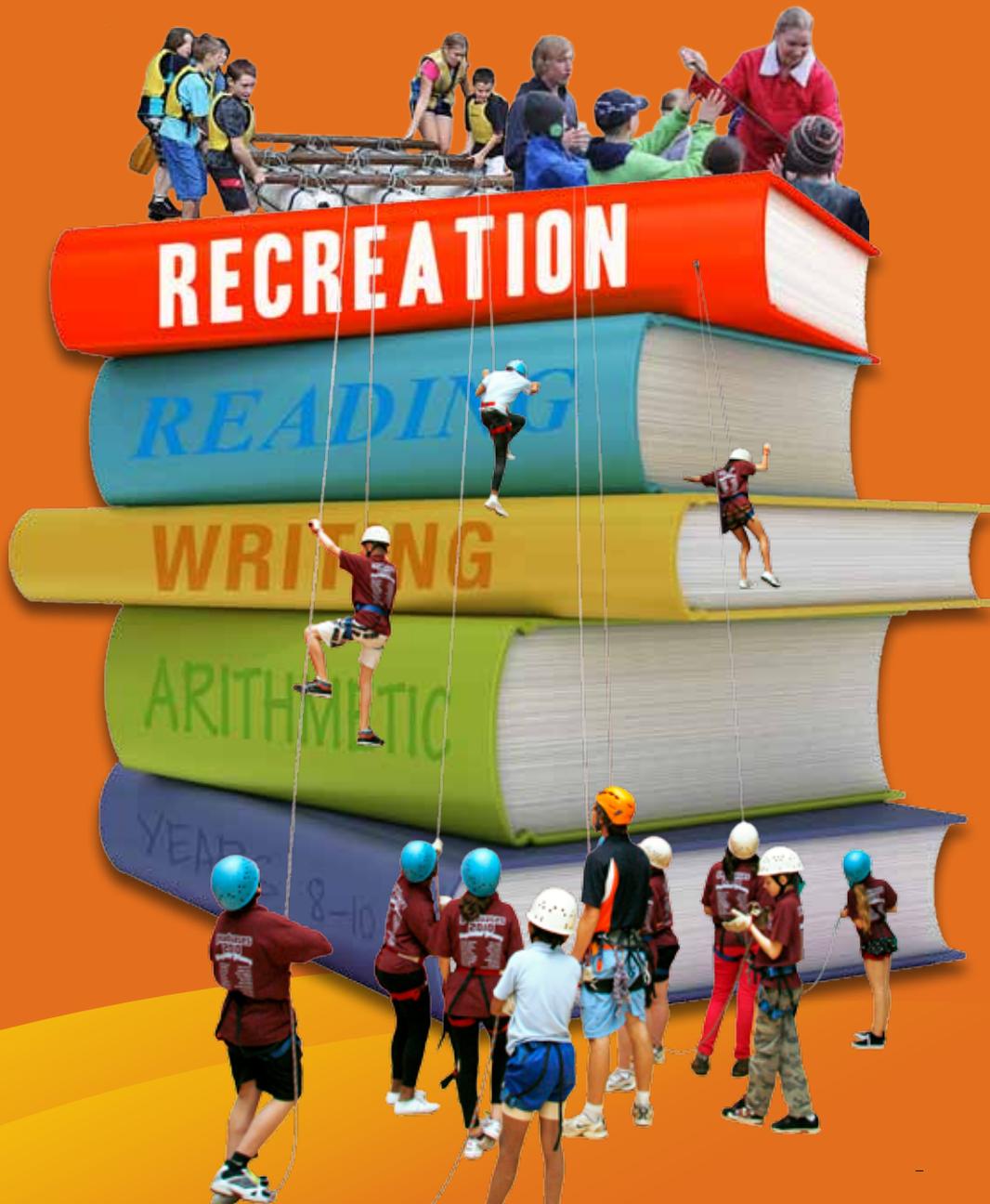


Department of Sport and Recreation Camps

The 4th R

Years 8-10 Early Adolescence



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.

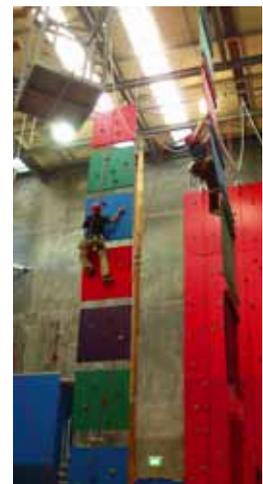
Recreation camps reach across the community to a wide range of audiences, including schools, sports organisations and clubs, recreation groups and agencies, state and federal government departments, non-government agencies and private industry.

