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An Introduction to Outdoor Education at TAS

The Outdoor Education Program at TAS has a history that is as long and proud as the school’s itself. The overall program begins at Year Two with an overnight sleepover at the school and concludes with the Year Twelve Leadership Retreat. The longest program is the 18-day Year 9 Journey. The TAS Outdoor Education Program has long been regarded as one of the premier programs in the state, and further one of the more well-known and highly-regarded programs in the country.

Outdoor Education is commonly defined as experiential education in, about and for the outdoors. It is more than simply outdoor recreation, which many schools offer and refer to as outdoor education. Experiential educator Kurt Hahn coined the term for young people challenging themselves in the outdoors that “there is more in you than you think” and this is certainly evident in quality outdoor education programming.

The School is well aware of the benefits afforded to students through our outdoor education program and has invested heavily into it, employing two full-time outdoor education teachers, maintaining a large array of high quality equipment, and sending all teachers on programs to ensure that learnings are brought back into the classroom. Each year level program is an important, sequential part of the school’s holistic Outdoor Education program. They are each carefully designed to be a valuable educational and life experience, providing challenge and opportunity to develop intellectually, physically, emotionally and spiritually.

With the exception of the optional Year 10 Outdoor Recreation Program and some of the Year 10 & 11 program choices, the cost of all programs are covered through year level fees. All programs start and finish at school at the normal school start or finish time. For a range of safety and timing reasons we cannot collect or drop-off students en-route to and from programs. Thorough equipment checks and safety information briefings are also conducted at school prior to departure for senior school programs, and some whole-group debriefing upon return to school.

While there is some inherent risk involved in all outdoor activities, the TAS Outdoor Education Department take all possible steps to dynamically assess and minimise risks in the outdoor environment. Students will be thoroughly briefed and supervised during activities and parents can assist by ensuring students are well-prepared for programs in terms of equipment and physical health. It is worth pointing out the difference between real risk and perceived risk – an activity such as abseiling has a high level of perceived risk, as it’s conducted at height, but in reality the real risk, or chance of an injury actually happening, is very low. All of our activities carry a lower real risk than travelling in a vehicle on a road, or being injured through playing sport. Recent outdoor education research refers to the term “positive risk”, where activities with an appropriate level of risk allow students to function at an optimal level, provided their physical skills are at a suitable level and the social environment is supportive.
Camp groups will be carefully determined by school staff before the commencement of a program. Our staff know our students well and are able to design groups to allow the best learning opportunities for all of our students. Students will learn of their groups once the programs begin and no changes are allowed. Students may not be in groups with all of their friends at the beginning of the programs, but by the end they will have an increased network of friends, which is an important positive outcome of our programs. It is expected that all students will attend all TAS Outdoor Education programs. The programs are compulsory and no alternative options will be offered at school at these times.

The TAS Outdoor Education Closed Facebook Group / Page is very popular and provides a safe environment for our staff, students and the TAS Community to share news, photos and stories. To see photos and updates from programs and keep up with all outdoor education matters please join the group at www.facebook.com/groups/TASOutdoorEd/

We will endeavour to post photos and updates from our programs onto Facebook as often as possible, ideally once every couple of days during a program. Please understand that due to a variety of factors, including limited mobile coverage in some areas and staff being focused primarily on safety and student learning, not all students will appear in photographs posted to social media.

Information provided to parents prior to all programs will include a detailed information letter, an equipment list, and various information around informed consent and emergency and medical details. These are all done completely electronically from 2019 through Parent Lounge and once familiar with the process you will find this less time-consuming than paper forms, while allowing us to improve the accuracy of information and to save paper. Your timely attention to this area is greatly appreciated as this allows us to run our programs efficiently and to ensure all student needs are met to a high degree. If a student is sick immediately prior to a program, please do not simply send them along in the hope that they’ll get better during the program, as the reverse is more commonly the case and children then need to be collected from camp. A sick child also poses a risk to other students on the program, please consider this. If in doubt please consult a doctor to help in this decision. Students who need to take regular medication during camp, or specific medication in certain circumstances, need to present this medication in a clearly named bag, with detailed instructions also included, to a TAS staff member prior to program commencement. Outdoor Education staff oversee administration of medication.

Equipment lists provided to parents have been carefully written and include information on exactly what to take and also what not to take. These lists also vary slightly between programs so please take the time to ensure only the correct equipment is brought on programs and if you are unsure please ask for advice. All of our programs are technology free (for the students) and there is no reason for students to bring along any food, apart from morning tea and lunch on the first day.

If you have any concerns or require additional information, please do not hesitate to contact the Director of Outdoor Education on 4036 8111 or at outdoorseducation@tas.qld.edu.au.

Regards, Darren Osmond, DIRECTOR OF OUTDOOR EDUCATION
TAS Outdoor Education utilises a range of channels and resources to disseminate information about its various programs. With some slight differences in information distribution for senior school and junior school parents, the following are sources of information:

1. **TAS School Website.** Under the “beyond the classroom” tab are several useful pages on information.
2. **TAS Outdoor Education Parent and Student Handbook.** Comprehensive pdf information resource found at the website above.
3. **TAS Outdoor Education Facebook Page.** Actually a closed facebook group at www.facebook.com/groups/TASOutdoorEd. Several posts each week cover a range of current and upcoming events and opportunities.
4. **Various Other School Facebook Pages.** Other pages of interest could include the main school page or the World Challenge page.
5. **TAS Marketing YouTube Channel.** You can view or subscribe to this channel, which includes year level program videos and that out outdoor recreation course expeditions, plus various informational presentations.
6. **Information Evenings.** Each year we host a parent information evening for junior and senior school outdoor education programs.
7. **Yearly Information Letters.** At the beginning of each year, for both junior and senior school students, a letter is sent to parents detailing all of the outdoor education programs being offered for the year.
8. **Program Information Letters.** Approximately 5 weeks prior to each program a detailed parent information letter is sent out, which includes a medical and consent form.
9. **School Newsletters.** The monthly TAS Observer contains several pages relating to outdoor education including recent and upcoming programs.
10. **School App.** Information letters are also posted on our school app, which is linked to parent lounge also.
11. **TAS Outdoor Education Noticeboard.** This is located adjacent to the tuckshop on the senior school side.
12. **Instagram.** Several Outdoor Education related posts appear on the TAS Sport Cairns Instagram page.
13. **Class Visits.** We visit each class group for 30-40 minutes in the weeks leading up to their outdoor education program.
14. **Other Channels** of distributing information include student notices, school and sports assembly notices, year level handbooks and a TAS Outdoor Education promotional brochure, available from school reception areas.
Parents we need your help please!

We have put together a top 10 list of things which often don’t go as we’d like them to on camp that you as parents and guardians can help us with. If we can work together to avoid these issues in future the children will have an even better outdoor education experience at TAS.

1. **Don’t send sick children on camp.** The camp environment is not the place to recover from an illness or injury, can make things miserable for the student concerned and is also a risk for the health of all others on camp.

2. **Correct water bottles are required.** Please pay attention to the minimum amount of water carrying capacity required and note that a standard sport water bottle is not 1litre. More than one container is required on senior school programs (if using a camelback students must also have another water bottle).

3. **Spread the good word.** Our outdoor education programs at TAS have enjoyed a great reputation across the country for several decades and it would be great to help spread the good word about our programs and the benefits for all students of outdoor education. Join our TAS Outdoor Education facebook group, like and share the photos and posts and tell others.

