

1976 School Camping Notes



Gladstone SHS

OUTDOOR EDUCATORS HANDBOOK

A DISCUSSION STARTER

by Bob Moffatt

These are the notes to my staff when I was subject master at Gladstone SHS (1976-1981)

This is NOT a do it yourself guide but a document that you MAY CHOOSE to use IF you decide to get involved with organizing school camps on a large scale.

You WILL change this to suit your own needs and attitudes and on the gear available in your school.



Acknowledgements:

Thanks to Greg Martin, who gave me the idea, Dennis Bridger, who changed my attitude about lightweight camping and all the staff and students at Gladstone State High School who pioneered the ideas contained herein.

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Preface:-

This handbook is seen as an evolution. Much thought and experience has preceded it, however, as with evolution, things get better. There will always be other ways and better equipment. People do things because of their own philosophy and attitude. The philosophy used here is one with the following bias:

- 1) Students cook and organise their own meals - it is deliberate so as to make it an education in itself. To do this, they work in small groups of 5 - 7.

- 2) The basic equipment allows for minimal school budget of about \$1000. It provides for students to sleep on a ground sheet under a lightweight fly, cooking meals on an open fire in a billy and frying pan.

Why go Camping:

Apart from being one of the most inexpensive recreations that a whole family can follow, camping is also one of the healthiest.

Fresh air, wholesome food and plenty of exercise are just what growing children need, while camping in some beautiful out-of-the-way place provides wonderful nature study subjects, all with the advantage of being in their natural environment.

Like any other learning experience, camping takes plenty of practice to master the many outdoor skills required to make camping completely safe and enjoyable. A school curriculum should allow for these skills to be taught for those who want them or those who need them. The aim of any school programme should attempt to develop student attitudes which encourage the student to be:

- * Curious
- * Rational
- * Open minded
- * Ready to admit to error
- * Tolerant of the errors of others
- * Persistent
- * Co-operative
- * Self reliant
- * Careful

Camping is an excellent teacher in the attitude area, as any successful camper knows.

Aims:

At the end of the camp, the student should, with the help of his/her parents, friends or teachers, have developed skills in the following areas:

CONTENT: The student should have knowledge of:

- 1) Selecting a campsite
- 2) Bush toilets and sinks
- 3) Tents and camping equipment
- 4) Fires, safety, first aid and survival
- 5) Cooking and hygiene
- 6) A variety of outdoor activities

PROCESS: The student should be able to:

- 1) Distinguish between various conservation attitudes
- 2) Distinguish between different attitudes and approaches to camping

SKILL: The student should be able to:

- 1) Put up a tent and use a variety of camping equipment
- 2) Light a wood fire and prepare food for cooking
- 3) Cook meals over an open fire in a billy and frying pan
- 4) Take part in a variety of outdoor activities
e.g. Bushwalking, Spotlighting, Nature Study, Art, Aboriginal culture, Bush dancing, Canoeing, Bushcraft, Campfire songs, Orienteering, Tree Climbing.

ATTITUDE: The student should:

- 1) Realise that effort is required to camp
- 2) Realise that people's cooking and eating habits are different
- 3) Be tolerant of this and co-operate with one another
- 4) Develop a love of nature

Teaching Strategies:

One aim of this booklet is that it be superseded by a Grade 12 Camp Leader's Handbook.

One aim of pastoral care is that Grade 12 leaders take pastoral care of a Grade 8 group. To facilitate this, it is aimed that in Grade 11, a group of possible school leaders be taught how to organise a three day camp for themselves.

Graduates from this Grade 11 course, who wish to become school leaders, will use the Grade 12 Handbook to assist (hopefully run) the Grade 8 camp for the Form teacher. As yet the Handbook is un written for at the time of publication, the idea is as yet untried.

Grade 8 students going camping need little or no prior experience for the camp. However, they should be encouraged to learn how to peel and cook vegetables, make pancake and pikelet mix and to cook in frying pans and billys before they go.

The venue for the camp must be able to take the enviromental impact and have a good supply of fresh water, firewood, and be within an hour's drive of the school. The cost should not exceed \$10,00. It is hoped by this cost to maximize student participation.

A Camp Programme: (For 300 - 400 students)

This will entirely depend on the skills of the staff that go. So that an entire grade, e.g. grade 8, could go, 4 camps are envisioned. There would be two school weeks set aside. Site to be within 1 hour of school.

