



BRISBANE SOUTH MARINE STUDIES PROJECT



MARINE STUDIES SERIES

UNIT 5

CAMPING

written by

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"TO GREAT DAYS AT THE ALEX"

Australia's coastline forms a special place in our environment because over 90% of us live there. Due to different Ecological, Economic, Social and Recreational interests many conflicts arise over the use of our Estuaries, Beaches and Barrier Reefs. Sand Mining, High Rise development, Longline Fishing, Low water Land sales, Resort Development and Oil Pollution are but a few of the real issues that face us now. There is an urgent need for all Australians to develop an attitude towards sensible resolution of these conflicts. This set of notes is one in a series that hopefully will give students the skills necessary to become involved in these issues and make sensible contributions to coastal environmental decision making. In doing so I hope that the coastline may be managed in such a way that future Australians will derive as much pleasure out of it as I have.

My thanks must go to STAQ for providing the financial backing and support to start this project. Thanks also to my Mother and Father who deciphered and typed my bad writing; and to Len Zell of the Great Barrier Reef Marine Park Authority who read and critised the draft and for making many useful contributions. As this is a first draft any comments would be gratefully acknowledged.

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CAMPING

R.D.Moffatt

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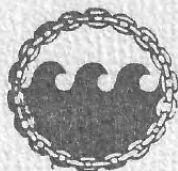
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INTRODUCTION TO CAMPING

BY

R.D. MOFFATT

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RESOURCES :

The Staff at The Maroon Outdoor Education Centre will provide any further information you may need. They also conduct Inservice Courses each year and for further information please contact :

THE PRINCIPAL
M.O.E.C.
M.S. 488,
BOONAH. Q. 4310.

There is also an Outdoor Educators Association and more details can be obtained from M.O.E.C.

FOR BARRIER REEF CAMPERS

Campers on the Great Barrier Reef should obtain a copy of the Logistics Guide to the Capricornia Section of the Great Barrier Reef from :

THE PROJECT REEF ED. CO-ORDINATOR
GREAT BARRIER REEF MARINE PARK AUTHORITY
P.O. BOX 1379,
TOWNSVILLE. Q. 4810.

Here is a general list of Book Resources available. There will be more and you should check with a good shop like the scout shop in the Valley Brisbane.

Camping for Beginners *Peter Nicholls, Read 1976*

Australian Outdoor Cooking *Lex Lannoy, Martin Ed, Scout Association of Aust*
Dept of Community & Welfare Services & Sport
56-82 Mary Street, Brisbane

National Fitness Council *1st Floor, Interin House, 147 Ann St, Brisbane*

National Youth Council *380 Bourke Street, Melbourne, Vic.*

Australian Youth Hostels Assoc *(c/- Nat. Fit. Council)*

Brisbane Bushwalkers Club *Box 1949W GPO, Brisbane, 4001.*

Scout Association of Qld *PO Box 50, Broadway, 4000.*

Outward Bound *PO Box 45, Ashgrove, Q. 4060*

Qld Orienteering Association *PO Box 114, Nth Brisbane, 4000*

NP & WLS (Permits) *Box 1752W GPO, Brisbane, 4001.*

Bushwalking & Camping *by Paddy Pallin*

Rope & Rucksack *John Davis, Angus & Robertson*

Safety in the Bush *Search & Rescue Hobart Walk Club*

Advertising Outward Bound *by Michael (Lansdowne Press)*

INTRODUCTION TO CAMPING

Why study the unit?

One of the best ways to study and understand the living environment is to spend some time in it with the bare essentials to survive. Apart from this, camping is one of the most inexpensive recreations that a whole family can enjoy and is certainly one of the most healthiest. Camping also encourages the development of personal attitudes that are very difficult to pursue in the classroom and helps point out to students how to become more self-reliant and gain self confidence.

As a result of studying this unit the student should be able to :

- o gain more self confidence in the natural world
- o learn new cooking skills
- o become more able to look after himself and less reliant on others
- o gain a knowledge of how science relates to various aspects of camping
- o live in cheap accommodation
- o cook cheap yet nutritious food
- o survive in the bush safely
- o demonstrate some new outdoor skills by canoeing, snorkeling
- o demonstrate a sensible and safe attitude towards the outdoors
- o demonstrate a well thoughtout conservation code.

This unit is compatible with the Board of Secondary School Studies Multistrand Science Syllabus Topic Science for Recreation. It also could be used as an alternative course for non-tertiary bound students. It was designed so that parts of it could be used to teach students camp craft skills prior to a Field Trip. e.g. you may decide to do sections 3 and 4 only for this purpose. As it is a draft the author would welcome comments.

Acknowledgements

The Author would like to thank :

Boris Danilchenko, Irene Ingold, Greg Martin, Band, Denis
Bridger for their many useful comments and ideas.

At the conclusion of this unit, students could be issued with a camping certificate. To be awarded this certificate they may sit for a written test in CAMPING AND EQUIPMENT as well as a series of practical tests in CAMPCRAFT AND COOKING. To gain the certificate they should have reached a satisfactory level in personal attitudes while camping. More importantly they will be able to take themselves, their friends or their family camping.

GENERAL OBJECTIVES

A. KNOWLEDGE OF CAMPING *(The student should be able to ...)*

- 1) Recall equipment necessary for a variety of situations and basic costs.
- 2) Research facilities available at a variety of camping sites.
- 3) Determine what to take in view of facilities available.
- 4) Recall a variety of cooking, packing and transport camp items.
- 5) Recall a variety of personal items and camp situations.
- 6) Recall basic storage techniques for equipment not in use.

B. CAMP CRAFT SKILLS *(The student should be able to ...)*

- 1) Light a variety of fires and stoves.
- 2) Select suitable sites.
- 3) Adopt correct conservation procedures.
- 4) Tie basic knots.
- 5) Demonstrate safety procedures.
- 6) Demonstrate first aid and survival.
- 7) Demonstrate neat, tidy and hygienic habits.
- 8) Demonstrate knowledge of dangerous plants, spiders, snakes and insects.
- 9) Demonstrate correct storage and use of general camp equipment and toilets.
- 10) Demonstrate at least one of backpacking, canoeing, fishing, snorkeling, orienteering.

C. COOKING SKILLS *(The student should be able to ...)*

- 1) Select a variety of food that is both economical, practical to carry and nutritious.
- 2) Use an open fire to cook a meal in 1 hour.
- 3) Cook a meal on a gas stove for a group.
- 4) Design a menu for 30 days.
- 5) General cooking skills.

D. ATTITUDES

Self confidence, ability to tolerate other people's opinions and eating habits, patience, strength of character, conservation code and entertaining are all general affective objectives that are very important and can be easily obtainable from a well structured programme.



**BENOWA STATE HIGH SCHOOL
MARINE STUDIES PROJECT
Mediterranean Drive
Benowa Q 4217**



*** CAMPING CERTIFICATE ***

EXAMINATION CHECKLIST

Abilities

Level of Achievement

1. Knowledge of Camping and Equipment

2. Campcraft Skills

3. Cooking Skills

4. Social & Self Awareness Attitude

VHA 85%+
HA 70%+
SA 50%+

LA 30%+
VLA 30%-

Attitude: Satisfactory/Unsatisfactory

SECTION 1: TYPES OF CAMPING

PRACTICAL ACTIVITIES

1. Cook hot lunch for group of 5 in outdoors.
2. Take community group for a picnic lunch

STUDY ASSIGNMENTS

1. Prices, retailers & wholesalers
2. Tourism & recreation
3. Planning & costing
4. Tarriffs, fees, rents, rates

CORE (1 week)

1. *DAY CAMPS & PICNICS*
2. *FAMILY, GROUP, TRAVEL, & RESIDENTIAL CAMPING*
3. *WILDERNESS CAMPING*

DIRECTED TOPICS

1. Visit to warehouse
2. Visit to camping ground
3. Visit to school and with kar kampa, caravan, campervan
4. Talk and demonstration of gear by

AUDIO-VISUAL RESOURCES

1. Across the Top
2. World
3. Manufacturers promotional films/ videos

SECTION 1: TYPES OF CAMPING

OBJECTIVE		RESOURCE
1.C.	Recall the equipment needed for a class picnic.	STAQ booklet: <i>Introd. to Camping:</i> R.D. Moffatt Class discussion
2.C.P.	Plan a menu for a lunch	Teachers notes & class discussion
3.S.	Bring a hot lunch for a group of 5 in the outdoors.	Lunchtime/day class picnic
4.(opt)S.	Organise completely a day picnic out for a family group (old people home, primary school group, handicapped group, welfare group)	Total class involvement
5.C.	Recall the equipment necessary for camping in a caravan or motel	Notes Ps. 8,9
6.P.	Calculate the difference in accommodation costs between camping in tents, caravan parks, youth hostels, motels, hotels and in the bush.	RACQ Accommodation and Caravanning Directory or Worksheet 1
7.A.	Decide which you would stay at giving 5 reasons.	
8.C.P.	Use a local town map, locate (giving the street names) where 6 above are found.	Local map
9.P.A.	Research the facilities available at different camp sites and debate the benefits of each.	RACQ Directory
10.C.	Define Wilderness Camping	Notes P. 10
11.C.P.	Use a map of Qld to locate 5 Wilderness areas	Map of Qld
12.A.	Form an opinion on Wilderness Camping	Group Discussion
13.P.	Draw up a table listing as many advantages and disadvantages of camping in tents, caravan parks, youth hostels, motels, hotels, villas, apartments, etc.	
14.P.	You will be expected to be able to apply the knowledge you have gained in this topic to new situations.	Study Assignment P. 10
15.C.	You will be expected to be able to spell and use correctly the following words WILDERNESS CARAVAN ACCOMMODATION DIRECTORY COMMUNITY BARBECUE REFRIGERATOR RESTAURANT SERVICE APARTMENT LICENSED	

TYPES OF CAMPING1. DAY CAMPING OBJECTIVES 1-4

1. Obtain a number of brochures from a camping warehouse or chain store and make lists or drawings of the types of equipment necessary for a picnic.

Your list might include gas stove, wood BBQ, plates, thermos, basket etc etc.

The picnic would probably be at a local swimming hole, or a beach about an hours drive from school.

2. Pay special attention to the meal you intend to have in the middle of the day. You will be having a hot meal involving a fire (could be wood or gas).

ACTIVITY 1: Cooking a lunch outside (for yourself)

Teachers Note: Decide: Is it better to learn by mistakes or by being shown.

(Your teacher will tell you if you are allowed gas/fire/etc.

Hints:

- a) Get permission to light a fire from the school principal.
- b) Try to do it the period before lunch (12-12.30) so as not to attract attention from lunchtime hangers on.
- c) See also the Groundsman/or Janitor to check with him. Select a suitable and safe area - one that will cause no damage if you use an open fire.
- d) What you need will depend on what you decide to eat. Try something simple. Hot dogs, hamburgers, sausage burgers with plenty of salads.
- e) Arrange with your Parents or gardian to drop your food and equipment at school at about 12 o'clock. You may like to ask them to stay for lunch.
- f) If you cook with a fire you will need something to cook on: Alfoil is good, light and cheap -
BBQ plates are heavy
Gas is bulky and tastes different.
However the decision is up to you.
- g) You are to cook it by yourself. Do not form a group OR you will not learn as much. You will make mistakes, but that's the only way you will learn.
- h) Good Luck! You may like to read up on Section 3 which has lots of ideas on cooking.

3. Discuss the problems you encountered the next day and answer these questions:

Q.1 Describe how you made your fire and the problems you had with it.

Q.2 Describe what you cooked and how you cooked it.

Q.3 Describe your feelings about what you ate.

Q.4 If you did it again what different things would you do.

Q.5 Make a list of what you took and what you forgot.

ALTERNATIVE TO ACTIVITY 1: Class Picnic

Your teacher may decide to teach you cooking by demonstration. If this is the case, you will learn about making fires in section 3. However to make the point that there is a specialized set of equipment needed for camping, the following activity is relevant.

The aim of this is to look at different pupils attitudes to food and recreation. You are not to rely on a shop or external means but totally on your own devices.

Some people may decide to have a peanut paste sandwich and a drink of water out of an old cordial bottle, whereas some may get together as a group and have cold drinks and cold chicken salad.

You are to form a group of 4-6 and plan your picnic lunch.