4. **Follow the packing lists.** Bring everything on the list and nothing more. Students of all ages can pack their own bags, but they must be checked carefully, at least a few days before program commencement. Ensure that no items from the “do not bring” list make their way into bags.

5. **Sun protective clothing is crucial.** When packing all clothing items think what offers the best sun protection. Long sleeve shirts with collars are ideal, shorts should ideally come down to the knees but at least halfway down the thigh and short sleeve shirts should come down near the elbows.

6. **Things don’t always go as planned, and that’s OK.** While we carefully plan and execute all aspects of our programs, the outdoor environment is a dynamic one and changes and challenges are common. Students who are properly prepared and led by experienced group leaders will cope with this, although it may seem difficult at the time) and develop increased resilience in the process. Kurt Hahn was famously quoted as saying that “we must not dis-able our children by making their lives easy”.

7. **Don’t believe everything that you hear.** Camp stories can often become more “interesting” the more times they are repeated. If you are concerned about anything the best course of action is to speak with a staff member from the TAS Outdoor Education Department.

8. **Complete required paperwork accurately and in a timely fashion.** Please submit all paperwork by the due date so that we can appropriately cater for dietary requirements and better manage medication issues.

9. **Send student medication in clearly labelled bags with instructions.** Ensure students hand these in to staff at the beginning of program also.

10. **Become informed.** Read program information letters carefully. Attend information nights, read facebook posts, read the parent outdoor education handbook.
10 Key Attributes Developed Through Outdoor Education at TAS

1. Resilience & Self-Confidence
2. Problem-solving / Creativity
3. Planning & Organisation
4. Teamwork
5. Communication

In this analogy the tree symbolises life, growth & knowledge. The roots are the foundation, which is laid down through family and community support, the school’s pastoral care system and the holistic education that TAS provides. The roots stabilise the ground to allow others in the community to thrive also. The strong branches are the TAS School Values. Regular nourishment (fertiliser), in the form of a high level of self care, will allow the tree not only to grow, but to flourish for years to come.

6. Leadership & Followership
7. Empathy & Understanding
8. Self Management / Responsibility / Autonomy
9. Self-Reflection/Appraisal
10. Initiative & Enterprise

Trinity Anglican School provides the perfect environment to allow the tree to be the best it can be. The outdoor education program is supported by many other aspects of schooling at TAS, and vice versa.

Scan this to learn more
We’ve identified 10 key persona attributes and qualities that our students develop through active participation in our outdoor education programs. These attributes are certainly sought after by 21st century employers, and enable us to graduate young adults who become contributing members of society:

**Teamwork** – working effectively with different people, developing group collaboration skills, understanding group development

**Leadership & Followership** – understanding leadership theory and practicing various leadership styles, including how to support leaders.

**Communication** – sharing ideas, actively listening to others, giving and receiving effective feedback, public speaking.

**Planning & Organisation** – managing resource use, developing and following schedules, modifying plans on the fly.

**Self-management, Responsibility & Autonomy** - developing and showing autonomy, the ability to manage oneself & to take full responsibility for one’s own actions and behaviours.

**Resilience & Self Confidence** - being confident in one’s own abilities and having a positive outlook for overcoming challenges, setbacks and trying new things, especially those outside of one’s comfort zone.

**Problem-solving & Creativity** developing innovative, creative and practical solutions to problems.

**Self-reflection / Appraisal** - being able to evaluate and reflect on oneself, performance and experiences and to set goals. Expressing oneself in a variety of ways.

**Initiative & Enterprise** - embracing challenge and opportunity, working under pressure. Having a desire to learn and perform well.

**Empathy & Understanding**—the ability to truly understand and appreciate the perspective and needs of others, and to show this in actions.
We are very fortunate to have access to a wide range of venues and camp facilities for our many Year Level programs. A range of natural environments are used within 3 hour’s drive of school, including the lowland rainforest environment of Hartley’s Creek, the arid savannah & limestone landscape of Chillagoe and the varies lake and open sclerophyll countryside on the Atherton Tablelands.
Who are we?

The Outdoor Education Department at TAS consists of two full time teachers and approximately six contract and casual staff. The department conducts all of the year levels outdoor education programs for the school, from Years Two to Twelve inclusive. They also run the Year 10 Outdoor Recreation course and coordinate both the Duke of Edinburgh and World Challenge programs at TAS.

**Darren Osmond, Director of Outdoor Education**

Darren has been working at TAS since 2005. He is a member of the Senior Leadership Team and holds the executive position of Director of Co-Curriculum. He has completed three separate university degrees, including Exercise Science (Human Movement), Outdoor Education and Education, the latter two being graduate level qualifications. Darren has been working in the Outdoor Education, Recreation and Sport Industry for more than 20 years and has travelled widely in 25 countries and has worked with various student groups in the outdoors in 10 different countries. He has worked with children and adults, youth at risk, people with disabilities, indigenous and other cultures. At TAS Darren is the Duke of Edinburgh Award Leader and also the World Challenge Coordinator. At least seven major sporting tours for the school have been organised and managed by Darren, including a football tour to China, a rugby tour to Japan and netball and hockey tours to New Zealand. He has led 28-day World Challenge Expeditions to Borneo, Ecuador, Tanzania and Nepal. He has spent time in the outdoors in each state of Australia and all continents of the world with the exception of Antarctica. Darren believes deeply in the Round Square Philosophy of the School and is working to embed it, along with other ideas of experiential educator Kurt Hahn, in the school’s outdoor education program. He has participated in Round Square Conferences in both Western Australia and Mongolia, and has helped to organise a Senior Australasian Conference at TAS. His personal outdoor passions include anything involving cross-country navigation and he has previously competed successfully in a 6-day expedition-length adventure race in New Zealand and many 24 hour and longer orienteering, rogaining and adventure racing events.

**Emma Beveridge, Outdoor Education Teacher**

After developing a love for the outdoors through her own school’s outdoor education program, Emma completed an outdoor recreation internship in Victoria, in their outdoor education department. After working in the industry for a few years Emma completed a Bachelor of Outdoor Education degree at LaTrobe University in Bendigo. She then worked for several years at another Anglican School, Caulfield Grammar, at their outdoor education campus in the Yarra Valley, which included spending time working in China at their international campus. Emma is passionate about developing outdoor education curriculum to ensure maximal student learning. Emma has a broad range of outdoor skills and particularly enjoys mountain biking and triathlons.

**Contractors and Casual Staff**

Several outdoor education contractors and casual staff are employed for most of our year level and outdoor recreation programs. These people are committed outdoor industry professionals who enjoy using the outdoors to develop young people. They are all suitably experienced and qualified for their respective roles, having a minimum qualification of a Certificate IV in Outdoor Recreation and Wilderness First Aid. Some of our contractors are long-term Cairns locals who have been working at TAS for almost 10 years, while others come from as far afield as Victoria to work on specific programs (eg the 18-day Year 9 Program).
Our **Purpose** is to create opportunities for students to have meaningful and memorable outdoor experiences, through our sequential Year 2-12 Outdoor Education Program.
Our **Vision** is developed from the School’s mission statement, where TAS inspires young men and women to be the best they can be. With a strong focus on education more than simply recreation or play, our programs are designed primarily to enable our students to grow in every way. The learning of essential transferrable or life skills is a key goal derived from this rationale.
Our **Mission** is to stay true to a common definition of quality outdoor education, where it is understood to be experiential education which occurs in, about and for the outdoors. Developing connections is a key tenet of this approach – connections with parts of themselves, with others and with the natural environment. This must be seamlessly integrated with the wider school curriculum, to enhance the development of various cross-curricular priorities including cultural understanding and the use of technology, along with general capabilities in the personal development area.