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 9 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:

No	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 or her potential in all respects and, through critical and creative thinking, to develop a broad understanding of his or 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 management 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 the 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, and 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+					✓	✓
Crate Climb	Yr 5+	Yr 6+	Yr 5+				✓	✓
Flying Fox	Yr 4–10	Yr 5–10	Yr 4–10	Yr 6–10			✓	✓
Gone in 90			Yr 6+				✓	✓
High Ropes	Yr 8+		Yr 8+	Yr 8+	✓		✓	✓
Jacobs Ladder		Yr 6+			✓		✓	✓
Leap of Faith	Yr 8+		Yr 8+		✓		✓	✓
Low Ropes	Yr 4-10		Yr 4-10		✓		✓	✓
Rock Climbing	Yr6+	Yr6+		Yr6+		✓	✓	✓
Vertical Ascent/Challenge		Yr6+		Yr6+		✓	✓	✓

* 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 | Early Adolescence

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	Due to the various emotions and fears associated with Abseiling, instructors explore proactive strategies to cope with these emotions and stresses and relate these strategies to real-life concepts. Students also learn to recognise that goals, assumptions, judgements and comments impact on their own and others' level of confidence in overcoming stressful situations.
Interpersonal skills	Communicating	Abseiling can provide a challenging situation, therefore students learn how to be sensitive and empathetic to peers. Students must learn to recognise the emotional states of others and ensure they relate to them in a positive manner.
	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 will be encouraged to demonstrate basic leadership skills during the skill session. Students will be encouraged to provide support to their peers and help guide them through difficult and/or challenging situations.
Skills for physical activity	Skills for recreating in the outdoors	Safety, skills and techniques for Abseiling are learnt in the program. Each student will have the opportunity to demonstrate proper use of the equipment through a backward abseil.

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 | Early Adolescence

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	Students explore and describe their own fears, emotions and body responses prior to, during and after the Big Swing. They are able to use this experience to improve their self understanding and build on their self-confidence for future challenges.
	Managing emotions	During Big Swing, various emotions and stresses may occur, therefore students learn proactive strategies to cope with their emotions. Students also learn how assumptions and value-laden judgements impact on themselves and others.
Interpersonal skills	Communicating	Big Swing can provide a challenging situation, therefore students learn how to be sensitive and empathetic to peers. Students must learn to recognise the emotional states of others and ensure they relate to them in a positive manner.
	Cooperating and collaborating in groups	Each student is required to meet a commitment to others by sharing the workload in the 'haul team' and achieving equity by treating others according to their level of challenge and respecting their possible fears.

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 | Early Adolescence

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 and Ern Halliday.
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 establish effective communication skills. They will need to actively listen to others' ideas and make clear and reasoned statements to ensure their ideas are portrayed and effective team operation occurs.
	Leading, initiating and facilitating	Students are encouraged to undertake leadership responsibilities that promote group effectiveness and success in task outcomes.
	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	Each student will be required to contribute to the group's overall goal. They are required to listen to others, adapt their communication skills to suit the group's aim and accept personal responsibilities to achieve their own and others' personal goals.
Self-management skills	Understanding emotions	Students learn how others may feel worried or unstable when climbing the crate stack and how they can support others in challenging situations.
	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 group's solution of building the Crate Climb structure. They will need to constantly re-think their design due to potential consequences.
	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's and 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 the group's decisions. An awareness of the overall decision making process is established, which students can apply to future decision making scenarios.

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

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



Flying Fox

program resource sheet | Early Adolescence

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 use their communication skills to provide support and encouragement to others who may find the Flying Fox challenging.
	Cooperating and collaborating in groups	Each student must share the workload and responsibility to allow every student numerous opportunities on the Flying Fox. Students will work in small groups to help dismount the student who has traversed the Flying Fox and bring the ski line to the beginning for the next attempt.
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 learn strategies to help manage their own and others' emotions. They learn to be mindful of others, suspend negative judgments and how to support, encourage and aid peers in challenging situations.

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





Gone in 90

program resource sheet | Early Adolescence

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 must learn to establish effective communication skills. They will need to actively listen to their peers' ideas, reaffirm or build on what has been proposed and make clear and reasoned statements 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 therefore need to learn to listen to others, express their own opinions assertively and negotiate their position.
	Cooperating and collaborating in groups	Each student will be required to contribute to their team's planning and share responsibility to meet the group's overall goal.
Self-management skills	Reviewing the situation	Students are required to identify elements that could impact upon the team's path to the solution and constantly rethink their strategy due to potential negative consequences.
	Planning before deciding	After reviewing the elements, students must predict the impact their options will have on meeting their team's and overall group's goals.
	Deciding and acting	Students need to collaboratively decide on a solution that will meet the team's goal. They must be able to rationalise their decision and may re-evaluate or modify their decisions when necessary.
	Monitoring and evaluating	During and after the program, students reflect and evaluate the suitability of the solutions they agreed upon to complete the program tasks. Students evaluate the overall decision making process when debriefing the set tasks.