- a) Plan what food you want to eat.
- b) Sort out how to bring it to school.
- c) Plan a short activity for your group after lunch.

Some hints and guidelines:

1. What you eat depends on what you bring.
2. Try to accommodate the different peoples attitudes in the group.

ACTIVITY 2: (Optional)

You may like to go on a class picnic to rectify the errors you made.

Invite the Local Member, P.& C. President, Local School Inspector, class teacher, etc. If you are short of school funds for equipment, then people will be impressed of your newfound skills and may help you raise money.

Alternatively, you may like to take a local community group out - group of handicapped children or disadvantaged children, senior citizens group, or other ethnic groups and cook lunch for them. It's often good to help people less fortunate than ourselves.

2. FAMILY OR GROUP, TRAVEL AND REISIDENTIAL CAMPING

Eventually you may be involved in a family camp but very soon you may wish to go away with a group of friends for a 2-5 day camp.


You may go to different types of places but each will involve different types of accommodation.

ACTIVITY 3: Types of Accommodation and Facilities

(You will need a copy of the current edition of the Accommodation and Caravanning Directory - RACQ. These are free for each member so if you hunt around to find a current RACQ member).

What to do

Part A: How to use it.

1. Find out the phone numbers of your local RACQ.
2. Read through the abbreviations that relate to the tariffs and facilities provided. What does W, T/t, Lic mean? What are the abbreviations for telex, bed & breakfast, room only?
3. Now find the section on your town. Locate the page for hotels and motels. Is there a different section for camping and caravan grounds?
4. Find the classification definitions
 - 1) What are the symbols for a hotel with private bath/shower? Room only with hot water?
 - 2) What does a  mean for motels?
5. What does a licensed hotel/motel have that is special?
6. What is the difference between a guest house and a holiday flat?
7. If an accommodation will take diner's club what symbol will it show? What does this mean?
8. If you make a booking, then what does this mean? Are you entitled to keep your promise of a booking?
9. What is a tariff?

BRISBANE CITY

BRISBANE—4000—(STD 07)

***★ Lennons Plaza (Lic.H.), Queen St
(32 0131) (Tlx 40252) (Zebra) 30 strys, gr
fl. acc. not avail., lift, 133 units, 17 suites
b (all shwr & tit, 30 bath, air cond., tel., TV
col.), radio, piped music, tea mkg, refrig.,
rm serv. (inc. liquor), grill rm (lic.), dinner
to units, dry cl., conv. fac., baby sitting,
cots, ch. con. (17 units higher rating).
Rm only fr. \$53.00 twin,
fr. \$47.00 single

**** Crest International (Lic.H.), Cnr Ann
& Roma Sts (221 7788) (Tlx 41320) (Flag)
(12 strys, gr. fl. acc. not avail., 3 lifts), 220
units, 12 suites (all shwr & tit, 12 bath, air
cond., tel., TV (col.), radio, piped music,
tea mkg, refrig.), rm serv. (inc. liquor), grill
rm (lic.), dinner to units, Rest. closed Sun.
& public hols, dry cl., heated pool, sauna,
conv. fac., baby sitting, cots (fee), ch. con.
(12 units higher rating).
Rm only fr. \$58.00 twin,
fr. \$50.00 single
\$82.00 (suite)

*** Embassy (Lic.H.), Cnr Edward &
Elizabeth Sts (221 7618) (4 strys, gr. fl. acc.
not avail., lift), 19 rms (all shwr & tit, air
cond., tel., TV (col.), radio, piped music,
tea mkg, refrig.), rm serv. (inc. liquor), grill
rm (lic.), dinner to units, Rest. closed Sun.,
ldry, dry cl., conv. fac., cots, ch. con.
Rm only \$48.00 twin,
\$28.00 single

** Hacienda (Lic.H.), Brunswick St
(52 4344) (2 strys, gr. fl. acc. not avail.), 8
rms (all shwr & tit, air cond., TV (col.), tea
mkg, refrig.), rm serv. (inc. liquor), grill rm
(lic.), dinner to units, dry cl., conv. fac., ch.
con.
Rm only \$20.00 twin,
\$12.00 single

★ Majestic (Lic.H.), George St (221 7111)
(3 strys, gr. fl. acc. not avail., lift) 36 rooms
(all shwr & tit, air cond., tel., TV (col.)), din-
ner to units, dry cl., conv. fac., cots (fee),
ch. con.
Rm only \$34.00 twin,
\$24.00 single

**** Gateway Inn (M), 85-87 North Quay
(221 0211) (Tlx 41335) (13 strys, gr. fl. not
avail., 2 lifts), 176 units, 15 suites (all shwr
& tit, air cond., tel., TV (col.), radio,
piped music, tea mkg, refrig.), rm serv. (inc.
liquor), grill rm (lic.), dinner to units, Rest.
closed Sun., ldry, dry cl., pool, conv. fac.,
baby sitting, cots, ch. con. (15 units higher
rating).
Rm only fr. \$55.00 twin,
fr. \$49.00 single

**** Gazebo Terrace Hotel (M), 345
Wickham Tce (221 6177) (Tlx 41050) (Flag)
(10 strys, gr. fl. acc. not avail., 2 lifts), 178
units, 11 suites (all shwr & tit, 100 bath, air
cond., heat, tel., TV (col.), radio, piped
music, tea mkg, refrig.), rm serv. (inc.
liquor), grill rm (lic.), dinner to units, ldry,
dry cl., pool, conv. fac., baby sitting, cots,
ch. con.
Rm only fr. \$48.00 twin,
fr. \$44.00 single

**** Parkroyal (M), Cnr Alice & Albert Sts
(221 3411) (Tlx 40186) (T Lodge) (10 strys,
gr. fl. acc. not avail., 2 lifts), 162 units, 6
suites (all shwr & tit, bath, air cond., tel.,
TV (col.), radio, piped music, tea mkg,
refrig.), rm serv. (inc. liquor), grill rm (lic.),
dinner to units, ldry, dry cl., pool, sauna,
plygr., conv. fac., baby sitting, cots, ch.
con.
Rm only fr. \$72.00 twin,
fr. \$64.00 single

**** The Ridge (M), Cnr Leichhardt & Henry
Sts (221 5000) (Tlx 41566) (3 strys, gr. fl.
acc. not avail., lift), 77 units, 7 suites (all
shwr & tit, air cond., tel., TV (col.), radio,
piped music, tea mkg, refrig., 21 cook.
fac.), rm serv. (inc. liquor), grill rm (lic.),
dinner to units, Rest. closed Sun., ldry, dry
cl., pool, sauna, conv. fac., baby sitting,
cots, ch. con. (7 units higher rating).
Rm only fr. \$44.00 twin,
fr. \$39.00 single

**** Zebra (M), 103 George St (221 6044)
(Tlx 41057) (14 strys, gr. fl. acc. not avail.,
2 lifts), 94 units, 2 suites (all shwr & tit, 2
bath, air cond., tel., TV (col.), radio, piped
music, tea mkg, refrig., 6 cook. fac.), rm
serv. (inc. liquor), grill rm (lic.), dinner to
units, Rest. closed Sun., ldry, dry cl., pool,
sauna, conv. fac., baby sitting, cots, ch.
con. (2 units higher rating).
Rm only \$47.00 twin,
\$41.00 single

**** Albert Park (M), Cnr Gregory & Wickham
Tces (221 3111) (Tlx 42801) (Flag) (6 strys,
gr. fl. acc. not avail., lift), 38 units (all shwr
& tit, 6 bath, air cond., tel., TV (col.), radio,
piped music, tea mkg, refrig.), bbq, rm serv.
(inc. liquor), dinner to units, Rest. closed
Sun., ldry, dry cl., pool, baby sitting, cots
(fee), ch. con.
Rm only \$34.00 twin,
\$29.00 single

*RACQ BOOKING ARRANGEMENTS APPLY.

TARIFFS SUBJECT TO ALTERATION: SEE PAGE 6

3. WILDERNESS CAMPING

When Australia's natural resources were developed, the easily accessible regions were developed first. Farms, towns and cities grew. Gradually as natural resources became used, people looked further afield. It was soon realized that if Australians developed everything, they would have no natural parts of Australia to go to or show their grand children. So people decided to create National Parks and wilderness areas.

The areas that are declared National Parks and wilderness areas are usually rugged country and require highly developed outdoor skills. Because some people find this a challenge and get a good feeling from accomplishing something, they went camping in the wilderness.

It is impossible to create this feeling on paper and if you get the opportunity to go on a wilderness experience from this course - then GO! It is not for the faint hearted but if approached in the right way can be done by anyone. The education department has the Maroon Outdoor Education Centre where well-trained staff will show you all the skills. There are other bushwalking clubs and youth groups that will do this also.

PRACTICAL ACTIVITIES

1. You could cook a hot lunch for a group of 5 now that you have mastered it for yourself.
2. You could take a community group for a picnic.

STUDY ASSIGNMENT

1. Collect a range of pamphlets from a camping warehouse and find out the prices of camping equipment. Make a list.
2. What is the difference between a retailer and a manufacturer? Which is cheaper - equipment for day, family, travel, residential or wilderness.
3. Now plan a 3-day holiday costing accommodation, food and transport. Who can have the cheapest holiday?
4. Find out from the local Tourist Bureau where you could go on a holiday and price it.
5. Find out local camping grounds and National Parks. Do you need permits?
6. What is the difference between a tariff and a camping fee?
7. What is the difference between rent and tariff?
8. Get the Yellow Pages of your phone book and make a list of camping retailers and phone numbers.

Directed Topics

1. Arrange an excursion to a camping warehouse or store.
Go and have a look at the range of equipment available.

2. You may like to write for pamphlets.
These are available from:

*TENT WORLD 14 Wellington Road
 WOOLLOONGABBA.
 391 7544*

*SCOUT OUTDOOR CENTRE 132 Wickham Street
 FORTITUDE VALLEY.
 52 4744*

3. Find out about Rent a Tent.
4. Find out about caravans, campervans. You might be able to get someone to bring one to school.
5. Visit a camping ground and have a look at how different people camp.
6. Book into Maroon for a Wilderness Camping experience.

*M.O.E.C.
P.O. BOX 488,
BOONAH. Q. 4310.*

SECTION 2: CAMPING EQUIPMENT

PRACTICAL ACTIVITIES

STUDY ASSIGNMENTS

CORE (2 WEEKS)

1. DECISIONS - CARAVAN, CAMPERVAN OR TENT
2. TENTS, CARAVANS & CAMPERVANS
3. FIRES AND COOKING GEAR
4. SLEEPING & PERSONAL GEAR
5. MISCELLANEOUS GEAR
6. CAR & MAINTENANCE

DIRECTED TOPICS

AUDIO-VISUAL

OBJECTIVE		RESOURCE
1.A.	Consider other people's attitudes towards camping.	Activity 1 P. 14
2.A.	Listen to other people's point of view.	
3.A.	Be tollerant of other people's point of view.	Notes P. 14
4.C.	Recall the steps in a Decision Flow Chart.	Notes P. 15
5.C.	Recall 4 types of tent.	P. 16
6.C.	Recall the steps involved in putting up a particular type of tent.	P. 16
7.S.P.	Put up a 2-man and a family tent.	P. 17, 18
8.C.	Recall the steps and safety involved in lighting fires.	P. 18
9.S.	Light an open fire with wet and dry wood.	
10.C.	Recall the various types of camp stove.	Notes P. 18
11.S.	Light and make billy tea on a gas stove.	
12.C.S.	Examine and use a variety of fuel fires.	Notes P. 18
13.C.S.	Recognise and use a variety of cooking gear.	P. 18
14.C.S.	Recognise and use a variety of cooking utensils.	P. 18
15.C.S.	Recognise and use a variety of washing up utensils.	P. 18
16.A.P.	Tabulate 9-15 above in terms of wilderness, by the car and camping ground camping.	
17.	Recognise a variety of clothes, toilet gear, sleeping gear, survival kit, carrying gear and miscellaneous items.	P. 21
18.A.P.	Decide which is appropriate to each of 3 camping situations	P. 23

CORE

1. DECISIONS

Perhaps this is the most important section of this set of Notes. Your attitudes towards where to go will largely depend on if you go. For example, everyone dreams of going on an expensive holiday. No washing up, out every night, spending up big, but for most of us that will remain a dream for a long time. So its important to develop an attitude towards certain things. Once your attitude has been developed then decisions can be made.