Our Key **Goals** centre on instilling in our students some key values and skills required by young people in the 21st century. Many of these form our school values also: **Resilience, courage, commitment, respect, self-responsibility, teamwork, leadership, individual and team problem-solving and collaboration skills**

Breaking these down further we can derive our **Objectives:**
- To foster within our students and staff an attitude of environmental preservation and moreover, stewardship;
- To teach observation and reflection skills, in line with our school motto of *teaching them to observe all things*;
- To facilitate a range of challenging experiences to assist with the development of courage and risk assessment and management;
- To provide students with effective communication tools and techniques;
- To allow students to develop a high level of respect for themselves, others and the environment;
- To expose students to various types of leadership and provide various opportunities for practice and receiving feedback;
- To build student resilience and self-responsibility through carefully-sequenced experiences of increasing challenge;
- To enable students to build their individual and problem-solving and group collaboration skills through a range of real and simulated tasks;
- To give students experience working in a range of different teams and groups, focusing on developing empathy and understanding;
- To facilitate journey-based experiences where students spend significant time and energy working together for the achievement of common goals;
- To strive for achieving our smallest possible environmental footprint;
- To encourage within students a sense of adventure, exploration and discovery;
- To ensure all outdoor education activities are integrated with classroom activities and curriculum as much as possible;
- To have our department viewed as the most valued part of our school and of a TAS education;
- To contribute to the wider FNQ, State and National Outdoor Education community and be viewed as industry leaders.
# TAS Outdoor Education - Year Level Programs Scope & Sequence

<table>
<thead>
<tr>
<th>Duration</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venue</td>
<td>School</td>
<td>Camp Paterson</td>
<td>Quinola Lakes</td>
<td>Camp Bernabeche</td>
<td>Chillagoe</td>
<td>Hartley's Creek</td>
<td>Barron River/Elwirn</td>
<td>Lake Tinaroo</td>
<td>Various</td>
<td>Redynch Valley</td>
<td>Genazzano</td>
</tr>
<tr>
<td>Main Activities</td>
<td>Group Games, Learning Mealtime Routines</td>
<td>Aquatics, Hiking, Exploration, Aquatics, Tree Planting</td>
<td>Caving, Hiking, Abseiling, Tree Planting, Initiatives</td>
<td>Caving, Hiking, Abseiling, Tree Planting, Map Reading, History</td>
<td>Hiking, Camping, Operation, Tree Planting, Environmental</td>
<td>Hiking, MTB, Canoeing, Navigation, Teamwork, Tree Planting, Map Reading, History</td>
<td>Hiking, MTB, Canoeing, Abseiling, Ropes Course, Navigation, Sailing, Map Reading, History</td>
<td>Options of Sailing, MTB, Hiking, Paddling</td>
<td>Leadership, Teamwork &amp; Communication Theory &amp; Practical</td>
<td>Leadership, Teamwork &amp; Communication Theory &amp; Practical</td>
<td>Leadership, Teamwork &amp; Communication Theory &amp; Practical</td>
</tr>
<tr>
<td>Program Leadership</td>
<td>OE Staff</td>
<td>OE Staff &amp; Contractors</td>
<td>OE Staff &amp; Contractors</td>
<td>OE Staff &amp; Contractors</td>
<td>OE Staff &amp; Contractors</td>
<td>Contractors &amp; Students</td>
<td>Students</td>
<td>Students</td>
<td>Students</td>
<td>Students</td>
<td>Heads of House</td>
</tr>
<tr>
<td>Accommodation</td>
<td>Classroom</td>
<td>6-8 Bed Dorm</td>
<td>6-8 Bed Dorm</td>
<td>Tent</td>
<td>Tent</td>
<td>Tent</td>
<td>Tent</td>
<td>Tent</td>
<td>Tent</td>
<td>Tent</td>
<td>Domes</td>
</tr>
<tr>
<td>Solo/Reflect. Time</td>
<td>15 Mins</td>
<td>30 Mins</td>
<td>45 Mins</td>
<td>1 Hour</td>
<td>1-2 Hours</td>
<td>3 Hours</td>
<td>6 Hours</td>
<td>1-2 Hours</td>
<td>1-2 Hours</td>
<td>1-2 Hours</td>
<td>1 Hour</td>
</tr>
<tr>
<td>Cooking</td>
<td>TAS OE Staff</td>
<td>External Caterer</td>
<td>External Caterer</td>
<td>External Caterer</td>
<td>External Caterer</td>
<td>Own, Small Groups</td>
<td>Own, Small Groups</td>
<td>Own, Small Groups</td>
<td>Purchase Own (not sailing)</td>
<td>Own, Small Groups</td>
<td>External Caterer</td>
</tr>
<tr>
<td>Pre-Camp</td>
<td>30 Min Visit</td>
<td>30 Min Visit</td>
<td>30 Min Visit</td>
<td>30 Min Visit</td>
<td>30 Min Visit</td>
<td>3 x Lessons in Pastoral Care</td>
<td>3 x Lessons in Pastoral Care</td>
<td>3 x Lessons in Pastoral Care</td>
<td>3 x Lessons in Pastoral Care</td>
<td>3 x Lessons in Pastoral Care</td>
<td>Information Letter</td>
</tr>
<tr>
<td>Follow-Up</td>
<td>Class Teacher Led</td>
<td>Class Teacher Led</td>
<td>Class Teacher Led</td>
<td>Class Teacher Led</td>
<td>Class Teacher Led</td>
<td>Assembly Talk</td>
<td>Assembly Talk</td>
<td>Assembly Talk</td>
<td>Assembly Talk</td>
<td>Assembly Talk</td>
<td>Information Letter</td>
</tr>
</tbody>
</table>

All junior school programs focus on developing independence, resilience, personal responsibility and self-management, comfort in and familiarity with the outdoors, teamwork, cross-campus bonding, creativity, self-reflection, initiative and enterprise, communication and problem-solving and an awareness of group dynamics. Fundamental outdoor activities of hiking, canoeing, abseiling, low ropes courses and navigation are introduced. Community service (tree planting) is introduced in the Year 3 program.

All senior school programs focus on further developing personal attributes from junior school programs and additionally leadership, teamwork and communication. The programs are largely journey-based, using non-motorised transport and incorporating a range of journey/expedition skills and a community service component. In addition to the further development of the fundamental outdoor skills taught in junior programs, new activities including high ropes courses, mountain-biking and sailing are also undertaken.

Notes: Outdoor Education can be defined as experiential learning which occurs in, about and for the outdoors. Additional programs offered in Outdoor Education at TAS include the elective Year 10 Outdoor Recreation Program, the Duke of Edinburgh International Award (Yr 9 sign-up) and 29-day World Challenge Expeditions in the developing world (for Year 10 & 11 students in year of travel).
TAS Year 4 Outdoor Education Program

Intended Outcomes - Skills, Knowledge & Understanding

By the conclusion of the program the majority of students should have:

**Hiking Skills**
- Understanding of importance of staying together when hiking in a group;
- Understanding of the importance of adequate hydration when completing outdoor activities;
- Understanding of importance of sun protection and how to minimise sun exposure in outdoor environments.

**Outdoor Activity Skills**
- Basic understanding of how to put on a climbing helmet, for ropes courses.
- Basic understanding of how to put on a personal flotation device (PFD).
- Awareness of safety procedures around campfires.

**Food**
- Understanding of hygiene practices around preparing to eat;
- Understanding of importance of eating a balanced diet with lots of fresh fruit and vegetables;
- Understanding of how to wash up effectively.