Consider 1 Week:

- 1) There would be two camps that week. One Mon. - Wed.; one Wed. - Fri.
- 2) Each camp is $2\frac{1}{2}$ days long with $\frac{1}{2}$ day swapover.
- 3) 3 classes would go for $2\frac{1}{2}$ days with a swapover on Wed.
- 4) 6 staff would be required for each camp.
- 5) The form teacher may or may not be involved.
- 6) Consider the Monday to Wednesday camp.
- 7) Each class to have their own unique area.

Monday a.m. : Leave 9.00a.m. - Arrive 10.00a.m.

Set up camp 'till 12.00 noon with lunch till 12.30p.m.

Monday p.m. : Range of activities: Bushwalk, Nature Study, Swim,

Monday Night: Lantern Stalk, Spotlighting, Camp Fire.

Tuesday: a.m. : Art, Campcraft Skills, Archery, Swimming

p.m. : Hike, Swim, Bushcraft

Night : Astronomy, Cookout, Campfire, Dance.

Wednesday a.m. : Swim, Pack, Survival, Lunch. (Group 2 arrives 10.a.m.)

Lunch. (Depart 1.00p.m. - arrive 2.00p.m.) - Unload,
clean and store equipment.

NOTES:

- 1) The programme is very simple and does not have any specialist skills e.g. canoeing, abseiling. We can all walk, swim, sing, appreciate nature, cook, dance and have played Bows and Arrows. All one needs is motivation.
- 2) Staff could come in for the day e.g. Come for the Bushwalk.
- 3) Could therefore have resident and visiting staff.
- 4) Camp site for large numbers should have toilets.

Evaluation:

A simple certificate or certificates are envisaged.

Formal:

Knowledge of Campcraft Skills

Attitude to Camping

Skills in Outdoor Pursuits

Informal: (A simple Certificate)

This is to certify that took part in the Grade Outdoor Education Programme. During the programme the following skills were achieved:

- Campfire Cooking
- Bushcraft
- Hiking
- etc.

Resources:

- Introduction To Camping - S.T.A.Q. Science for Recreation
- Camping For Beginners - Peter Nicholls Reed

Organisation:

- * Basic set of camp equipment (see Appendix 5)
- * Series of meetings with:-
 - Senior Admin. (2)
 - Participating Staff (3) (see Appendix 2)
 - Participating Students (3) (see Appendix 1)
- * Leadup:-
 - 1 School Parade
 - 2 Staff meetings
- * Assistance of 1 Teacher Aide for:-
 - Each Camp - 3 x 2hrs (Admin)
 - 1 x 6hrs (Purchasing food)
 - 1 x 6hrs (Organising food)

Duties:

(a) Duties of Teacher Aide:

- *Type, duplicate and distribute information sheets 1,2,3 & 4
- * Type, duplicate and distribute Staff Memos
- * Type and post letters associated with camp
- * Collect and bank all student monies
- * Collect all consent forms and draw up lists of participating students - to be available progressively
- * Organise cooking utensials (Billys, frying pans)
- * Purchase and organise food into camping groups
- * Purchase and store perishable food into eskies
- * Purchase and organise all necessary first aid equipment
- * Purchase and organise necessary safety/communication equipment

(b) Duties of Form Teacher (Not participating)

- * To inform students of camp
- * To periodically remind them of their commitments
- * To swap Form classes occasionally to facilitate organisation

Duties of Participating Teacher (May be Form teacher)

- * Take responsibility for a class and team with one other teacher
- * Hand out Information sheets *2 and consent forms at Form meeting
- * Swap Form classes occasionally to organise students
- * Organise meeting *1 with students and distribute Information Sheet No.3
- * Organise meeting *2 with students and hand out Information Sheet No.4
- * Go on camp with 1 Parent/aide/friend and one other teacher (of the opposite sex)
- * Attend three meetings to facilitate this
- * Organise return of equipment
- * Finalise student lists, check medical ailments, vet students if necessary

Duties of Other Teacher:

- * Organise personal items for participating teacher
- * Help with cooking etc. to free participating teacher
- * Provide transport if necessary
- * Attend Staff meeting *3

Duties of Parent/Aide/Friend:

- * Provide transport
- * Provide supervision
- * Attend Staff meeting *2

Duties of Co-ordinator:

- (a.) Previous Year:
- * Decide on concept with staff.....
 - * Select 4 venues (considering impact, accessability and permission required).....
 - * Decide on Grade and Semester going
 - * Meet with Admin for this

(b) At the beginning of the year:

- * Confirm appointment at Staff meeting
(gain teacher approval and support)
- * Get list of staff interested
- * Decide on dates and classes
- * Fill out application to vary routine (post)
- * Apply for permits or permission
- * Wait for approval

(c) Some weeks later (Min. 10 wks before camp)

- * Book tra nspport and get cost
- * Address Parade on concept
- * Decide on approximate cost per student
- * Organise staff and address Staff meeting
- * Send home Information sheet *1
(off parade)

(d) 4 Weeks before ca.mp:

- * Decide on staff and issue Memo*1

Staff Meeting *1:

- * Discuss Memo *1
- * Hand out Memo *2 with copies of student Information sheet *2

(e) 3 Weeks before camp:

- * Staff meeting *2 and issue staff memo *3
- * Organise student information sheet *3

(f) 2 Weeks before camp:

1) Check with Teacher Aide on:

- * Money
- * Numbers
- * Tents required
- * Cooking gear required
- * All other equipment
- * Menu and food required
- * Petty Cash
- * Storage and packing of equipment..

2) Check with Staff or Staff group for:

- * Tents
- * Pa rental/other help
- * First aid and Radio
- * Food
- * Problems

3) Most students should now have:

- 1) Paid money and returned consent form
- 2) Be in a tent and a group to cook their food
- 3) Know what to bring and where they are going

(g) 1 Week before the camp: Issue Staff Memo #5

- 1) Staff Meeting *3 - Discuss Memo No.5
 - Collect Student Information sheet*4
 - Collect Staff Memo *6
- 2) Arrange for a short address by the Principal to the students going on the camp
- 3) Confirm transport
- 4) Confirm milk supply
- 5) Confirm Ice supply

Meet with Teacher Aide:

- 1) Finalise money
- 2) Finalise Student List
(distribute list to participating teachers, Form
teachers and Administration)
- 3) Double check equipment
- 4) Arrange to distribute equipment
- 5) Buy all perishable food 4 days before
(and freeze)
- 6) Buy all non perishable food 3 days before
- 7) Buy all Fruit and vegetables 1 day before
- 8) Pick up Ice and Milk on morning or organise delivery
to the school
- 9) Organise Ice into eskies
- 10) Organise First Aid kits
- 11) Organise Safety and Communications
- 12) _____
- 13) _____
- 14) _____
- 15) _____

(h) Morning of Camp:

- Check:
- * Food to groups
 - * Tents to groups
 - * Cooking gear
 - * Other gear
- (See separate List)

(i) After Camp:

- * Store all equipment
- * Evaluate Camp
- * Repair List (unserviceable items) ..
- * Letters of thanks (students do) ...
- * Pay accounts

APPENDIX 1

Student Information *1

School:

Address:

..... Q.

Date:

Grade Outdoor Education

Dear Parent,

As part of the year..... course, it is proposed to involve as many students as possible in an outdoor education experience. There have been scheduled throughout the year so as to cater for all class groups.

Because of the very nature of the round the clock supervision of students, the school reserves the right to allow only those students whose record of behaviour and co-operation has been satisfactory. On some camps, balloting may be necessary to keep numbers workable.

The programme is designed to help with the transition from year to year in that it will help students to get to know each other more closely and to get to know their teachers better. The experience will improve your child's character and self confidence as well as develop new skills in cooking and living.

The dates for the programme are as follows:

..... , , ,

The students will at all times be adequately supervised by staff of the school.

During the day, the students will participate in a wide variety of activities including

The programme has the approval of the P & C and the Education Department.

Students Information Sheet *1 (cont.)

Three weeks prior to the activity for each class a more detailed letter will be sent home with your son/daughter explaining fully

- 1) The date of the activity
- 2) A letter seeking your permission
- 3) The staff involved
- 4) A medical history form
- 5) Transport arrangements
- 6) General sleeping and cooking arrangements and a list of what to bring.