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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High Ropes

program resource sheet | Early Adolescence

High Ropes is a course suspended approximately 10 metres off the ground. High Ropes challenges students' emotions, their teamwork skills and trust of each other. Students are attached to a rope that is belayed either by an instructor or peer (dependent on year level), and are required to traverse a variety of elements that require mental determination.

Available at:	Bickley, Ern Halliday and 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:

High 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	Communicating	Communication between the climber, belayer and back-up belayer is of significant importance. Each group must establish an effective communication strategy to ensure the climber can efficiently traverse each element safely.
	Cooperating and collaborating in groups	Each student will be required to share responsibilities in order for their peers to achieve their goal. They will be required to work through challenges together and to celebrate each others' successes.
	Leading, initiating and facilitating	Some students will be encouraged to undertake leadership responsibilities in order to organise and manage their peers, provide advice and promote effective group dynamics. Students will also be required to be supportive and encouraging of those who are emotionally stressed by the challenge.
Self-management skills	Understanding emotions	High Ropes enables students to understand the emotions of others affected by the perceived risks. They are able to use this challenge to enhance their self-confidence when facing future challenges.
	Managing emotions	Students learn proactive strategies to cope with intense emotions and how to track challenges and thoughts associated with the perceived risk. Students will also learn strategies to help others cope with the High Ropes challenge.
Knowledge and understandings	Growth and development	The High Ropes course is used to build the emotional capacity of students, assisting them to face future challenges. Students are able to develop strategies to overcome challenges and learn how their strategies can be applied to difficult challenges in the future.

High 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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Jacobs Ladder

program resource sheet | Early Adolescence

Jacobs Ladder involves groups of two or three students climbing up a nine metre ladder suspended from the roof. The rungs of the ladder are made of logs with an approximate diameter of 45 centimetres, increasing in distance as they get higher. Jacobs Ladder will force students to work together and support each other as they attempt to reach the top.

Available at:	Ern Halliday.
Challenge considerations:	Group and individual challenge at height.
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:

Jacobs Ladder 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	Communication is of significant importance when peers are attempting the Jacobs Ladder challenge. Climbers, belayers and back-up belayers must listen and communicate clearly to ensure successful climbing and safety. Students on the ground learn to understand the emotional states of the climbers by reading their body language and verbal cues. Students practise various methods to effectively communicate and support them.
	Cooperating and collaborating in groups	Students in a group of three are required to establish and aim to implement their plan to successfully climb the Jacobs Ladder. They are required to offer advice and learn to be unselfish in helping their peers.
	Leading, initiating and facilitating	Students will be encouraged to undertake leadership responsibilities in order to organise and manage their peers, provide advice and promote effective group dynamics. Students must also be supportive and encouraging of those who are affected emotionally by the pressure of the challenge.
Self-management skills	Understanding emotions	Jacobs Ladder enables students to understand others' emotions as they are affected by the perceived risks and physical challenges of the program. They are able to use the challenge to enhance their personal capacity when facing future individual and team challenges.
	Managing emotions	Students learn proactive strategies to cope with intense emotions and how to track challenges and thoughts associated with the perceived risk. They also learn how assumptions and judgements may impact on their chances of being successful.
Knowledge and understandings	Growth and development	The Jacobs Ladder program builds the teamwork skills and personal self-confidence of students in order to help them face difficult future challenges. Students use various strategies to overcome personal challenges and can apply these techniques in the future.

Jacobs Ladder 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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Leap of Faith

program resource sheet | Early Adolescence

Leap of Faith tests the emotions of students as they climb a nine metre standing pole. Once they have ascended the pole, the student aims to jump to a hanging trapeze suspended approximately three metres in front of the platform. All students are attached to a safety line by a full-body harness and wear a helmet for comfort and safety.

