

1978

## **Camp organisation : a guide to youth education officers and teachers on camp organisation**

Youth Education Branch Education Department of Western Australia

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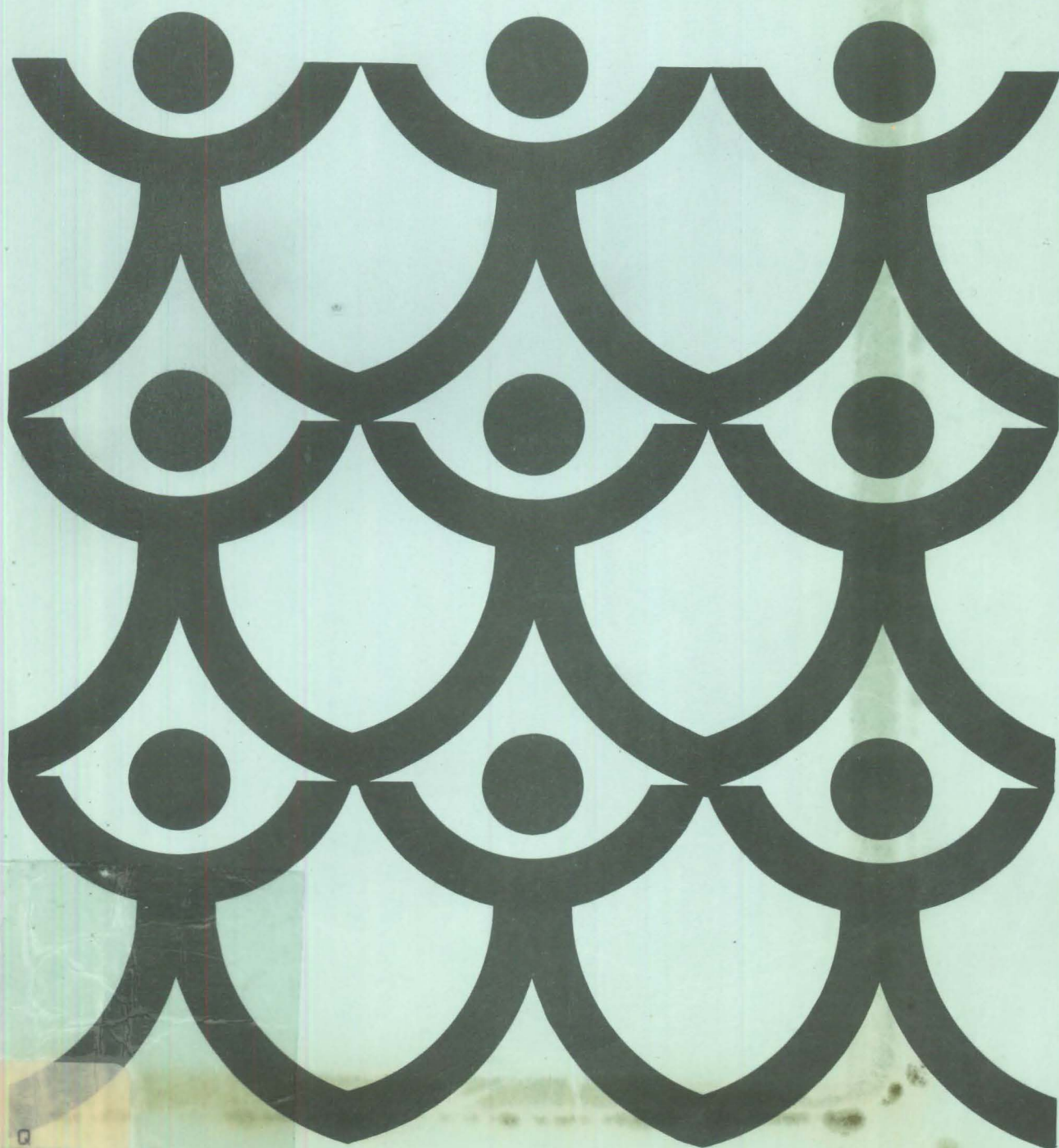
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# CAMP ORGANISATION

Youth Education Branch  
Education Department of Western Australia  
MAY 1978

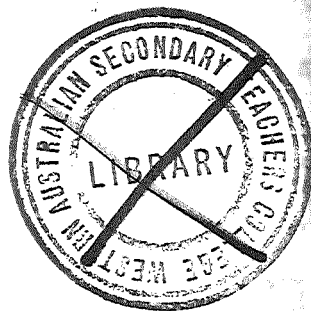


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CAMP ORGANISATION

A GUIDE TO  
YOUTH EDUCATION OFFICERS AND  
TEACHERS ON  
CAMP ORGANISATION

YOUTH EDUCATION BRANCH  
EDUCATION DEPARTMENT OF WESTERN AUSTRALIA



776.507  
WES

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TABLE OF CONTENTS

	<u>PAGE</u>
<u>INTRODUCTION</u> .....	4
<u>WHY GO CAMPING?</u> .....	5
<u>CAMP COSTING</u> .....	7
<u>SELECTION OF CAMP</u>	
Booking Reminder.....	10
Check List For Camps.....	12
<u>SELECTION OF STUDENTS</u> .....	8
<u>PERMISSION</u>	
General Information To Parents.....	14
<u>CAMP MENUS</u> .....	20
<u>CAMP PROGRAMMES</u>	
Night Programmes.....	32
Worksheets Used At A Camp.....	33
<u>DEPARTURE FROM CAMP</u> .....	39
<u>CAMP EVALUATION</u> .....	40
<u>EXAMPLE OF COMPLETE SCHOOL CAMP ORGANISATION</u> .....	47

## INTRODUCTION

The value of outdoor experiences for school students, through the use of the outdoors as an educational laboratory has long been recognised as a means of integrating and extending curricula.

The rapid urbanisation of society is depriving children and youth of many learning opportunities which would extend their total educational experience.

As educators, therefore, we have the responsibility to develop in our students, awareness and concern for the proper use and enjoyment of our natural resources.

Outdoor education, as an integral part of the school curriculum satisfies the fundamental need to experience and understand the forces of nature in a social and realistic setting.

This booklet has been compiled after consultation with many Youth Education Officers who have ran hundreds of camps for different purposes all over the state.

The programmes, menus, permission forms and "handouts" are reprinted here to give you other ideas. None is produced as "ideal" or "perfect" but rather as a basis on which you can design your own.

WHY GO CAMPING?

Most outdoor experiences should have stated objectives as a guide. These objectives are of great importance when planning programmes and organising activities.

Teachers and Principals also need to understand educational objectives so that they will be willing to release students from classroom lessons.

The parents, who have to agree to their children attending and to finance the camp, should be made aware of the aims and objectives of the proposed camp.

Camp organisers must realise that a young person goes to camp to enjoy himself. It is the responsibility of the organiser to help the individual enjoy himself as well as develop those in his charge:

- a) Physically - the physical well being of the camper can be promoted through outdoor activities - especially for those who are not able to get active physical participation in their home environment.
- b) Mentally - a camp is the opportunity to provide a life interest in nature. The camper can learn to do a variety of things for himself e.g. making his own bed, cooking etc.
- c) Socially - the cultivation of the art of living together. Camping forces people to live together and so rely on each other. Happiness in a camp is a sign of this being achieved.
- d) Spiritually - Camping gives each person a chance to get closer to each other. The quiet surroundings, availability of time, the influence of the countryside and bush helps to create an atmosphere conducive to learning.

It has been shown over many years that well organised camps can develop students in that they:

- \* Provide a quality of enjoyment.
- \* Be an antidote to some of the harmful aspects of urban life.
- \* Promote self-reliance.
- \* Develop unselfishness.
- \* Create fellowship.
- \* Provide fun and unusual experiences.
- \* Promote initiative.
- \* Develop sense of values.
- \* Develop independence (from family etc.)
- \* Develop new interests.
- \* Show that relevant education can take place outside the classroom.

In addition to the formal objectives of a camp certain social skills develop simply as a result of students coming together in a communal situation.

WHY GO CAMPING? (CONT.)

The following may appear as individual challenges to some young people who have never had to cope with them without the assistance of their families.