**Leadership and Group Dynamics**
- Understanding of the importance of listening to all in a group and respecting differing opinions.
- Understanding of basic principles of spotting students on low ropes courses.

**Self-reflection Skills**
- Ability to feel comfortable and safe when alone for a small period of time.
- Ability to set simple goals in a range of areas.
- Ability to write a daily journal of events.
- Ability to contribute to group debriefs at a basic level.
To allow us to conduct outdoor education programs with a high level of safety we require parents to be aware of key details of each program and to provide us with various information and consents. Previously this was done using paper information packs and forms, however from 2019 this process will be electronic, facilitated through Parent Lounge. This system will have many benefits to both parents and the school, including being a far quicker process, saving paper and having this information more easily accessible and readable. Approximately 4-5 weeks prior to a program a link will appear to it in parent lounge and you will be alerted to this through an email. In summary, the following steps must be completed, in order:

1. The detailed program information letter needs to be read, understood and retained for student preparation. This is located by clicking on the “other details” link near the centre of the page. The information letter also includes the equipment checklist, which you will need to use again to prepare for the program as it comes closer.

2. Read and accept the terms and conditions of the program. Click on the black document symbol to bring up the terms and conditions document.

3. Check student medical and contact details by clicking on the medical cross symbol on the right. Do this carefully and update details where required. Note that specific dietary information (eg vegetarian), recent medical history and other student concerns must be entered via the supplementary information option. There is an additional information sheet available to guide you through process if required, but basically you select medical details from the student detailed menu option on the top left and then use the drop-down menu selection in the supplementary information section of medical details to enter further information about these things if required. Other medical or student concerns can be entered in supplementary information also. Click verify when finished updating details.

4. Accept the program (using the accept/decline drop down option on the right).

5. Give consent (or not) for outdoor education staff to administer up to five over the counter medications to students during the program if needed. Click on the black document symbol under the first option to access further information on this.
When giving permission for your child to attend an outdoor education program through Parent Lounge it’s crucial to check student medical details. This is done by clicking on the Medical Details link on the top right as per the top screenshot below. Please note however to provide dietary requirements along with details about recent injuries, operations and current medication, there is an additional process to follow:
1. Select the Student Details menu tab from the left side of the top menu bar;
2. Select the Medical Details menu option;
3. Either scroll down to the Supplementary Information section or select it from the medical details menu/index on the left side of the screen (refer to bottom screenshot below).
4. Click on the Add New button which appears in blue on the right hand side of the Supplementary Information section.
5. From the pop-up dialog select what type of supplementary information you wish to provide—eg Dietary Requirements, Major Operations, Other Current Medications or Significant Injuries. Enter a sufficient amount of detail in the details box and then click the blue Submit New button.
Student Responsibilities for TAS Outdoor Education Programs

1. Wash hands thoroughly after toileting and before every meal.

2. Be sun smart — hat, sunscreen, & suitable sun-smart clothing & equipment.

3. Shoes on at all times, except for sleeping and showering.

4. Boys and girls sleeping areas remain just that, and you are only permitted in your tent.

5. Stay hydrated (at least 2-3l water per day)

6. Inform staff of any illness / injury ASAP

7. Respect the environment — take nothing but photographs, leave nothing but footprints.

8. Get adequate sleep and allow others to do the same.

9. Eat a balanced diet with lots of fresh fruit and vegetables.

10. Respect all TAS equipment and that of others.

In following these rules you will also be honouring any group contracts in place, abiding by all other school rules and most importantly TAS Values:

PERSEVERANCE CURIOSITY INTEGRITY COMPASSION
In-Field Communication Options

1. Mobile Phones:
   - Telstra coverage in 95% of areas used
   - Consider weatherproofing and extra battery

2. Satellite Phones:
   - TAS has 4 x Inmarsat 1 phones and 2 x Inmarsat 2 phones
   - Carried in waterproof peli case with EpiPen
   - Can be recharged via Micro USB

3. Handheld UHF / CB Radio
   - TAS has 6 x hand held units and 1 x portable car unit
   - Some can be recharged via micro USB or can put in AAA batteries

4. Garmin In-Reach EPIRB / GPS Communicator
   - TAS has 2 of these, for remote expeditions
   - Can communicate in simple SMS messages
   - Functions as EPIRB also

Additional considerations:
   - Waterproofing and recharging. TAS has 5 x Dune Vega X Powerhouse units with 6000mAh batteries and solar charging.
First Aid Equipment Overview

On every TAS Outdoor Education program there is a wide range of first aid equipment available for immediate use, as follows:

**Group Kits**—Each outdoor education contractor / group leader, will carry a comprehensive wilderness-type first aid kit, such as the one pictured top left below. These also contain an EpiPen, asthma puffer and spacer.

**Travel / Teacher / Bus Kits** —On each bus travelling to and from programs there will be a group first aid kit provided, again similar to the top left image below. These also contain an epi-pen, asthma puffer and spacer.

**Base First Aid Kit** — Often carried in the TAS OE 4WD or at the logistics base if not, this is the largest kit of equipment, along with a defibrillator and oxygen resuscitation equipment.

**EpiPens** — For life-saving anaphylaxis treatment, these are found in each first aid kit (with two in base kit) and also in yellow case with each satellite phone.

**Personal First Aid Kits** — These very basic kits are carried by all secondary students on program.
Since 2007 we have employed professional caterers for all junior school outdoor education programs. Leeandra Norman from Love-Lee Catering started with us in 2019 and makes the majority of her food from scratch, using a significant amount of local, organic ingredients. Students love her food, with highlights being home-made muesli bars and dips with vegetables and corn chips, frozen fruits, lasagne, chocolate pudding and pancakes.

Our students are instructed to eat at least three fruits/vegetables with every meal and the cooking and food presentation done by Lee make this task easy. There is always plenty of food available, with almost every student having seconds at each meal. A special dessert, chocolate pudding, is special in that it has no refined sugar, using red kidney beans as a starch and dates as the sweetener. Students gobble this down and are later told how healthy it is! Home-made dips as snack food can also be used as an educational opportunity, teaching children about the large amount of waste packaging on our normal snack foods. A discussion about the concepts of reduce, re-use and recycle often happens with groups using this as a primer. With older students topics such as food colours and flavours can also be discussed, as the dips are made in a therm-o-mix with all-natural ingredients.
EXAMPEL MENU – JUNIOR PROGRAMS

LoveLee Catering
Catering for the Outdoors

Monday/Wednesday

Dinner
Lasagna or Spaghetti Bol
Salad Platter & Garlic Bread
Ice Cream Cone with Choc Topping

Tuesday/Thursday

Breaky
Fruit, Cereal, Pancakes, Toast & Spreads
Lunch
Pizza with a Sweet Treat
Dinner
Marinated BBQ’d Chicken & Sausages with Gravy
Roast Potatoes & Pumpkin with Sour Cream
Peas & Carrots, Fresh Corn on the Cob
Buttered Pasta Dura Loaves
Choc Pudding & Ice Cream

Wednesday/Friday

Breaky
Fruit, Cereal, Bacon & Scrambled Eggs, Toast & Spreads
Lunch
Fill your own wrap with a choice of Cold Meat, Salad Items & Sauces to take on trip home
With a Frozen Juice