Available at:	Bickley and Point Walter.
Challenge considerations:	Individual challenge at height.
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:

Leap of Faith 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 that they need to take into account the emotional states of other people by reading their verbal and non-verbal cues. They learn how to be empathetic and sympathetic when supporting and encouraging the person attempting the Leap of Faith.
	Building and nurturing relationships	Understanding the emotional states of others is of significant importance in order to limit the negative impact on their peers. Students learn strategies to positively influence their peers when attempting the Leap of Faith challenge.
Self-management skills	Understanding emotions	Students learn more about their personal capacity and how they can use the Leap of Faith to build on their individual capacity through the philosophy of 'challenge by choice'.
	Managing emotions	Students learn how assumptions and judgements (positive or negative) may impact on their chances of being successful whilst also developing proactive strategies to cope with emotions associated with the Leap of Faith.
Knowledge and understandings	Growth and development	Attempting the Leap of Faith, at all levels, develops an individual's emotional capacity, which can help them to face difficult future challenges. Various strategies are discussed in order to overcome personal challenges, which can be applied in the future.

Leap of Faith 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 Ropes

program resource sheet | Early Adolescence

Low Ropes consists of various individual elements ranging 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, 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 allow 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 to plan various tasks individually and collaboratively to meet group goals. Students must support and encourage each other. All students are expected to take personal responsibility to ensure group goals are met.
	Communication	Actively listening to ideas and clearly communicating with peers during Low Ropes is important to planning and problem solving the various challenges set by the instructor. Non-verbal communication skills are important as students must trust their peers, therefore positive body language is a necessity.
	Building and nurturing relationships	Students will learn how trust impacts upon working relationships. Students will have to build trust with their peers to be successful on the Low Ropes course.
Self-management skills	Reviewing the situation	Students must identify elements that could impact on the team's challenge or path to the solution and constantly rethink their strategy due to potential negative consequences.
	Planning before deciding	After reviewing the elements, students must predict the impact their options have on meeting their team's and/or overall group's goals.
	Deciding and acting	Students need to collaboratively decide on a solution that will meet the team's or groups's goal. They must be able to rationalise their decision and may re-evaluate or modify their decisions when necessary.
	Monitoring and evaluating	During and after the program, students reflect and evaluate the suitability of the solutions they agreed upon to complete the task. Students evaluate their overall decision making processes when debriefing the program.
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 developed and implemented for the physical and emotional wellbeing of themselves and their peers.

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 | Early Adolescence

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 difficult for those looking for an extreme challenge.

Available at:	Ern Halliday, Point Walter 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. Social and civic responsibility.



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 learn to understand the emotional states of the climber and actively listen and communicate with them to ensure each climber ascends effectively and safely.
	Building and nurturing relationships	Students will need to 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 others for safety purposes and to achieve their personal climbing goal. They are also able to 'peer teach' to enhance other group members' climbing performance.
	Leading, initiating and facilitating	Students demonstrate leadership skills, including support and encouragement of others, to meet or exceed their level of challenge when ascending the Rock Climbing wall.
Self-management skills	Understanding emotions	Students explore and understand the possible stresses or emotions of the climber. They learn to realise the significance of their behaviour and actions on the ground.
	Managing emotions	Understanding and awareness of others' stress and emotions requires students to develop proactive strategies that can be applied to manage their own and others' emotions.
Skills for physical activity	Skills for recreating in the outdoors	All students learn and demonstrate safety skills and techniques to competently belay and artificial rock climb.
	Balance and stability	Whilst climbing, students learn how to adjust body position to keep their centre of gravity over their support base and refine their technique to successfully ascend the Rock Climbing wall.

Rock Climbing 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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Vertical Ascent/Challenge

program resource sheet | Early Adolescence

Vertical Ascent/Challenge is a program requiring students to ascend a variety of artificial elements whilst being belayed by peers within 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 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. All long hair must be tied back.
Focused Core Shared Values:	<ul style="list-style-type: none"> • Respect and concern for others and their rights. • 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	The use of clear and effective communication skills between the belayer and the climber are vital to students' success in this program. Students have to actively listen to their peers whilst climbing the various elements to aid in 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 to aid in the planning and implementation of each individual's set goal. Each group member must share responsibilities in belaying, back-up belaying and climbing. They must also support and encourage each other for positive outcomes.
	Leading, initiating and facilitating	Leadership skills are encouraged including managing and organising members in their group, providing advice and being supportive and encouraging when peers are facing dilemmas and challenges.
Self-management skills	Understanding emotions	Students explore goal setting and the effect it can have on their capacity to complete a challenge. Students also realise the significance of being supportive and encouraging to their peers' self-confidence.
	Managing emotions	Students practise and learn how proactive strategies can help to manage their emotions, and their significance in attempting difficult situations.
Skills for physical activity	Balance and stability	Students learn how to adjust body position to ensure their centre of gravity is over their base of support while climbing. They must also control and coordinate body movements to successfully ascend the various climbing elements.
	Forces and motion	To climb successfully, students must learn how to alter grip, change body position and control excessive movement, which may affect the difficulty of climbing and ascending each element.