1. Programme Planning

Timetable  
Use of local facilities  
Achieving consensus  
Choosing alternatives  
Decision making  
Use of alarm clock

2. Community Aids

Public transport  
Daily newspapers  
Public telephone  
Telephone book (yellow pages)

3. Daily Living

Hygiene and grooming  
Bedroom cleaning  
Social health problems  
Attending to explanations  
Social greetings  
Introduction  
Following instructions  
Table manners

4. Activity Areas

Peer group interaction  
Accepting compliments  
Accepting criticism  
Weights and measures  
Specific skills (canoeing, archery, hiking etc.)

5. Meal Services

Table setting  
Washing up  
Morning and afternoon teas  
Meal planning  
Timetable  
Cooking

CAMP COSTING

The first step in planning a camp is to make a preliminary investigation of the cost of the proposed camp is to ensure that it is financially feasible for the students.

Every endeavour must be made to keep the camp fees at a minimum so that as many children as possible can afford to attend.

Costing requires careful attention in advance so that the school is not subject to extra financial commitments at the completion of the camp.

The following items must be considered.

1. Camp fees.
2. Cook's wages.
3. Assistant cook's wages.
4. Food bill.
5. Transport - bus, cars mileage (before and during camp).
6. Equipment hire.
7. Contingencies (first aid, doctors bills, extra meals etc.). A 10% loading on total costing is advisable when conducting a series of camps. Possibly more for an individual camp.
8. Film hire.
9. Replacement cost of damage equipment.
10. Students requiring subsidy.
11. Premiums for insuring students and equipment.

The above costs are shared by all students attending. Staff are not normally asked to pay camp fees.

A final financial statement for the camp should be presented to the Principal after the camp.



SELECTION OF STUDENTS

1. Selection of students is an internal arrangement to be organised in conjunction with:
  - A. Principal  
Deputy Principal  
Principal Mistress
  - B. Heads of Subject Areas.
2. Students must be made aware of their obligation when nominating to participate.
3. Students should make a substantial deposit when making application to join the camp.
4. Selection of students will depend on the type of camp. Some of these camps are
  - 4.1 Orientation camps - to introduce students to any new area of school life e.g. orientation from primary to secondary, orientation from Year 10 to upper school etc.
  - 4.2 Subject camps - organise to coincide with a subject area e.g. science, maths, drama, etc.
  - 4.3 Student Council Camp - for the purpose of allowing councillors to discuss their role and also obtaining new ideas with regards their position.
  - 4.4 Training Squad Camps - to culminate a training programme also building team spirit e.g. athletics camp, swimming camp.
  - 4.5 Leadership camp - selected students are offered ideas on leadership and its relevance to school and community life. Guest speakers are used extensively here.
  - 4.6 Duke of Edinburgh's Award Camps - to allow students to complete the expedition section of the award.
  - 4.7 Driver Education Camp - conducted for students doing the Year 11 and 12 Driver Education Course.
  - 4.8 Remedial Camps - for students who may require remedial work in any area of the school curriculum. e.g. maths, science.
  - 4.9 Reward Camps - for students who have, by their positive efforts contributed to school life.
  - 4.10 Therapy Camps - conducted for students who may be socially maladjusted.
  - 4.11 Recreation Camp - to enable students to become aware of the many recreational outlets in our community e.g. orienteering, canoeing, archery, etc.

SELECTION OF CAMP

The campsite selected should be one that best suits the objectives of the camp. Careful detailed study of a number of campsites including geographical and physical environment is essential before a final choice is made.

When choosing a suitable campsite refer to booklet "Standing Camps of West Australia", published by the Community Recreation Council.

Factors to be considered are:

- 1. amenities - toilets, showers, kitchens, ovals, tennis courts, hot water, etc.
- 2. security - is a caretaker available? Is the camp near a major road?
- 3. distance - this affects transport costs.
- 4. climate - coastal areas are good for summer.
- 5. accommodation - capacity for students and staff.

TYPES OF CAMPS

"The variety of camps defies classification ... boys, girls, co-ed; pre-school, children, youth adults; farm; specializing in particular activities - music, dramatic camps, tutoring camps, camps of the dance. Camps of 'problem' children - guidance and therapy camps. Camps for individuals with a particular therapy camps. Camps for individuals with a particular disability - orthopaedic handicaps, diabetes, epilepsy."

H. Dimmock, Administration of the Modern Camp. p. 24

VARIABLES - SOME WAYS CAMPS DIFFER

- 1. ADMINISTRATIVE PATTERN
  - centralized or decentralized
- 2. SIZE OF GROUP
- 3. PARTICIPANTS
  - . sex
  - . age
  - . relationships
  - . characteristics
- 4. PROGRAM CONTENT
- 5. TYPE OF ACCOMMODATION
  - . shelters, tents
  - . cabins
  - . elaborate buildings
- 6. LENGTH
- 7. RESIDENT : NON-RESIDENT
- 8. BASE SITE : MOBILE
- 9. LOCATION OR TYPE OF SETTING
  - . bush
  - . mountains
  - . water

BOOKING OF CAMP

1. It is most important that bookings be made as early as possible. In some cases it is necessary to book up to twelve months in advance. Bookings made in advance can always be cancelled or passed on to another school if they cannot be used.
2. A visit to the campsite by the camp co-ordinator is also very important.
3. Early arranging of transport to campsite is necessary, allowing as much time as possible for allocation of buses by M.T.T.
4. It is advisable to seek written confirmation of your booking by the camp owners. A deposit receipt will suffice for this.

Note: This form is used as a reminder to the camp organiser/Youth Education Officer when booking the campsite. If any queries occur at a later stage all the information is recorded.

EXAMPLE

CAMP BOOKING REMINDER

(FOR YOUTH EDUCATION OFFICER OR CAMP ORGANISER)

SCHOOL: \_\_\_\_\_

CAMP OBJECTIVES: \_\_\_\_\_

CAMP TO BE BOOKED: \_\_\_\_\_

DATE OF BOOKING: \_\_\_\_\_

DATE OF CAMP: \_\_\_\_\_

NAME OF CONTACT: \_\_\_\_\_

BOOKING FEE: \$ \_\_\_\_\_

SPECIAL SUGGESTIONS, RECOMMENDATIONS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TRANSPORT TO CAMPSITE: \_\_\_\_\_

BOOKING OF TRANSPORT: \_\_\_\_\_

ANTICIPATED COST OF TRANSPORT: \_\_\_\_\_

TIME OF ARRIVAL/DEPARTURE: \_\_\_\_\_

\_\_\_\_\_  
NAME OF CAMP ORGANISER.

This form is what one Youth Education Officer issues to staff planning a camp. In this school the Youth Education Officer controls all camps run by that school whether he attends them or not.

CHECK LIST FOR CAMPS

For Organiser of Camp

Tick here

1. Have you notified the Youth Education Officer with the triplicate "Education and Sporting Tours and Visits" forms at least one month in advance?
2. Have you issued each student with the circular to parents, and have them all signed and returned to the Youth Education Officer before departing?
3. Have you personally notified the Principal of:
  - a) the dates of the tour;
  - b) the venue with phone No.;
  - c) time of departure and expected arrival back;
  - d) names and forms of all students participating?Please do this in writing, with a duplicate to Y.E.O. (This is necessary to have all this information for purpose of insurance and safety).
4. Have you had meetings with all the students concerned to inform them of camp rules and expected behaviour etc.
5. Have you arranged for a female staff member to attend if the camp is involving girls?
6. Have you checked that the bus and all equipment is ready to go - spare water, petrol etc?
7. Have you collected the camp fees (if they apply) and issued receipts (signed by Y.E.O.) for these fees?
8. Have you notified parents (usually via the students) of arrangements to deliver students home after the camp?

Remember also

9. Any damage to equipment/bus/trailer to be noted before the camp, and any damage sustained during the camp to be notified to Y.E.O. immediately upon return.
10. Check contents of the first aid kit? Notify Youth Education Officer if supplies need replenishing (especially sanitary tampons/pads).
11. Should any emergency arise, contact Principal at \_\_\_\_\_ phone \_\_\_\_\_ or direct someone to convey the message.
12. If any student had medication (drugs) for any complaint, make sure they have them before departure.
13. Students should be encouraged to supply their own food and storage requirements, and discouraged from bringing unnecessary items such as radios, jewellery etc.
14. Make sure all students attending know the proper sanitary arrangements while in the bush - also regulations concerning camp fires, canoe use, free time, setting up of tents, use of transceivers, binoculars, etc.

