shirt covering midriff and shoulders, water bottle, hat and sunscreen. All long hair must be tied back.
Focused Core Shared Values:	<ul style="list-style-type: none"> Social and civic responsibility.



Program links:

Low Ropes allows students to practise and demonstrate the skills listed below. Students may be assessed, however it is important that these skills have been covered in a previous learning program.

Outcome	Skill	Elaboration
Interpersonal skills	Cooperation and collaboration	Students are encouraged and expected to support each other and work cooperatively to meet goals within small team and group challenges.
	Communication	Positively communicating with peers in the Low Ropes challenges is important to be able to problem solve and decide plans of action. Non-verbal communication is important as students must trust their peers, therefore positive body language is a necessity.
	Building and nurturing relationships	Students learn and apply appropriate group behaviours such as being supportive and encouraging when mistakes occur. Students will also be required to suspend their judgements to ensure peers are not negatively affected and group aims are achieved.
Self-management skills	Reviewing the situation	Students need to identify task elements within the group and plan the challenges in order to devise a solution.
	Planning before deciding	To complete the challenges successfully, students must develop various options and collaborate as a group.
	Deciding and acting	As teams, students must collaboratively decide on their actions, after considering the task elements and possible associated problems, in order to be successful at the challenge. They also learn to rationalise their decisions where necessary.
	Monitoring and evaluating	Incidentally and formally, students with the aid of the instructor, evaluate their decisions within the various Low Ropes challenges to improve on their next attempt. Where the decision making process can be applied to future scenarios is highlighted.
Knowledge and understandings	Ways to keep healthier and safer	Students learn that even though the perceived risk may be low, risk management strategies need to be implemented for the physical and emotional well-being of themselves and peers.
	Social and emotional well-being	Individual and group achievements are celebrated within the Low Ropes challenges, influencing students' self-confidence in attempting difficult future challenges.

Low Ropes encourages the development of the following Overarching Learning Outcomes:

1	2	3	4	5	6	7	8	9	10	11	12	13
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Rock Climbing

program resource sheet | Middle Childhood

Rock Climbing requires students to ascend a variety of artificial walls whilst being belayed by peers within their group. Each student learns how to belay a climber and perform pre-climb checks for maximum safety. Our climbing walls cater for a variety of students, from simple climbs to the more difficult for the climber looking for an extreme challenge.



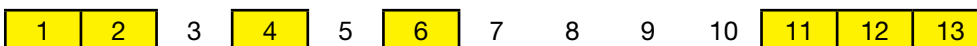
Available at:	Bickley, Ern Halliday and Woodman Point.
Challenge considerations:	Individual (climber) and team critical thinking challenge at height requiring body coordination.
Duration of program:	90 minutes.
Items required:	Enclosed shoes, knee-length shorts, t-shirt covering midriff and shoulders, sunscreen (if outside) and water bottle.
Focused Core Shared Values:	<ul style="list-style-type: none"> Respect and concern for others and their rights.

Program links:

Rock Climbing allows students to practise and demonstrate the skills listed below. Students may be assessed, however it is important that these skills have been covered in a previous learning program.

Outcome	Skill	Elaboration
Interpersonal skills	Communicating	To be effective in this program, students must actively listen. Clear communication between the belayer and the climber is vital. Students must converse with their peers whilst they are climbing on the wall to support their safe ascent.
	Building and nurturing relationships	Students will need to show compassion and be respectful of others as some students may be affected by the height challenge. They will also need to build trust with their peers as the person belaying is responsible for the climber's safety.
	Cooperating and collaborating in groups	Students work in small groups and each has to meet a personal commitment to their peers for climbing safety and to meet their personal goal.
	Leading, initiating and facilitating	Students are encouraged to support and encourage others through challenges and/or predicaments by providing advice or suggestions and displaying positive behaviour.
Self-management skills	Understanding emotions	Students explore and understand the emotions of the climber. They learn to realise the significance of their behaviour and actions on the ground.
	Managing emotions	The understanding and awareness of different emotions allows students to develop strategies to manage their own and support others' emotions.
Skills for physical activity	Skills for recreating in the outdoors	All students learn and demonstrate the safety skills and techniques required to competently belay and artificial rock climb.
	Balance and stability	Whilst climbing, students practise adjusting body position and learn to control and coordinate their movements to successfully ascend the climbing wall.
	Forces and motion	To be an efficient climber, students must learn correct climbing techniques, including staying close to the wall, keeping the points of contact and using their legs more than their arms during the program.

Rock Climbing encourages the development of the following Overarching Learning Outcomes:





Vertical Ascent/Challenge

program resource sheet | Middle Childhood

Vertical Ascent/Challenge is a program requiring students to ascend a variety of artificial elements whilst being belayed by peers in their group. Each student attempts to climb various elements, which may include the cargo net, caving ladders and the wobbly wall. Each student learns how to belay a climber and perform pre-climb checks for maximum safety. Elements vary in level for all students, from simple to more difficult climbs for those looking for an extreme challenge.

Available at:	Ern Halliday and Point Walter.
Challenge considerations:	Team and individual (climber) height challenge.
Duration of program:	90 minutes.
Items required:	Enclosed shoes, knee-length shorts, t-shirt covering midriff and shoulders, sunscreen (if outside) and water bottle. Long hair must be tied back.
Focused Core Shared Values:	<ul style="list-style-type: none"> Social and civic responsibility.

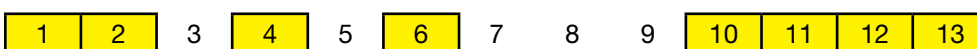


Program links:

Vertical Ascent/Challenge allows students to practise and demonstrate the skills listed below. Students may be assessed, however it is important that these skills have been covered in a previous learning program.