Vertical Ascent/Challenge 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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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
Advanced Orienteering		Yr 8				✓	✓	✓
Archery		Yr 5+	Yr 6+	Y4+	✓	✓	✓	✓
Caving		Yr 5+				✓	✓	✓
Coastal Bike Ride		Yr 5+			✓	✓		✓
Escape from Quarantine				Yr 5+	✓		✓	
Historical Night Tour				Yr 5+	Historical knowledge and understanding (National Curriculum)			
Mountain Biking	Yr 8+		Yr 7+		✓	✓		✓
Orienteering	Yr 5+	Yr 4–7	Yr 4–7	Yr 4–7		✓	✓	✓
Search and Rescue	Yr 5+	Yr 5+		Yr 5+		✓	✓	✓
Team Building	Y4+	Y4+	Y4+	Y4+			✓	✓
Team Extreme		Yr 8+					✓	✓

* 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 to participate in programs outside these recommended age limits. Please contact the camp's Program Coordinator for more information.



Advanced Orienteering

program resource sheet | Early Adolescence

Advanced Orienteering is an expanded version of the current Orienteering program. Students learn to work with a compass to map out several tracks through the camp grounds. The tracks used in this class are more challenging than the tracks used for the basic program. It is recommended that students have prior knowledge of map reading and an understanding of how a compass works before participating in this activity.

Available at:	Ern Halliday.
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	To be effective in this program, students must learn, practise and apply effective communication skills within their group when discussing and planning their route.
	Preventing and managing conflict	Students will need to negotiate their ideas, use assertiveness skills and learn to suspend negative judgements in order to minimise conflict and ensure success in the program.
	Leading, initiating and facilitating	Students must support and encourage others, promote effectiveness and make decisions that affect others.
Self-management skills	Reviewing the situation	Students have to decide their route by reviewing elements such as clues, terrain, distance and time.
	Planning before deciding	After students review elements that aid in forming a decision, they must plan collaboratively to decide which way to travel to their next marker.
	Deciding and acting	Students need to collaboratively decide on a possible route to the next marker after discussing the various route options.
	Monitoring and evaluating	During and after the program, students evaluate the choices made during the program and what affected these choices.
Skills for physical activity	Skills for recreating in the outdoors	Navigation skills and safety practices for being involved in the outdoors are learnt and practised by students for their safety and success in the Advanced Orienteering program.

Advanced Orienteering 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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Archery

program resource sheet | Early Adolescence

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 will learn the different parts of the bow and arrow and will be shown the correct procedures and techniques for loading and releasing.

Available at:	Woodman Point.
Challenge considerations:	Individual land challenge that requires both fine and gross motor skills.
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:

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	Communication	Students are encouraged to provide feedback to their peers after monitoring and evaluating performance. Students will have to actively listen to feedback and effectively communicate their thoughts in a manner that is positive to their peers' performance.
	Leading, initiating and facilitating	Students are encouraged to take leadership responsibilities by supporting others with skill development and support and encouraging others to promote positive performance outcomes.
Self-management skills	Monitoring and evaluating	Students learn ways to monitor and evaluate their own and peers' Archery performance based on the technique taught by the instructor in order to be more successful at the various challenges and competitions.
	Managing emotions	When providing feedback to peers, students learn the value of being supportive and encouraging and limiting value-laden judgements as they affect peers' confidence in performance.
Skills for physical activity	Skills for recreating in the outdoors	Students will learn the basic skills and techniques to effectively shoot a re-curve bow and arrow to an 'Olympic -style' target.
Knowledge and understandings	Ways to keep healthier and safer	Archery can be potentially harmful, therefore students are asked to develop and introduce risk management practices to enjoy a safe Archery experience.
	Learning physical activities	Students learn, practice and/or develop ways to assist others in improving a specific skill, supporting others in a team-oriented environment and understanding the rules and protocols in Archery.

Archery 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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Caving

program resource sheet | Early Adolescence

Caving is a physically and mentally challenging program in which students, with the support of a headtorch, must 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 depending upon the group and the students' abilities.