PERMISSION

1. Before the planning for any camp is taken very far it is necessary to obtain permission from certain people and to notify others.
2. Firstly permission must be obtained from the Principal of the school.
3. The Education Department must also be notified according to the Regulations (see Education Circular March 1975 P. 52).
4. It is important that the Deputy Principal, Principal Mistress and senior masters be notified well in advance in writing if possible as they may need to arrange relief teachers and reorganise the time table if necessary.
5. Although it is the responsibility of the Principal to notify the Education Department the letter is usually prepared by the Youth Education Officer for his signature.
6. A large notice for the staff room notice board giving purpose, dates, names of teachers and students (and perhaps requesting help) will ensure that no staff are unaware of the proposed camp. It is also possible that some staff will volunteer their assistance.
7. Parent's permission must be obtained before any student is taken away on a camp involving an overnight stay. Such permission should also include a medical statement on the students fitness to attend the camp and an authority to have medical treatment given in an emergency.

GENERAL INFORMATION TO PARENTS

It is the responsibility of all camp coordinators to notify parents of all information concerning the outdoor experience their son/daughter is attending.

Parents Should Be Made Aware Of:

1. Objectives of Camps.
2. Proposed Programme.
3. Rules.
4. Parent Permission Forms.
5. Medical Forms.
6. Insurance Information.
7. Personal requirements needed by their son/daughter  
i.e. clothing valuables etc.
8. Telephone number and address of camp.

EXAMPLE

RULES FOR A CANOEING CAMP

1. No students to use canoes unless authorised by a competent adult - (teacher in charge).
2. Canoes must be handled in a proper manner at all times with care and attention to ensure minimal damage and wear to equipment.
3. Two canoeists and equipment or three canoeists without equipment being the maximum load per canoe.
4. The canoes are not to be used for any form of:-
  - a) Jostling competition, or where collision of canoes or obstacles is possible through competition.
  - b) Rapids shooting.
5. Hard soled shoes must not be worn in canoes.
6. Entry and departure from canoes to be made with care to prevent damage.
7. Safety equipment to be worn at all times and all safety precautions to be observed.
8. At no time other than when canoes are in the water must any person or equipment to be carried in canoes.
9. Canoes must be cleaned out thoroughly and replaced on trailer.
10. Bouyancy jackets must be dried and properly stowed.
11. ALL STUDENTS INVOLVED IN CANOEING MUST BE STRONG SWIMMERS.

I \_\_\_\_\_ hereby agree to the conditions listed above.  
(name)

---

Signature of canoeist

---

Signature of parent/guardian.



EXAMPLE

Dear Parents,

24th March, 1976.

CANOEING TRIP FOR SPORTS RECREATION STUDENTS

As you may be aware there will be a special canoeing trip involving your son/daughter on Saturday 3rd and Sunday 4th April. The following information is set out for your guidance.

Departure: 7.30 a.m. from the school on Saturday 3rd April

Return: Approx. 3 p.m. Sunday 4th April to the school.

Details of the trip: The group (approx. 50) will paddle from Stakehill Bridge down the Serpentine River and through Geogrup Lake to the Yunderup Canals, camping overnight at Culeenup Island, near the historical Cooper's Mill. Two man tents for accommodation will be provided. Sunday morning, the group will tour through the Yunderup Canals and then proceed up the Murray River to the Ravenswood Bridge, where the journey will conclude with lunch provided by the Ravenswood Motel.

Staffing The trip will be under the supervision of the Youth Education Officer assisted by eight other staff members and one staff member's wife who is a qualified nurse. A number of the staff are trained canoeists.

What essentials students will need:

1. Sleeping bag.
2. Bathers, towel.
3. T. Shirt, hat, sunburn cream.
4. Pair of jeans, jumper or track suit, \*(change of clothing).
5. Insect repellent.
6. Gear for cooking.
7. Footwear (not thongs).
8. Food.
9. Cut lunch for Saturday (wrapped in plastic bag).
10. Plenty of energy and a sense of humour.

Food: Students will cater for themselves in groups of 2 or 5. Menu will be given out early next week.

Cost: \$3.00 which included hire of canoes and tents and cost of Sunday lunch.

Help needed. If any parents could assist with transport of students and/or canoes it would be greatly appreciated. (canoes sit on a trailer). Also, if some parents can assist with the delivery of students gear near the camping area on the Saturday afternoon, it would make transport arrangements considerably easier. If you are able to help in either of these tasks, could you let the Youth Education Officer know via your son/daughter.

Permission form: Attached is a permission form. Please return this week.

Further information: If you wish to discuss any aspect of the trip please do not hesitate to contact Mr \_\_\_\_\_ on \_\_\_\_\_ (school) or \_\_\_\_\_ (home).

EXAMPLE

Driver Education Camp at Yanchep Sun City from Saturday 15th March to Sunday 16th leaving by school bus at 8.00 a.m. from the school and returning to the school by 4.30 p.m.

The accommodation will be in 10 unit chalets with modern facilities that include hot and cold water, gas stoves and fridge. Students will need to bring their own sleeping bag and food.

The programme for the weekend will be centred on the theory needed for completing the driver training course and will include films and lectures plus some practical driving with the training car.

There will be four staff members present for the twenty students attending.

The phone number of the camp is: \_\_\_\_\_

Students can also go swimming, fishing or play tennis in their spare time.

Parents are asked to complete and return the form below.

YOUTH EDUCATION OFFICER

-----

I give permission for \_\_\_\_\_ to attend the Driver training camp at Yanchep on March 15th and 16th and enclose \$5.00 to cover the cost of transport and accommodation.

ACCIDENT OR SICKNESS AUTHORITY

If your son or daughter has any allergies e.g. bee stings, penicillin etc. please state them.

\_\_\_\_\_  
\_\_\_\_\_

In the event of sickness or accident on the camp I give Mr. \_\_\_\_\_ or his appointed representative permission to take whatever steps are considered necessary and have accounts sent to me for payment.

Give date of last Tetanus injection \_\_\_\_\_

Address and Phone number in case of emergency \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Signature or Parent/Guardian \_\_\_\_\_

EXAMPLE

PARENT'S PERMISSION FORM

I give permission for \_\_\_\_\_ to attend the school camp and enclose the Camp Fee.

ACCIDENT OR SICKNESS AUTHORITY

If your son or daughter has any allergies e.g. bee stings, penicillin, etc please state them.

---

---

---

In the event of sickness or accident on the Camp I give the teacher in charge or his/her appointed representative permission to take whatever steps necessary and have accounts sent to me for payment.

Give date of last Tetanus injection \_\_\_\_\_

Address and phone number in case of emergency.  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Parent/Guardian \_\_\_\_\_

EXAMPLE

SCHOOL LETTERHEAD PAPER

The Director of Schools,  
Education Department,  
Parliament Place,  
WEST PERTH W.A. 6005

NOTICE OF PROPOSED STUDENT CAMP

PROPOSED DATE: \_\_\_\_\_

YEARS OF STUDENTS: \_\_\_\_\_

NUMBER OF STUDENTS: BOYS: \_\_\_\_\_

GIRLS: \_\_\_\_\_

NAME (S) OF ACCOMPANYING TEACHER (S): \_\_\_\_\_

OTHER ACCOMPANYING ADULTS: \_\_\_\_\_

COST PER STUDENT: \_\_\_\_\_

PROPOSED VENUE: \_\_\_\_\_

MEANS OF TRANSPORT: \_\_\_\_\_

PURPOSE OF EXCURSION: \_\_\_\_\_

PROPOSED OBJECTIVES: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
PRINCIPAL

CAMP MENUS

1. Menus are of great importance to the success of a camp. Lack of provision of quantity and quality of food can spoil the total camp for the students.
2. When organising your own menu, advice from other areas of the school such as Home Science and canteen manageress would be invaluable.
3. Advice on the hiring of camp cooks is available from Youth Education Branch, Physical Education Branch, Community Recreation Council and other Youth Education Officers.
4. Written records of all money spent on food is essential. At the completion of the camp a financial statement should be made available if required by administration staff, parent etc.

EXAMPLE

REPORT ON YEAR 11 ART/BIOLOGY CAMP.