SNACKS

MONDAY & WEDNESDAY AFTERNOON
CORN & CURRY DIP/CORN CHIPS/CARROT & CELERY STICKS

TUESDAY & THURSDAY MORNING
THE CAMP OVEN CRANBERRY SNACK BARS & ORANGE PIECES

TUESDAY & THURSDAY AFTERNOON
ROAST CASICUM DIP/CORN CHIPS/CARROT & CELERY STICKS

WEDNESDAY & FRIDAY MORNING
PIKELETS WITH JAM AND CREAM/CHOC CAKE OR SIMILAR
EXAMPLE MENU – SENIOR PROGRAMS

Dinners
Night 1 - Penne Pasta Bolognese with mince, carrot, zucchini, capsicum, onion, garlic
Night 2 - Honey, Soy Garlic Stir-Fry (carrot, zucchini, capsicum, onion, garlic, mushrooms, with rice noodles, no meat)
Night 3 - Salami Cous Cous (carrot, zucchini, capsicum, onion, garlic, peas)
Night 4 - Vegetable Curry (carrot, zucchini, capsicum, potato, onion, garlic with rice, no meat)

Lunches
Day 2, 3, 4 - Wraps (a variety of Mountain Bread and ordinary wraps) with ham (day 2 only) / salami / tuna, cheese, carrot, cucumber, tomato, condiments.
Day 5 - Bucket Lunch – corn chips, capsicum, corn, kidney beans, tomatoes, taco seasoning, any extra items the group has remaining which they would like to add. This mixture can then be spooned into a wrap.

Breakfasts
A selection of cereals (muesli, vita-brits, sultana bran, cornflakes, rice bubbles) with powdered milk, fruit.
Pancakes on one day - group choice

Snacks
Chocolate biscuits, country cheese crackers
Chocolate Muesli bars – Uncle Toby’s
Fresh and dried fruit – apples, oranges, bananas, mandarins, dried apricots and sultanas.

Students bring morning tea and lunch from home on Day 1
Dining Room Rules

We always bring full water bottles to the table

We use inside voices

We show our manners always

We try new foods, including at least three different vegetables or salads

We are thankful for food made for us

We keep our tables clean and tidy

We keep our hands to ourselves

We take only the food we can eat

We wait until we are invited for seconds

We stay seated until invited to move
Three Bowl System (always):

**Bucket 1 — Hot Rinse.** Plain water—as hot as can stand. With chux to remove excess from plates etc.

**Bucket 2 — Hot Wash.** With detergent, nylon scourer &/or chux.

**Bucket 3 — Cold Rinse.** With chlorine sterilising tablet / solution added (eg steramine/milton). Preferably allow equipment to air dry after or tea towel.

**Important Information:**
- First step in above process is to scrape all scraps from plates and utensils into a bin - doing this well will keep washup water cleaner.
- Change bucket 1 and/or 2 as soon as they become moderately dirty. Primary programs will have up to three sets of bowls in use.
- For secondary programs using trangias, put as much hot wash-up water as possible on once eating meals has begun.
- Drain dirty wash-up water through mesh on top of grey-water hole. Leftover bits in mesh then carried as rubbish.
Maintaining a high level of personal hygiene is crucial for staying healthy during an outdoor education program. Washing hands properly and regularly is the most important part of personal hygiene, however it is often done poorly and can lead to sicknesses including vomiting and/or diarrhoea.

**Hands must be washed thoroughly every time before eating or preparing food, and after going to the toilet.**

If near tap water, use normal soap and the 9-step process detailed below. A nail cleaning brush should also be used as part of handwashing whenever available. At remote campsites a handwashing system will be setup using a water bladder and water dripping system — normal hand soap is still used. Instant hand sanitizer should be used only if no access to water.
The group hygiene kit (or “Gene”) contains a multitude of hygiene items for toileting, cleaning and washing up. Apart from the shovel (“Dug”) and the pick (“Mick”), all of these items are contained in a red drybag.

The individual items and their usage is detailed on the diagram below.
TAS are a sun-smart school and we adhere to the Australian Cancer Council recommendations for limiting sun exposure when outdoors — slip on a shirt, slop on sunscreen, slap on a hat, seek shade when possible and slide on sunglasses.

Below are some additional points for staying protected when in the sun:

- Long-sleeve, collared shirts are compulsory for some programs and recommended for all others. You can get hiking-style button up synthetic ones, pullover fishing-style ones or you can also use an old cotton business shirt.
- Don’t forget protecting your lips also with lip balm sunscreen.
- Sunscreen should be SPF50+ and water resistant for 2-4 hours.
- Zinc cream (invisible, tinted or coloured) is recommended for faces.
- Broad-brimmed hats are essential. TAS bucket hats work well and caps are not allowed on any outdoor program at TAS.
- Consider lightweight, long pants for canoeing activities,
- Long-sleeved rashies are best for aquatic activities.
- Wrap-around sunglasses are especially important for water-based activities, with polarized models being the best choice.
All students on senior school programs, including the Year 10 Outdoor Recreation course, need to carry with them a personal first aid kit and you will find this on relevant equipment lists also. This helps to teach self-responsibility to students in terms of looking after themselves in this area where possible. TAS Outdoor Education staff are however still responsible for first aid on all programs, however they will supervise students doing small tasks (eg applying a bandaid or blister treatment) where appropriate. A large group first aid kit will always be present with each group, carried by the outdoor education staff.

A personal first aid kit will be small and basic and will not contain any personal medications (unless discussed prior with outdoor education staff). Contents should include:

- Bandaids
- Blister treatment kit
- Conforming / Elastic Bandage, 7.5-10cm width (not gauze, for snakebite and compression)
- Small gauze bandage, 5cm width
- 2-3 basic wound dressings
- Antiseptic Wipes or Cream
- Tweezers
- Small Scissors
- Triangular Bandage
- Alcohol wipes
- Saline solution
- Chaffing cream if needed
Not drinking enough water is the most common reason for students getting a headache on camp and this is easily avoided. With our hot and humid environment, we all need at least two litres of water per day, and that’s before we need to replace any lost through physical activity. On some hot days involving activities such as hiking, students could need to drink more than four litres of water in a single day. The urine colour chart pictured is a good guide for your currently level of hydration.

The equipment lists for our programs explain that 2-3lt of water-carrying capacity are needed. One-litre wide mouth bottles work the best as they are easy to fill and clean and can be stored for easy access in the bottle holders on the one-planet brand packs that we use for all of our senior school programs. Camelbak-type bladders are OK, but they are prone to leaking or bursting (and when this happens that’s the entire carrying capacity gone), the user can’t tell easily how much is remaining, they are often difficult to fill (especially from creeks) and are difficult to clean thoroughly. If using a bladder then at least one regular bottle must also be brought along.

For most of our junior school programs we use local town water from taps. On senior school programs we often supply our own water from Cairns in water drums, and on limited occasions we drink from flowing creek systems using water purification.

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**AM I HYDRATED?**

Urine Color Chart

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>If your urine matches the colors 1, 2, or 3, you are properly hydrated.</td>
</tr>
<tr>
<td>3</td>
<td>Continue to consume fluids at the recommended amounts.</td>
</tr>
<tr>
<td>4</td>
<td>If your urine color is below the RED line, you are DEHYDRATED and at risk for cramping and/or a heat illness!!</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>YOU NEED TO DRINK MORE WATER!!</td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
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</tbody>
</table>
On all of our senior school programs we cook on Trangia brand methylated spirit (metho) stoves. They are relatively safe to use, as long as a few basic safety precautions are followed. Students are most often in cooking groups of 3 people (minimum 2, maximum 4) with one trangia stove and fuel bottle per cooking group. The two pots are just under 2L in volume.