Outcome	Skill	Elaboration
Interpersonal skills	Communicating	To be effective in this program, students must listen closely and communication between the belayer and the climber must be clear. Students must converse with their peers whilst climbing the various elements to ensure their safe ascent and descent.
	Building and nurturing relationships	Students will need to demonstrate empathy and be respectful to others as some students may be affected by the height challenge. They will also need to build trust with their peers as the person belaying is responsible for the climber's safety.
	Cooperating and collaborating in groups	Students work in small groups and each has to meet a personal commitment to their peers so they can meet their personal goal.
	Leading, initiating and facilitating	Students are encouraged to support and encourage others through challenges and/or predicaments by providing advice or suggestions and displaying positive behaviour.
Self-management skills	Understanding emotions	Students explore goal setting and the effect it can have on their and others' emotions. Students also realise the significance of being supportive and encouraging their peers.
	Managing emotions	Students learn and practise various strategies that help manage emotions (e.g. planning or taking a few deep breaths) which are significant in attempting difficult situations.
Skills for physical activity	Balance and stability	Whilst climbing, students practise how to adjust their body position and control and coordinate their movements to successfully ascend the various climbing elements.
	Forces and motion	To climb successfully, students must learn how their body and its various positions may affect the difficulty of climbing and ascending each element.
Knowledge and understandings	Social and emotional well-being	Individual and group achievements are celebrated within the Vertical Ascent/Challenge program, which aids in developing students' self-confidence and encourages them to attempt difficult challenges in the future.

Vertical Ascent/Challenge encourages the development of the following Overarching Learning Outcomes:



Land programs

Our camps offer the land-based programs listed below. The summary table outlines the minimum age requirements, links to the Health and Physical Education learning area of the Curriculum Framework and History links within the National Curriculum. For elaboration of the skills within the outcomes, please see pages 25–32.



Program	Camp				Health and Physical Education Learning Outcomes			
	 Bickley	 Ern Halliday	 Point Walter	 Woodman Point	Knowledge and understandings	Skills for physical activity	Self-management skills	Interpersonal skills
Archery		Yr 5–7	Yr 6–7	Yr 4–7	✓	✓		✓
Caving		Yr 5–7			✓	✓	✓	✓
Coastal Bike Ride		Yr 6–7			✓	✓		✓
Escape from Quarantine				Yr 5–7	✓			✓
Historical Night Tour				Yr 5–7	Historical knowledge and understanding (National Curriculum)			
Orienteering	Yr 5–7	Yr 4–7		Yr 4–7		✓	✓	✓
Search and Rescue	Yr 5–7	Yr 5–7		Yr 5–7		✓	✓	✓
Team Building	Yr 4–7	Yr 4–7	Yr 4–7	Yr 4–7	✓		✓	✓

* Please Note:

Recommended age limits are based on Department of Education guidelines (Department of Education – Excursions: Off School Site Activities 2003) and Department of Sport and Recreation – Recreation Camps Program Standards (2010). AISWA and Catholic Education Office schools (with permission from your principal) may be able participate in programs outside these recommended age limits. Please contact the camp’s Program Coordinator for more information.



Archery

program resource sheet | Middle Childhood

Archery is a challenging recreational program that tests students' aim and patience. Using re-curve bows, students shoot for 'Olympic-style' bullseye targets and develop their technique. Students learn the different parts of the bow and arrow and will be shown the correct procedures and techniques for loading and releasing.

Available at:	Ern Halliday, Point Walter and Woodman Point.
Challenge considerations:	Individual land challenge that requires both fine and gross motor skills.
Duration of program:	90 minutes.
Items required:	Enclosed shoes, hat, sunscreen and water bottle.
Focused Core Shared Values:	<ul style="list-style-type: none"> Social and civic responsibility.



Program links:

Archery allows students to practise and demonstrate the skills listed below. Students may be assessed, however it is important that these skills have been covered in a previous learning program.

Outcome	Skill	Elaboration
Interpersonal skills	Communicating	All students are encouraged to provide feedback to their peers. Students must make clear and reasoned comments to their peers. Peers receiving feedback are also required to use their active listening skills.
	Leading, initiating and facilitating	Students are encouraged to support and encourage others during challenges by providing advice or suggestions and displaying positive behaviour.
Self-management skills	Monitoring and evaluating	Students are encouraged to monitor and evaluate their own and peers' archery techniques in order to be more successful at the various challenges and competitions set by the instructor.
Skills for physical activity	Skills for recreating in the outdoors	Students will learn the basic skills and techniques to effectively release arrows from a re-curve bow at an 'Olympic-style' target.
	Balance and stability	Students practise adjusting body position and control with the bow to effectively shoot at the target.
	Forces and motion	Students learn to adopt the correct stance, adjust body shape and how to generate maximum force with the bow.
Knowledge and understandings	Learning physical activities	Students learn, practise and/or develop ways to assist others in improving a specific skill, supporting others in a team-oriented environment while gaining an understanding of the rules and protocols in Archery.
	Ways to keep healthier and safer	Archery has potential to result in a harmful situation, therefore students are asked to develop and introduce risk management practices to enjoy a safe Archery experience.

Archery encourages the development of the following Overarching Learning Outcomes:

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Caving

program resource sheet | Middle Childhood

Caving requires students to negotiate their way through a variety of squeezes and gaps using a head torch. Caving can be physically and mentally challenging as students are required to climb, crawl and squeeze their way through the only artificial cave system in Perth. A number of routes varying in difficulty can be taken through the tunnelling course; the choice depends upon the group and the students' ability.

Available at:	Ern Halliday.
Challenge considerations:	Individual and team program requiring climbing through confined spaces.
Duration of program:	90 minutes.
Items required:	Enclosed shoes, long pants and t-shirt covering midriff and shoulders (preferably old clothes). All long hair should be tied back.
Focused Core Shared Values:	<ul style="list-style-type: none"> Respect and concern for others and their rights.