(Thursday 1st April - Thursday 8th April, 1976)

VENUE: Gum Grove Chalets, Ocean Road, DENMARK W.A.  
(Proprietors - Mr & Mrs De Vos)

STAFF:

FINANCIAL:

		<u>Totals</u>	
<u>Receipts:</u>	- 28 x \$25.00	\$700.00	
	28 x \$4.00	112.00	
		<hr/>	
	Total Receipts	\$812.00	
		<hr/>	
<u>Expenditure:</u>			
<u>Refunds:</u>	Bugajewski	\$ 7.70	
	Baskerville	7.70	
		<hr/>	
	Sub-Total:	\$ 15.40	15.40

The following travelled by car:-

Burgoyne, Potter, Grummett, Hollander, See petrol Expense.

Local Purchases

Milk	18.69	
Bread	23.92	
Meat	29.52	
Petrol	11.50	
Fruit	4.00	
Supermarket Items	28.89	
	<hr/>	
Sub-Total:	\$116.52	116.52

Other Expenditure:

Transport (Westrail)	335.20	
Denmark Agr. High School	30.00	
Accommodation	250.00	
Denmark <u>Cash</u> Expenditure (Petrol & Personal expenses)	60.00	
	<hr/>	
Sub-Total:	\$675.20	675.20
Presents (Mr & Mrs De Vos)	4.88	4.88
		<hr/>
	<u>TOTAL</u>	<u>\$812.00</u>

Excess of income over expenditure = NIL.

29th April, 1976

EXAMPLE

CATERING ARRANGEMENTS ART/BIOLOGY CAMP

DENMARK APRIL 1976

GENERAL

1. Supplies for the above camp have been divided into two main groups -
  - a) Those which students take with them.
  - b) Those which will be purchased locally.
2. On arrival at the camp all supplies will be pooled into chalet groups and drawn upon as required.

LOCAL PURCHASE (L.P.)

3. The following items will be purchased locally and distributed amongst the chalets -
  - 3.1 Milk, bread, butter.
  - 3.2 Meat.
  - 3.3 Vegetables.
  - 3.4 Fruit.
4. Each student will require \$4.00 as contribution to these local purchases. This amount is over and above the \$5.00 spending money already suggested. Money will be collected on arrival at Denmark.

CARRIED SUPPLIES

5. Basic Supplies - Each student is requested to bring a supply of these basic requirements.
  - 5.1 Sugar
  - 5.2 Coffee or Tea or Bonox, or Milo - as taste determines.
  - 5.3 Salt and Pepper.
  - 5.4 1 container of jam or honey or vegemite or etc.
  - 5.5 1 container of Tomato Sauce or Pickles or Barbecue Sauce etc.
  - 5.6 1 x bottle of cordial (26 ozs)
  - 5.7 1 x ½ gallon plastic container with screw top.
  - 5.8 1 small container of detergent.
  - 5.9 1 x wettex or scouring pad.
  - 5.10 2 x Tea Towels.

OTHER SUPPLIES

6. The menu shown below is a guide to that which will be used during the camp. The type and quantity of further supplies required are shown. These constitute a minimum requirement.
  - 6.1 Breakfast

Cereal - 1 x large pkt of Cornflakes or Weetbix or etc.  
Fruit Juice - 2 x large tins of juice.  
Fruit (tinned) - 2 x large tins of fruit.  
Eggs - 1 doz. in carton - wrapped and packed.  
Toast (L.P.)  
Fresh Fruit (L.P.)
  - 6.2 Mid-day meal

Cold meats (tinned) - 3 tins.  
Salads (tinned) - 3 tins of Beetroot or three bean mix or asparagus or etc.  
Salad (L.P.)  
Fruit (L.P.)  
Biscuits - 3 packets assorted.

EXAMPLE

CATERING ARRANGMENTS ART/BIOLOGY CAMP (CONT.)

DENMARK APRIL 1976

OTHER SUPPLIES

6. (CONT.)

6.3 Evening Meal

Soup - 4 pkts or cubes - preferably not can.  
Meat (L.P.)  
Vegetables (L.P.)  
Sweets - tinned sweets - date roll - honey roll  
etc.

EXTRAS

7. Students are free to take any extra requirements, chips, peanuts, chocolates, chewies etc. These will be kept on an individual basis and consumed as required.

CARRIAGE OF STORES

8. It is realised that the carriage of the above stores creates a problem. It is suggested that students pack all food items into one container and ensure that as much padding as possible be used around breakable items. Screwed up paper - towels - tea-towels are most suitable for this. Further, it is suggested that the container be a stiff-sided case. The disadvantages of a soft-sided bag are plain.

COOKING EQUIPMENT

9. The chalets are reasonable equipped with cooking utensils. However, some refinements are missing. If you have a gas top toaster, griddle iron, jaffle iron or frypan that could serve one chalet, these would be most usefull. Transport by car can be arranged for larger items.

CONCLUSION

10. Have we missed something? Does your child require any aspect of special dietary concern? If so - please let us know.



EXAMPLE

SUGGESTED MENU FOR WEEKEND

It will be up to yourself to arrange duty boys and girls within your chalet to prepare the meals.

The following meals are suggestions. For further Cordon Bleu concoctions please refer to the list of food provided.

FRIDAY

Evening Meal:

Meat Salad/Fruit/Ice Cream.  
Tea/Coffee/Cordial/Roll.

Supper:

Hot drink/biscuits/cake.

SATURDAY

Breakfast:

Fruit juice/Cereal/Eggs/Toast.  
Tea/Coffee.

Mid-Day:

Meat Salad/Roll/Fresh Fruit.

Evening Meal:

Steak/Sausages/Salad/Ice Cream/  
Fruit.  
(There are barbecues available)

Supper:

Hot Drink/Biscuits/Cake.

SUNDAY

Breakfast:

Fruit Juice/Cereal/Eggs/Toast.  
Tea/Coffee

We leave camp at 11.00 a.m. so if there is anything left it should be devoured prior to this.

PLEASE - NO FOOD TO BE EATEN ON THE BUSES

WOOD for the barbecue can be found by pacing some fifty yards towards the chalets from the Community Centre along the road and taking the sand track off to the right.

Newspapers will be available for fire lighting should the sticks be too damp to rub together.

Unfortunately, incendiary sticks must be acquired by whatever means open to you.

EXAMPLE

GENERAL LARGE CAMP MENU

Pt. Walter Camp (80 students - 10 staff)

8/3/76 - 12/3/76

<u>MONDAY</u>	Afternoon Tea	-Scones and Jam	1 lb margarine 2kg Plain flour
	Tea	-Soup Baked chops Potatoes Peas Pumpkin Tinned fruit Icecream Tea - coffee - milo	100 chops 2 stone 2 pkts. 18 lb. 15 tins 4 x 2 litres
<u>TUESDAY</u>	Breakfast	-Weeties - cornflakes 2 sausages Baked Beans 2 slices toast Tea - coffee - milo	3 pkts. each 200 breakfast sausages 12 x 2 lb. 10 loaves
	Morning Tea	-Scones and Jam	
	Lunch	-Polony Strasburg Lettuce Tomatoes Carrots Beetroot 2 slices bread 2 pieces fruit Milk	100 slices 100 slices 6 only  2 tins 10 loaves
	Afternoon Tea	-2 biscuits & cordial	4 Pkts.
	Tea	-Soup Shepherds Pie Potatoes Peas Cabbage Jellied Fruit Custard Jelly	Mince 25 lb. 1½ stone 2 pkts 4 8 tins two fruit 1 pkt Custard Powder 9 pkts.
<u>WEDNESDAY</u>	Breakfast	-Weeties - cornflakes Spagetti Toast slices Hot Drinks	3 pkts each 16 x 2 lb tins 10 loaves
	Morning Tea	-Rock buns and cordial	
	Lunch	-Cold hoggett Lettuce Tomatoes Beetroot 2 slices bread 2 pieces fruit Milk and cordial	25 lb 6  2 tins 10 loaves

EXAMPLE

GENERAL LARGE CAMP MENU (CONT.)

Pt. Walter Camp (80 students - 10 staff)

8/3/76 - 12/3/76

WEDNESDAY (CONT.)