Cooking is always done using the industry-accepted trangia circle method, as pictures below right. A circle of at least 2-3m diameter is made on the ground using rope or sticks and the trangias as placed just inside this circle. No-one apart from the group leader or teacher is allowed in the circle at any time when a trangia is lit.

The trangia circle should be at least 5m away from the nearest tent, and a fuel station should be set up for all fuel bottles at least 5m away from the circle also. Only the proper red trangia fuel bottles should be used to store and carry metho during programs.

Full trangia use briefs will be given by group leaders prior to their use on programs. No trangia stove should be left unattended once it is lit. One person in each fuel group should be designated to attend to the stove, another to do whatever running around is required (fetching water, refuelling the burner etc), and another chopping the vegetables etc. The frypan can be used as pictured below, but oil must always be used when frying. To refill the burner it must be left to cool for a few minutes, then taken over to the fuel station. Simmer rings can be used to extinguish the burner, but should never be thrown — only placed swiftly and purposefully on the lighted burner.
The group travel wheel for senior school journey-based outdoor education programs assists students to know their roles within the group and make the journey run smoother for all. In a group of 15 people, there would be five groups of three people, ideally mixed gender and not friends. The names of students in these groups are to be written in permanent marker on the larger circle, with one group per segment. Rotations may last one day on 5 day programs and up to three days on longer programs. All students participate in cooking and meal cleanup, possibly in their own food groups of 3 people. Groups should report in a debrief on their performance in their respective roles, with a more detailed handover given on the night before group changeover (rotating inner wheel clockwise).
TAS Outdoor Education has been quite active in the social media sphere for several years. With such great photos and videos from programs, we are keen to share these with students, parents and others and these are always well received. We currently have an online presence across three of the main platforms, being Facebook, YouTube and Instagram. Facebook is used almost predominantly by parents these days, Instagram mostly by the students and YouTube usage is by both students and parents. We encourage people using these platforms to share our posts with others to help spread the good word about outdoor education at TAS.

**TAS Outdoor Education Facebook Page.** This private or closed facebook group is administered by the school and only know members of the school community are accepted to join this. It is an active group with over 500 members and posts a few times each week. Posts include program photo and videos, general updates and reminders and other useful outdoor information. To join go to www.facebook.com/groups/TASOutdoorEd.

**TAS Marketing YouTube Channel.** This channel run by the school is for all school videos, however outdoor education videos make up a large proportion of these. You’ll find a video for each year level program, several from the outdoor recreation program, yearly highlight videos and several instructional and information videos. Search for TAS Marketing on YouTube and Subscribe to the channel.

**TAS Instagram.** @TASCairns. This social media platform is targeted mainly at students and contains photos and videos of previous programs, along with other information most relevant to students.
The Solo / Reflection Experience

The time where students are on solo is perhaps the first and only time they will be totally alone, for an extended period of time, without any distractions. It is perhaps the first time they have had to contend with their own company for a considerable period; for some students this will be a greater challenge than the steepest of hills, or the highest of abseils.

We give students specially-designed solo / reflection booklets to act as a primer for constructive thought. Depending on the year level, the booklets contain daily journal writing space, questions to answer about the program and themselves, inspirational quotes and readings, aspirations and goal-setting, activities including writing a letter to themselves, drawing about their life, etc.

Why do we do solo?
To take time out to reflect on our place in the world.
To think about and set some goals for the future and record these.
To have time experience the sights, sounds and smells of nature.
To make an effort to remember the things we have learned;
To consider the opportunities we have and be thankful for these.
To allow time to connect with our creative abilities—to write poetry, draw, create art, etc.
To give us time to write about our experience in a journal.
To separate ourselves from distractions, including technology.
Toileting in the bush

Going to the toilet in the bush is a source of concern for some students (and adults!). With an understanding of some simple procedures and some practice, students should feel comfortable doing this (at least daily) task. Junior school programs begin with normal toilets and progress to long-drop style toilets in Year 5. For senior school programs involving journeys or expeditions, students dig their own toilets.

Trench-style toilets are dug by the students (often those in the hygiene group at that particular time). One trench is used by one group for approximately 24 hours only. These trenches need to be dug (by Doug the shovel incidentally — and the picture below right is of model called the iPood) at least 50m from all watercourses. Doug the shovel is also the engaged signal for the toilet, meaning that when Doug is present in a set location at the campsite, the toilet is vacant. Conversely, when Doug is absent then the toilet is occupied, so wait. The group will all visit the trench once it has been freshly-dug so that it’s location is known. Reflective string or similar will also be used so that it can be found easily at night-time.

At the risk of stating the obvious, the procedure to use a trench toilet is first find Doug, then make your way to the trench. Do your business, then use Doug to cover your business and toilet paper with some soil (but not to fill in the trench completely). Doug must never touch anything except for dirt. Number one’s are done in the trench too, but may not require toilet paper and/or covering with soil. If the trench is full, another one must be dug. When returning from the trench you must replace Doug in the agreed spot and wash your hands immediately and thoroughly using the agreed system. When a group vacates a campsite the trench must be filled in so that it’s location is then almost invisible to another group.
Why Do We Plant Trees?

Outdoor Education is often defined as experiential education which occurs in, about and for the outdoors. Tree planting therefore covers the FOR, but also the IN and the ABOUT. TAS is a Round Square School and Service is one of our key IDEALS. Tree planting as an environmental community service activity offers great benefit for something simple to do in terms of time and effort (great bang for buck/reward for effort). TAS Outdoor Education has been planting trees during its programs since 2001. These trees, up to 16 years old, now form a forest!

Making a Difference!
Their’s the story of the child walking along a beach which has thousands of upturned starfish, dying in the sun. A passer-by questions the child turning a starfish over, saying that there are thousands of them and how could they make a difference, to which the child replies “it makes a difference to this one”.

We can make a difference too, even by planting just one tree, because:

- A single mature tree can produce enough oxygen in a year for 10 people;
- By cooling the air and ground around them, the shade from trees helps to cool the earth’s temperature;
- There are 7.5 billion people in the world — think about what we could achieve if we all did our bit to make a difference;
- One person causes about 10 tonnes of carbon dioxide to me emitted each year—trees absorb carbon dioxide;
- Tree roots stabilise soil and help to prevent erosion;
- Trees improve water quality by slowing and filtering rain water, as well as protecting aquifers and watersheds;
- More than 80% of the earth’s natural forests have already been destroyed.
To help focus our students on some key outcomes of outdoor education, particularly in primary programs, we have developed a formula for a successful outdoor education program.

The simple acronym to remember is “TAS”. It essentially incorporates a few more than three things (although there is three main themes) and there is some crossover with it and a potential group contract, which is OK. Generally the Director of Outdoor Education will introduce this at the beginning of a program and revisit at end to see if these outcomes have been achieved at a personal level.

**T— Try to challenge yourself by learning new things**

**A— ‘Ave Fun. Silent “H” just because it fits. Enjoy, Positive attitude, growth mindset.**

**S—Socialise. Make new friends. Expand your social group.**

**Recipe for a great camp**

TAS

TRY new stuff

‘AVE fun & enjoy

SOCIALISE make friends
To help focus our students on some key outcomes of outdoor education, particularly in primary programs, we have developed a formula for a successful outdoor education program.

The simple acronym to remember is “TAS OE”. It essentially incorporates a few more than three things (although there is three main themes) and there is some crossover with it and a potential group contract, which is OK. Generally the Director of Outdoor Education will introduce this at the beginning of a program and revisit at end to see if these outcomes have been achieved at a personal level.