If there are any queries or concerns you may have about the programme at this stage, please contact the school. Phone and ask for

We would strongly recommend the programme to you for the benefit it has for each child in particular and for the school in general.

Please return the bottom portion of this notice to your Form teacher to ensure that your child has the opportunity to participate in the outdoor education programme.

Yours faithfully,

.....
(Co-ordinator Outdoor Education)

.....
(Principal)

Please return this slip to Form Teacher.

Students Name.....

Form Class:.....

I acknowledge receipt of the newsletter containing Grade..... Outdoor Education information and wish to register my son/daughters name in the programme.

Signed:.....
(Parent/Guardian)

APPENDIX 1

Student Information Sheet *2

School:

Address:.....

..... Q.....

Grade..... Outdoor Education

Date:.....

Dear Parent,

As notified earlier, it is proposed to involve as many year..... students as practicable on a camping experience. We wish to supply the following information in order that your child may attend.

DATES: From At a.m./p.m. to

VENUE:

COST: \$..... PAYABLE TO: BY:.....

ACTIVITIES PROPOSED:

ACCOMMODATION REQUIREMENTS: Students will have to supply/organise (delete - tents, sleeping bags, ground sheets))

COOKING REQUIREMENTS: All food will be supplied unless otherwise directed. Students will be required to cook it. To do this students will require a (delete- billy, frying pan, potato peeler, knife, serving spoon, breadboard))

To assist students organising themselves for this, staff members or a senior student have been allocated to your child's class. Any help you can give this staff member/ senior student would be greatly appreciated as it requires a lot of time and patience.

N.P. Please return the consent form along with the \$..... as soon as possible to who will issue your child with the receipt at the bottom of the consent form.

We will contact you two weeks before the camp supplying you with further details.

Yours faithfully,

.....
(Co-ordinator Outdoor Education)

.....
(Principal)

APPENDIX 1

Student Information Sheet #4

School:
Address:
;
Date:
Phone:

Dear Parents,

Re Grade..... camp to on

Here are the final details:

1. The bus will depart from at
and return to a t

2. Your child should: Wear on the first day -

A pair of shorts, a shirt with a collar, a hat, and a pair of sandals with socks. Please encourage him/her NOT to bring transistors, cassette players, bubble gum, lollies in paper and pillows and air mattresses. These will be left at school and collected on return.

Bring:

- | | |
|------------------------------------|-----------------------------|
| 1. a complete set of spare clothes | 12. toiletries |
| 2. thongs or spare shoes | 13. tea towel |
| 3. towel | 14. insect repellent |
| 4. warm jumper | 15. any medication |
| 5. waterproof raincoat | 16. sunburn cream |
| 6. swimmers | 17. camera (optional) |
| 7. sleeping bag | 18. scourer/ steel wool |
| 8. torch and batteries | 19. tent pegs (if arranged) |
| 9. cup, bowl, plate | 20. common sense |
| 10. knife, fork, spoon | 21. a smile |
| 11. large plastic bag | |

Cooking utensials (if arranged): potato peeler, knife, can opener, matches

Thank you for your co-operation ,

Yours faithfully,

.....
(Co-ordinator)

APPENDIX 2

Information Memo to Staff

Outdoor Education

Date:

Dear Interested Staff Member,

Re Grade Outdoor Education Programme

As mentioned at the staff meeting, I am interested in forming a committee to run Grade..... camps for as many students as possible. I am looking for staff who could either:

- (a) Run a camp (with assistance from me) for a Grade..... class.
- or (b) Help another staff member run the camp.
- or (c) Attend a session of the camp and run an activity.

The camp will be in school time and you would have to give up three days and two nights sometime during the year if you selected (a) or (b). An afternoon or morning would be required for (c).

You would be required to:

- 1. Attend 3 meetings outside school time
- 2. Organise 3 meetings with the class you would take inside school time (Form time).
- 3. Organise the students

If sufficient staff indicate their support for this venture I will send home a letter similar to the one duplicated over the page and call a meeting of interested staff in the near future.

Yours faithfully,

Please fill in below and return to:

I am interested in:

- (a) Running a camp
- (b) Assisting with a camp
- (c) Helping organise a programme
- (d) Running a session

Name of session:

Name:.....

Staff Memo #2

Outdoor Educa tion

(10 weeks before camp)

Da te:.....