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, t-shirt covering midriff and shoulders (preferably old clothes), hair ties for long hair. 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		Elaboration
Interpersonal skills	Building and nurturing relationships	Students will learn how some of their peers may be affected by confined spaces. They will be required to show respect for peers and realise how their 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 caving system. At times, peers may have to aid each other physically and emotionally to move through confined spaces.
	Leading, initiating and facilitating	Some students will be required to demonstrate leadership skills to lead their peers through the cave. These students must clearly communicate direction and be supportive and encouraging of their peers during challenging parts of the Caving program.
Self-management Skills	Understanding emotions	Students learn how others may feel within confined spaces and how to behave in a manner that is supportive and encouraging.
	Managing emotions	Students learn and 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 why certain items of clothing are more beneficial than others in an outdoor environment.

Caving 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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Coastal Bike Ride

program resource sheet | Early Adolescence

Coastal Bike Ride is a physically active program enabling students 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 learn about the physiological changes to their bodies when being physically active and why these changes are beneficial for their current and future health.

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:

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 and pedestrian traffic. Non-verbal communication skills must be used to indicate the bicycle's direction of travel.
	Leading, initiating and facilitating	It is important that all students are independent and show initiative when riding. Students are urged to be supportive and encouraging of their peers to ensure a positive riding experience.
Skills for physical activity	Skills for recreating in the outdoors	Basic bike handling skills are practised by students to enable safe participation in the Coastal Bike Ride program. Students learn common laws enabling them to recreate in the community.
Knowledge and understandings	Body's response to physical activity	Students learn about the short-term physiological responses that occur from being physically active and how to measure them. Students learn how these responses from physical activity help to prevent chronic diseases that may affect them in the future.
	Ways to keep healthier and safer	Students learn the common rules, laws and various strategies to effectively ride a bicycle safely in the community.

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 | Early Adolescence

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 are to collect various objects scattered around the campsite to escape from the confinement of quarantine. They must escape before the quarantine station guards (teachers and instructors) do their cell checks and find that they are missing. Students will need to work in teams to find items; however the search may be hindered as guards may spot them whilst they are looking for items.

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, t-shirt or 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 must learn, practise, adapt and apply effective verbal communication skills within their group.
	Preventing and managing conflict	During the program there may be conflicts of interest and students will need to learn to suspend negative judgements or defend their ideas in an assertive manner.
	Cooperating and collaborating in groups	Students learn how to establish group goals and share responsibility and workloads to ensure objectives of the program are met.
	Leading, initiating and facilitating	Some students will need to adopt a leadership role, which includes organising and managing others, facilitating group decision making and promoting positive group cooperation.
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 assess possible risks and modify their behaviour to ensure accidents 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 | Early Adolescence

The Historical Night Tour takes students back in time to when the camp functioned as the 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 the 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 can be aligned with History within the Australian National Curriculum. Specific content of the Historical Night Tour program focuses on the 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 understandings	<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**



Mountain Biking

program resource sheet | Early Adolescence

During the Mountain Biking program, students ride on a range of terrains within the Bickley valley. Students travel to various historical sites and learn the history of both the Bickley and Victoria reservoirs. Students learn to appreciate the outdoor environment after skills and techniques have been practised and developed.

Available at:	Bickley.
Challenge considerations:	Students must be able to ride a two-wheel bicycle.
Duration of program:	90 minutes.
Items required:	Enclosed shoes, shorts, sunscreen and water bottle.
Focused Core Shared Values:	<ul style="list-style-type: none"> Environmental responsibility.



Program links:

Mountain Biking 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	Leading, initiating and facilitating	Students will be required to demonstrate leadership skills that include supporting and encouraging others when dealing with the physical challenges of the Mountain Biking program.
	Communication	Students will be required to verbally communicate to their peers oncoming or flowing traffic, and hazards that may affect their riding ability.
Skills for physical activity	Skills for recreating in the outdoors	Students learn basic skills and techniques to ride on off-road terrain. Safe practices are also discussed, as well as choosing the correct clothing and equipment to successfully participate in Mountain Biking in the future.
Knowledge and understandings	Ways to keep healthier and safer	Students learn strategies to effectively manage and minimise risks when participating in the Mountain Biking program.
	Body's response to physical activity	Short term physiological responses to the program, and how these responses are measured, are discussed in the Mountain Biking program. An understanding of these responses is important for students to benefit from the physical activity.

Mountain Biking 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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Orienteering

program resource sheet | Early Adolescence

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 map reading, teamwork, verbal communication, collaboration, cooperation, decision making and prioritising skills.