Program links:

Caving allows students to practise and demonstrate the skills listed below. Students may be assessed, however it is important that these skills have been covered in a previous learning program.

Outcome	Skill	Elaboration
Interpersonal skills	Building and nurturing relationships	Students will learn to understand that some peers may be affected by dark and/or confined spaces. Students will be required to show respect towards their peers and realise how thoughts, values and judgements can impact upon others.
	Cooperating and collaborating in groups	Students will need to work together to help others through difficult areas of the cave system. At times, peers may have to help each other physically and emotionally to move through the confined spaces.
	Leading, initiating and facilitating	Students are encouraged to support and encourage others during challenges and/or predicaments by providing advice or suggestions and displaying positive behaviour.
Self-management skills	Understanding emotions	During the Caving program, students learn how they or others may feel in the dark and/or confined spaces and how to behave in a manner that is supportive and encouraging.
	Managing emotions	Students learn to realise how their attitudes, values and behaviours can affect their own and peers' attempts to stretch their level of challenge.
Skills for physical activity	Skills for recreating in the outdoors	Students learn Caving skills and techniques, whilst also learning the importance of choices such as clothing make in a cave environment.
Knowledge and understandings	Social and emotional well-being	Students are encouraged to support others' social and emotional well-being within the Caving program by acknowledging and celebrating achievements.

Caving encourages the development of the following Overarching Learning Outcomes:





Coastal Bike Ride

program resource sheet | Middle Childhood

Coastal Bike Ride is a physically active program enabling students are able to explore the benefits of recreation through mountain bike riding. The ride takes in various lookouts and destinations across the northern metropolitan coastline, using designated bicycle pathways. Students also learn about the physiological changes to their bodies when being physically active and why these changes are beneficial to their current and future health.

Available at:	Ern Halliday.
Challenge considerations:	Individual and group program requiring students to be able to ride a bicycle.
Duration of program:	90 minutes.
Items required:	Enclosed shoes, water bottle, shorts, t-shirt covering midriff and shoulders and hair ties for long hair. Sunglasses are also recommended.
Focused Core Shared Values:	<ul style="list-style-type: none"> Respect and concern for others and their rights.



Program links:

Coastal Bike Ride allows students to practise and demonstrate the skills listed below. Students may be assessed, however it is important that these skills have been covered prior to the program.

Outcome	Skill	Elaboration
Interpersonal skills	Communication	Students must verbally communicate to their peers possible oncoming and upcoming vehicle, bicycle or pedestrian traffic. Non-verbal communication skills will need to be used to indicate which direction their bicycle will be travelling in.
	Leading, initiating and facilitating	Students are encouraged to demonstrate basic leadership skills, such as being a positive role model and supportive and encouraging of peers, to ensure the group is riding at a sufficient pace to reach the destination in time.
Skills for physical activity	Skills for recreating in the outdoors	Basic bike handling skills are learnt and practised by students to enable safe participation in the Coastal Bike Ride program. Students also learn road rules to allow them to cycle in the community.
Knowledge and understandings	Body's response to physical activity	An understanding is developed about the physiological responses that occur from being physically active. Students learn that these responses affect their health and well-being in both the short and long term.
	Ways to keep healthier and safer	Students learn the correct behaviours when participating as a recreational cyclist. Common road rules, bike riding communication strategies and safe riding techniques are practised and demonstrated, assisting students to recreate confidently in the future.

Coastal Bike Ride encourages the development of the following Overarching Learning Outcomes:

1	2	3	4	5	6	7	8	9	10	11	12	13
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Escape from Quarantine

program resource sheet | Middle Childhood

Escape from Quarantine is a night team game based on the history of the Woodman Point Quarantine Station. Students are required to act as patients and collect various objects scattered around the campsite in order to escape from the confinement of quarantine. Students must escape before the quarantine station guards (teachers and instructors) do their cell checks and find that they are missing. Students need to work in teams to find items, however the search may be hindered as guards spot them during their search.

Available at:	Woodman Point.
Challenge considerations:	Team program at night requiring strategy and critical thinking.
Duration of program:	90 minutes.
Items required:	Enclosed shoes, shorts or long pants and jumper (depending on weather).
Focused Core Shared Values:	<ul style="list-style-type: none"> Social and civic responsibility.

Program links:

Escape from Quarantine allows students to practise and demonstrate the skills listed below. Students may be assessed, however it is important that these skills have been covered prior to the program.

Outcome	Skill	Elaboration
Interpersonal skills	Communicating	To formulate strategies and make decisions in this program, students need to listen to peers' ideas and apply effective verbal communication skills within their group.
	Preventing and managing conflict	During the program there may be conflicting ideas and strategies, therefore students will need to learn to suspend their judgements or defend their ideas assertively.
	Cooperating and collaborating in groups	Students are responsible for a specific role within the group and therefore need to contribute to achieve the group's overall goal. Students may need to consider others opinions, offer opinions or advice, adapt their communication skills and encourage others, to contribute to the overall effectiveness of the group.
	Leading, initiating and facilitating	Students are encouraged to support and encourage others through challenges and/or predicaments by providing advice or suggestions and displaying positive behaviour.
Knowledge and understandings	Ways to keep healthier and safer	The program is conducted at night, and students learn how risks may increase as a result. Students are required to be aware and modify their behaviour to ensure injuries do not occur.

Escape from Quarantine encourages the development of the following Overarching Learning Outcomes:

1	2	3	4	5	6	7	8	9	10	11	12	13
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Historical Night Tour

program resource sheet | Middle Childhood

The Historical Night Tour takes students back in time when the camp was known as Woodman Point Quarantine Station (1886–1979). The tour takes students through the grounds of the modern campsite and sand tracks of the neighbouring regional park, where they will learn about the original uses of various buildings and sites and some of the tragic stories that were lived out during quarantine days. A few scary stories about ghosts believed to inhabit the Woodman Point site can be included by staff upon request (dependent upon age and maturity of students).