ACTIVITY 1: ATTITUDES:

PART A: If you have never been camping or on a holiday
Answer the following questions by completing the sentence:

My attitude towards _____
is _____

Eg. My attitude towards camp food is _____ (i.e. Yucky)
OR My attitude towards the YMCA is _____ (Nil) _____ (i.e. No opinion)

My attitude towards _____

1. Camping in a Hotel/Motel is _____
2. Camping in a Caravan is _____
3. Camping in a Tent is _____
4. Camping when it rains is _____
5. Camping in the bush is _____
6. Camping in summer is _____
7. Camping in winter is _____
8. Camping cheaply is _____
9. Living it up is _____
10. Borrowing money is _____

PART B: Tabulate your attitudes and summarize the groups feelings as follows:

Draw up a table like this:

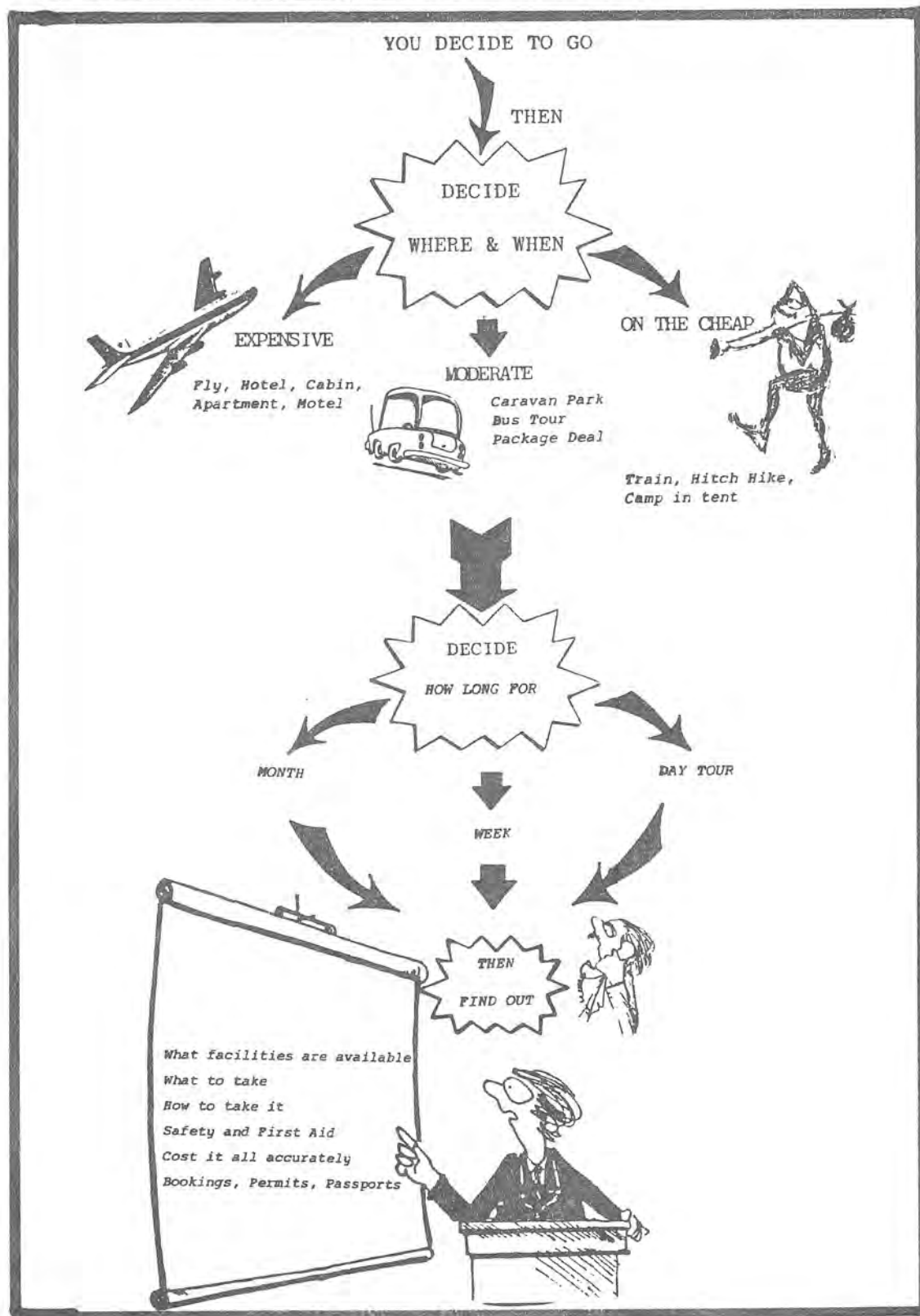
ATTITUDE	TOT.POSITIVE (+)	TOT.NEGATIVE (-)	TOTAL NIL
1. Hotels			
2. Caravans			
3. Tents			
4. Wilderness			
5. Rain			
6. Summer			
7. Winter			
8. Expensive			
9. Cheap			
10. Stuff the Expense			
TOTALS			

PART C: DISCUSSION

1. Discuss the results of each attitude as a class.
2. Debate the attitude that certain people have.
3. Is the attitude justified or based on misinformation.
4. Give reasons for each attitude.
5. Don't argue too much.

These notes also will dictate a certain attitude but also will offer alternative attitudes. Let's consider the attitudes towards money, because it will dictate what you do.

Consider the following decision flow chart:



2. TENTS

Like getting anything cheap these days, you have to put the effort into. Shopping around will give you things cheaper but you have to put the effort in. Cooking potatoes by peeling them and boiling them requires more effort than opening a can. See how attitudes start to become important.

Any camping requires accommodation, and the cheapest form is a TENT.

ACTIVITY 2: PUTTING UP A TENT:

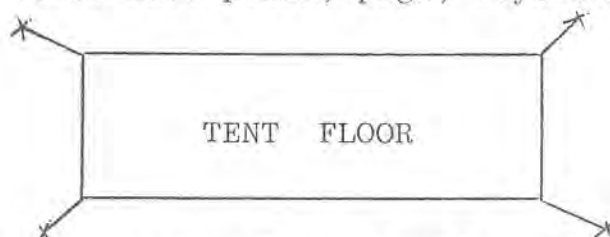
4. You will need:

A range of tent. See if you can borrow some but be practical. Don't buy a marque.

1. Small Tent

Step 1: Lay out all the gear and read the instructions. If no instructions exist (which is usually the case) look at all the parts and figure it out.

Step 2: Peg out the floor
Small tents have poles, pegs, flies and inner



Step 3: Put up the poles. They should stay up by themselves if the floor has been pegged down. Now secure the inner tent (if desired)



Step 4: Put on the fly and secure it. The Fly must not touch the inner tent. Why?

2. Large Tent

Step 1: Lay out all the parts also. Larger tents will have larger poles and more ropes. They may have springs and bigger pegs.

Step 2: Put up the FRAME or sides of the tent.

Step 3: Put over the tent or secure the tent flaps.



Surfside 4. Model 349.

- Sleeps 4 people.
- 3 nylon fly-screened windows with storm flaps.
- Canopy, sewn-in
- waterproof floor and external steel frame.
- Dimensions: 3m. x 2.18m.

SOME CAMPING TENTS

COMPANION

The Companion/Woods tents, models 326, 330, 337, 342, from 100% water-repellent fabric.



Hike Tent. Model 6703.

- 3-man hike tent with extended canopy.
- Dimensions: 1.9m. x 1.6m. x 1.4m. x 60cm. bell x 1m. canopy.
- Weight: 4.14kg.

What to take : Tents, Poles & Pegs.
Now if you camp in the sand you will need a special type of peg. Find out about SAND PEGS.

ACTIVITY 3: MAKING A FIRE & BILLY TEA

You will need:

Range of fire equipment per class so that a number of possibilities can be considered. If you have arranged for a caravan to be brought to school, you could make your billy tea on that.

You may have done this in Section 1 but this time let's investigate some alternatives.

Open fire

1. Select an area that is safe
2. Clear a space or dig a hole. (If you dig a hole then save the top soil, to return later)
3. Gather your wood - need twigs as well as bigger pieces - don't use green timber but dead timber on trees. It's better to take dead timber off trees than off the ground. Many ecosystems develop from fallen logs.
4. Stack with kindle wood and put billy on as soon as fire starts. Make sure billy handle is able to be removed.
5. Add wood to keep going.

Note: if wood is wet - select a larger piece and break it open.

What to take: Billy and matches.

Gas fires: Gas stoves come in a wide variety of shapes and sizes. How can you tell how full a gas bottle is with hot water?

Fuel fires:

- a) Liquid
 - See if you can borrow a fuel fire stove
 - Find out how to fill the stove and light it
 - Discuss safety and drawbacks of this type
- b) Solid
 - Examine a Hexamine Burner
 - Discuss the uses and advantages of this type of fire

ACTIVITY: THE RANGE OF CAMPING EQUIPMENT

Cooking & eating

Arrange for a variety of each of the following to be brought for a discussion lesson. You may find an experienced bushwalker to come to class and demonstrate his/her equipment.

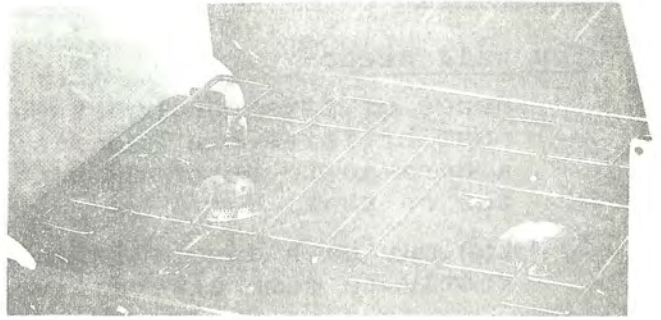
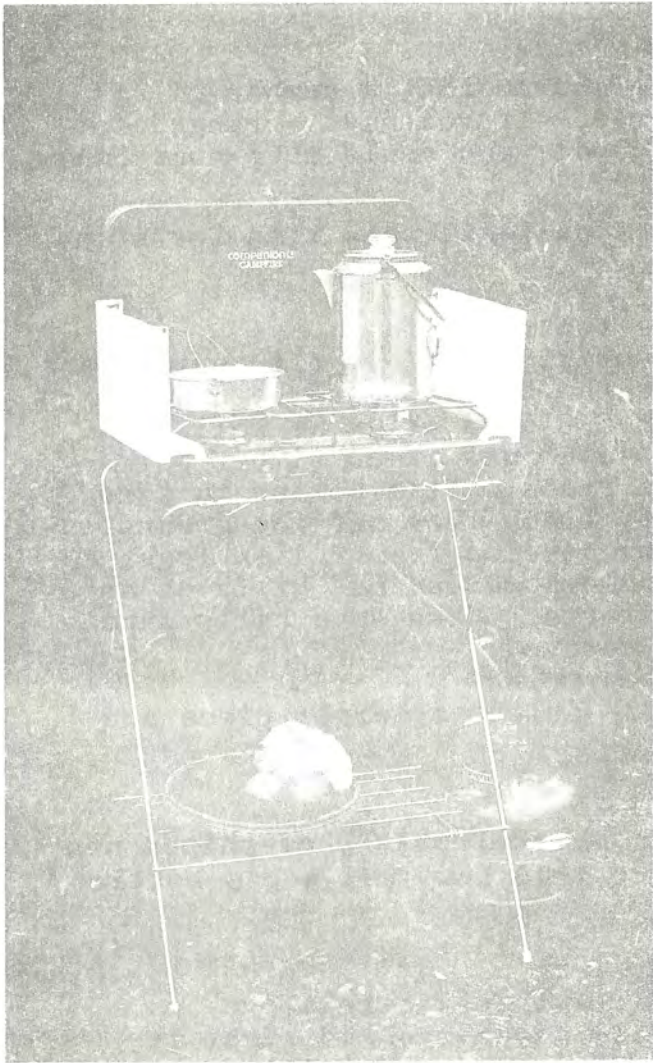
Eating Utensils

