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Peter Baker (Ed.)

Nedlands College of Advanced Education

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**Principles For
Camp Based
Outdoor Education**





PRINCIPLES OF OUTDOOR EDUCATION

NEDLANDS COLLEGE OF ADVANCED EDUCATION
JUNE, 1981

MOUNT LAWLEY



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PREFACE

The following "Principles of Outdoor Eudcation" publication is a first attempt at relating theory to practice from the Bachelor of Education unit titled Principles of Outdoor Education: PEH4403.

The students listed below have discussed and evolved the outdoor principles and in turn put most of them into practice through a one-week wilderness camp experience.

Each section listed has stated principles that in turn are supported by facts so as to give a definite guide and understanding to you the reader.

Student contributions are as follows:

| Programme and Staff | Safety, Health and Food | Equipment and Clothing |
|---------------------|-------------------------|------------------------|
| Jim Bell | Tim Gepp | Brian Chadwick |
| Sue Cullen | Stuart Langdon | Graham Jones |
| Pauline O'Mara | Wayne Morrow | Jeff Ronan |
| Peter Rickers | Paul Schlawe | Fiona Smart |
| Leonie Wilkinson | Cam Tinley | Linda Simms |

It is hoped that this will act as an initial guide for teachers and camp-based outdoor education at the secondary school level.

Editors:


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Nedlands College of Advanced Education

June, 1981

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The programme should:

1. Have definite aims and objectives.

It is essential to have a clear picture of what you are trying to accomplish. This will help the teacher in his/her justification to the principal, parents and students. This will also allow for evaluation to be intrinsic within your objectives.

2. be planned day by day.

This will allow a detailed outline of the activities to be undertaken and adds continuity and purpose to the programme. This should be decided well in advance of the camp.

3. be flexible

Although activities should be pre-planned they should allow room for flexibility and alternatives such as for wet weather or hot weather need to be pre-planned so that activities are suitable at ALL times.

4. be challenging and creative

The students should be given the opportunity to develop ideas for themselves. Therefore, creating a learning environment and one in which students can develop leadership qualities.

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Camp Based Principles of Outdoor Education. Category PROGRAMME

The programme should:

5. involve the students in previously learned activities

Students should be given the chance to experience those

activities learned at school in preparation for the

camp. This means that the programme prior to the camp

must cover a practical and comprehensive range of

subjects such as camp cooking, striking and pitching

tents, building fires, packing rucksacks and adjusting

rucksacks to suit the individual, etc. etc. ✓

6. cover emergency procedures

A basic but comprehensive knowledge of first-aid proced-

ures must be covered prior to any camp. These should

be considered well in advance and the students must be

well versed in them so that they could cope with any ✓

situation that may arise.

7. allow for maximum student participation throughout

Students should be involved in the total experience both

prior to the camp, during the camp and in post camp

activities. ✓

8. develop social relations and cooperation

Most camp activities such as fire building and food pre-

paration should develop a cooperative attitude. Other

activities such as camp fire antics should foster social

relations. ✓

The programme should:

9. Consider all aspects relevant to the camp:

officer and equipment, eg. Regional Centres, Shires and

When designing the activities for the camp, variables

D.Y.S.R.

such as climate, age, ability (of staff and students),

environment and safety should be given due consideration.

12. be designed to cater for the needs of the students

The programme should provide the opportunity to experience

10. Be relevant to the total curriculum:

activities not readily available to the students and

It should complement other aspects of the students curr-

activities in which they show genuine interest.

iculum and should reflect the overall aims and principles

of the Education Department and the individual school.

13. Contain varied teaching/learning strategies:

Use of the media can be made in the pre and the post

11. Utilize all available resources:

For a maximal "experience" to occur, provision should be

camp sessions on practical topics, other relevant strat-

made to utilize other resources and agencies both within

gies should be used to maximize the learning opportun-

and outside the school in regard to staff, eg. YEO

ities. Free time is a less structured strategy that can

be employed as an important learning environment especiall

while on camp.