Available at:	Woodman Point.
Challenge considerations:	The tour can be modified to include slightly scarier content (please discuss your requirements with the instructor).
Duration of program:	90 minutes.
Items required:	Enclosed shoes, shorts or long pants and jumper (depending on weather).
Focused Core Shared Values:	<ul style="list-style-type: none">• Social and civic responsibility.• Environmental responsibility.

Program links:

The Historical Night Tour may be aligned with History within the *Australian National Curriculum*. Specific content of the Historical Night Tour program focuses on Year 6 History curriculum content descriptions, however students can be of a Year 5 level or higher to participate in the Historical Night Tour program.

Outcome	Elaboration
Historical knowledge and understanding	<p>Historical Night Tour focuses on the historical events of the quarantine station from 1886–1979. Students are taken through the grounds of the modern campsite and tracks of the neighbouring regional park. The leader will discuss the original uses of various buildings and sites, tell multiple stories about passengers, patients, workers and superintendents and explore the various experiences of staff and recreational users of the site.</p> <p>Students learn how and why, in the past, people with possible diseases were managed in ways which may be deemed unethical, and how the facilities and resources of the time shaped how people were treated and managed. Students will be able to develop their own perspectives after interpreting the leaders' stories and realise how disease management and technology evolved over time.</p>

Historical Night Tour encourages the development of the following Overarching Learning Outcomes:

1 2 3 4 **5** 6 7 8 9 10 **11** **12** **13**



Orienteering

program resource sheet | Middle Childhood

Orienteering is an exploration program in which students search and locate markers in a surrounding area within a set time period. Students are split into groups and given a topographical map to locate markers in a logical order, dependent upon allocated points and their location. Students gain valuable experience in map reading skills, teamwork, verbal communication, collaboration, cooperation, decision making and prioritising.

Available at:	Bickley, Ern Halliday and Woodman Point.
Challenge considerations:	Team land-based challenge.
Duration of program:	90 minutes.
Items required:	Enclosed shoes, hat, sunscreen and water bottle.
Focused Core Shared Values:	<ul style="list-style-type: none"> • Respect and concern for others and their rights. • Environmental responsibility.



Program links:

Orienteering allows students to practise and demonstrate the skills listed below. Students can be assessed, however it is important that these skills have been covered in a previous learning program.

Outcome	Skill	Elaboration
Interpersonal skills	Communicating	Students need to make clear and reasonable statements about their ideas and strategies to their peers, whilst developing active listening skills, in order to communicate successfully in the Orienteering program.
	Preventing and managing conflict	During the program, there will be conflicting interests and students will need to learn to suspend negative judgements, negotiate ideas and possibly defend their thoughts in an assertive manner.
	Cooperating and collaborating in groups	Students will need to undertake a specific group role, listen to members of their group and meet a commitment to the group in order to be successful in the Orienteering task.
Self-management skills	Reviewing the situation	In order to strategically decide which marker to search for, students must consider elements such as terrain, distance, marker points and other teams.
	Planning before deciding	After students review elements that aid in forming a decision, they must plan collaboratively to decide on their route option to marker points.
	Deciding and acting	Students need to decide quickly and collaboratively which marker to head towards after they have discussed their route options.
	Monitoring and evaluating	During and after the program, students evaluate the choices they made during the program and what affected these choices.
Skills for physical activity	Skills for recreating in the outdoors	Basic navigation and safe practices for being involved in the outdoors are learnt and demonstrated by students.

Orienteering encourages the development of the following Overarching Learning Outcomes:

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Search and Rescue

program resource sheet | Middle Childhood

Search and Rescue requires students to form two teams and locate hidden items spread over the campsite, as indicated on the map provided. Each team has a two-way radio to communicate with the other team and program instructors. To make matters more interesting, there is a time limit to find all of the items. Instructors act as enemy agents who can chase (and hinder) or be chased by (and perhaps help) group members. Search and Rescue is a team-based program focusing on cooperation, communication, decision making and basic map reading skills. The program assists students to develop analytical and interpersonal skills.

Available at:	Bickley, Ern Halliday and Woodman Point.
Challenge considerations:	Group land-based program requiring strategy and critical thinking.
Duration of program:	90 minutes.
Items required:	Enclosed shoes, hat, sunscreen and water bottle.
Focused Core Shared Values:	<ul style="list-style-type: none"> Environmental responsibility.



Program links:

Search and Rescue allows students to practise and demonstrate the skills listed below. Students may be assessed, however it is important that these skills have been covered prior to the program.

Outcome	Skill	Elaboration
Interpersonal skills	Communicating	In order to formulate strategies and make effective group decisions, students must make clear and reasoned statements to their peers and actively listen to each other's ideas during the Search and Rescue program.
	Preventing and managing conflict	During the program there may be conflicting ideas and strategies, therefore students will need to learn to suspend their judgements or defend their ideas assertively.
	Cooperating and collaborating in groups	Students will be required to undertake a specific role within the group to achieve the group's overall goal. Students may need to consider others opinions, offer opinions or advice, adapt their communication skills and respect and value others to contribute to the group's overall effectiveness.
	Leading, initiating and facilitating	Students are encouraged to support and encourage others through challenges and/or predicaments by providing advice or suggestions and displaying positive behaviour.
Self-management skills	Reviewing the situation	Students have to consider various elements including terrain, distance, time, enemy agents and the other team to strategically decide on options to complete the Search and Rescue task.
	Planning before deciding	After students review elements, they have five minutes of planning time. During this time they must collectively decide on a strategy to complete the task.
	Deciding and acting	In the five minutes of planning time, students must deliberate over their options and decide on a strategy to achieve the group's overall goal.
	Monitoring and evaluating	During and after the program, students evaluate the strategies they used and the choices they made. They should also reflect on the elements that affected the group's decisions and how to adapt that decision making framework to tasks in everyday life.
Skills for physical activity	Skills for recreating in the outdoors	Basic navigation and safe practices for being involved in the outdoors are learnt and demonstrated by students to encourage safety and success in the Search and Rescue program.