Plates, Cup
Knife, Fork, Spoon

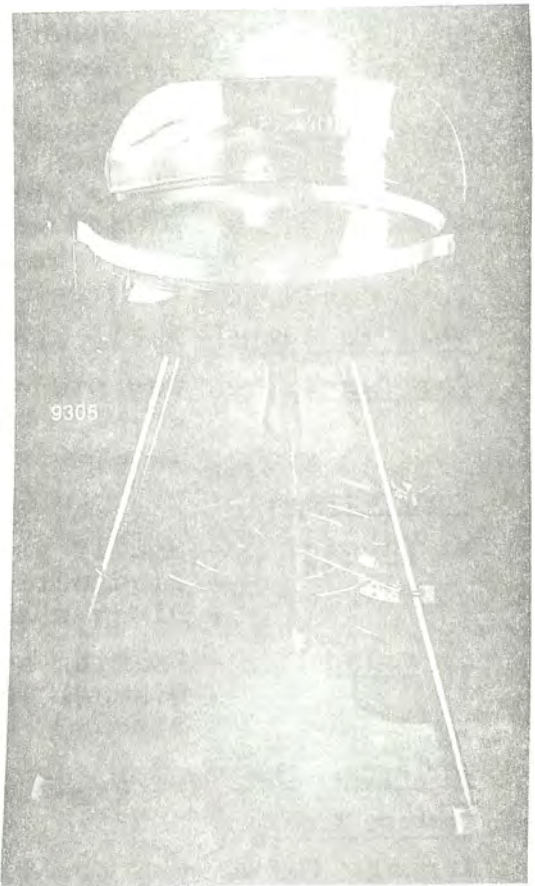
Cooking gear (if not already seen)

Gas Stove
Kero Stove
Camp Oven
BBQ
Hot Plate & Griller
Wire Griller
Fry Pan
Toaster
Dixie
Assorted Billies
Billy Hooks or Lifties

Water Bag
Water Bucket or Containers
Reflector Oven
Gas Bottle or Kerosene
Solid fuel cooker



*Illustration Courtesy Primus and
Companion Australia.*



Kitchen Utensils

Can Opener
Bottle Opener
Measuring Cup & Spoon
Carving Knife & Fork
Serving Spoon
Billy Lifties (or Tongs)
Potato Peelers
Butter Container
Egg Slice
Egg Beater

Potato Masher
Matches
Grater
Salt & Pepper Shaker
Sugar Container
Paper Towels & Serviettes
Folding Table & Chair
Table Cloth
Paper Plates
Garbage Bags

Washing Up Utensils

Washing up Dish
Detergent
Dish Mop
Soap pads
Steel Wool
Household sponge

Tea Towel
Garbage Bags
Plater Bucket
Clothes Line & Pegs
Clothes Hangers
Mending Kit
Soap Powder

DECISIONS

Tabulate the above lists into four columns and put a tick the box of what you would take.

DESCRIPTION OF EQUIPMENT	LIGHT WEIGHT	GROUP	FAMILY
EG. EATING: plates, cup hot plate reflector	✓	✓	✓ ✓

ACTIVITY 5: SLEEPING AND PERSONAL GEAR

Consider each of the following and discuss its use in wilderness, group or family situations.

1. CLOTHING

For wearing to and from
Complete change of clothes
Jumper and showerproof jacket
Headgear
Rain coat or cape ground sheet
Lightweight footwear
Complete change of underwear
Extra socks
Spare shoe laces
Pyjamas
Swimming costume
Spare handkerchiefs

2. TOILET GEAR

Toothbrush and toothpaste
Comb and/or brush
Soap in plastic container
Towel
Mirror
Shaving gear
Toilet paper
Washing basin - plastic
Nail brush
Washer
Others: lotions, pills

3. SLEEPING GEAR

Sleeping bags and blankets
Sheet - sleeping or inner
Waterproof ground sheet
Spare blanket
Camp stretcher
Air bed pump
Repair kit for air bed
Air pillow
Baby's cot
Mosquito netting

4. SURVIVAL KIT

Compass and map
Clasp knife
Whistle
30m nylon cord
Matches
Snake bite kit
Fishing line and hooks
Adhesive bandages
Stericaps
Note book and pencil
Rescue blanket

5. ADDITIONAL GEAR

Hunting & fishing gear
Camera & film
Binoculars
Books & games
Licences & permits

6. MISCELLANEOUS GEAR

Watch
Wallet with money
First aid kit
Torch with batteries
Sunglasses
Water canteen
Insect repellent

7. CARRYING GEAR

Ruck sack
Suit case
Food & utensil bag
Kitchen & equipment box

Now tabulate this into each of the three areas as was done in the last activity.

ACTIVITY 6: MISCELLANEOUS GEAR

Arrange a variety of each of the following and discuss the advantages and disadvantages of each.

a) TOILET & WASHING

Bush toilet or Hession screen
Toilet seat & pan
Chemical toilet
Disinfectant
Shower screen
Portable shower

b) FOOD STORAGE

Aluminium or plastic containers
Plastic bags
Aluminium foil
Larder
Plastic wrapping or greaseproof paper
Canisters
Eskie or cooler
Thermos flask

c) CAMP TOOLS

Bushman's saw with cover	Axe with cover
Wooden mallet	Sheath knife
Hammer	Pliers
Screwdriver	Broom
Shovel	Sharpening stone
Flat file	Gas, kero or electricity
Spare fuel	Spare
Shoe polish	Repair kit (motors)
Transistor or radio	Colour TV

d) EXTRA ITEMS THAT COME TO MIND

Common sense
Good sense of humour
Patience and understanding
Good conservation practices
A spirit of adventure
Experience
Radio

ACTIVITY 7: CARE AND MAINTENANCE

Now that you have seen that the gear that is used discuss what you are going to take for your certificate in CAMPCRAFT.

a) Once you make your list, write down and discuss regular care and maintenance of each.

b) Practical Activities

1. Change an "O" ring on gas appliance
2. Determine by using hot water, how full a gas bottle is.
3. Determine by using soapy water, whether or not a gas bottle is leaking.

STUDY ASSIGNMENTS

1. Write away for camping pamphlets
2. Find out the cost of different types of equipment
3. Make a list of what you would take camping then prepare to define your personal camping philosophy
4. What is a gas regulation?
5. What safety precautions should be taken camping in a caravan.
6. How does a gas fridge work?
7. What's a space survival blanket?

SECTION 3: CAMPCRAFT SKILLS

Practical Activities

1. 27mtr safety radio
2. Bush toilet
3. Koolgardi safe
4. Make your own tent
5. Cook your own lunch at school
6. Emergency stretcher

Research Assignment

Survival:

Army Barracks: Canungra

CORE (2 weeks)

1. *SELECTING A CAMPSITE*
2. *BUSH TOILETS AND SINKS*
3. *TENTS*
4. *FIRES*
5. *BASIC COOKING*
6. *HYGIENE*
7. *SAFETY & FIRST AID SURVIVAL*
8. *ENTERTAINMENT*
9. *REGULATIONS*
10. *THINGS TO DO (option)*

SECTION 3: CAMPCRAFT SKILLS

<i>OBJECTIVES</i>		<i>RESOURCE</i>
1.C.P.	Write a Conservation Code.	P. 26
2.C.P.	Recall and describe how to select a good camp-site.	P. 26, 27
3.C.A.	Recall requirements for bush toilets.	P. 28
4.C.	Recall basic ideas involved with living in a tent.	P. 28
5.C.S.	Recall basic fire skills.	P. 29
6.C.	Recall	P. 30
7.P.	Use a basic calculator food table to design a menu.	
8.P.S.A.	P	P. 31
9.C.	Recall handy containers for camping.	P. 31
10.C.	Recall food preparation method involving open fires.	P. 32
11.P.	Use a cooking ideas table to plan a menu for 3 days involving a can opener, open fire, fry pan, jaffle iron and camp oven.	P. 33
12.C.	Recall basic hygiene rules.	P. 35
13.C.	Recall basic safety steps while camping.	P. 36
14.P.	Use a First Aid and Safety in the Bush pamphlet produced by the Q.N.F.C.	P. 37
15.C.	Recall some entertaining activities while camping.	P. 39
16.P.S.	Describe (and or) construct a bush radio and toilet.	

NOTE: For camp bodies it is important to consider how many people will camp. The environmental impact can be very high if large numbers of people camp in an area. Again attitude is important and everyone must have some sort of "Conservation Code" before they go.

ACTIVITY 1: MY CONSERVATION ATTITUDE:

Again its attitude. Things to consider are:

- 1) How you go Light weight or heavy weight.
Generators - gas fridges, eskies, papers
all need to be considered.
- 2) When you go - permits - National Parks
 - camping ground
 - caravan parks
 - cabins
 - toilets
 - available facilities
- 3) When you go - animal breeding seasons
 - turtle nestings
- 4) Why you go - enjoy peace and quiet
 - weekend "out with the boys or girls"

The interpretation of this exercise is very wide but you must end up with a written "code statement".

1. Selecting a good site

Here is a useful six point check.

Point 1. Check Water. Water is an essential part of any camp. It must be pure enough for drinking without being boiled. If you camp by the coast you will usually have to take some but there will be ample salt water for washing up and filling fire buckets (if required).

If you are summer camping, safe swimming water should be selected. Open beaches have rip current and wild surf whereas headlands offer some protection. Avoid fast flowing creeks or streams and check for depth and snags. Consider flooding also as well as mosquitos from large areas of stagnant water.

Point 2. Check Firewood. A good site will have a good supply of dead timber. If you go light weight and need tent poles don't encourage using green leaves. A camp fire also requires a lot of firewood. If you are in a camping ground don't waste the wood but have some for the next group.

Point 3. Check Drainage. A good site is always level or has a slight slope. Cradle in hills usually have bits of flat ground. Don't camp on slopes or marshy areas for obvious reasons. The ground should be able to absorb the water from a heavy shower of rain. Look out for natural drainage and avoid pitching tent in gullies. If you pitch your tent properly there should be no need to dig trenches. If there is a need however make sure you fill them in.

Point 4: Check Hazards. Look out for dead trees or dead branches. Avoid pitching tents under them. Avoid roots or stones as they are liable to put holes in the floor of your tent or air bed or back. Avoid tall trees which could fall in a storm. An open clearing, free from thick bush, away from marshy ground with plenty of smaller trees or saplings is ideal!

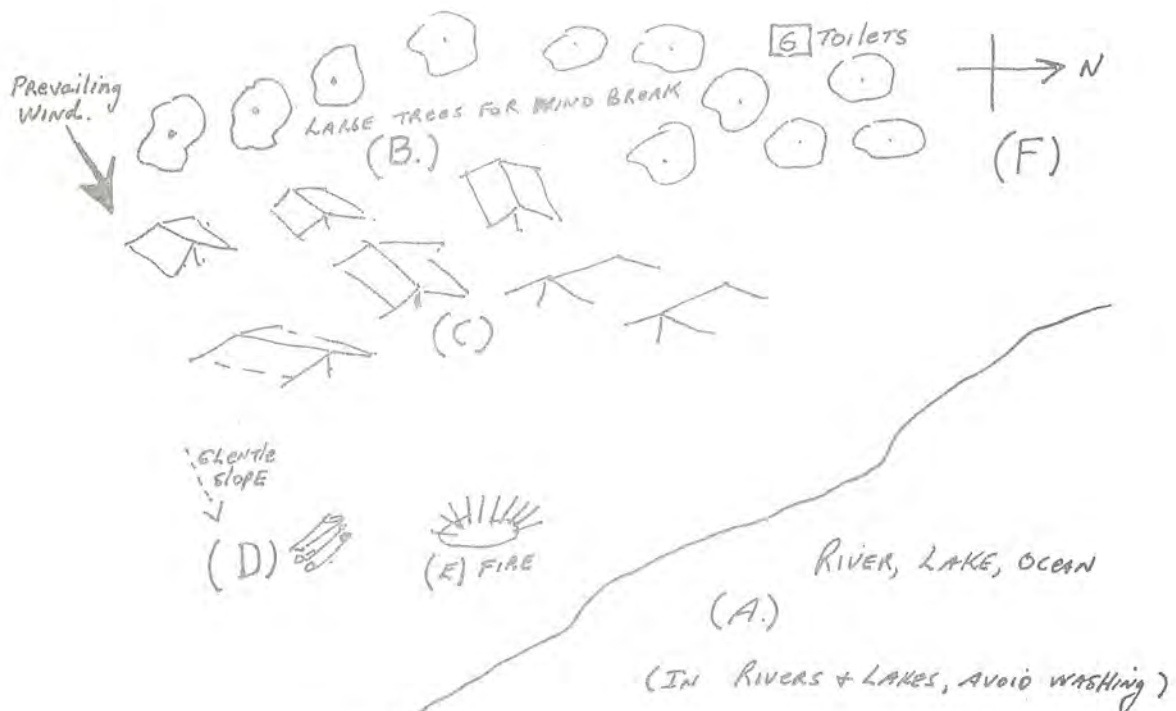
Check for overhanging cliffs, rock slides, loose earth or dust bowls. Check for exposure to elements such as severe wind and rain.