Afternoon Tea	-Biscuits	4 pkts
Tea	-Soup	
	Roast Beef	25 lb
	Potatoes	2 stone
	Peas	2 pkts
	Pumpkin	18 lb
	Fruit salad	Two fruits - 1 lge Fresh Fruit
	Icecream	4 x 2 litres
	Hot drinks	

THURSDAY

Breakfast	-Weeties-cornflakes	3 pkts each
	Baked Beans	16 x 2 lb tins
	2 slices toast	10 loaves
	Hot Drinks	

Morning Tea	-Scones and jam	
-------------	-----------------	--

Lunch	-Polony	100 slices
	Ham veal & tongue	100 slices
	Lettuce	6
	Tomatoes	
	Carrots	
	Beetroot	
	2 slices bread	10 loaves
	2 pieces fruit	
	milk & cordial	

Afternoon Tea	-Biscuits & cordial	4 pkts
---------------	---------------------	--------

Tea	-Barbecue	Meat packs 95
	lettuce	6
	Tomatoes	
	Carrots	
	Sauce	
	1 b/cue bun each	95 buns
	90 paper plates	
	Watermelon	4 large
	Hot drinks	

FRIDAY

Breakfast	-Weeties-cornflakes	3 pkts each
	2 saveloys each	200 savs
	2 slices toast	10 loaves
	Hot drinks	

CAMP PROGRAMMES

A camp is only as good as its programme, and problems of administration should not be solved at the expense of the programme. The aim is a balanced programme which is focused on extending education without over extending the campers' reserves. Students should know before enrolling what type of programme is planned. This prevents disappointment and helps them prepare what material they should bring.

1. Allow time each day for development of good health habits e.g. dormitory inspection, sleep or rest period during the day, general health and cleanliness time. A camp of one or two days duration can probably provide a very full programme. However, should the period be longer more attention should be given to rest periods and uninterrupted sleep at night.
2. Alternate academic activities with recreation activities.
3. Adhere to agreed "lights out" time, and strictly control dormitory noise in the early morning.
4. Confine "in school" activities to a maximum of three hours per day.
5. Allow time each day for campers to indulge in informal play and individual exploration within the camp boundaries.
6. The following pages show some actual programmes used at various types of school camps.

CAMP PROGRAMME PLANNING

Major Factors Influencing The Programme

1. Objectives: what do you want to achieve?
2. Participants: who is it for? Age, sex, previous experience or skills, expectations.
3. Location: site and setting.
4. Equipment: what is available?
5. Staff: qualifications and numbers.
6. Numbers: total number and size of group(s).
7. Administrative pattern: centralized or decentralized?
8. Length of camp.
9. Activities: what is the content of the programme?

Key Points For Planning A Camp Programme

1. Arrival times and procedures.
2. Orientation: campers' expectations and interpretation of programme possibilities.
3. Starting: as you wish to proceed.  
Establishing relationships and patterns.
4. Leadership style and procedures.
5. Choices and electives.
6. Theory and practice. Balance and sequence.
7. Training in skills and opportunities to use skills.  
Providing satisfaction and a sense of achievement.
8. Safety.
9. Energetic activity and relaxation. Free time. Rest, sleep.
10. Climax. Suitable conclusion - not tailing off.  
Express feelings. Reflecting on and "owning" experience.

CAMP PROGRAMME PLANNING (CONT.)

Some Issues

1. Leaders'/staff meetings.
2. Rules, discipline, supervision.
- 3/ Duties.
4. Religious observances, worship.
5. Providing support for leaders.
6. Leaders' orientation and training.

EXAMPLE -29-

OUTDOOR EDUCATION CAMP NOVEMBER 1975

TIME	MONDAY 17	TUESDAY 18	WEDNESDAY 19	THURSDAY 20	FRI. 21
7 am to 7.45	STAFF Mr J Harris Mr Christopher Mr D Byers Mr G Krajewski Mrs Nanduvekk Mrs R Troy Miss B Larkin	MORNING RUN SWIM ETC.  DUTY GROUP TO KITCHEN			
7.45 to 9.15		BREAKFAST - WASH UP TIDY DORMITORY			INSPECTION
9.15 to 10.45	BUS LEAVES SCHOOL  9.30 a.m.	Grp. Act. Tch. A T Tennis BL B Orient DB C Arch. JH D Golf GK E Water Sp. RN  FREE  LC RT	Grp. Act. Tch. A Arch. DB B Golf RT C Water Sp. GK D T Tennis LC E Orient BL  FREE  RN JH	Grp. Act. Tch. A Orient LC B Arch. RN C Golf BL D Water Sp. DB E T Tennis RT  FREE  GK JH	CLEAN UP CAMP
10.45 to 11.15	MORNING TEA	MORNING TEA	MORNING TEA	MORNING TEA	
11.15 to 12.45	SETTLING IN TO CAMP	A Water Sp. LC B T Tennis RT C Orient JH D Arch. GK E Golf RN  FREE  BL DB	A T Tennis BL B Orient DB C Arch. JH D Golf GK E Water Sp. RN  FREE  LC RT	A Arch. JH B Golf RT C Water Sp. DB D T Tennis LC E Orient BL  FREE  RN GK	EARLY LUNCH
1.00 to 2.00	LUNCH	LUNCH	LUNCH	LUNCH	1.00 pm BUS LEAVES
2.30 to 4.00	A Orient LC B Arch. RN C Mini G. BL D Water Sp. DB E T Tennis RT  Teachers Free GK JH	A Golf GK B Water Sp. RN C T Tennis RT D Orient JH E Arch. LC  Free BL DB	A Water Sp. LC B T Tennis RT C Orient JH D Arch. GK E Golf BL  Free RN DB	A Golf GK B Water Sp. RN C T Tennis JH D Orient DB E Arch. LC  Free BL RT	FOR SCHOOL
4.00	AFTERNOON	FREE TIME			
6 pm	DUTY GROUPS TO KITCHEN				
6 pm	TEA				
7 pm	WASH UP				
8 pm	QUIZ  GK DB	DANCING  RT BL	CONCERT  RN	TABLOID GAMES EVENING	
10 pm	FILM		Pre arranged	LC	
	SUPPER LIGHTS OUT				

YEAR 8 ORIENTATION CAMP  
HOPED FOR TIME-TABLE EVENTS

PLEASE NOTE In fairness to everyone concerned, please make sure you are where you should be, when you should be !!

FRIDAY

<u>WHEN?</u>	<u>WHAT?</u>	<u>WHERE?</u>
6.00 - 7.30 pm	Arrive Yanchep Village (Two Rocks) Settle in. Evening meal	Chalets
7.30 - 10 pm	Social Games etc.	Community Centre
10 - 11 pm	Supper	Chalets
11 pm	Lights Out	In bed!
<u>SATURDAY</u>		
6.00 - 7 am	Early morning P.E.	Beach
7 - 8 am	Shower Breakfast	Chalet
8 - 8.30 am	Clean up	Chalet
8.30 - 9.30 am	"Free"	No one on the beach unless with a staff member
9.30 - 11.30 am	Surf Life Saving Association Films and demonstrations	Community Centre then to beach
11.30 - 1 pm	Lunch	Chalets
1 - 5 pm	Games Canoeing Hike to Marina Shops	Beach & Marina
5 - 5.30 pm	John Lewis Armadale Rotary - Interact	
5.30 - 7.30 pm	Shower, Dinner	Chalets
7.30 - 10.30 pm	Films/Cartoons	Community Centre
10.30 - 11.30 pm	Supper	Chalets
11.30 pm	Lights Out	In bed or else
<u>SUNDAY</u>		
6 - 7 am	Early morning run etc.	Beach
7 - 8 am	Shower, Breakfast	Chalet
8 - 9 am	Clean up and pack everything ready for departure	Chalet
9 - 10.30 am	National Safety Council	Community Centre
10.30 - 11 am	LEAVE HOLIDAY VILLAGE	