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 must learn, practise, apply and adapt effective communication skills to discuss ideas and strategies within their team.
	Preventing and managing conflict	Students must negotiate their ideas, be assertive and learn to suspend negative judgements to minimise conflict and to ensure success in the program.
	Cooperating and collaborating in groups	Students will need to undertake a specific role, listen to group members' ideas, discuss various options and meet group commitments to contribute to their group's overall effectiveness.
Self-management skills	Reviewing the situation	Students must strategically decide which markers to search for depending upon elements including terrain, distance, marker points and the other team's influences.
	Planning before deciding	After students review elements that aid in forming a decision, they must plan collaboratively to decide their route to marker points.
	Deciding and acting	Students need to decide quickly and collaboratively which marker to head to after they have discussed their options.
	Monitoring and evaluating	During and after the program, students evaluate the choices they made 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 practised by students to ensure their safety and success in the Orienteering program.

Orienteering 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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Search and Rescue

program resource sheet | Early Adolescence

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:

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	To discuss ideas, formulate strategies and make decisions in this program, students need to actively listen and apply effective verbal communication skills within their group.
	Preventing and managing conflict	Students must negotiate their ideas and strategies, be assertive, suspend negative judgements and learn to withdraw from certain situations to minimise or prevent conflict.
	Cooperating and collaborating in groups	Students must collectively establish and implement a plan to search and find remnants. They will have to listen to others' ideas, share workloads and cooperate together to meet task goals.
	Leading, initiating and facilitating	Some students will learn to apply leadership skills through organising and managing the group to ensure task goals are met. Students will be encouraged to achieve positive group cooperation and lead in evaluating group decisions.
Self-management skills	Reviewing the situation	Students have to consider various elements including terrain, distance, time, workloads, enemy agents and the other team in strategically deciding how they will complete the Search and Rescue task.
	Planning before deciding	Students are allocated planning time and must collectively, as a group, decide on options that will meet the task's objectives.
	Deciding and acting	During planning time, students must deliberate over their options and decide on a solution that can be justified to meet the overall goal of the Search and Rescue task.
	Monitoring and evaluating	During and after the program, students evaluate the solution they planned for and the choices they made. They also are able to reflect on the group's decisions and apply the skills learnt to future tasks.
Skills for physical activity	Skills for recreating in the outdoors	Basic navigation and safe practices for being involved in the outdoors are learnt and practised by students to ensure their 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 | Early Adolescence

Students progress through a variety of group 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. Ern Halliday and Woodman Point also offer Team Building in a beach environment.
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	To be effective in this program, students must learn, practise and apply active listening and effective communication skills to solve group problems.
	Preventing and managing conflict	Students must negotiate their ideas and strategies, be assertive, suspend negative judgements and learn to withdraw from certain situations to minimise or prevent potential conflicts and ensure the group's success.
	Cooperating and collaborating in groups	Students must collectively establish and implement a plan for each task. They will be required to listen to others' ideas and discuss and canvass options to ensure they are successful. Students will also be required to work together and cooperate with each other.
	Leading, initiating and facilitating	Some students will develop and learn to apply leadership skills through organising and managing the group to ensure task goals are met. Students will be encouraged to develop a positive work environment and lead in evaluating group decisions.
Self-management skills	Reviewing the situation	Students have to review the task elements and possible negative consequences after rules and limitations have been explained.
	Planning before deciding	After students review all elements that aid in forming a decision, they must collaboratively plan how they will complete the various tasks. Each student is encouraged to contribute to the deliberation of options and the group's decision making process.
	Deciding and acting	Students need to decide and act upon an option they have chosen, however they must also learn to recognise the consequences of making a decision.
	Monitoring and evaluating	After each task, students, with the aid of the instructor, evaluate the choices they have made. Students are made aware of the decision making process and are encouraged to use it in future tasks.

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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Team Extreme

program resource sheet | Early Adolescence

Team Extreme is the ultimate team challenge in which students attempt a series of tasks that enhance interpersonal skills through group problem solving. Students are encouraged to develop active listening, negotiation and decision making skills throughout the series of challenges set by the instructor.

Available at:	Ern Halliday.
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.



Program links:

Team Extreme 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 practise and apply active listening skills and learn to effectively communicate in challenges where there may be conflicting ideas. Students must use these communication skills to enhance group cooperation.
	Preventing and managing conflict	Conflicting ideas will occur during the Team Extreme program. Students will need to use their assertiveness skills and learn new ways of negotiating their ideas with others.
	Cooperating and collaborating in groups	Within each challenge, students will be required to undertake specific responsibilities to meet the objectives of the group.
	Leading, initiating and facilitating	Students will be encouraged to demonstrate leadership skills such as organising and managing others, promoting positive group cooperation and facilitating the group's decisions.
Self-management skills	Reviewing the situation	Students will be required to consider all elements that contribute to making a decision for the challenge. They must consider the consequences prior to making a decision.
	Planning before deciding	After students review all elements that aid in forming a decision, they must collaboratively plan their options. All students are encouraged to contribute to the group's decision making process.
	Deciding and acting	Students need to decide and act upon their solutions. However, in deliberating options, they need to recognise both the potential positive and negative consequences of their decisions.
	Monitoring and evaluating	After each task, students, with aid of the instructor, evaluate the choices the group has made. Students are made aware of the decision making process and are encouraged to use it in future tasks.