Point 5: Check Aspect. North easterly will give you sun in the morning to dry tent flies if you want to get away early and also give you shade in the afternoon in the summer months.

Point 6: Check Activity Areas. Canoeing, fishing swimming, snorkeling, ball games etc need length space so that your conservation code can be maintained.

Once you have selected your site you are ready to strike camp.

Plan the layout carefully. An ideal campsite is hard to find and you will probably have a compromise however here is an ideal site.



- Plenty of water for washing, activities & drinking.
- Large trees give protection and plenty of firewood.
- Tents pitched on flat ground with good drainage and on opposite side of fire.
- Firewood for campfire stored so that no collecting need to be done at nights.
- Fire so that smoke blows away from tents, gives heat to site.
- N/E aspect - sun in morning, shade in afternoon.
- Toilets well away from camp, wind in right direction and no possibility of contamination.

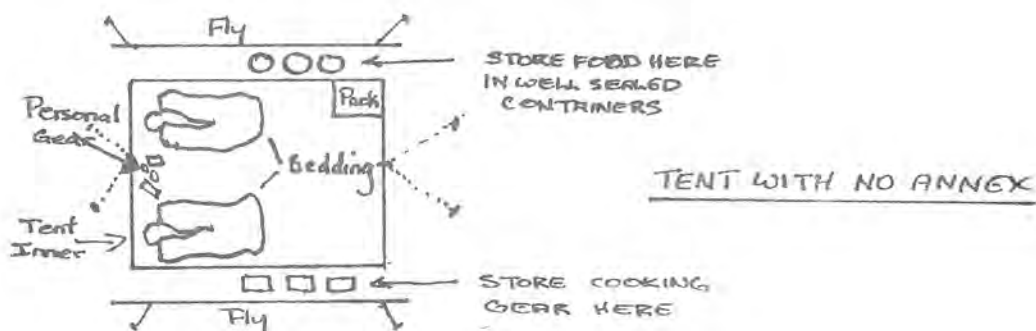
2. Bush Toilets

1. Should be away from camp and downwind however should be away from water supply.
2. Latrines should be out of sight and dug deep enough and large enough for the camping group.
3. Pollution of water should be avoided.
4. If you are staying for a long time an old garbage bin with a toilet seat is quite comfortable.
5. If you have elderly people - a modesty screen may be called for and a hessian screen is ideal.
6. If you organise a toilet you should organise a signal.
7. Also a billy over the toilet paper is handy if it rains.
8. Use some type of disinfectant to kill unwanted bacteria.

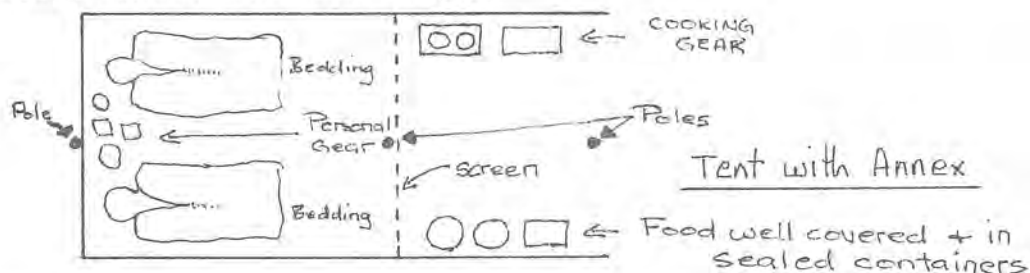
3. Tents

Already you have learnt something about tents however here are some extra ideas worth discussing if applicable to the tent you are using:

- always fasten doors by using tapes, zippers and press studs.
 - keep out of your tent as much as possible. This keeps the dust out. Take your shoes off when you go in and out.
 - guy lines should follow the lines of the seams and should all have even tension.
 - when you pitch the tent, store away left over part in the bag.
 - peg down all corners before attempting to erect the tent.
 - use a tent fly for added protection against rain, wind and heat.
 - always drive tent pegs in at an angle of 45° .
 - attach springs and rubbers between the tent pegs and guy lines to allow for shrinkage.
 - if rubbers or springs are not available, always loosen guy lines at night.
 - if ground is too soft, use a 'deadmans hold' made either from crossed sticks or buried logs.
 - newspaper is an excellent insulator and if placed under the ground sheet will give additional warmth.
 - use sand pegs if ground is too loose.
 - exercise extreme care if you have to cook in a tent.
- Large tents usually present no problem but cook outside smaller tents if at all possible.
- if a high wind develops, extinguish campfires.
 - smaller tents should be packed for ease.



- you can live in a mess and pay the price for not being able to find anything or be organised and save time.
- a tent with an annex is very handy or you can store many items under the tent flys.



- when you break camp and have to fold the tent make sure you have everything. Small rubbers must not be lost. Cross pieces in frame tent are an essential component so don't lose the part. Remember to return the tent site to as natural a state as possible to hide your presence.

ACTIVITY: See if you can reduce the above list to 6 check points as was discussed in the selection on campsite.

4. FIRES

- Firewood comes in 3 types - kindling, medium and large logs. Collect it well in advance and store it near your cooking area. Be careful that you choose - don't overcollect and be careful of snakes, spiders and centipeds.
- Gum trees and wattle give good wood. Try to select wood from the most dominant tree species in the area.
- In wet weather: dead trees can be broken open for dry timber. Make a shelter and store wood under. Make fire under this shelter. Alternatively solid fire tablets are handy.
- Clear the area. If you have to dig a hole then try to store the top soil and grass so that you can replace it later.
- Check for safety and hazards.
- Start with kindling wood and add smaller bits. Learn by practice but remember that fire needs plenty of oxygen to burn.
- In campgrounds use the fire places provided and observe fire safety regulations. (Important in National Parks)
- When you have finished, extinguish your fire with sand or dirt. Make sure it is completely covered and no oxygen can get to the coals. Replace the top soil and grass you cleared and try to hide any evidence of your being there.

5. BASIC COOKING

This is a very introductory unit. For a more detailed treatment see Option 2.

a) Basic Menu & Cost

Food selected again depends on attitude but should be selected under:

- a) Nutritional value
- b) Ease in storage and transport
- c) Type of equipment and resources needed to cook it.

Perhaps (a) is compulsory. We all need protein, fat, carbohydrate, vitamins, minerals and water each day. Food provides the fuel for the body and very simply

Sugars & Starches —————> ENERGY for camping
 Protein —————> REPLACE worn out tissues
 Vitamins & Mineral —————> REGULATORS

You need to plan your menu around this knowledge.

You will need for very basic cooking the following:

1. Milk & cheese: Dried, fresh, evaporated, in drinks or in cooking. 1 serving a day.
2. Meat, Poultry, Fish & Eggs : At least one serving a day.
3. Vegetables & Fruit : At least two servings per day.
4. Bread & Cereals: At least two servings per day.
5. Butter or oil: At least two servings per day.

Make sure you include these in your shopping list.

As a very rough guide the table below gives the basic daily allowance. Now remember this is BASIC and does not take into account people's attitudes.

BASIC CALCULATOR TABLE

		Requirement per camper			
<u>BREAKFAST</u>					
Cereals, milk, sausages, bread, butter, jam & tea	cereal	60g	bread	110g	tea/coffee 4g
	milk	½l	butter	15g	sugar 30g
	sausages	2	jam	30g	salt 1 pinch
<u>LUNCH</u>					
Egg & cheese, salad, bread, butter, jam & cake	egg	1	butter	15g	beetroot 40g
	cheese	40g	bread	110g	cake 80g
	lettuce	50g	jam	30g	tomato 80g
<u>TEA</u>					
Stew, potatoes, carrots, onions, stewed fruit, tea/coffee	meat	170g	onions	20g	
	potatoes	170g	fruit	110g	
	carrots	80g	tea	4g	
			sugar	30g	
M/AFT Tea	Sugar/30g	Tea/Coffee/4g	Fruit/110g	Cake/biscuits/90g	
WATER - 4l per day					

ACTIVITY: Form a group whom you would like to cook with.

- 1) Use the Basic Calculation Table to estimate how much food you would have to buy.

MENU / FOODLIST / QTY

- 2) Now make a shopping list and decide your tasks.
- 3) Now go and price it and report back next day.

	Item	Quantity	Cost	Check
EG:	GROCER milk cheese			

HINTS: 1) You will find that cereal doesn't come in your calculated amount so you will have to go up or down.

- 2) It may help if you bring in some empty common household containers e.g. empty cereal packet, empty rice packet, empty butter container or save labels from containers. This will save some time. You could make up a Quantity Board and Seller for year to year reference, but you will find that with some practice you will remember the quantities.

- 4) You will need to save this for your camping practical.

b) Food Carrying & Storage

If you are taking a caravan and staying at a caravan park, you will use very similar items to those you already know but if you intend to go light weight camping then what you buy and take will be governed by practicabilities.

Let's stay with basic ideas. Assume you are going by rucksack. Then you can eliminate or add for the type of camping you choose.

Each item needs to be carefully packed in individual plastic or aluminium containers. Never use glass or paper bags.

- eggs can be rolled in paper and stored in billies.
- dried fruit. So is freeze dried food, rice, chocolate and nuts.
- tea, coffee, powdered milk, rice, can be stored in empty orange juice containers.
- meat can be frozen or corned.
- many things already come in containers - dried peas, chocolate.
- water can be carried in empty cordial bottles.
- 4l water per day is the recommended.

For more permanent camp sites, your menu increases. An esky will add considerable amounts to the menu. Empty rubbish bins can also be used to store food.

Make sure the storage of food is such that it can be prepared and stored in pouring rain.

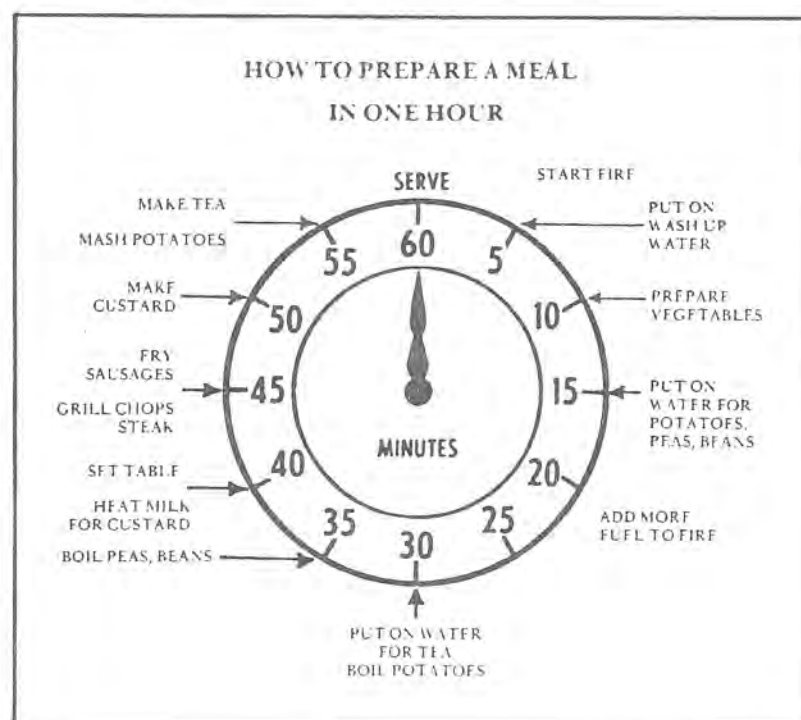
c. Food Preparation

There are many methods, depending on the type of meals but use conventional methods before experimenting.