EXAMPLE

SCHOOL COUNCIL CAMP

<u>PT.</u>	<u>PERON</u>	<u>PROGRAMME</u>	<u>APRIL 4TH, 5TH, 6TH</u>
<u>FRIDAY</u>	2.00 pm	Bus departs Belmont.	
	2.30 pm	" " Kewdale.	
	4.15 pm	Arrive Camp.	
	4.30 pm	Assemble orientation.	
		Allocation of Dormitories.	
		Camp Rules.	
		Organise Duty Rosters.	
	5.30 pm	Free Time.	
	6.00 pm	Dinner	
	7.30 pm	Lecture - Mr Mike Moran "Programming".	
	8.30 pm	Free Time.	
	9.00 pm	Social Activities - Group Leaders.	
	10.30 pm	Supper.	
	10.45 pm	Bed.	
	11.00 pm	Lights Out & Quiet.	
<u>SATURDAY</u>	7.00 am	Wake up and Exercise Periods.	
	8.00 am	Breakfast.	
	9.00 am	The Role of the School Council - Seminar.	
	10.30 am	Morning Tea.	
	11.00 am	Guest Speaker - Mr Tony Bolt from "Chairmanship and Meeting Procedure".	
	12.30 pm	Free Time.	
	1.00 pm	Lunch.	
	2.00 pm	Recreation.	
	4.00 pm	Afternoon Tea.	
	4.30 pm	"Public Speaking".	
	6.00 pm	Free Time.	
	6.30 pm	Dinner.	
	7.30 pm	Free Time.	
	8.00 pm	Social Activities - Group Leaders.	
	11.00 pm	Supper.	
	11.15 pm	To Bed.	
	11.30 pm	Lights Out & Quiet.	
<u>SUNDAY</u>	7.00 am	Wake Up & Exercise Period.	
	8.00 am	Breakfast.	
	9.00 am	Tabloid Sports.	
	10.30 am	Morning Tea.	
	11.00 am	Student's Choice.	
	12.30 pm	Free Time.	
	1.00 pm	Lunch.	
	2.00 pm	Clean up and Pack.	
	2.30 pm	Assemble - Evaluation.	
	3.00 pm	Depart.	
	4.30 pm	Arrive Back at School.	



NIGHT PROGRAMMES

Camp Evening Programmes can be one of the most rewarding and interesting areas of a camp. Like all camp preparation, an awareness of certain areas that may have an effect upon the programme is essential. Such areas are:-

- Age of students.
- Physical setting of the camp site.
- Staffing - night activities need close supervision.
- Possible dangers that may be present (i.e. roads, barbed wire fences, water, cliffs, gullies, etc.)

A well thought out and organised camp evening programme should be an aid to evening discipline in that it:

- \* Tires the students.
- \* Gives them something to do.
- \* Makes them aware of the need for organisation.
- \* Enriches the camp programme.

Listed below are activities that may be considered when organising programmes for either:

- A. Bush camping.
- B. Dormitory camping.

A. Bush Camping

1. Camp fires.

- 1.1 Sing-a-long.
- 1.2 Jokes.
- 1.3 Stories.
- 1.4 Games.
- 1.5 Yarns.
- 1.6 Debates.
- 1.7 Charades.
- 1.8 Get to know each other discussions.
- 1.9 Discussions on topical areas.
- 1.10 Students ideas and planning for future.
- 1.11 I Spy.

- 2. Lantern Stalk.
- 3. War Games.
- 4. Night Hike (careful planning required).
- 5. Dancing.
- 6. Fishing (careful planning required).
- 7. Orienteering.
- 8. Celestial navigation.

B. Dormitory Camping

- 1. Camp fires (see above).
- 2. Charades.
- 3. Fancy Dress.
- 4. Dancing - Folk, Modern.
- 5. Disco evenings.
- 6. Films.
- 7. Guest Speakers.
- 8. Debates.
- 9. Games i.e. dog & bone etc.
- 10. Concert (usually last night).
- 11. Sing-a-long.
- 12. Night orienteering.
- 13. Group hikes.

EXAMPLES OF WORKSHEETS

USED AT CAMPS

1. Enclosed are examples of
  - \* Tabloid sports.
  - \* General camp information assignments.
2. There are many other camp subject worksheets that can be obtained from the specific subject areas of the Departments
  - e.g. Physical Education
  - Nature study
  - Science
  - Mathematics
3. Worksheets need to be carefully analysed before the camp to make sure they are relevant to the type of camp to be conducted.
4. If worksheets are to be used then staff must endeavour to mark the sheets and return to students.

ASSIGNMENTS

Assignment 1.

Discuss -

"Cooling in exposed areas and emergency arrangements for preparing meals inside a tent".

Give examples of meal types - at least four.

Assignment 2.

Discuss the following in relation to a camping expedition.

1. Correct footwear and clothing.
2. Essential navigation equipment.
3. Emergency rations.
4. Obtaining water from plants or natural vegetation.

Assignment 3.

List the safety precautions that you would take into consideration when planning an expedition through rugged country.

Assignment 4.

Write an essay (using diagrams) to explain the following.

1. Ability to describe the ground from information on a map (obtain a coloured, detailed map - and refer to it).
2. Methods of direction finding by night.

Assignment 5.

Obtain a map containing the Serpentine River (Lands & Surveys) - map an expedition course to cover three days (two nights), indicating overnight stops.

Discuss in detail -

1. Why you chose the particular course.
2. Problems you expect to occur.
3. Methods of communication.

EXAMPLE

SYLLABUS SUPPLEMENT - APPENDIX F

TABLOID SPORTS

A tabloid sports competition is a simple means of organising a group competition in a variety of activities. The competition may be held indoors as well as outdoors in a limited area, and activities used may be general, or related specifically to one or more team games.

GROUP ORGANISATION

- a) The group is divided into teams of approximately 4 - 8 members which either
- equals the number of activities selected.

OR

- halves the number of activities selected.
- b) A leader of reasonable all round ability is selected for each group.
- c) Mixed groups are able to be used, with varying standards set to cater for the boys and for the girls in the team.

PRESENTATION -

A briefing of approximately five minutes which should include

- a) A short demonstration of the activities to be performed.
- b) An illustration of the scoring method of each activity.
- c) Instructions about (i) commencement of activity;  
(ii) recording of scores;  
(iii) team rotation.

TIME

The tabloid sports meeting should be organised so that teams participate in their various activities for three or four minutes. Approximately one minute will be taken for each changeover, with three - five minutes spent in finalising and announcing the results.

EXAMPLE

SUITABLE ACTIVITIES

1. Running events -  
(Time standards should be set for individual attempts).
  - a) Potato race
  - b) Obstacle race
  - c) Target Runs
  - d) Shuttle relay
  - e) Beanbag relay
  
2. Jumping events -  
(Limit number of attempts to 3).
  - a) Standing broad jump
  - b) Standing hop, step & jump
  - c) Standing high jump
  - d) Sideways jump
  - e) Backward jump
  
3. Ball contests -  
(Where a target is used have 3 areas with values of 3, 2, 1 marked for scoring purposes).
  - a) Aiming at wall or free standing targets
  - b) Shot put (with medicine ball)
  - c) Goal throw basketball
  - d) Volleyball serve onto mat
  - e) Cricket bowl at stumps
  - f) Softball pitch at target
  - g) Throwing into a bucket
  - h) Throw for distance
  - i) Hockey hit at goal
  - j) Bat ball into zones
  - k) Pass-ball pass - time limit
  - l) Kick football at target
  - m) Floor bowling at skittles
  
4. Gymnastics -  
(Limit the number of attempts at these items).
  - a) Chinning, horizontal bar or roman rings
  - b) Burpees
  - c) Balance walking along narrow bench
  - d) Rope climbing
  - e) Body presses

ACTIVITIES

Each activity should

- a) give all participants a chance of success;
- b) take the same amount of time;
- c) be prepared beforehand - (marking, equipment, etc.)

Make use of local surrounds for setting up the tabloids -  
e.g. walls for a target area;

trees or stumps as boundary marks.

SCORING

- a) Keep points scored on each item as low as possible.
- b) Tabulate scores on a blackboard if possible, so that teams can keep a progressive check on their totals. This will also act as a programme of activities.
- c) Have standards set at average performance of the group.

SAMPLE SCORE SHEET -

	ITEM 1	2	3	4	5	6	7	8	TOTAL
TEAM A	11	14	8	9					
B		13	11	7	10				
C			7	9	10	14			
D				10	13	19	12		
E					13	10	15	12	
F	10					9	18	8	
G	8	15					10	7	
H	5	14	13					8	

EXAMPLE

SPECIFIC TABLOIDS

e.g. 1 Hockey -

a) Hitting

Pushing

- for accuracy

Flicking

b) Dribbling around obstacles with a "time" standard.

c) 'Roll-in' for accuracy

d) Team relay - dribble

e) 'Scoop' for height

2 Basketball -

a) Dribbling around obstacles with a 'time' standard.

b) Throw for accuracy

c) Goal shooting (stationary)

d) Team relay - dribbling

e) Goal shooting (while moving).