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Camp Based Principles of Outdoor Education. Category PROGRAMME

The programme should:

14. be of a length that is conducive to sufficient learning opportunities:

Unit length should be flexible as it is heavily dependent on the nature of the unit and how much is involved and how much detail is to be covered. ✓

15. have a varied and comprehensive programme prepared:

Alternative wet and hot weather activities, environmental studies, night activities and other interesting activities. The programme can also include staff from other faculties, ei. geography and science. Also other experienced members of the community such as National Park Rangers, natrualists. ✗

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| | |
| There should be: - | |
| <p>1. <u>A safe staff-student ratio:</u> ✓</p> <p>This should be according to Education Department regulations. ie. a maximum of 1:12. Where there is an increase in any risk factor the ratio should be 1:7 or 1:8.</p> | <p>unnecessary inconvenience or time wasting. The staff can also take photos or slides of the area to show to the students before they leave for the area.</p> |
| <p>2. <u>Staff with adequate experience:</u> ✓</p> <p>Teachers should have undertaken an outdoor education course previously and should have attended at least one camp and helped in a camps administration.</p> | <p>4. <u>Appropriate staff representation:</u></p> <p>In a co-ed group of students both male and female teachers must accompany the group.</p> |
| <p>3. <u>A study made previously by the staff of the intended area of camping:</u> ✓</p> <p>A detailed study of the area is essential prior to the camp to ensure the safety of the students and to avoid</p> | <p>5. <u>Staff with an adequate level of fitness:</u></p> <p>Staff should evaluate their personal fitness level and if necessary undertake an appropriate fitness programme. Such as either jogging, cycling, swimming or even weights. It is suggested also that the pack should be worn and walked with to get used to it.</p> |

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Camp Based Principles of Outdoor Education. Category STAFF

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| <p>There should be: -</p> | |
| <p><u>7. A planned emergency procedure:</u> <u>Communication with the closest medical service and emergency contacts should be made prior to the camp.</u> <u>A set procedure should be drawn up for all students to follow in case of emergency. Contacts should be left with parents/relations in case of an emergency at home and students need to be contacted.</u></p> | <p><u>9. A well co-ordinated programme:</u> <u>Staff must consider well in advance other school activities that may clash with their plans, other staff and school administration and try to harmonize their plans with other staff and the administration.</u></p> |
| <p><u>8. An atmosphere created where staff can develop social relations, cooperation and empathy with students:</u> <u>During the expedition staff should endeavour to mingle and work alongside students and share responsibilities such as cooking and fire building.</u></p> | <p><u>10. Staff who possess an adequate knowledge of first-aid:</u> <u>Staff should consider all possible emergency situations and be prepared for any first-aid practices that may need to be administered. It may be a definite idea to conduct a short 2 hour workshop in first-aid in order to brush up techniques, etc.</u></p> |
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| <p>There should be: -</p> | |
| <p>11. <u>An awareness of individual differences:</u> Staff must be aware of individual differences which would affect the running of a camp such as slow/fast walkers, individual "phobias", and medical backgrounds of participants.</p> | <p>alone. They should at least be in pairs.</p> |
| <p>12. <u>Adequate supervision of students:</u> Staff should be aware of the implications of supervision on an expedition and realize the necessity for some freedom and yet see the need for some guidance.</p> | <p>14. <u>Approval from relevant people:</u> The Education Department, school principal, other teachers, and parents should be informed of the camp and approval given from all sources. A letter should be sent home to parents explaining all details and be returned, signed, to the teacher involved.</p> |
| <p>13. <u>An awareness of the location of students at all times:</u> Staff must ensure that they know where all students are at all times and should not allow students to wander</p> | <p>15. <u>Opportunity for staff to obtain experience:</u> Experienced staff should be willing and indeed encourage, inexperienced staff to accompany him/her on an expedition and help them to develop the many skills necessary to organize and carry out a successful camp.</p> |

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Camp Based Principles of Outdoor Education. Category SAFETY

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| <p>There should be: -</p> | |
| <p>1. <u>A basic knowledge of first aid and resuscitation in preparation for accidents.</u></p> | <p>- the group should be kept together as much as possible.</p> |
| <p>- if first aid knowledge is not adequate a concise book in this area should be taken along e.g. The St John's First aid Manual.</p> | <p>- inform the participants parents of exactly where you are going, how you can be contacted and when the group is coming home. (See appendix 1 for thorough detail).</p> |
| <p>- A first aid kit should be light portable and contain a minimum of essential equipment. (see end of 'Safety Principles' for detailed list).</p> | <p>- a compass and map should be taken to eliminate the chances of getting lost.</p> |
| | <p>- always be sure of exactly where you are going and set a time to reach your destination.</p> |
| <p>2. <u>Precautions taken to minimize the likelihood of an individual getting lost in the wilderness.</u></p> | <p>- work in pairs and when walking use existing bush trails do not make up your own.</p> |
| <p>- authorities should be contacted such as police and park rangers to inform them of your presence in the bush environment or park.</p> | |