Search and Rescue encourages the development of the following Overarching Learning Outcomes:

1	2	3	4	5	6	7	8	9	10	11	12	13
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Team Building

program resource sheet | Middle Childhood

Students progress through a variety of group Team Building tasks that enhance their interpersonal and problem solving skills. These tasks have been developed to allow students to practise and develop communication, cooperation, trust, conflict resolution and decision making skills in a team environment.

Available at:	Bickley, Ern Halliday, Point Walter and Woodman Point. <i>Ern Halliday and Woodman Point also offer Team Building in a beach environment.</i>
Challenge considerations:	Team land-based challenges that require critical thinking.
Duration of program:	90 minutes.
Items required:	Enclosed shoes, hat, sunscreen and water bottle.
Focused Core Shared Values:	<ul style="list-style-type: none"> Respect and concern for others and their rights. Social and civic responsibility.



Program links:

Team Building allows students to practise and demonstrate the skills listed below. Students may be assessed, however it is important that these skills have been covered in a previous learning program.

Outcome	Skill	Elaboration
Interpersonal skills	Communicating	In order to formulate strategies to make effective group decisions, students must make clear and reasoned statements to their peers and actively listen to others' ideas during the Team Building program.
	Building and nurturing relationships	Students learn to apply appropriate group behaviours such as being supportive and encouraging when mistakes occur or looking after a team member if they are struggling.
	Preventing and managing conflict	During the program there will be conflicting ideas and students will need to learn to suspend peer judgements or defend their thoughts in an assertive manner.
	Cooperating and collaborating in groups	Students will need to listen to group members' ideas, discuss options and be responsible for their actions to ensure group goals are met.
	Leading, initiating and facilitating	Students are encouraged to support and encourage others through challenges and/or predicaments by providing advice or suggestions and displaying positive behaviour.
Self-management skills	Reviewing the situation	After the rules, limitations and elements have been explained, students must strategically decide how they will complete the task. They learn to realise that sometimes they have more than one option to resolve a situation.
	Planning before deciding	After students review all elements that aid in forming a plan, they must discuss options with their peers on how to complete the task. Students should consider their options and each student is encouraged to contribute to the group's decision making process.
	Deciding and acting	Students need to decide and act upon their planned ideas, however they should also learn to recognise the consequences of making the decision.
	Monitoring and evaluating	During and after the program, students evaluate the choices they made during the program and what has affected these choices. They may also have a chance to select another alternative option on a second attempt.
Knowledge and understandings	Social and emotional well-being	Students learn to realise how support, encouragement and celebrating achievements affects the confidence and harmony of the group, therefore enabling successful outcomes.

Team Building encourages the development of the following Overarching Learning Outcomes:

1	2	3	4	5	6	7	8	9	10	11	12	13
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Aquatic programs

Our camps offer the aquatic programs listed below. The summary table outlines the minimum age requirements and links to the Health and Physical Education learning area of the Curriculum Framework. Swimming ability requirements for students differ from camp to camp due to open or closed water environments. For an elaboration of the skills within the outcomes, please see pages 34–38.



Program	Camp				Health and Physical Education Learning Outcomes			
	Bickley	Ern Halliday	Point Walter	Woodman Point	Knowledge and understandings	Skills for physical activity	Self-management skills	Interpersonal skills
Canoeing	Yr 4–7				✓	✓		✓
Raft Building	Yr 4–7		Yr 6–7	Yr 5–7	✓	✓	✓	✓
Snorkelling				Yr 6–7	✓	✓		✓
Surf Life Saving		Yr 6–7		Yr 5–7	✓			✓
Surf Ski/Paddling		Yr 6–7	Yr 6–7	Yr 6–7	✓	✓	✓	✓

* Please Note:

Recommended age limits based on Department of Education guidelines (Department of Education – Excursions: Off School Site Activities 2003) and Department of Sport and Recreation – Recreation Camps Program Standards (2010). AISWA and Catholic Education Office schools (with permission from your principal) may be able participate in programs outside these recommended age limits. Please contact the camp's Program Coordinator for more information.



Canoeing

program resource sheet | Middle Childhood

Canoeing provides students with an opportunity to develop partnership and teamwork skills through modified games and challenging activities in a water environment. Students learn skills and techniques to paddle the craft and work together.

Available at:	Bickley.
Challenge considerations:	Partner water-based challenge. <i>DSR Camps operate in either open or closed water environments. Please discuss swimming ability requirements directly with the camp's Program Coordinator.</i>
Duration of program:	90 minutes.
Items required:	Enclosed shoes (worn in water), bathers, , towel, water bottle, hat and sunscreen. Rash vests and board shorts are recommended.
Focused Core Shared Values:	<ul style="list-style-type: none"> Environmental responsibility.



Program links:

Canoeing allows students to practise and demonstrate the skills listed below. Students may be assessed, however it is important that these skills have been covered in a previous learning program.

Outcome	Skill	Elaboration
Interpersonal skills	Communicating	In pairs, students must communicate clearly and concisely in order to maintain direction and paddle efficiency on the water.
	Preventing and managing conflict	Students are able to practise their assertive skills in challenging situations and learn how to limit negative influences on their partner and the group.
	Cooperating and collaborating in groups	Students must work with their partner or group cooperatively to be successful in the various challenges and tasks set by the instructor.
	Leading, initiating and facilitating	Students take turns to be in the stern (back) of the canoe. When undertaking this responsibility, they are expected to lead the direction, paddling frequency and speed of the canoe.
Skills for physical activity	Skills for recreating in the outdoors	Students are able to learn and demonstrate basic strokes and canoe handling techniques to safely recreate on the water.
	Balance and stability	Students learn balance and stability principles in their canoe by adjusting sitting and body position when over balancing and through directional changes and sequencing of skills.
	Forces and motion	Students learn the basic concepts of force and motion through paddling and handling the canoe. Students will explore how to generate maximum force, overcome resistance and use equipment to direct the craft.