Dear,

Thank you for your offer to participate in the
Grade camping programme. There will be a meeting on
at..... in

To discuss:

1. Your role in the ca mp
2. The venue
3. Programme ideas
4. Safety requirements
5. Communications
6. Menu and food
7. Equipment and organisation
8. Timetable of events
9. Aims and evalua tion
- 10.

If this is unsuitable, could you suggest other
possible times

Yours sincerely,

.....
(CO-ordinator)

Staff Memo #2 (handed out at meeting #1)

Outdoor Education

Date:.....

Dear,

Re Student Information Sheet #2

Please find attached copies of student information sheet #2, along with consent forms. Could you arrange to swap Form Class with on so that you can hand them out and discuss them with the class you are taking.

Students are to take the consent form home and have it filled out and signed by their parents or guardian and return it to ~~..(Teacher.Aide.name).....~~ with \$..... as soon as possible.

You will notice that at the bottom of the consent form is the receipt. Please inform students that this is the official school receipt.

~~..(Teacher.Aide.name).....~~ will collect all money and bank it he/she will tear off the bottom of the consent form and give it to the student as a receipt. He/she will will prepare a list of students going so that you can periodically check and chase up numbers.

Please encourage students to pay early and organise their own tents. This will take pressure off the school resources.

Yours sincerely,

.....

Encl: Copies of Student Information Sheet#2

Staff Memo *3

Outdoor Education

(handed out 3 weeks prior to camp)

Date:.....

Dear,

Re Grade Meeting

Thank you for your efforts so far. There will be a meeting on:

Date: Time: Room:.....

to discuss:

1. Listing of student particulars
2. Outstanding money and problems
3. Medical ailments, First aid and safety
4. Eskies required
5. Staff equipment and transport
6. Parental help
7. Transport
8. Menu
9. Programme details
10. Programme equipment
11. Student Information Sheet *3
12. _____
13. _____
14. _____
15. _____

If this time is unsuitable, please let me know.

Yours sincerely,

.....

Staff Memo #4

Outdoor Education

(to be handed out at Meeting #2)

Date:

Dear

Re Student Information Sheet #3

1. Please hand out at your next meeting with your group
2. Chase kids who haven't paid
3. Go through each item, explaining each quickly
4. Check the sleeping arrangements and fill out the tentage form and hand back to me so that I can arrange for extra tents. When I've finished, I will confirm and hand back with the required number of tents.
5. Check cooking gear required and fill out cooking requirements on the second sheet.

6. Check for other items:

Gas Lights
First Aid Kit
Communications

Yours sincerely.

.....

Encl: Copies Student Information Sheet #3
2 copies tent requirements
2 copies equipment requirements

EQUIPMENT REQUISITES - Tents (attach to Memo*4)
Grade:

RETURN TO CO-ORDINATOR A.S.A.P.

NO OF TENTS REQ.
FROM STORE

Sleeping Arrangements: * against name of person who owns tent

Tent 1:

Tent 2:

Tent 3:

Tent 4:

Tent 5:

Tent 6:

Tent 7:

Tent 8:

Tent 9:

Tent 10:

Tent 11:

Tent 12:

Check to see each student has:

Sleeping Bag or Blanket

Torch & spare batteries

Is definitely in a tent

Is not by him/herself

* Arrange for students who are bringing their own tents to bring them the day before and have them clearly marked.

.....

EQUIPMENT REQUISITES - Cooking/ Miscellaneous (attach to Memo*4)

Grade:

RETURN TO CO-ORDINATOR AS SOON AS POSSIBLE.

Cooking Gear	No.	No.	Comment
Billys			
Billy Lifters			
Gas Stove			
Gas Bottle			
Gas Light			
Frying Pan			
Bread Boards			
Jaffle Iron			
Miscellaneous			
First Aid Kit			
Ra dio			
Axe			
Car			
Toilet and Paper			
Water Containers			
Milk Crates			

Remember, you will get all your food organised for you in milk crates, food tubes, bags and small eskies.

Once taken from the store, these items become your responsibility.

.....

(Co-ordinator)

Staff Memo #5

(To be handed out 1 week before camp)

Date:.....