DEPARTURE FROM CAMP

At the completion of the camp, careful organisation of final arrangements is essential. It should be your aim to "leave the campsite in a better condition than you found it".

1. Rostering of duties for the cleaning of the camp is necessary as most students don't apply themselves too readily to this part of the total camp programme.
2. Check with caretaker and obtain a clearance before leaving the camp site.
3. The caretaker of the camp should have an inventory of camp buildings, equipment etc. that should be checked with him prior to the commencement of the camp.
4. Ascertain damages and costs before leaving. Insurance cover on all major equipment is advisable i.e. canoes etc.
5. Make sure all items of equipment are loaded and no personal property is left behind.

EXAMPLE

Camp Inventory Check List

Camp Site: \_\_\_\_\_ Date of Camp: \_\_\_\_\_

Years attending: \_\_\_\_\_

\* Careful note should be made of all the following points before the camp commences. It should be completed in conjunction with the caretaker.

	Before	After
Cutlery		
Crockery		
Glassware		
Cooking Equipment		
Furniture		
Blankets		
Pillows		
Beds		
Windows		
Asbestos Walls		
Condition of Building Materials		
Sporting Equipment		
Globes		
Garden Equipment		
<u>Any Other Areas:-</u>		

Signature of Caretaker \_\_\_\_\_

Signature of Camp Coordinator \_\_\_\_\_



CAMP EVALUATION

Evaluating the total camp organisation at the completion of the camp is essential. From careful, thoughtful evaluation, problems, weaknesses and strengths can be noted so they do not occur in future outdoor experiences.

Evaluation should be made from all the relevant points of view.

Students:

Was the camp satisfying?  
Was the programme interesting?  
Were the rules adequate?

Staff:

Did the camp meet its objectives?  
Has it improved student/staff relationship?  
How could future camps be improved.

Organiser:

Was the camp site adequate?  
Transport, cook, menu, equipment etc.  
Were the staff the "right type" for this type of camp?  
Which students (and staff) needed special consideration?

How to evaluate:

- \* Oral comments.
- \* Written comments.
- \* Questionnaire.
- \* Ranking exercise.

FINAL EVALUATION WITH PRINCIPAL

Having all the information from the camp evaluated by camp staff, students and yourself, a meeting with the Principal should be sought to discuss the total camp and its relevance to your particular school programme.

A written report and financial statement should be given to the Principal. A similar report made available to the teaching staff and perhaps parents, could result in a more positive attitude towards future camps.

Principal  
Teacher  
Student  
Parent

Signature of \_\_\_\_\_

NOTE: These suggestions have been compiled at the completion of all student, staff camp evaluation exercises. The recommendations are given to the Principal.

EXAMPLE OF ONE Y.E.O.S EVALUATION GIVEN TO PRINCIPAL

1. Camps to be held again at Manjedal.
2. Be restricted in time from the Monday to the Friday.
3. More practical exercises. Refer to Dr. Glen Watkins, W.A. University, Mr. M Moran, Cannington S.H.S.
4. Talks limited to thirty minutes and fifteen minute discussion in groups.
5. Fewer Guest Speakers and on a wide range of more challenging topics. Four sessions per day.
6. Rise in morning by 7.00 am. First activity 9.30 am. Lights out 11.00 pm.
7. No movies but more active involvement: Tabloid Sports, Charades, Evening B-B-Cue and Sing-a-long etc.
8. A non-organised dance one evening.
9. Jogging hike of area.
10. Organised hike of area.
11. Two publication of Manjedal Mumblings.
12. A longer session with visiting schools.
13. SELECTION: A more personal and individual selection of Tutorial Leaders. More contribution from these students.

EXAMPLE OF WRITTEN COMMENTS

STUDENTS' VIEWS ON THE ART/BIOLOGY CAMP

1. "I felt that the camp was terrific. Everyone seemed to belong together. I feel that we all learnt in this one week of camp, more about art and general social behaviour than we had learnt in our past three years of High School. Everyone seemed sensible and all of a sudden we were all adults together rather than just a group of kids out for fun.

In my opinion everyone could experience the feeling that flowed through this camp then school would be so much nicer. Everyone seemed suddenly more mature and imagine what school would be if everyone acted in this manner.

Everything was in front of us - we only had to reach and it was there, and we all grasped the opportunity and I think made the best possible use of it."

2. "It's so much easier to learn in a cow paddock than in the school yard."
3. "A great deal was gained from the camp, not only in the art and bio. fields but an experience in co-operation with others of different social groups. The freedom to make our own decisions and keep house for a week was a great success, as all students co-operated in the preparation of food and other activities."

Congratulations Brenda & Barry!

EXAMPLE OF RANKING EXERCISE

COMBINED COUNCILS CAMP EVALUATION

Listed below are some of the activities that were included in the programme. Your comments will help to improve future programmes. Be frank.

	1	2	COMMENTS
Exercise 1. Students Representatives Role of Councils.			
2. Principals View of Student Councils.			
3. Group Discussion - The Role of Student Councils.			
4. Chairmanship & Meeting Procedure Mr P Wells.			
5. Leadership - Mr C Youdell.			
6. Public Speaking - Mr T Rhines.			
7. Preparation for Debate - Mr P Wells.			
8. Debate.			
9. Social Games - Mr M Moran.			
10. Youth Leadership - Mr N Hutchinson.			
11. Youth Leadership - Mr K Armstrong.			

a) In column 1 rank each activity from A to D as follows.

A = Outstanding  
C = Average

B = Above Average  
D = Below Average

b) In Column 2 rank the activities from 1 to 11 according to how interesting and beneficial they were to you.

Which of the activities would you strongly recommend for inclusion in any future programme if the camp were to be repeated.

Can you suggest any way in which the camp could be improved.

COMMENTS:

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Example of general report on a camp, that can be circulated throughout staff administration, parents etc.

YEAR 8 ORIENTATION CAMP 1975

A very successful camp was conducted at Yanchep Sun City Holiday Village for Year 8 Students from this school. In excess of 300 students were involved in activities at the camp, designed to initiate them to high school life and to develop a sense of identification with this school.

Students were housed in ten and six bed chalets and under the supervision of an adult were responsible for their own cooking and maintenance of their living area.

The programme was duplicated in the second half of the week long camp and this enabled students from Module B (150 in number) to be involved in the same activities which had been planned for Module A.

The programme involves community interest visits to the Marina and National Park, non-competition physical education, social activities and discussions led by the Year Master on the transition for primary to high school life. Full use was made of the very adequate facilities available at Yanchep and the programme, whilst at times exhausting, was worthwhile and meaningful. A bonus, not anticipated when planning the itinerary, was an extremely interesting guided tour of the Challenge Yacht Southern Cross and Gretel II. At the completion of the camp, the management and staff of the Holiday Village presented the school with a book about the Southern Cross and the Americas Cup; the book will be made available to students through the school library.

"The camp was made possible through the generosity of parents who volunteered their time to act as supervisors at the camp.

The teachers who attended the camp, and myself as camp organiser wish to express our gratitude for the very capable assistance these parents gave.

The students who attended camp are to be congratulated for the pleasing manner in which they conducted themselves. Their willingness to participate in all activities was commendable, and this augers well for a spirited and fruitful year for these students in their first year of high school.

Throughout the duration of the camp we sustained no major injuries a factor in itself which leads to a successful camp.

It is my intention to assess the value of the camp by way of a questionnaire which I will issue to students at the end of first term. Students will be asked to volunteer information regarding new permanent friendships, casual friendships and student staff communication as a result of the camp.

Finally, I wish to extend my thanks to all staff members who assisted me at camp and to those staff who took on extra work at school to enable staff to be released for the camp.

YOUTH EDUCATION OFFICER

EXAMPLE OF QUESTIONNAIRE

CAMP EVALUATION SHEET FOR CAMPERS

N.B. Complete the following form fitting in as much information as possible.

1. LEADER'S ORGANISATION

2. ORGANISATION IMPROVEMENTS FOR FUTURE EXPEDITIONS

3. INDIVIDUAL'S ORGANISATION

a) Food

b) Meals

c) Equipment

d) Leisure and Recreation

4. GROUP INTERACTION

5. TRANSPORT

6. STAFF

7. DIFFICULTY OF EXPEDITION

8. GENERAL COMMENT

9. SUGGESTIONS

10. ANY OTHER COMMENTS

EXAMPLE OF

COMPLETE SCHOOL CAMP ORGANISATION

The following pages are an example of the pre-camp organisation. These sheets are prepared and issued to all students and camp staff. From this pre-camp organisation the general camp atmosphere can begin to develop.