Canoeing encourages the development of the following Overarching Learning Outcomes:

1	2	3	4	5	6	7	8	9	10	11	12	13
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Raft Building

program resource sheet | Middle Childhood

Raft Building is a fun team experience in which students are given various resources to construct a raft out of simple materials including ropes, planks and drums. Instructors then challenge teams on a variety of tasks that test the durability of the raft on the water. Students are also taught basic concepts and techniques that can be applied to other paddling activities. Raft Building is a unique team building program, aimed at encouraging a group to work together more effectively.

Available at:	Bickley and Point Walter.
Challenge considerations:	Team water-based challenge. <i>DSR Camps operate in either open or closed water environments. Please discuss swimming ability requirements directly with the camp's Program Coordinator.</i>
Duration of program:	90 minutes.
Items required:	Enclosed shoes (worn in water at Bickley and Point Walter), bathers, , towel, water bottle, hat and sunscreen. Rash vests and board shorts are recommended.
Focused Core Shared Values:	<ul style="list-style-type: none"> • Social and civic responsibility. • Environmental responsibility.



Program links:

Raft Building allows students to practise and demonstrate the skills listed below. Students may be assessed, however it is important that these skills have been covered in a previous learning program.

Outcome	Skill	Elaboration
Interpersonal skills	Communicating	Students must communicate clearly and concisely in groups, discussing ideas when building their raft and when on the water to improve their paddle efficiency and ensure maintenance of direction.
	Preventing and managing conflict	Conflicts of interest and ideas may arise, therefore students will need to learn to suspend negative judgements, defend their thoughts and/or negotiate their ideas in an assertive manner.
	Cooperating and collaborating in groups	Students will need to undertake a specific role and maintain personal responsibility for the group to successfully meet task objectives.
	Leading, initiating and facilitating	Students are encouraged to support and encourage others throughout the program, provide suggestions and display positive behaviour.
Self-management skills	Reviewing the situation	Students must review all the elements in challenges posed by the instructor in order to develop options to complete various tasks.
	Planning before deciding	After all elements have been reviewed, students must plan their options and collaboratively consider the consequences. All students are encouraged to contribute to the decision making process.
	Deciding and acting	After canvassing options and potential consequences, students must collaboratively decide upon a solution and act on it appropriately.
	Monitoring and evaluating	After the program, students are asked to evaluate their decisions and choices. Students are also required to evaluate their skills and performance during the Raft Building Program.
Skills for physical activity	Skills for recreating in the outdoors	Students will learn basic paddling skills and techniques to efficiently paddle their craft in the water.

Raft Building encourages the development of the following Overarching Learning Outcomes:

1	2	3	4	5	6	7	8	9	10	11	12	13
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Snorkelling

program resource sheet | Middle Childhood

Through Snorkelling, students learn basic skills and techniques for discovering local marine life in an underwater environment. Students develop basic Snorkelling and safety skills, to successfully recreate during the program and in the future.

Available at:	Woodman Point.
Challenge considerations:	Individual water-based challenge. <i>Please discuss swimming ability with the camp's Program Coordinator.</i>
Duration of program:	90 minutes.
Items required:	Bathers, rash vest, towel, sunscreen and water bottle. It is recommended that students wear wetsuits, gloves and bring an extra towel to keep warm.
Focused Core Shared Values:	<ul style="list-style-type: none"> Environmental responsibility.

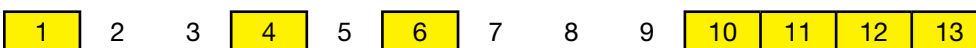


Program links:

Snorkelling allows students to practise and demonstrate the skills listed below. Students may be assessed, however it is important that these skills have been covered in a previous learning program.

Outcome	Skill	Elaboration
Interpersonal skills	Communicating	Students learn how to use non-verbal communication skills with their partner in order to participate in a safe Snorkelling experience.
	Cooperating and collaborating in groups	Students must cooperate, work with and develop trust with their buddy whilst in the water in order to minimise possible risks associated with Snorkelling.
	Leading, initiating and facilitating	Students are encouraged to exhibit leadership skills by supporting and encouraging peers when Snorkelling in the water.
Knowledge and understandings	Ways to keep healthier and safer	Students learn how to exhibit the correct behaviour whilst Snorkelling to reduce the environmental impact and to keep themselves safe from possible risks in the water.
	Learning physical activities	Students learn efficient Snorkelling techniques and gain knowledge of the procedures and protocols involved, enabling them to successfully participate in Snorkelling experiences during the program and in the future.
Skills for physical activity	Skills for recreating in the outdoors	During the Snorkelling program, students learn the skills and techniques to safely and successfully recreate. Students also learn about equipment use and how to maintain comfort levels whilst Snorkelling.
	Forces and motion	Students practise how to control their movements and body position to minimise splash and enhance their Snorkelling experience.

Snorkelling encourages the development of the following Overarching Learning Outcomes:





Surf Life Saving

program resource sheet | Middle Childhood

Surf Life Saving is a program in which students gain knowledge of safe practices at the beach. Students learn about sun safety, rips, currents and formal communication strategies whilst at the beach. They practise and demonstrate surf skills including flag racing, beach running and how to use surf equipment (rescue tubes and boards) in rescue situations. This program can be tailored to meet the specific requirements of the class.