1. Conventional method. open fire, frypan, billies.
By using an open fire, red hot coals, frypan, sausages, steak, tomato, chip potatoes and salad go together to make a very tasty meal. Billy tea or coffee, washing up water ready and a fine cool evening complete the picture.

Timing is important and should take about 1 hour.

The following idea from Peter Nicholls, Lecturer in Camping and Community Recreation, gives an excellent example of how to prepare a meal in one hour.



Sliced potatoes	15-20 minutes
Whole potatoes	45-60 minutes
Whole fish	15-20 minutes
Chops and sausages	25-30 minutes
Chicken	25-30 minutes
5-cm steak	30 minutes
Whole apples	25-30 minutes
Corn cobs	5-8 minutes

If you cook with foil, the following hints may apply:

- Use two layers of light weight household foil
- Use coals
- Do not put holes in the foil

- Place the item to be cooked in the centre of the foil, bring the sides over and roll down tight. Then roll the two ends together forming an air-tight bag.
- You could try the "all-in-one" meal - see the advanced section.

Here are some general basic hints:

- a bed of red hot coals producing moderate heat is far better than a roaring fire.
- a thick layer of soap coated to a billy or pan will make it easier to clean.
- double what you normally eat at home.
- pancakes and omelettes require a hot pan.
- wash potatoes, peel and wash.
- if cooking chips cut into even sizes.
- add an egg to hamburger mince so it will bind together.

ACTIVITIES: Use the Cooking Ideas Table below.

1. You have no fire and no ice - prepare a menu for an interesting and nutritious dinner.
2. You have an open fire, two billies and some alfoil.
 - name four meals you have for tea.
3. You have a frypan, two billies and an open fire.
 - name six meals you could have.

COOKING IDEAS TABLE

COOKING RESOURCE	DINNERS	DESERT	LUNCHES	BREAKFASTS	SNACKS
CAN OPENER	Tinned meats & salad Corned meat & salad Cordial & crackers Hard boiled eggs Tinned fish	Tinned fruit Nuts & cheese Long life cream Milo, Quick Fruit cake	Tinned meats Salad sandwiches Hard boiled eggs Cordial, cake Milo	Cereal Sardines Crackers Hard boiled eggs Milk Milo Dried fruits	Biscuits Fruit cake Fruit Cordial Powdered milk Chocolate
As above plus OPEN FIRE	As above plus Hot meat & cold salad	As above plus Custard	As above plus	As above plus	As above plus
ALFOIL	Cold meat & hot veges		Hot Dogs	Toast	Popcorn
BILLY	Chicken	Tea/Coffee	Hamburgers	Tea/Coffee	Tea/Coffee
(ALFOIL PARCELS)	Mince patties Spaghetti, rice Stew Fish Soup Kababs Freeze dried foods	Baked apples Self/saucing puddings Baked bananas Stewed fruits Beans, peas Spices	Soup Tea/Coffee Lettuce, carrots Beetroot Tomato	Boiled eggs Scrambled eggs Porridge	Damper Dried fruits Savouries
As above plus FRYPAN	As above plus Rissoles Sausages Chicken pieces Steak BBQ Bacon - Pork Chips Jaffles	As above plus Picklet Flapjacks Pancakes Jam, Honey	As above plus Hamburgers Toasted S'wiches	As above plus Bacon & eggs Sausages Pancakes	As above plus
JAFFLE IRON					
OVEN	Roast & Baked Potatoes	Scones Cake		Bread	

ESKY: Meat after 2 days, fresh cheese, cold drinks, prepared frozen meals, cream milk

FRIDGE: ice cream, frozen food

NOTE: Most meat will remain frozen for 1 day if wrapped up in newspaper. Milk if frozen lasts 2 days

FOOD STORAGE TABLE

NO ICE

Groceries:

*some glassed food - Vegemite, Honey,
Peanut Paste*

all tinned food

all packet food

all tinned milk

all long life milk & creams

eggs & bread

Fruit:

*keeps & travels well - apples, oranges,
watermellon*

*average travellers are bananas,
tomatoes*

Vegetables:

*lettuce, tomatoes, onions, carrots,
potatoes, capsicum, celery, cabbage*

margarine

salami

cooked chickens

ICE

required for

all meats

sausages

chicken

(IN SUMMER)

fish

butter

ice cream

milk

*Do not use after expiry date or
when carton is swollen.*

FOOD TRANSPORT TABLE

Containers needed for
if used more than once:

*sugar, flour, coffee, tea, rice,
spaghetti, nuts, dried fruits, milo,
quick, tang, biscuits, cake*

6. HYGIENE

1. Be careful of the water you drink. Stagnant water should be avoided and check running water. Dysentery and typhoid fever can result.
2. Play safe - either take your own OR boil for 20 mins OR purify with stericaps by dissolving 1 capsule in a little water and allow 30 mins to stand.
3. Play safe with milk. Check carefully expiry dates and don't go over. Don't drink from a swollen milk carton.
4. Play safe with frozen food. Do not thaw and then refreeze. Eat all food as it thaws even if you have to reorganize your menus.
5. Washing hands before meals and after going to the toilet is not only good advice for children but for adults too. Gastro-enteritis will result.
6. Cover food from flies, cockroaches and wild animals. Food left around will attract all sorts of organisms.
7. "Toilet"- if erected, should be 45m downwind. Make sure you add a lid to your bush toilet and if an area has been set aside - cover well all excreta and place a branch or other obstacle to avoid others stepping near.
8. "Sinks". Designate an area for a sink. Greasy water should be drained through a fine mesh. Washing up water or excess juices from billies will attract flies and make the place uncomfortable.
9. "Overall cleanliness". Set up a garbage bag system for tins etc. If you burn everything and then dig out all the rubbish (including coals), the amount of rubbish you have is minimised. Don't throw apple cores or orange peels around. Burn them and dig out the charred remains and put it in a plastic bag and take it home.

7. SAFETY IS

COMMON SENSE AND BEING CAREFUL

1. Safety and health are much the same as anywhere.
Basically they are a matter of

Good Commonsense & Being Careful
--
2. One thing about camping is that you will slow down. At home you can have breakfast in 10 minutes. While camping it takes 30-50 minutes. So slow down.
3. From the first piece of wood you collect to the first tent peg you drive in - Be careful and use your Common Sense.
4. Collecting wood: don't swing large trunks around to break them or swing an axe wildly or break branches so that one half flies up into other peoples faces. Remember that under logs etc are lizards homes so be careful when lifting old logs. The older the log - the more likelihood you'll find a spider, snake, scorpion or centipede. Seek out freshly fallen dead timber. A bushmans saw is faster than an axe if used properly.
5. Pitching tents: be careful with fingers and guy ropes. Don't set traps for unsuspecting visitors. Wear some footcover

all the time until the camp is pitched and you learn where tent pegs are. A decent kick and you can take off a toenail from a tent peg.

6. Fires: let common sense prevail. Use billy tongs (or lifters) and make sure you have a firm grip. Don't let the fire become too big and clear an area to make sure it doesn't get out of control.
7. Carving Knives: keep them sharp clean and in a scabbard. They are designed for cutting food, so don't sharpen sticks etc. with them.
8. Pocket Knives: these have many purposes and are extremely handy but don't play games with them.
9. Burns: one of the most common form of accidents require immediate action and immersion in cold (the colder the better) water. This relieves the pain and stops the swelling. Having immersed the foot for a few minutes, withdraw and apply an ice pack if available. If not use cold water and evaporate it with air. Be careful not to break any blisters which may have formed, particularly when removing clothing (eg. socks). The final step is to apply a very light sterile dressing to avoid infection. No ointments or lotions, including butter should be applied to the infected area. If the burn is a serious one, seek medical advice.
10. First Aid Kits: these depend on:
 - 1) where you are going
 - 2) how many people are in the party
 - 3) how long you are going for

The kit in the table over was designed for a party of 50 to a Barrier Reef Wilderness Island, 60km offshore, no telephone, water or transport out. Delete what you don't

The following notes were prepared by the Queensland National fitness Council for Sport and Physical Recreation and have been reproduced with their kind permission.

For copies of this pamphlet write to :

QLD. NATIONAL FITNESS COUNCIL
GPO BOX 26,
BRISBANE. Q. 4001.
PHONE : 221-4905



First Aid in the Bush



This pamphlet is printed on tough waterproof paper. Always take it with you when going into the bush and keep a spare copy in your car. It complements the pamphlet 'Safety in the Bush' and the two should be carried together. The following information won't make you a qualified 'First Aider' overnight, but it may help you to save a life. Many precious lives would be saved if everyone obtained a recognised first aid certificate and kept it up-to-date. Train yourself to be observant - it makes the bush more interesting and much safer.

Queensland, June 1981



GOLDEN RULES

First Aid is the emergency care of the sick or injured and your aim should be to **PRESERVE** life, **PROMOTE** recovery and **PREVENT** the injury or illness from becoming worse.

When confronted with an emergency situation remember:

- * Rapidly assess the whole situation.
- * Remove the cause if still active or remove the casualty from the source of danger.
- * Check: A - Airway, B - Breathing, C - Circulation and Control Bleeding.
- * Act with quiet confidence.
- * Assess the state of consciousness.
- * Give injuries priority according to severity.
- * Reassure the casualty and handle gently.
- * Remove clothing only if necessary.
- * Arrange for the transport of the casualty.

Commence treatment immediately to sustain life by restoring respiration and circulation, control bleeding and lessen shock.

1. Prevent the condition from becoming worse by covering wounds, immobilising fractures and placing the casualty in a comfortable position.

Promote recovery by reassurance, relief of pain and gentle handling. Protect where possible from the weather. **IMPROVISE** when necessary. It is the responsibility of any group leader to be fully aware of any history of illness, required medication and/or allergies relating to group members.

CALLING FOR HELP

If sending someone for help remember:

- * If possible send two people for mutual safety.
- * They should have clear instructions on where to go and who to call.
- * They should have a written message explaining what has happened and what help is needed.
- * They should wait at the telephone or contact point and be prepared to guide the helpers to the casualty.

SUGGESTED BASIC FIRST AID KIT

Scissors, Tweezers
Band-aids, Butterfly wound closures
Sterile dressings
Antiseptic swabs or solution
Triangular bandages

5cm crepe bandage
5cm, 7cm gauze bandage
Aspirin
Needle
5cm roller bandage
Sanitary pads



CIRCULATORY COLLAPSE (shock)

CC involves a general lowering of all vital activities caused by any accident resulting in injury (bleeding, fractures, burns.) CC is increased by pain, exposure and exhaustion. It is present in every accident casualty and must be treated in every case.

- * First Aid must be started immediately.
- * Ensure an adequate airway and supply of fresh air.
- * If the casualty is unconscious, place in the coma position. (see figure 1.)

- * Control any bleeding
- * Shelter the casualty out of the wind, heat, rain and cold
- * Ensure the casualty is comfortable by lying down and elevating the legs.
- * Reassure the casualty and treat injuries as quickly as possible.
- * Relieve pain by covering wounds, splinting fractures, elevating and resting the injured part, and gentle handling.
- * Keep the casualty warm but do not overheat.
- * If medical aid is not immediately available, clear fluids can be given frequently in small quantities.
- * Do not give fluids if the casualty is unconscious or unable to swallow. If there is an abdominal injury, if there is a possibility of an immediate operation or if the casualty feels sick.
- * Do not give alcohol for any first aid treatment.

BLEEDING

Bleeding is the loss of blood from the circulation. The blood may escape through a wound or may remain in the tissues - remember - act quickly; every drop of blood is important.

- * Apply direct pressure to the wound and elevate the injured part.
- * Rest the casualty and treat for shock.

Improvise where necessary to control bleeding using the cleanest material available to avoid infection. If bleeding is very profuse, or a dressing is not readily available, grasp the sides of the wound and firmly squeeze them together.

Never remove dressings once applied. This will dislodge the blood clot, only leading to further bleeding.

Pressure is applied by placing a large dressing over the wound and a firm bandage will hold it in position.

If sufficient pressure is applied to the wound bleeding will almost always be controlled.

The tourniquet is **NOT RECOMMENDED** as a first aid measure for bleeding. It is often ineffective and frequently harmful except for torrential bleeding such as might follow a shark attack or a severe power boat injury.