Dear,

Re Grade..... Meeting

Thank you for your valiant efforts so far, there is one week to go and I would like to have a final meeting on ,..... at..... in

Agenda:

1. Tents required and how to pick up
2. Cooking gear required and how to pick up
3. How food will be distributed and organised
4. How tents will be organised
5. How personal gear will be brought to school
6. How and where busses will be loaded and personal transport to and from school
7. How perishables will come
8. What safety gear to pick up
9. What communication equipment will be available
10. Jobs to be done when setting up camp
 1. Accommodation
 2. Toilets and sinks
 3. Your car/cars at the camp
 4. Food distribution
 5. Water distribution (if required)
 6. Hygiene talk
 7. Safety talk
 8. Food talk
 9. Activities talk
 10. Breaking camp

Yours sincerely,

.....

Staff Memo #6

(to be handed out at meeting #3)

Outdoor Education

Date:.....

Dear

Re Final Information to students

1. Attached is Student information sheet #4. Please discuss this at your final meeting with your students.
2. Unless there are floods or fire the camp will be on.
3. Stress to students participating:
 - a) They will be cooking for themselves and to brush up on cooking pikelets, stew, rice, powdered milk, pancakes, peeling potatoes etc.
 - b) Not to bring cassettes, radios, bubble gum, lollies in paper, they can bring unwrapped lollies, and to brush up on card games etc.
 - c) If they are bringing their own tent, know how to put it up and check all the parts.
4. Make sure they know what time to come and what time they are returning so we don't have to wait around for parents.
5. Make sure everyone has a tent and each group has all their cooking gear.
6. Check with any parents attending and organise a car for yourself to get to school and back.
7. Don't forget yourself and organise the traditional salute to the sunset and some extra food if you like.

Good Luck!

.....

(CO-ORDINATOR)

(to be covered with plastic)

Put a whistle around your neck
and tell students - 1 blast for stop and listen:

2blasts for come to blower

1. Designate area for tents. Separate groups by at least 20m so that each group can have a separate identity. Get students to put up tents and move in their personal gear.
2. Set up your own tent and get yourself organised. Knock open a cold one or have a cup of coffee.

(If it is pouring rain, get students to put on their raincoats in the bus, take their large plastic bag out of their bag and put their bag inside it. Then put up tents and move personal gear in. Set up a shelter for the food and make everyone a cup of tea or coffee.)

3. Organise each group as follows:

- 1) Designate toilet areas and dig latrine if considered necessary. Organise an 'engaged' signal.
- 2) Make the rule that there shall be no visiting of tents. All visiting is to be done outside.
- 3) Fires are to be safely organised (well away from tents and dry scrub)
- 4) Distribute all food and make clear the fact that there is no more. There is to be no whinging if they run out - This is one of the most important learning tasks! But keep a fridge for the meat for dinners.
- 5) Distribute all equipment and have someone sign for it. (If this has not already been done)
- 6) Plan to start the afternoon about 12.30.

4. Run the programme as planned but:

- 1) Stop at 4.00p.m.
- 2) Dinner should be over by 5.30
- 3) Campfire start at 6.00
- 4) Night activities over by 9.00 and check tents at 10.00p.m.

5. Check tents at breakfast and have a head count.
6. Have a camp clean up and be ready to start by 8.30. Run programme as planned.

Breaking Camp:

1. All tents to be cleaned and rolled up ready for storage back at school.
2. All tent pegs and poles to be accounted for.
3. All billys, frying pans and food tubes to be washed up to as clean a state as possible.
4. All gas stoves to be cleaned and made ready for storage.
5. Campsite to be returned to AS WAS by:
 - 1) Removal of litter
 - 2) latrines filled, marked or cleaned
 - 3) Scatter leaves etc where tents were.
6. All eskies washed clean and dried.
7. Time bus to arrive back at school by 2.00 ($\frac{1}{2}$ hr for kids to unload and store)
8. Arrival home:
 - 1) Send all kids home except for small work party
 - 2) Return all equipment to the store
 - 3) Return for washing up - billys, frying pans, containers
 - 4) Should be at the pub by 3.30!