Available at:	Ern Halliday and Woodman Point.
Challenge considerations:	Students are challenged both individually and in small groups in a water-based environment. Students are required to swim without the aid of floatation devices, which at times can be physically demanding. <i>Please discuss swimming ability with the camp's Program Coordinator.</i>
Duration of program:	90 minutes.
Items required:	Bathers, towel, hat, sunscreen and water bottle. Rash vests are recommended and footwear must be worn to the beach.
Focused Core Shared Values:	<ul style="list-style-type: none"> Social and civic responsibility.



Program links:

Surf Life Saving allows students to practise and demonstrate the skills listed below. Students may be assessed, however it is important that these skills have been covered thoroughly prior to the program.

Outcome	Skill	Elaboration
Interpersonal skills	Communicating	Students learn and demonstrate the non-verbal signals that are used on the beach in safety and rescue situations.
	Cooperating and collaborating in groups	Students will need to work effectively with each other to perform various group tasks that contribute to learning rescue skills within the Surf Life Saving program.
Self-management skills	Reviewing the situation	The various factors that may make a surf rescue risky are learnt (e.g. rips, currents, swell) by looking for environmental signs or weather conditions at the beach.
	Planning before deciding	After students learn which factors make a surf rescue risky, they learn to consider a number of safe options that can be employed by themselves and peers to make a rescue.
	Deciding and acting	Students learn how to make positive decisions on the beach for their own and others' personal safety.
Skills for physical activity	Skills for recreating in the outdoors	Students learn how to employ safe practices in a beach environment in order to enjoy recreation at the beach. Students also learn how to use the equipment and various techniques employed by surf life guards at the beach.
Knowledge and understandings	Ways to keep healthier and safer	Students learn how to identify and deal with potentially harmful or risky situations that occur at the beach. These include sun safe practices, safe beach practices (rips and currents), communication in a risky situation and the people who can help when at the beach.

Surf Lifesaving encourages the development of the following Overarching Learning Outcomes:

1	2	3	4	5	6	7	8	9	10	11	12	13
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Surf Ski/Paddling

program resource sheet | Middle Childhood

Surf Ski/Paddling allows students to develop the basic skills to paddle a sit-on-top craft. Students are challenged individually or as part of a team, building their self-confidence, cooperation, collaboration and basic leadership skills.



Available at:	River Paddling is available at Point Walter. Ocean Surf Ski Paddling is available at Ern Halliday and Woodman Point.
Challenge considerations:	Individual and team water-based challenge. <i>Camps operate in either open or closed water environments. Please discuss swimming ability requirements directly with the camp's Program Coordinator. Dual sit-on-top crafts are also available for hesitant paddlers or students with a disability. Please advise the camp's Program Coordinator when booking.</i>
Duration of program:	90 minutes.
Items required:	Hat, water shoes, rash vest, bathers/board shorts, towel and water bottle.
Focused Core Shared Values:	Environmental responsibility.

Program links:

Surf Ski Paddling allows students to practise and demonstrate the skills listed below. Students may be assessed, however it is important that these skills have been covered in a previous learning program.


Outcome	Skill	Elaboration
Interpersonal skills	Communicating	In group challenges set by the instructor, students must clearly communicate ideas and statements in order to meet the group's goals.
	Cooperating and collaborating in groups	Students will need to meet commitments to the group and maintain personal responsibility to successfully meet goals and objectives.
	Leading, initiating and facilitating	Students are encouraged to display positive behaviour and to support and encourage others during the program.
Self-management skills	Managing emotions	Students learn how thoughts and beliefs can impact on outcomes during personal challenges in the Surf Ski/Paddling program.
Skills for physical activity	Skills for recreating in the outdoors	Students will learn various strokes and techniques to efficiently paddle their ski in the water. They will also learn various risk management practices to safely recreate in water.
	Forces and motion	Students learn the basic concepts of forces and motion through paddling and handling the sit-on-top craft. Students will explore how to generate maximum force, overcome resistance and use equipment to direct the craft.
Knowledge and understandings	Social and emotional well-being	Due to the various tasks and challenges set by the instructor, students are encouraged to support the social and emotional well-being of other students and are expected to think about the way they treat others and the importance of celebrating individual and group achievements.
	Ways to keep healthier and safer	Students are required to learn and implement basic strategies to limit the risk to themselves and others whilst recreating on water.

Surf Ski/Paddling encourages the development of the following Overarching Learning Outcomes:

1	2	3	4	5	6	7	8	9	10	11	12	13
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Additional programs

We also offer programs that are centred upon improving well-being, group cohesion, physical activity, building relationships and having fun. These programs fit into the various syllabus learning contexts displayed in the following table.



Program	Camp				Lifestyle and safety			Physical activity contexts				Outdoor Education		The Arts	
	Bickley	Ern Halliday	Point Walter	Woodman Point	Fitness	Sun safety	Safety in the community	Movement skills and game play	Strategies and tactics	Playing the game (fair play, rules)	Health-related fitness	Adventure games	Water safety	Emergency signals	Visual arts
Beach/Water Supervision	Yr 4-7	Yr 4-7	Yr 4-7	Yr 4-7	✓	✓	✓						✓	✓	
Icebreakers	Yr 4-7	Yr 4-7	Yr 4-7	Yr 4-7	✓	✓						✓			
Kite Making		Yr 4-7		Yr 4-7		✓					✓	✓			✓
Pool Games			Yr 4-7		✓	✓	✓	✓	✓	✓	✓		✓	✓	
Ultimate Sports				Yr 4-7	✓	✓	✓	✓	✓	✓	✓	✓	✓		

*This list is a guide only and neither prescriptive, nor exhaustive. Teachers may find many other links to the K-10 syllabus than those mentioned above.