Bleeding Nose

- * Sit the casualty up with the head slightly forward
- * Loose all tight clothing around the neck, chest and waist.
- * Instruct the casualty not to blow the nose and breathe through the mouth.
- * Place cold wet towels on the neck and forehead replacing frequently.
- * Apply pressure on the flap of the nostril for at least 10 minutes.

Bruising

- * Ice packs or cold compresses will diminish the amount of bleeding.
- * Firm bandaging and elevation may be necessary if the bruise is large.

Cuts and Grazes

- * Wash clean with antiseptic solution, or cool running water.
- * Dry and cover if necessary.

UNCONSCIOUSNESS

A test of full unconsciousness is to pass the finger gently along the upper eyelashes - if the patient blinks he is conscious, or semi-conscious but may not respond to questions.



- * Remove the casualty from the cause, or the cause from the casualty.
- * Maintain a clear airway and watch for breathing.
- * Check the breathing. If breathing has stopped or is failing, commence mouth to mouth resuscitation.
- * If pulse absent, commence external cardiac compression.
- * Control bleeding.
- * Quickly check for any other injuries, particularly injuries to the spine.
- * Place the casualty in the coma position.
- * Loosen clothing about the neck, chest and waist.

- * Treat for shock - do not attempt to give fluids or foods.
- * Never leave the casualty unless in the care of a responsible person.

- * Look for a medical card, medalion or medication.
- * Send for medical aid and a stretcher.



Coma Position
Fig 1

Remember: an unconscious casualty left lying on his back could die quickly from a blocked airway.

SNAKE BITE

Venomous snakes are common in Australia, therefore, assume every bite is by a dangerous snake.

Given a chance, most snakes will protectively flee from your presence and if you signal your approach by noisy walking you will rarely see one. (You won't see much else either!)

If bitten, **DON'T PANIC**:

- * Keep the casualty lying down, don't wash the bitten area
- * Immediately place a pad over the site of snake bite and apply firm pressure over this pad with a crepe bandage - not so tight as to cut off the circulation, but to immobilise the limb.
- * An ideal bandage should be a wide crepe bandage 5cms or more wide
- * Continue the bandage up and down the limb.
- * Leave the bandage applied until full medical facilities are reached.
- * If possible, identify the species and alert the hospital of the impending arrival of the casualty.
- * Reassure the casualty.

- * Assist respiration if it is failing or has stopped.
- * Assist the circulation if it fails.
- * Transport safely and without panic to the nearest hospital preferably on a stretcher.
- * The use of a tourniquet is no longer recommended for snake bites.

BURNS

Burns in the outdoors are usually caused by fire and/or hot liquids.

- * Remove the casualty from danger and prevent further burning by putting out burning clothes.
- * Quickly wash with cold running water, to cool the burned area as soon as



possible, then cold water compresses will minimise pain.

- * Cover the area with a clean dry dressing or plastic bag.
- * Do not prick any blisters.
- * Reassure and treat for circulatory collapse (shock.)
- * Do not remove clothing stuck to the skin, but remove constricting rings, bracelets, belts etc.
- * Give plenty of clear fluid to drink if conscious (not alcohol).
- * Arrange transport to medical aid for any large burns.

Heat Exhaustion and Exposure

- See "Safety in the Bush" CARRY IT WITH YOU.

DROWNING

- * Ensure an adequate airway by full backward extension of the head.
- * If breathing has stopped - start immediate mouth to mouth resuscitation.
- * If no pulse - start external cardiac compression.
- * A - Airway, B - Breathing, C - Circulation.
- * Help prevent complications (pneumonia) by keeping casualty warm.
- * Every casualty who has been in serious difficulty or apparently drowned should be sent to hospital.

DON'T STAND BY AND LET THEM DIE.

Points to remember - Mouth to mouth resuscitation:

- Baby - 20 breaths per minute (cover mouth and nose)
- Child - 15-20 breaths per minute.
- Adults - 12-15 breaths per minute.

External Cardiac Compression

- * One Operator - 2 inflations, 15 chest compressions (4 cycles per min.)
- * Two Operators - 1 inflation, 5 chest compressions (12 cycles per min.)



Maintain resuscitation for as long as possible or until medical aid arrives.

Combined mouth to mouth resuscitation and external cardiac compression.

Fig 2.

- * As soon as adequate breathing and/or pulse return treatment must be ceased. It is important that you carry on until breathing is adequate.
- * Place casualty in the coma position and assist when necessary, maintaining a close watch.



Mosquito and Sandfly Bites. Prevention is better than cure, use repellent.

- * Hot water should be avoided.
- * Calamine lotion or zinc cream is recommended.

Bee Stings, Hornets, Wasps, Ants.

- * Remove the sting flick sideways with fingernail as the sting has a barb.
- * Wipe the area clean and apply a cold compress until pain eases.
- * If patient is known to be allergic the pressure and immobilization methods for snake bite should be used.

BLISTERS

The most effective treatment for blisters to the feet is to cover the whole of the affected area with elastoplast. Wash thoroughly with soap and water and dry thoroughly before treatment.

POISONS

- * First give milk or water.
- * Using fingers induce vomiting EXCEPT in the following:
 - the casualty is unconscious.
 - a corrosive caustic substance, kerosene or other petroleum product has been taken.
- * In these instances avoid vomiting.
- * For emergencies phone the Poisons Information Centre (07) 253 8233.

MEDICAL EMERGENCY

Asthma. An asthmatic will usually have his own medication and in most cases will respond to this and a good rest.

Fits. (sometimes called seizures or convulsions).

During the fit

- * Let the fit run its course.
- * Help the victim lie down to avoid injury.
- * Protect the victim from injuring himself but use minimum force.
- * Loosen restrictive clothing.

After the fit.

- * Check for BREATHING - if not give mouth to mouth resuscitation.
- * Check to see if the victim is wearing a MEDIC ALERT, SOS TALISMAN or similar bracelet. It will describe medical requirements.
- * Check to see if the victim has any burns around the mouth indicating poison.
- * Stay with the victim but allow him to rest quietly, then return to base and seek medical help.
- * If the patient is a known epileptic medical attention is only required when convulsions last longer than 5-7 minutes.

- * The technique of external cardiac compression should be learnt from trained instructors with practice on a suitable manikin. It is most unlikely that you would be able to perform this technique adequately without practical instruction.

FRACTURES

A fracture is a broken bone and when a bone is broken, bleeding occurs. Pain is present and bleeding and pain cause circulatory collapse.

- * Immobilise fractures before moving the casualty, unless danger to the casualty or First Aider prevents this.
- * Warn the casualty not to move. ESPECIALLY if suspected spinal injury.
- * Control bleeding if present.
- * Reassure the casualty, handle gently to lessen pain.
- * Immobilize the injured part with slings, bandages, and splints.
- * Support and elevate the injured part where possible.

An immobilisation device must be improvised. This may be done by weaving together branches or other stable items to form a 'splint cast'. Newspaper can be used. Splints are any suitable materials that are long, wide and firm enough to immobilise the joints above and below the fracture. Splints must always be well padded. Padding in an emergency may be improvised from newspaper, rugs scarves and blankets.

Slings are used to afford support, elevation and rest to an upper limb. Improvised sling may be made by:

- * Turning up and pinning the lower edge of the coat.
- * Pinning the sleeve to the clothing.
- * Passing the hand inside the buttoned coat or waistcoat.
- * The use of scarves, ties, belts, pantynose.

Sprained Ankle

In all doubtful cases treat a sprain as for a fracture.

- * Rest the joint in the most comfortable position.
- * Rest the joint in the most comfortable position.
- * Elevate the limb.
- * Expose the joint and apply a firm bandage (if there is good support from the boot, leave it on.)
- * Apply ice packs or cold compresses, or immerse in cold water.

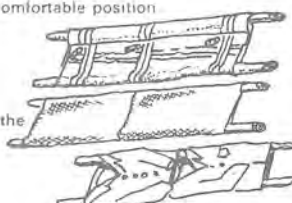


Fig. 3 Improvised stretchers

Heart Attack

Symptoms vary but often include severe and prolonged squeezing pain in chest which may radiate to shoulders, arm, neck and jaw. Victim may also sweat profusely and be very weak. Treat as for drowning. If breathing and pulse present rest quietly.

Abdominal Pain

Pain coming in waves together with fever and headache and possible diarrhoea may be food poisoning. If the symptoms persist longer than one or two hours the casualty should return to base and seek medical help.

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St. Thomas More College, Sunnybank

This pamphlet is designed to assist schools, youth clubs, bushwalking groups and the Duke of Edinburgh's Award Scheme in Queensland. Extra copies are available from the above address.

To venture into the unknown, unprepared of knowledge and equipment, increases the hazards of the experience. First aid learnt is not a heavy load to carry. Accept the challenge, be prepared and the road to adventure in the bush is open to you.

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Queensland National
Fitness Council for Sport and
Physical Recreation



BITES AND STINGS

Spiders. Two species of Australian spider cause fatalities - they are the Red Back Spider and the Funnel Web Spider. Treat as for snake bite.

Ticks. Ticks are a common problem in the rainforest and dense scrub. To remove tick, insert tweezers below the body of the tick, grasp head and mouth region and pull sideways.

8. ENTERTAINMENT

Canoeing

Archery

Rock Collecting - note where found/river/surface
- limit size

Fishing — survival

Rope climbing — up a tree

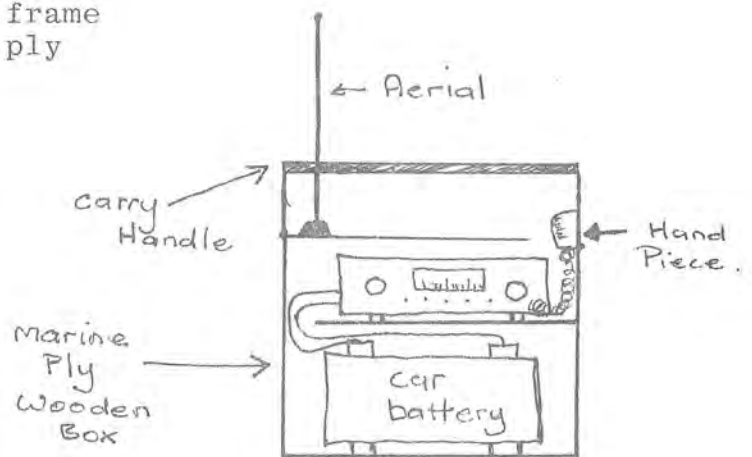
Knots & Lashings — hut building
— conservation

Practical Activities

1. Construct a safety radio

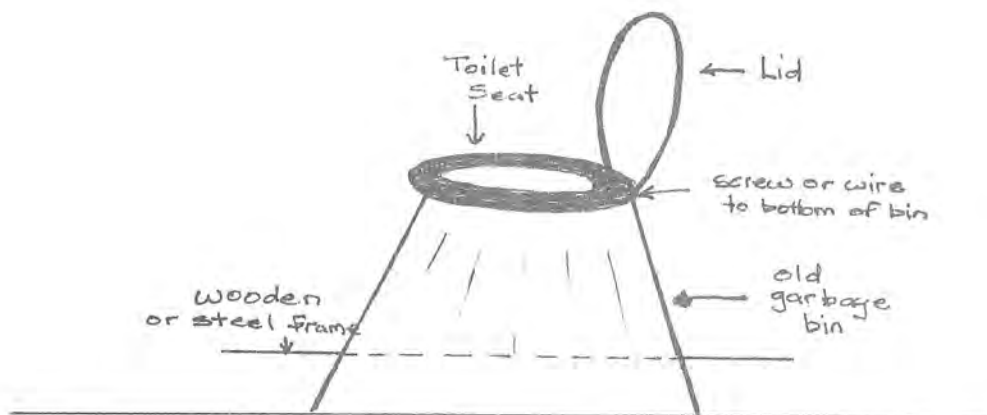
You will need: * 27mhz radio and licence
* 12v battery
* aerial
* timber frame
* marine ply

What to do:



You could try communicating with others.