APPENDIX 3

THE MENU

(Economical and easy to cook in frying pans or billys)

NOTE: (/) Means OR (,) means AND (+) means snacks (cordial,fruit)
(*) means available from community table or fridge

DAY 1:

Morning Tea: Brought from home (fruit and cordial)

Lunch: Brought from home

Afternoon Tea: (+)

Dinner: *Sausages or chops and Salad

(Lettuce, tomatoes, beetroot, carrots, cucumber, pineapple)

Bread, butter/ Vegemite/ Jam/ Peanut Paste

Tea/ Coffee/ Milo*

Supper: Sultana Bun, butter/ Jam

Tea/ Coffee/ Milo*

DAY 2:

Breakfast: *Cereal, Milk (Vita Brits/ Special K/ Rice Bubbles/ Sultanas)

Toast, Jam/ Vegemite/ Baked Beans/ Spaghetti

Tea/ Coffee/ Milo*

Morning Tea: (+)

Lunch: Cold Meat * (Corned Beef/ Luncheon Sausage), Salad

Afternoon Tea: (+)

Dinner: Mince* (Savoury Mince/ Hamburgers/ Stew)

Vegetables (Potatoes, Carrots, Peas)

Tea/ Coffee/ Milo*

Supper: Pancakes* Pikelets* / Jam

Tea/ Coffee/ Milo*

DAY 3:

Breakfast: Cereal, Milk

Sausages, Eggs/ Baked Beans/ Spaghetti

Toast

Tea/ Coffee/ Milo*

Morning Tea: (+)

Lunch: Salad Rolls (Leftover Cold Meat, Salad)

Tea/ Coffee/ Milo*/ Cordial

APPENDIX 4

Shopping List for a group of 30 people (6 groups of 5)

NOTE: means split into 6 lots(for each group) - Tick when completed

* means to be used from a communal table or leave in esky.

⊕ means split into food tube/ container/ box.

Also see Gen eral Equipment (Things used from camp to camp)

Non-Perishable Food

		\$
1 lg salt & pepper	⊕	
6x sml tins Tomato Paste	<input type="checkbox"/>	
6x Lg Pkts Sultanas	<input type="checkbox"/>	
2x 600ml Tomato Sauce	*	
2x 750g Milo	*	
3kg S.R. Flour	*	
6x sml tins Jam	<input type="checkbox"/>	
1x 300g tin Coffee	⊕	
500g Tea	⊕	
500g Vita Brits	*	
500g Weet Bix	*	
500g Special K	*	
500g Rice Bubbles	*	
6x sml tins Beetroot	<input type="checkbox"/>	
6x Lg tins Pineapple	<input type="checkbox"/>	
6x sml jars Vegemite	<input type="checkbox"/>	
6x sml jars Peanut Paste	<input type="checkbox"/>	
6x Ba ked Beans	<input type="checkbox"/>	
6x Spaghetti	<input type="checkbox"/>	
6 Pkts Biscuits	<input type="checkbox"/>	
1x Lg Mayonnaise	*	
1x Lg Jar Pickles	*	
6 Pkts Peanuts	<input type="checkbox"/>	

General Items

		\$
1 Lg Glad Wrap	*	
1 x 20 Storage Bags	*	
1x Large Garbage Bags	*	
7 Boxes Matches	<input type="checkbox"/>	
2 Rolls Toilet Paper	*	
1 Lg Alfoil		

Perishable Food

Meat:		\$
60 frozen B.B.Q. Sausages	*	
60 unfrozen B.B.Q. Sausages	*	
6x 1kg Topside Mince (Wrapped)	*	

Fruit & Veges:		\$
6 Lettuce	<input type="checkbox"/>	
24 Tomatoes	<input type="checkbox"/>	
12 Carrots	<input type="checkbox"/>	
6 Onions	<input type="checkbox"/>	
60 Potatoes	<input type="checkbox"/>	
60 Apples	<input type="checkbox"/>	
60 Oranges	<input type="checkbox"/>	
6 Cucumbers	<input type="checkbox"/>	

Dairy:		\$
6 doz eggs	<input type="checkbox"/>	
6x 500g Margarine	<input type="checkbox"/>	
6x 250g Butter	<input type="checkbox"/>	
30L Milk (Frozen)	*	
30L Milk (Unfrozen)	*	
60 slices Corned Beef	*	
60 slices Luncheon Sausage	*	
60 slices Salami	*	
60 slices cheese	*	

Bread:		\$
30 lg Dinner Rolls	<input type="checkbox"/>	
30 Square Salad Rolls	<input type="checkbox"/>	
6 Wholemeal Bread	<input type="checkbox"/>	
6 White Brea d	<input type="checkbox"/>	
30 Sultana Buns	<input type="checkbox"/>	