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| <p>There should be: -</p> | |
| <p>3. <u>A campsite located in the most practical position possible.</u></p> | <p>- the group should progress at a steady pace catering</p> |
| <p>- The site should not flood in heavy rain. The area</p> | <p>for the slowest member of the group, so that no-one</p> |
| <p>should be suitably covered eg. shelter from wind</p> | <p>is lost or tires unnecessarily.</p> |
| <p>especially and rain. The camp fires should not be</p> | <p>- All members of the group should keep in visual</p> |
| <p>too large and should be set in practical areas e.g.</p> | <p>contact with group members as much as possible.</p> |
| <p>away from tents and other tinder material.</p> | <p>5. <u>A thorough pre test of the area before any thought of going</u></p> |
| | <p><u>on a camp.</u></p> |
| <p>All fires must be extinguished and covered up after</p> | <p>The teacher in charge of the camp should go and thoroughly</p> |
| <p>the site has been vacated.</p> | <p>check out the entire area. He should locate water and</p> |
| | <p>areas for campsites. The dangerous aspects such as presence</p> |
| <p>4. <u>No student with a fitness level such that the groups</u></p> | <p>of poisonous snakes or animals should be researched.</p> |
| <p><u>normal progress is hampered.</u></p> | |
| <p>- a basic fitness level should be attained by all students</p> | <p>✓</p> |
| <p>before starting on the trip.</p> | |

There should be: -

FIRST AID LIST

- Bic lighter ✓
- tweezers, razor and needle
- film container or eyewash
- burn cream
- non stick bandage
- butterfly and normal bandaids
- Lomotol
- headache tablets
- antiseptic cream
- insect repellent (lotion)
- compression bandage
- dental floss
- laxatives ✓
- gauze.

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| <p>There should be: -</p> | |
| <p>1. <u>Toiletries</u></p> | <p>3. <u>Fitness</u></p> |
| <p>With which one's personal cleanliness is maintained:</p> | <p>appropriate for hiking and climbing -</p> |
| <p>- toothbrush</p> | <p>fitness preparation should be specific to that</p> |
| <p>- cotton buds for eyes and ears</p> | <p>eg. cycling, running, weights to build up shoulders and</p> |
| <p>- small shovel to bury personal excreta.</p> | <p>back</p> |
| | |
| <p>2. <u>Awareness of Environmental Health</u></p> | <p>4. <u>Equipment</u></p> |
| <p>- Don't try to burn or bury metal substances,</p> | <p>Prior consideration given to the need for equipment which</p> |
| <p>instead, crush and carry them out.</p> | <p>will provide protection from the elements:</p> |
| <p>- carry out any rubbish left from any previous camps.</p> | <p>-Sun: hat, sun glasses, burn cream, insect roll-on</p> |
| | <p>-Rain: warm clothing, (woollen socks, long loose-</p> |
| | <p>fitting pants, beanie, jumper, wet weather gear:</p> |
| | <p>raincoat and pants).</p> |
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Camp Based Principles of Outdoor Education. Category HEALTH

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| <p>There should be: -</p> <p>5. <u>Respect for Natural Environment</u></p> | <p>utensils.</p> |
| <p>- stay on tracks, roads, switch back</p> | <p>8. <u>Awareness of Illness or Handicaps</u></p> |
| <p>- don't break live foliage for fires..</p> | <p>Prior consideration called for in these cases:</p> |
| <p>- pollute water with wastes.</p> | <p>- if any allergies, then the leader is informed and</p> |
| <p>6. <u>Caution With Food From The Outdoors</u></p> | <p>appropriate tablets are taken. e.g. asthma.</p> |
| <p>- Don't eat foods not identified</p> | |
| <p>- If unsure of the drinking water then boil it first</p> | |
| <p>and/or use sterilizing pills.</p> | |
| <p>7. <u>Personal Health Practices</u></p> | |
| <p>- Don't wash (body and teeth) in drinking supply (swallow</p> | |
| <p>toothpaste)</p> | |
| <p>- Have a change of underclothes</p> | |
| <p>- Bury excretia</p> | |
| <p>- Maintain a standard of cleanliness of self and eating</p> | |