Beach Supervision/Water Safety Services

While not a core function of the services provided at our camps, we recognise the importance of providing a safe aquatic environment for school groups coming to camp without a beach qualified staff member. Water Safety Officers will be qualified with both aquatic qualifications and a Senior First Aid certificate, and have access to a range of rescue equipment.

Water Safety Services will operate for a minimum of 90 minutes. Teachers are required to be present for this program to ensure compliance with Department of Education guidelines. We will provide one qualified Water Safety Officer for 16 students and two Water Safety Officers for groups of over 16 but fewer than 24.

Available at Bickley, Ern Halliday, Point Walter and Woodman Point.

Kite Making

Kite Making is a basic, fun program for Year 3s and older. Students get to show their creative side when designing and decorating their kites. Instructors will then show students how to construct the kites using the materials given. Once the kites have been constructed, instructors will take the students outside to see how they fly.

Available at Ern Halliday and Woodman Point.



Icebreakers

Icebreakers are a series of fun activities designed to break down barriers and reduce inhibitions. These activities place the students in a position to try new things, often outside their comfort zone. This is a great program for groups that are new to each other or large groups where participants may not know everyone.

Available at Bickley, Ern Halliday, Point Walter and Woodman Point.

Pool Games

Pool Games challenge students with fun and wet problem solving activities in and around a 12 metre pool. A variety of equipment is provided and games are supervised by a qualified instructor.

Available at Point Walter.

Ultimate Sports

Groups get to compete in fun, modified versions of various team sports. The main focus is on inclusion, fun and being ultimate! Some of the sports that get the ultimate makeover include Ultimate Baseball, Ultimate Frisbee, Ultimate Basketball and Ultimate Dodgeball. Depending on your group size, participants can rotate through up to six sports in the 90 minutes allowed. All games can be completed on the beach.

Available at Ern Halliday and Woodman Point.



Organising your camp

Organising your camp does not need to be a daunting task. Our bookings and programs team is available to support you in organising a successful camp experience that your students will remember for a lifetime. Please discuss the possibilities with our Bookings Office and Program Coordinators to ensure you are able to attain all your planned objectives.

Here are a few things you may wish to consider prior to calling so that we can help you more effectively:

- Which camp would you like to attend?
- What are the possible dates or time of year?
- What is the approximate number of students likely to attend?
- How many days would your camp run for?
- What are the aims and objectives of your camp?
- Would you like to organise a time to see the camp for yourself?
- Would you like catering or to self-cater (please note: Only certain facilities allow you to self-cater)?
- Do you have any special dietary needs (please specify)?
- Does your group have any special requirements (e.g. disability access)?

This resource, along with the camps client information package and DSR Recreation Camps website, are good places to start in answering these questions. Please go to: www.dsr.wa.gov.au/camps

From there you can look online, contact our bookings team on (08) 9492 9999 or email campinfo@dsr.wa.gov.au to discuss possible dates at the camp you have chosen.

Once the booking has been confirmed, the camp's Programs Team will be in touch to discuss suitable programs to achieve your objectives. After a tentative program list has been decided, our resources can help you to supply all of the necessary information to school administration, staff, parents and students. Then a few weeks prior to your camp, our Programs Team will confirm your programs with you.

Booking conditions

Bookings can be made up to a maximum of 13 months ahead. A two night minimum stay is required, with the exception of long weekends which require a three night minimum stay.

Organising checklist

The following is the **minimum** recommended timeline for organising your school camp. Bookings can be made up to 13 months in advance. Initial bookings will require possible arrival/departure dates, accommodation requirements, year level and estimated numbers. A tour of the camp can be organised by contacting the camp direct.

Up to 13 months in advance

- Book accommodation requirements through our Bookings Office on 9492 9999 or online at: www.dsr.wa.gov.au/camps.
(Note: To secure your accommodation bookings, a deposit must be paid 14 days after this date and conditions of hire are to be returned).

Twelve weeks before camp

Date: _____ / _____ / _____

- Check your student numbers to ensure your original estimate was realistic.
- Contact your DSR Program Coordinator to discuss the various program options (express special needs if required).
- Print external provider form (www.dsr.wa.gov.au/camps) and complete your school's internal excursion proposal forms.
- Organise site visit.

Ten weeks before camp

Date: _____ / _____ / _____

- Confirm program options with Program Coordinator.
- Organise a supervisory team of school staff/adults for camp.

Six weeks before camp

Date: _____ / _____ / _____

- Distribute details of the camp to parents, including information for parents, excursion information letter and medical and consent forms.
- Begin collection of consent and medical forms and camp fees.
- Discuss catering options with Accolade Catering (menu can be found at: www.dsr.wa.gov.au/catering).

Four weeks before camp

Date: _____ / _____ / _____

- Ensure all consent and medical forms are completed and returned.
- Confirm student numbers with your Program Coordinators, plus any students with special requirements.
- Confirm menu with Accolade Catering (phone 1300 888 141 or email info@accoladewa.com.au).
A 50% deposit must be made on confirmation.
- Deposit payment due.

Two weeks before camp

Date: _____ / _____ / _____

- Complete the supervision roster (found on website) and supply supervisory team information regarding roles, responsibilities and information regarding your camps program.
- Brief accompanying staff.
- Allocate students to groups as requested by Program Coordinator (camps programs have limitations in instructors to student ratios and what our resources can accommodate).

One week before camp

- Confirm final numbers to Accolade Catering.

On arrival

Date: _____ / _____ / _____

- Provide Program Coordinator with final numbers.
- Receive pre-camp brief.

On departure

- Provide camp office with final participant and visitor numbers.

Post camp

Date: _____ / _____ / _____

- Complete post-camp survey form.
- Discuss with staff the availability of your next booking.

Ten days after receiving invoice

Date: _____ / _____ / _____

- Final payment due.



Government of **Western Australia**
Department of **Sport and Recreation**
Recreation Camps

Administration and Bookings

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Perth



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Fremantle



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