Team Extreme 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+				✓	✓		✓
Raft Building	Yr 4+		Yr 6+	Yr 5+	✓	✓	✓	✓
Snorkelling				Yr 6+	✓	✓		✓
Surf Life Saving		Yr 6+		Yr 5+	✓			✓
Surf Ski/Paddling		Yr 6+	Yr 6+	Yr 6+	✓	✓	✓	✓

*** 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 | Early Adolescence

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 Recreation 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.
Knowledge and understandings	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 | Early Adolescence

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, Woodman Point 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	In groups, students must actively listen and communicate their ideas when designing and developing their raft. Students must also use their communication skills to paddle efficiently on the water.
	Preventing and managing conflict	Conflicting ideas may arise when planning the design of the raft. Students must learn to suspend negative judgements and defend and negotiate their thoughts and ideas assertively.
	Cooperating and collaborating in groups	Students must work together to plan, build and paddle their group's raft. All students will need to take responsibility in all group challenges set by the instructor.
	Leading, initiating and facilitating	Students will get the opportunity to both lead and use their initiative in the Raft Building program. Students are encouraged to demonstrate skills, including organising and managing of others, encouraging positive group cooperation, and lead in making group decisions.
Self-management skills	Reviewing the situation	Students must review all of the elements in challenges posed by the instructor in order to develop options for completion of various tasks.
	Planning before deciding	After all elements have been reviewed, students must collaboratively plan their options and 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 Raft Building program, students evaluate their decisions and choices, and their skills and performance within the program.
Skills for physical activity	Skills for recreating in the outdoors	Students will learn basic skills and techniques to efficiently paddle their craft in the water, which can be applied to other paddling pursuits.

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 | Early Adolescence

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 will be encouraged to demonstrate leadership skills by supporting their peers and encouraging them in challenging Snorkelling situations.
Knowledge and understandings	Ways to keep healthier and safer	Students are encouraged to understand and develop basic risk management skills to avoid possible risks when Snorkelling.
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 learn and practise ways to refine and control bodily movements to improve their efficiency and limit their impact on the environment, enhancing their Snorkelling experience.

Snorkelling encourages the development of the following Overarching Learning Outcomes:





Surf Life Saving

program resource sheet | Early Adolescence

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 elements that may make recreating at the beach or a surf rescue risky are learnt (e.g. rips, currents and 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 that there are a number of safe options that can be employed by themselves and peers.
	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 within a beach environment to successfully recreate at the beach. Students also learn the various techniques in Surf Life Saving, including tube and board rescues, and understanding and reasoning of specialist equipment used by surf life guards.
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 safety, safe beach practices (rips and currents), communication in a risky situation and the people who can help when on the beach.

Surf Life Saving 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 | Early Adolescence

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:	<ul style="list-style-type: none"> 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	Students will need to demonstrate effective communication skills in order to positively influence peers in personal and/or group challenges.
	Cooperating and collaborating in groups	During the program's group challenges, students will be required to work together and share responsibilities to ensure positive group outcomes.
	Leading, initiating and facilitating	Students are encouraged to demonstrate skills to effectively lead others such as being a positive role model and being supportive and encouraging of peers in challenging situations.
Self-management skills	Managing emotions	During the program, the instructor will set group or personal challenges. Students are required to learn strategies that positively influence their own or others' thoughts and empower themselves or peers when facing difficult challenges.
Skills for physical activity	Skills for recreating in the outdoors	Students will learn various strokes and techniques to efficiently paddle their craft in the water. They also develop risk management practices to safely recreate in the water.
	Forces and motion	Students will explore how to generate maximum force by refining technique to overcome resistance and adjust movements to improve paddle efficiency.
Knowledge and understandings	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+	Yr 4+	Yr 4+	Yr 4+	✓	✓	✓						✓	✓	
Icebreakers	Yr 4+	Yr 4+	Yr 4+	Yr 4+	✓	✓						✓			
Kite Making		Yr 4+		Yr 4+		✓					✓	✓			✓
Pool Games			Yr 4+		✓	✓	✓	✓	✓	✓	✓		✓	✓	
Ultimate Sports				Yr 4+	✓	✓	✓	✓	✓	✓	✓	✓	✓		

*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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