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| <p>There should be: -</p> | |
| <p>1. <u>A realization that the food supply of any camping situation is governed by the length of time of the said camp and the environment in which the camp is to be held.</u></p> <p>(a) Food supply may be adjusted by the ability to obtain food from the environment. This may be through methods such as strapping or fishing. ✓</p> | <p>(c) High energy foods like chocolate and food bars provide an energy base upon which the body can draw.</p> <p>(d) Roughage should be included in the diet in the form of nuts and dry biscuits. ✓</p> <p>4. <u>Consideration of the weather as it will play a large role in decisions about what to take on the expedition experience.</u></p> |
| <p>2. <u>Lightweight and portability of foodstuffs which is most important in a backpacking expedition.</u></p> <p>(a) Dehydrated and freeze dried meals may be utilized because of their reduced volume and weight ie. Vesta Meals Alliance.</p> <p>(b) Weight may be reduced by the removal of excess packaging ie. cardboard covers and plastic covers.</p> | <p>(a) If cold weather is likely during the period of the camp food to provide warmth is essential ie. soups, warm meals.</p> <p>(b) Conversely, in warm weather food should be able to replenish water loss. This could be done by food such as tomatoes, cucumber and fruits such as oranges.</p> |

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Camp Based Principles of Outdoor Education. Category FOOD

There should be: -

5. A realization that the food supply be supplemented by an excess to that required for the set time period.

This should not be touched and kept for emergency

situations. The amount of food should be governed by area of the expedition

ie how far from assistance will the group be?



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| <p>There should be: -</p> | |
| <p>1. <u>For each per son a rucksack to carry equipment and clothing in:</u></p> | <p>excellent - and feature topography of the area.</p> |
| <p>(i) Metal frame</p> | <p>(iv) Star maps and binoculars may be included as optional equipment.</p> |
| <p>(ii) H frame shape</p> | <p>✓</p> |
| <p>(iii) Nylon (heavy duty)</p> | <p>3. <u>A tent which is constructed in accordance with the</u></p> |
| <p>(iv) Deep throated and multi-pocketed</p> | <p><u>environment in which it is to be used.</u> It should offer</p> |
| <p>(v) Additional day pack of lightweight nylon if</p> | <p>protection and shelter from the elements.</p> |
| <p>hiking from base camp.</p> | <p>● exo-skeleton does not require ground pegs</p> |
| | <p>and used in snow type conditions/sandy</p> |
| <p>2. <u>A map and compass per person carried in a readily</u></p> | <p>✓</p> |
| <p><u>accessible position.</u></p> | <p>soils.</p> |
| <p>(i) All maps should be plasticised</p> | <p>● semi-exo-skeleton-requires ground pegs and is used in areas where ground pegs will hold.</p> |
| <p>(ii) Maps and compass should be carried at all times</p> | <p>● "A" frame with "I" pole and external ropes.</p> |
| <p>(iii) Maps should be large - scale: 2cm = 1km is</p> | <p>More spacious.</p> |

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Camp Based Principles of Outdoor Education. Category EQUIPMENT

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| | |
| <p>There should be: -</p> <ul style="list-style-type: none"> ● Should include a fly made of waterproof material. Avoid tent/fly contact. ● Tent should be fire resistant. | <p>5. <u>Cooking utensils made of a lightweight metal and have a flexible use</u> (for example the lid of a pot can be a frying pan).</p> |
| | <p>(a) Each student group should have a set of 2 pots with handle accessories.</p> |
| <p>4. <u>A Sleeping bag made of a down or synthetic material.</u></p> | |
| <p>(a) Each student should carry one sleeping bag - and protect when carrying.</p> | <p>(b) Each group of students should have one billy with a handle.</p> |
| <p>(b) The sleeping bag should be of a size that allows freedom of movement.</p> | <p>(c) Aliminium is considered the best lightweight metal.</p> |
| <p>(c) Best synthetic material: fibrefill II</p> | |
| | <p>6. <u>Eating utensils made of a lightweight metal that are flexible in their uses</u> (for example spoon can be used as a spatula).</p> |
| | <p>(a) each student should have a set of 3 eating utensils those being a knife, a fork and a spoon.</p> |