APPENDIX 5:

Basic Equipment: (For 26 students - 4 Staff)

Tentage: 3 Complete tents (Sewn floor, Poles, Pegs)
(2 for Staff - 1 for Food/Spare)

12 Flys
12 Ground Sheets
24 Poles & Ropes
96 Pegs (8)

Eskies: Jack the Slasher Poly. Boxes coated with Fibre Glass
1 per Group
Smaller eskies (Some Wine Packs come in small eskies)

Cooking Utensi ls: 12 Billys
6 Frying Pans
6 Billy Lifters (Camping Stores)
6 Can Openers
6 Breadboards
6 Smaller boards (Marine Ply - 50cm x 50cm)
6 Washing up Buckets
6 Egg Flips
6 B.B.Q. Forks

Storage: 6 Milk Crates
Food Tubes (Various sizes x 6)
6 5gall Water Containers

Safety:

Communica tions: 1 Car
or 1 127mhz Radio

Gas: (Optional)

1 Light
1 Stove
1 Bottle

Optionals:

1 Trailer to carry all of the above
1 Portable Toilet
Canoes, Packs , Abseiling gear

Suggested First-aid List (90 students) (Make selection from list below)

asthma spray - Ventolin
 2 bottles disinfectant 1. Savlon/dettol/etc.
 2. Hibitane in alcohol (reef cuts, abrasions)

antihistimine
 1 bottle ichthymol (for septic sores, etc.)
 1 bottle ungvita (cuts, abrasions, burns) Butesin Picrate
 1 tube antiseptic cream (minor cuts, abrasions)
 1 triangle bandage/sling - calico
 1 roll cotton wool
 1 roll/packet sterile dressings (lint, gauze)
 1 roll plaster
 1 roll paper tape
 1 roll plaster dressings (strips)
 1 crepe bandage (sprains)
 6 - 1"/2.5 cm bandages
 6 - 2"/5 cm bandages
 6 - 3"/7.5 cm bandages
 Band aids, band aid tape
 2 pairs dressing scissors (blunt end)(sharp end)
 2 pair splinter forceps
 2 pair broad forceps
 needles (splinters)
 Calomine lotion (sunburn) Local anasthetic spray
 Pink zinc (sun protection)
 Eye lotion, eye wash
 2 Stingose)
 2 Vinegar)(one for camp, one for boat)

Kao Con or Bis Pectin
 Luco clips
 Disprin, asprin
 Modess
 Matches
 Needle and cotton
 Syrup of Ipecac
 0-100°C Thermometer (for venom immobilization)
 Flare (for signalling plane)
 27mhz radio (for contacting Heron, Yeppoon), 12V battery for radio,
 Aerial for radio
 (Antibiotics, local anasthetic - consult your physician)
 Sea sickness (Stimetil, Andrumin, Drammine)
 Sterile gauze pads (1 doz.)
 Paper tape (3 rolls)
 Kidney dish
 Safety pins
 Vicks
 Snow White (or similar bleach) - for insect stings
 Cotton buds
 Metaphin
 Hydrogen Peroxide
 USOL
 Decongestant
 Clinical thermometer

Some of the Gladstone staff involved in the program



Students explore low tide reef pools North West Island 1979

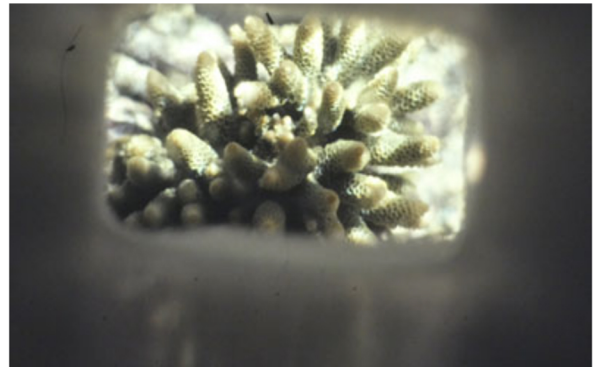


Students learn from GBRMPA specialist about mutton bird runways and fragile nature of coral
North West Island 1979

Screenshot



Reef pool ecology studies 1979



View through home made underwater viewer North West Island 1979