EXAMPLE

8TH YEAR CAMPS

Dear Parent,

During the seventh week of term, Monday 24th March to Thursday 27th March, 1975, this school is conducting House Camps for all students in Year 8.

Your child is invited, and encouraged to attend.

The camps are live-in camps, held at three centres, as follows:-

1. Salvation Army Youth Camp at East Rockingham - Bungulla and Waratah Houses.
2. Y.A.L. Araluen Outing Centre - Kingia and Tangara Houses.
3. Education Department Point Peron Camp - Wirrina and Inderwong Houses.

Camps will be supervised by five staff members as well as catering staff.

The purpose of these camps is four-fold:

1. To become familiar with the House and Tutorial System.
2. To provide social interaction with fellow students.
3. To assess physical skills.
4. Development of staff/student relationships.

The all-inclusive cost will be \$15.00. This should be paid to the House Centre, which is open from 8.30 am until 4.00 pm each day. Cheques should be made payable to Morley Senior High School. All money must be paid by Friday, 7th March, 1975. Please return the form below, with the money.

It is hoped that your child will be able to attend, as we feel sure all students will benefit greatly. Any enquiries should be directed to the House Centre, telephone 76 5766.

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PARENTAL PERMISSION

(to be returned with money)

STUDENT'S NAME

TUTOR'S NAME

HOUSE

ANY MEDICAL DISABILITIES

I hereby give permission for my son/daughter to attend the House Camp from 24th to 27th March, 1975.

In the event of accident, I authorise the teacher-in-charge or his appointed representative to authorise any medical attention considered necessary.

SIGNED

EXAMPLE

SERPENTINE CAMP 1976

CAMP RULES:

1. No leaving camp site.
2. No swimming without permission.
3. No leaving beds after lights out.
4. No smoking at all.
5. Keep your own billet.

POOL RULES:

1. Swimming only with permission of a staff member.
2. Showers must be taken before swimming.
3. No running in pool area.
4. No ducking or pushing people in the pool.
5. No extraneous objects to be used in the pool.

---

TIMETABLE

am	7.00	Rise
	7.15	Running and exercises for all.
	8.00	Breakfast
	9.30	Period 1
	10.30	Break
	11.00	Period 2
pm	12.00	Break
	12.30	Lunch
	2.00	Period 3
	3.00	Break
	3.30	Period 4
	4.30	Break
	6.00	Dinner
	8.00	Evening Entertainment
	11.00	Lights out.

EXAMPLE

DUTY REQUIREMENTS

Kitchen Help:

1. Report to the kitchen after breakfast for instructions from the head cook.

Ground & Ablutions - 3.30 pm daily.

1. Chop and stack wood in ablution blocks.
2. Remove any litter from camp grounds.
3. Hose and wash down ablution blocks.

Setting and Serving - Report 15 minutes before meal.  
7.45 a.m. 12.15 p.m. 5.45 p.m.

1. Arrange tables and chairs.
2. Set cutlery and food for the meal.

Table Wash

1. At end of each meal.
2. One person per table.
3. Clear and put away food.
4. Stack chairs.
5. Clean tables, chairs and eating area.

Dish Wash

1. Take all dishes to wash up area.
2. Place all clean dishes back in box.

	SETTERS AND SERVERS		WASHER UPPERS		VEGETABLE PEELERS		KITCHEN HELPERS
1		1				1 2	
2		2				3 4	
3		3			DORMITORY ROSTERS	5	
4		4		1 2	<u>DORM A</u>		SPORTS GEAR
5		5		3 4		1 2	
6		6		1 2	<u>DORM B</u>	3	
7		7		3 4			TWEENERS
8		8		1 2	<u>DORM E</u>	1 2	
9		9		3 4			DINING ROOM SWEEPERS
10		10		1 2	<u>DORM F</u>	1 2	
	LAUNDRY		EVENING PROGRAMME	3 4		3 4	
1		1					
2		2					
3		3					
4		4					
<b>DATE:</b>							

SERPENTINE CAMP 1976

BABOONS

K Edmunds  
"

G Carruthers  
"

L Burns  
"

SNAKES

C Hawke  
"

R Cooper  
"

S Glanville  
"

SPIDERS

F McLean  
"

B Nathan  
"

S Prestidge  
"

VAMPIRES

M Williams  
"

M Walker  
"

L Page  
"

BLOCK LISTS - GIRLS

BLOCK C

Dorm 1. K Boland  
Dorm 2. B Jones  
Dorm 3. M Spence  
Dorm 4. S Bostin  
Dorm 5. R Parry

BLOCK D

Dorm 1. K Edmunds  
Dorm 2. J Harding  
Dorm 3. A Lawrence  
Dorm 4. B Ring  
Dorm 5. W Wray

BLOCK LISTS - BOYS

BLOCK A

Dorm 1. G Carruthers  
Dorm 2. B Eacott  
Dorm 3. G Rosielle  
Dorm 4. G Barker  
Dorm 5. J Chappell

Dorm 1. S Pugh  
Dorm 2. A Banks  
Dorm 3. R Clark  
Dorm 4. M Higgins  
Drom 5. A Stevens

DUTY ROSTER

DAY	SETTING & SERVING	KITCHEN HELP	GROUND & ABLUTIONS	DISH WASH
Monday	Table 1 9	Table 2	Table 3	Table 4
Tuesday	5	6	7	8
Wednesday	9	10	11	12
Thursday	13	14	15	1
Friday	2	3	4	5

Table 16 is asked to look after the Staff Table.

TABLE 1.

K Edmunds	G Carruthers	L Burns	C Hawke
R Cooper	* S Glanvill		

TABLE 2.

F McLean	B Nathan	S Prestidge	M Williams
M Walker	L Page		

TABLE 3.

Etc.	Etc.	Etc.	Etc.
------	------	------	------

EXAMPLE

CAMP TIME-TABLE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7 am		Rise & Run	Rise & Run	Rise & Run	Rise & Run
8 am		Breakfast	Breakfast	Breakfast	Breakfast
9.30 - 10.30 am	Leave school at 9.00 & travel to Serpentine	- Art - Drama - Sport - Insects	- Art - Drama - Sport - Insects	- Insects - Art - Drama - Sport	Games
10.30 - 11 am		Break	Break	Break	Break
11 - 12 pm	Arrive at Camp settle in and look around camp	- Drama - Sport - Insects - Art	- Drama - Sport - Insects - Art	- Art - Drama - Sport - Insects	Camp Clean
12.30 pm	Lunch	Lunch	Lunch	Lunch	Lunch
1 - 2 pm	Free Time	Free Time	Free Time	Free Time	Return
2 - 3 pm	- Sport - Insects - Art - Drama	- Sport - Insects - Art - Drama	Visiting Speakers	- Drama - Sport - Insects - Arts	
3 - 3.30 pm	Break	Break	Break	Break	
3.30 - 4.30 pm	- Art - Drama - Insects	- Art - Drama - Insects	- Art - Drama - Insects	Games	
4.30 - 6 pm	Free Time	Free Time	Free Time	Free Time	
6.00	Dinner	Dinner	Dinner	Dinner	
8 - 11 pm	Evening Activities	Film	Evening Activities	Concert	

DATE DUE

MOUNT LAWLEY

~~19 FEB 1979~~

~~21 SEP 1980~~

~~21 NOV 1980~~

~~20 APR 1980~~

~~21 MAR 1981~~

~~24 JUN 1980~~

~~21 AUG 1981~~

~~18 AUG 1980~~

~~21 AUG 1981~~

9 APR 1992

~~4 DEC 1981~~

~~15 APR 1982~~

~~20 MAR 1982~~

~~20 NOV 1982~~

~~18 MAR 1983~~

~~22 APR 1983~~

~~10 MAY 1983~~

~~1 JUL 1983~~

~~20 NOV 1983~~

~~20 NOV 1983~~

~~26 JUN 1984~~

~~13 SEP 1984~~

W.A.L.S. Co.

EDITH COWAN UNIVERSITY



AA0463718B



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Camp organisation 1978  
787254 MT LAWLEY