2. Making a bush toilet



SECTION 4: CAMPING PRACTICAL (3 weeks + 3 days)

Practical Activities

1. Aboriginal cultures

Study Assignments

1. Nature study
2. Photography
3. Stories - Diary - Poems

CORE

1. DECIDE WHERE TO GO FOR 3 DAYS
2. GET PERMISSION, CHECK AND DECIDE SAFETY
3. DO BUDGET - TRANSPORT
 - FOOD
 - ACCOMMODATION
 - MISCELLANEOUS
4. COST PER GROUP & COLLECT MONEY
5. ORGANISE EQUIPMENT
6. BUY FOOD, FINALIZE DETAILS
7. CAMP FOR 3 DAYS - NEW SKILLS
8. CLEAN UP & RETURN EQUIPMENT

Directed topics

Teacher to supervise and co-ordinate groups only. The whole exercise is up to each group.

Audio Visual

Photos of previous camping experiences.

SECTION 4: PRACTICAL CAMPING

OBJECTIVE	RESOURCE
<p>1.C.P.A. Make a commitment to camp at a certain place 2 weeks from now for 3 days. By making this commitment you should also be able to:</p> <ol style="list-style-type: none"> a) Obtain parental permission and obtain any permits that are necessary b) Check out the area for a suitable camp site c) Decide on safety precautions needed for camp d) Budget for transport, food, accommodation and other miscellaneous expenditure e) Cost the camp per individual making a small profit to cover administration f) Collect the money g) Organise the equipment (tents, cooking, toilet etc) h) buy and organise the food for the group i) Organise a first aid kit j) Organise a safety programme k) Organise an activities programme l) Organise the gear for that programme m) Organise other miscellaneous matters 	
<p>2.S.A. Travel to camp site and set up camp. By doing this you should also be able to:</p> <ol style="list-style-type: none"> a) Pitch your tent and arrange accommodation b) Start a fire and cook meals c) Act in a safe and hygienic way so as to care for others d) Act in a helpful way to others e) Be willing to mispend judgement on others f) Be rational on open minded in thought g) Be ready to admit to error h) Be tolerant of the errors of others i) Be patient but persistent j) Be willing to participate in organised activities for you k) Be aware and able to demonstrate practical conservation measures 	
<p>3.P.S. Become competent in two or three of the following:</p> <ol style="list-style-type: none"> 1) Fishing 2) Snorkeling 3) Swimming 4) Canoeing 5) Bushwalking 6) Cooking a banquet 7) Composing a poem/song and perform it 8) Organise impromptu concerts 9) Orienteering/survival 10) Sailing/Surfing/Horse Riding 11) Absailing 	

OBJECTIVE	RESOURCE
<p>3.P.S. Become competent in two or three of the following:</p> <ul style="list-style-type: none"> 12) Square dancing 13) Communications 14) First aid 15) Rescue 16) Aboriginal cooking <p>4.P.S.A.A. Break camp. By doing this activity you should also be able to:</p> <ul style="list-style-type: none"> 1) Clean and roll up tents for storage 2) Wash and clean cooking utensils for storage 3) Wash and clean storage containers 4) Return all borrowed equipment 5) Settle accounts for travel, accommodation 6) Write letters of thanks 7) Travel home leaving camping ground in as nice a state as possible 	

CORE

Note: This core focuses on a 3-day camp in an area which is:

1. within less than 1 hour from school
2. has water
3. no phone, accommodation or shops
4. able to be driven to by bus
5. has a good supply of firewood and water for aquatic activities
6. is not a fragile environmental area (eg. small rainforest)

1. Checking out the campsite

This could be done by your teacher or you could hire a bus and go for $\frac{1}{2}$ day to check it out. Remember the 6 point check you learnt in Section 3 -

1. check water
2. check firewood
3. check drainage
4. check hazards
5. check aspect
6. check activity areas



Decreasing importance

2. Form a group

This is for convenience and get parental permission first. It's no good doing this if you don't and work out an appropriate cost.

3. Do a budget and list of things you need

Try to borrow as much as you can and the school may have some equipment you can hire or borrow. If you have been shown to be trustworthy and responsible in the past you will probably get it free, otherwise there will be a hire charge based on how good groups in the past have been.

You will need: Go back to Section 2 and select what you want from the camping list.

REMEMBER



You will probably be going by bus and so will be limited. The class will have to discuss this.
If you all decide to go by private transport you have to fit it into the car in which you travel.

DON'T



Take unrealistic items - camp ovens, portable gas fridges.

DO



Be considerate of others. Some camps don't allow transistor radio, cassettes.

TRY



To make it as different an experience from your normal life style as possible.

ALSO



Your teacher may give you a budget of say \$10 each out of which you have to provide everything.

CONSIDER



Transport: cheapest is by bus where the group can split the costs. Get a quote from a local company. Drive a hard bargain to get the price down and divide it by the group.

Accommodation & Bedding: borrowing is the easiest. Use a light tent, sleeping bag and mat. Air bed requires space, and are heavy.

Cooking Equipment: open fires are the simplest and only require a billy and frypan. You will need a sharp knife, serving spoon, potato peeler, billy lifter, alfoil, matches.

Washing up: scourer, detergent, plastic bags.

First Aid: See section 2

Communication & Safety Equipment: See section 2

Food:
1) decide on menu
2) do shopping list (you may have done this already from section 3)
3) cost and cut back according to budget
4) containers

Transport & Storage of food:
1) borrow containers
2) borrow storage crates

Personal Gear: This depends on where you go and what time of year. Queensland is an excellent state for camping because lightweight tents and flys can be used and it doesn't get snow. Camping on Barrier Reef is lovely, requires a hat, a pair of swimmers and a shirt in many of the summer months but as a general guide here is a general list.

1. Wear on the first day:
a) shorts and a shirt with a collar
b) a hat
c) sandals or bushwalking shoes

2. Bring with you:

- | | |
|----------------------------------|--------------------------------|
| a) Complete set of spare clothes | p) 1 tea towel |
| b) Thongs, spare pair of sandals | q) Insect repellent |
| c) Towel | r) Any medication |
| d) Warm old jumper | s) Sunburn cream |
| e) Waterproof raincoat | t) Cut lunch for the first day |
| f) Swimming gear | u) Common sense |
| g) Sleeping bag | v) S-M-I-L-E |
| h) Torch & spare batteries | |
| i) Cup, plate, bowl | |
| j) Knife, fork, spoon | |
| k) Scourer or steel wool | |
| l) Camera (if owned) | |
| m) Large plastic bag | |
| n) Toothbrush & paste | |
| o) 1 tea towel | |

COOKING IDEAS TABLE

COOKING RESOURCE	DINNERS	DESERT	LUNCHES	BREAKFASTS	SNACKS
CAN OPENER	Tinned meats & salad Corned meat & salad Cordial & crackers Hard boiled eggs Tinned fish	Tinned fruit Nuts & cheese Long life cream Milo, Quick Fruit cake	Tinned meats Salad sandwiches Hard boiled eggs Cordial, cake Milo	Cereal Sardines Crackers Hard boiled eggs Milk Milo Dried fruits	Biscuits Fruit cake Fruit Cordial Powdered milk Chocolate
As above plus OPEN FIRE ALFOIL BILLY (ALFOIL PARCELS)	As above plus Hot meat & cold salad Cold meat & hot veges Chicken Mince patties Spaghetti, rice Stew Fish Soup Kababs Freeze dried foods	As above plus Custard Tea/Coffee Baked apples Self/saucing puddings Baked bananas Stewed fruits Beans, peas Spices	As above plus Hot Dogs Hamburgers Soup Tea/Coffee Lettuce, carrots Beetroot Tomato	As above plus Toast Tea/Coffee Boiled eggs Scrambled eggs Porridge	As above plus Popcorn Tea/Coffee Damper Dried fruits Savouries
As above plus FRYPAN JAFFLE IRON	As above plus Rissoles Sausages Chicken pieces Steak BBQ Bacon - Pork Chips Jaffles	As above plus Picklet Flapjacks Pancakes Jam, Honey	As above plus Hamburgers Toasted S'wiches	As above plus Bacon & eggs Sausages Pancakes	As above plus
OVEN	Roast & Baked Potatoes	Scones Cake		Bread	

ESKY: Meat after 2 days, fresh cheese, cold drinks, prepared frozen meals, cream milk

FRIDGE: ice cream, frozen food

NOTE: Most meat will remain frozen for 1 day if wrapped up in newspaper. Milk if frozen lasts 2 days

APPENDIX

OUTDOOR EDUCATORS HANDBOOK

A DISCUSSION STARTER

And that is really what this appendix is. It 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.



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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.

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.

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 unwritten 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 environmental 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	<input type="checkbox"/>
Attitude to Camping	<input type="checkbox"/>
Skills in Outdoor Pursuits	<input type="checkbox"/>

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 nsport 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

Grade Outdoor Education

School:
Address:
..... Q.
Date:

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 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)

- 60 -

.....
(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)

Date:.....

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 pa rents 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.

(24)

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)

Outdoor Education

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 ca mp
 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

Outdoor Education

(to be handed out at meeting #3)

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)

Staff Memo #7

Outdoor Education

(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 3THE 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 homeAfternoon 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), SaladAfternoon 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 General 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 Bread	<input type="checkbox"/>	
	30 Sultana Buns	<input type="checkbox"/>	

APPENDIX 5:

(31)

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) (one for camp, one for boat)
2 Vinegar)
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, Yeepoon), 12V battery for radio,
Aerial for radio
(Antibiotics, local anasthetic - consult your physician)
Sea sickness (Stimetil, Andrumin, Drammimine)
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



BENOWA HIGH SCHOOL PARENTS & CITIZENS ASSOCIATION

PRESIDENT: Roger Brewster

Ph. 381 755 Bus.
501 660 A.H.

SECRETARY: Leslie Ponti

Ph. 323 782

17th July, 1986

Mr. R. Moffatt,
Benowa State High School,
Mediterranean Drive,
BENOWA. QLD. 4217

Dear Bob,

On behalf of the P & C Association and the students of the school, I would like to express our deep appreciation for your personal commitment and untiring efforts in relation to the Marine Studies program.

The P & C Association has benefitted financially from your generous loan of the copyright over the Marine Studies classroom notes. The sale of notes to other schools has defrayed the costs of establishing the Marine Studies program here at Benowa as well as assisting many other schools in Queensland to begin their school programs.

This letter acknowledges the return of the copyright over the following classroom notes to yourself as owner:

Navigation, snorkelling, coastal physics, fisheries biology, estuarine chemistry, oceanography, science of diving, field methods, boating and marine radio.

The P & C Association will continue to be able to sell copies of the sea notes which will continue to operate under the Marine Studies Sub Committee. The Association acknowledges that these notes were produced in school time and therefore remain the property of the Education Department.

Finally, we are very pleased that the inaugural Castrol Sea Safety Award was made to you. It is a fitting tribute and worthy honour to your entrepreneurial achievement.

Yours faithfully,

ROGER J. BREWSTER
PRESIDENT

MARINE STUDIES SERIES

OTHER UNITS :

There are two types of Classroom Note : Practical & Applied

(a) Practical Notes

- | | |
|----------------------|--|
| Unit 1 : Navigation | : Features of the Coastline, Navigation Methods, Practical, Weather, Pilotage, Tides, Exam. |
| Unit 2 : Snorkelling | : Physiology, Techniques, First Aid, Dangerous Marine Animals, Safety, Certificate. |
| Unit 3 : Radio | : Components, Features, Discipline, Types, Practice Exercises, Certificate. |
| Unit 4 : Boating | : Buying a Boat, Safety, Seamanship skills, Handling, Maintenance, Licence. |
| Unit 5 : Camping | : Types of, Equipment for Camping with a boat, Campsites, Practical Conservation, Safety, Leadership Skills. |

(b) Applied Notes

- | | |
|------------------------------|---|
| Unit 6 : Fisheries Biology | : Plankton, Nekton, Benthos, Fishing Methods, Protected Species, Fisheries Management |
| Unit 7 : Estuarine Chemistry | : Laboratory Methods, Pollution, Salinity, Temperature, Ph, and other parameters. |
| Unit 8 : Coastal Physics | : Waves, Tides, Beach Erosion, Beach Protection, Coastal Management, Local Coast Management |
| Unit 9 : Diving Science | : Boyles Law, Charles Law, Effects of Pressure on Diver, Marine Medicine. |
| Unit 10 : Sampling Methods | : Marine Technology in Scientific sampling apparatus, student project, collection methods. |