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| <p>There should be: -</p> | |
| <p>(b) Best if knife has a serrated edge for cutting.</p> | <p>9. <u>Sufficient personal toiletries to extend the length of the camp only.</u></p> |
| <p>(c) Large spoon best.</p> | <p>(i) Soap, towel, brush, toothbrush, tooth paste, toilet paper and garden trowel are the basic necessities.</p> |
| <p>7. <u>A strong and versatile pocketknife which is useful for a multitude of uses.</u></p> | <p>(ii) Optional items may include foot powder and hammocks.</p> |
| <ul style="list-style-type: none"> ● Collapsible with a locking device for safety. | |
| <ul style="list-style-type: none"> ● Usable for eating, carving or cutting. | |
| | <p>10. <u>At least one small and large container carried in the equipment list that is suitable to store water.</u></p> |
| <p>8. <u>For each pair in the group, a stove suitable for cooking needs in case of inclement weather conditions:</u></p> | <p>(i) Small container -</p> |
| <p>(i) propane (primus)</p> | <p>- anodized aluminium</p> |
| <p>(ii) solid fuel (meta tabs)</p> | <p>- 1-2 litres</p> |
| <p>(iii) kerosene, metholated or white spirits.</p> | <p>- suitable for hiking</p> |

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Camp Based Principles of Outdoor Education. Category EQUIPMENT

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| There should be: - | |
| - Base camp water. | situations, repairs and to aid in the construction of camp craft items. |
| <u>A first aid kit which should cater for any occurrence which could be expected taking into account the environment in which it is to be used. Compactness is a key factor.</u> | (i) a 1 metre length of rope - possibly venetian blind cord. |
| Refer to safety principles. | (ii) a length of use wire |
| | (iii) dental floss, in a container |
| | (iv) 1 folder coat hanger |
| <u>A trowell to be used to bury excreta. Also (if necessary) to dig should and hip holes for sleeping and to dig trenches to drain water from tent site.</u> | (v) roll of electricians tape. |
| (i) It should be light and compact. | 14. <u>Some type of portable light that is both compact and of a water proof nature.</u> |
| | (i) Small torch, A type batteries |
| <u>Construction materials carried that are compact, of light material which could be adapted to cater for emergency</u> | (ii) 2 extra batteries. |

There should be: -

15. Carried by each person a type of match that is waterproof

and will last for some time if the need arises:

(i) Candle: extended match for fire lighting

(ii) Disposable lighter, either BIC or Cricket brands.

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Camp Based Principles of Outdoor Education. Category CLOTHING

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| There should be: - | NOTE: For extreme wet weather carry a full length plastic spray jacket or golf umbrella. |
| 1. <u>Protective, durable, comfortable and adaptable clothing:</u> | |
| It should insulate from the cold, wet, sunburn, insects, rock and bush. | Fabrics: cotton - OK |
| | wool - excellent |
| | Gore-tex - ultimate. |
| 1 x pair corduroy trousers | |
| 2 x wollen jumpers with V-neck | 2. <u>Sturdy and flexible shoes offering support and protection for feet and ankles.</u> The environment in which the shoes are to be used will determine the style to be chosen: |
| 1 x pair cotton shorts | o there should be no sideways flex in the shoe |
| 1 x short sleeved cotton shirt | o sole should be stiff enough to protect feet, but still allow flexibility |
| 1 x long sleeved flannelette shirt | o hard, heavy duty if required for mountain climbing |
| 2 x pairs cotton loose socks | o lightweight flexible shoes for bushwalking |
| 2 x pairs thick wollen socks | o leather construction |
| cotton underwear | o spare pair of light shoes for use in camp area (optional) |
| balaclava | |
| hat with wide brim | |
| comfortable warm sleeping gear, eg tracksuit. | |

0 thongs are not desirable.



NEDLANDS COLLEGE of Advanced Education

EMERGENCY CONTACTS FOR WILDERNESS CAMP

SUNDAY 5.4.81 TO THURSDAY LUNCHTIME 9.4.81

Contact National Park Rangers at Walpole

(a) Lionel Gunson 098 401026

or

(b) Ron Shimmon 098 401066

THURSDAY AFTERNOON AND EVENING 9.4.81 TO FRIDAY MORNING 10.4.81

Contact Youth Hostel Warden at Pemberton

(a) Martin Luscher 097 761153

FRIDAY 10.4.81 LUNCHTIME CONTACT NEDLANDS COLLEGE

(a) Reception 3865555

(b) Peter Baker 3865555 extension 285.

TEAR HERE AND KEEP

EMERGENCY

If a relative or family member becomes seriously ill then to contact you, rangers will come in to inform you. Also, if you are seriously injured then a team of us will stay with you, another team will:

(a) drive to Tinglewood Lodge, near the bus

(b) phone Rangers 401026 or 401066.

They will contact the Silver Chain Service and doctors at Denmark.