T— Try to challenge yourself by learning new things
A— ‘Ave Fun. Silent “H” just because it fits. Enjoy,
Positive attitude, growth mindset.
S—Socialise. Make new friends. Expand your social group.
O—Own your own actions / behaviours / feelings.
Take responsibility.
E—Enhance a place or group by your presence. Make a positive contribution and leave a place better for you having been there.

Formula for a successful Outdoor Education Program

TASOE

TRY new stuff
‘AVE fun & enjoy
SOCIALISE make friends
OWN your actions & behaviours
ENHANCE a place or group
What not to bring!

These things have NO place in TAS Outdoor Ed Programs

- Technology devices, including phones, tablets, music players / headphones and data- or cellular-connected smartwatches.
- Junk food, soft-drinks, lollies, chewing or bubble gum,
- Aerosol cans, excess toiletries, or pocket knives.
- Singlets and short shorts.
- Thongs / flip-flops, reef shoes or other flimsy casual-type footwear
- Short clothing, big mattresses, own backpacks
- Put downs or other anti-social behaviour, bad attitudes.
For outdoor clothing, synthetic, loose fitting materials work best as they dry quickly and help moisture to escape and evaporate.

Cotton is OK for a long sun shirt, but for other items cotton can get cold when wet and does not dry quickly (denim is out).

Sun protection is a key factor with several clothing choices.

Long sleeve, collared shirt compulsory on secondary programs.

Sleeping bags need only be sufficient for north Queensland winter conditions and are made smaller to carry through use of a compression sack (waterproof a great idea).

For some items, eg long sun shirts, op shops are a good option.

Travel towels and pillows can be very small and lightweight.

Collapsible plates, bowls and cup can save significant room.

Water bottles should be sturdy and named clearly.

For secondary programs sturdy footwear is essential. These can be lightweight boots or other outdoor footwear from brands including Salomon, Hi-Tec, Columbia, Merrell, Teva and Keen.

For all programs, student equipment should fit in a name-tagged, sport-style duffel bag less than 50 litres.
To make it easy for the potential purchasing of some handy items for TAS Outdoor Education Programs, the folks from Adventure Equipment Cairns have put together two handy packs of recommended (but not compulsory) equipment. These packs can be purchased in-store anytime, but mention you are a TAS student to receive the special price, which is more than 15% off the retail price. Items can of course all be purchased separately and a discount is always offered to TAS families. Both packs contain top quality travel pillows, lightweight towels, sleeping bag compression sacks and a water bottle. The premium pack has a lighter and more compact pillow, waterproof compression sack and a cup/bowl set. Adventure Equipment is at 133 Grafton Street.

**Basic Pack**

- Therm R rest Travel Pillow
- Travel Towel Large
- Sleeping Bag Compression Sack
- 1 Litre Nalgene Water Bottle

*Special TAS Price: $119*

**Premium Pack**

- Sea to Summit Aeros Med Pillow
- Travel Towel X-Large
- Waterproof Sleep. Bag Compress. Sack
- 1 Litre Camelbak Water Bottle
- Sea to Summit Folding Bowl & Cup

*Special TAS Price: $179*
For all of our programs from Year 5 up we supply students with tents and self-inflating sleeping mats. These are given out during the program and the class teachers help to select who should share tents. The tents are basic 3-person dome-style tents, with a breathable mesh inner. If pitched correctly with the fly pegged out tightly and ground sheet used then these tents are relatively water resistant. On some specific programs to certain destinations (eg Year 10 Outdoor Recreation Course and Year 11 expedition options) we have some better quality tents for use also, and we also have some 3-person flysheets for use on other programs where appropriate.

The therm-a-rest style sleeping mats were purchased recently with funds generously donated from the TAS Parents and Friends Association. They are only to be used for sleeping on inside a tent and are not to be taken outside to sit on etc. To inflate you unroll the mat completely and open the valve fully. Within a few minutes the mat should be almost fully inflated — if not use your mouth to add a few short puffs to get it to the desired inflation level.

We are now halfway through a four year backpack replacement program and now have many great new packs, in back lengths from junior and then extra small, through to large. Packs are used on all senior school programs only and in most cases are distributed to students at the gear check and briefing on the morning of departure. Although the pack material is relatively water resistant, students must still completely waterproof their bags using their own large orange multix-brand garbage bags.
Purchasing Outdoor Equipment

Considerations:

- Before purchasing you may consider borrowing items that won't be used on many occasions.
- You may end up using some key items on several occasions, including all TAS OE year-level programs, the Year 10 Outdoor Recreation course, Duke of Edinburgh and World Challenge Expeditions, along with siblings also using the equipment. In this case, purchasing quality items would be a good idea and the adage of “you only buy quality once” would certainly be true in many cases here.
- Consider purchasing a little on the large size to allow for growth.
- TAS OE always provide tents, sleeping mats, backpacks, activity and cooking equipment to students for all programs.

TAS Outdoor Education has a great relationship with Mark & Libby Shergold from Cairns Adventure Equipment at 53 Grafton St. Mark has supported our program for 20 years and is now a parent of the school. Discount available for TAS Parents – just ask! Not only do they stock the best quality equipment in town—they also know how to fit it correctly and understand what our programs require.

There are several other places to purchase outdoor equipment locally, with some of the bigger and chain-type stores listed below. If looking to purchase from one of these stores you need to know exactly what to purchase, so do your research and ask questions if necessary. For boot fitting it’s best to go to someone who knows how to fit them properly.
Whilst student preparation in terms of equipment is normally at a high level, there are a few things that can commonly be improved upon for greater student comfort and safety. Please pay attention to the list below to ensure you don’t make some of the 10 most common errors. Note that this page is aimed at senior school programs, although some of this information is relevant to junior school programs also.

**Shorts**—Need to be long, approaching knee length if possible for protection from sun and environment. For girls leggings are a great idea—full or knee length.

**Shirts**—Preferably with collar and arm length close to elbow. Synthetic (not cotton) dry quicker. Lighter colours cooler. Singlets or shirts with very short arm length have no place on our programs.

**Long Sleeve Shirt**—With collar, minimum of one required, recommend 2-3. Options include button-up nylon outdoor shirts, nylon fishing / sport shirts or old cotton business shirts.

**Toiletries**—Too many, too much quantity for program (travel size items ideal), don’t take items not on list, no aerosols allowed.

**Wet Shoes**—Old joggers/runners work well. Need to stay on feet when in water. No sandals / thongs / flip-flops.

**Hats**—The TAS bucket hat is OK at a minimum, however the ideal is a broader-brimmed, synthetic hat with a chin strap.

**Shoes**—Must fit correctly, be supportive and in reasonable condition with good grip. Standard joggers/runners are OK, more supportive shoes better. No slip-on, free-running style with little support.

**Not Naming Items**—Lost student equipment is inevitable and if it is not named it will often stay lost. Name everything with permanent marker or iron-on label.

**Water Bottles**—Sturdy 1- or 1.5-litre bottles work best as they can be placed in the side (water bottle) pockets of our packs- 2L and larger bottles do not fit these pockets, camelback-style bladders often leak or burst.

**Too much stuff**—Take exactly what is on the packing list and nothing else. Remember that students need to carry everything they bring on their backs.
Compulsory student equipment checks for senior school programs form an important part of our risk management procedures. The equipment check is an opportunity to sight key equipment items for all students attending the program and are done at a point in the program where possible alternatives for unsuitable equipment can be arranged. The checks are done in a slow, methodical manner in the Bishop Centre as part of the backpack packing process with particular focus on the following equipment items:

1. Footwear—appropriate hiking footwear and suitable wet shoes;
2. Rain jacket—appropriate for program;
3. Shirt—long-sleeve, sun-protective;
4. Water bottles—2-3L in multiple containers, depending on program;
5. Torch and spare batteries;
6. Warm clothing—appropriate to program;
7. Sleeping bag—appropriate for program;
8. Hat—broad brim;
9. Other items as required for the specific program.

If during the checking process items are identified as inappropriate or missing, staff should make a note of these issues and address them at the end of the equipment check. Students can then either borrow some equipment from the Outdoor Education Department or the Uniform and Bookshop, or might need to phone their parents from school reception to arrange an alternative to be brought in for them.
TAS Outdoor Education has a large fleet of industry-leading One Planet hiking packs, in sizes including Junior, XS, S, M and L. Students will be given a pack size according to their back length. Having a top quality pack is important, but so too is putting it on and adjusting it correctly.

**To put on a backpack safely:**
1. Loosen all straps and face the harness towards yourself.
2. While bending your knees and keeping a straight back, use the shoulder straps to lift you pack onto a bent knee.
3. Rotate your shoulders to put your arm through the furthest shoulder strap.
4. Shuffle the pack around your back and put you other arm through.
5. You can also use another person to help put your pack on, or have it on a raised surface approximately 1m high such as a rock or tree branch.

**To adjust backpack while wearing it (numbers as per bottom left image):**
1. Ensure all straps are loosened.
2. Position the centre of the hip-belt on the bony part of your hips and tighten the strap firmly (use a friend to help with this if needed).
3. Fasten the shoulder straps, making sure the hip belt doesn’t lift up off your hips.
4. Ensure shoulder straps contact your skin at all points from behind your shoulder to in front of your body. If there is a gap behind your shoulder you may need a shorter pack length.
5. Fasten sternum strap (this can be adjusted or unfastened for comfort).
6. Tighten lower and top stabilizer straps to move pack closer to back.
Feminine Hygiene

Whilst on camp, students will have access to ‘traditional’ toilets, and/or ‘bush toilets’ (a communal pit, composting toilet, or behind trees/shrubs).

The procedure for changing tampons or pads when bush toileting or using composting toilets (drop dunny) is:

- Take your ‘kit’ with you (e.g. toilet paper, pads/tampons, nappy bags).
- Go to the toilet or find a suitable place behind shrubs or trees for some privacy
- Wash your hands using soap, hand sanitiser or ‘Wet-Ones’.
- Remove used product and wrap it in toilet paper, or place in a brown paper bag.
- Place wrapped item into a snap-lock bag or nappy bag (you can place multiple wrapped items into these bags)
- Used toilet paper from wiping yourself can be buried in a hole in the ground or placed in the same bag as used sanitary items.
- Wash your hands again.

All sanitary items MUST be placed into a bin. At no stage can sanitary items be placed in any type of toilet. This includes composting toilets and burying in the ground. There is an opportunity for students to offload their sanitary waste bags at Base Camp.

Menstrual cups are an alternative to using pads and tampons and only require being emptied every 8-12 hours. Contents of the cup can be emptied into a toilet (hole in the ground or compostable toilet) and the cup then wiped clean with toilet paper or rinsed with water from a drink bottle before reinserting.

When showers are unavailable students may wish to use feminine wipes to freshen up or wash themselves using water and their towel. All used wipes must be placed into a bin bag.
Round Square Links

The Round Square Organisation, which celebrates its 50th anniversary in 2018, was founded by experiential educator Kurt Hahn, (who also founded Outward Bound and the Duke of Edinburgh Award). As a Round Square school, TAS is committed to upholding the Round Square IDEALS, which appear top right. These too are an integral part of the Outdoor Education Program at TAS.

Furthermore, the Round Square Discovery Framework is an expansion of the IDEALS (beliefs and behaviours) to twelve Discoveries (attitudes, values, skills and competencies). These discoveries, which have students as “explorers” of our world and their place within it, form most of the aims and objectives of our sequential, whole-school outdoor education program.
In 2018 TAS began offering an exciting new Outdoor Recreation Program, developed specifically to meet the needs of our Year 10 students. This optional, selective-entry program is in addition to the main Year 10 Outdoor Education Program. The program will include an average of two day-trips (10:30am-3:15pm) each term, plus a three to four-day end of term expedition each term, making 25 field days (or part) in total. Students can complete a study session in the weeks where the outdoor education staff are on other year level programs to assist with the two weeks of missed lessons 3 & 4 each term.

Upon completion of the program, students will receive:

- Senior First Aid Certificate (Remote and Wilderness Context).
- Bronze Medallion Pool Lifesaving Qualification.
- Course certificate with skills learned and outcomes achieved.
- Logbook with around 25 days of outdoor experience.
- Personal reference from Outdoor Education Department.
- Skills and confidence around leading and working in teams.

As an optional extra in this program, most students will have adequate opportunities to earn their Bronze Duke of Edinburgh Award, with motivated students also achieving their Silver level award.

**Application Procedure:** 15 students accepted (29 applied for 2018 program), Year 9 outdoor education program and other feedback used, along with written application. Applications close 9 Nov, 4pm. Costs—$415 per term, payable in semester instalments of $830 ($1660 total for year), provide own food on expeditions. Information letter sent to Year 9 students immediately after their outdoor education program.

<table>
<thead>
<tr>
<th>Term / Activity</th>
<th>Day Trips</th>
<th>End of Term Expedition</th>
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<tbody>
<tr>
<td>Term 1—Paddle</td>
<td>Kayak Skills, Paddling</td>
<td>Paddling Expedition</td>
</tr>
<tr>
<td>Term 2—Rope</td>
<td>Rockclimbing, Roping</td>
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<tr>
<td>Term 3—Hike</td>
<td>Hiking &amp; Navigation</td>
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<td>Term 4—MTB</td>
<td>Lifesaving &amp; Rescue</td>
<td>Mountain-biking Expedition</td>
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</table>
All TAS Outdoor Education Programs are designed to be achievable by all students, regardless of fitness level. Senior school programs are more physically challenging than those in the junior school and students will enjoy the programs more and potentially learn more from them if they have a reasonable level of physical fitness. Senior school programs feature a large amount of hiking wearing a backpack — and on almost all occasions the terrain is hilly and the weather potentially warm to hot. Other programs feature mountain-biking and canoeing as activities where a moderate level of fitness is beneficial.

- Aerobic or cardiovascular fitness is the most important component of fitness required on outdoor education programs and this is achieved through regular (multiple times per week) aerobic activities such as walking, running, cycling and swimming.
- Muscular strength is beneficial for activities such as uphill walking wearing a backpack. Resistance training is what develops strength quickly, and at TAS this is offered free of charge on three mornings each week for senior school students, in the form of REPS classes in the school gym. Walking uphill, even wearing some weight on your back, is also a very good way to develop strength for uphill walking. There are several easy to navigate walking tracks in the Cairns area and this can also form a great family activity. Options of hilly walking tracks, from North to South, include Clifton’s Track at Clifton Beach, Earl Hill at Trinity Beach, Glacier Rock in the Barron Gorge, Crystal Cascades Track to Lake Morris, the Red/Blue/Green/’Yellow tracks at Mt Whitfield, Ivan Evans Walk at Bayview Heights and the Pyramid Walk at Gordonvale.
- Flexibility development is an important part of any physical fitness program and is achieved through stretching, with activities such as Yoga and Pilates being excellent for this also.
- Core stability is another important part of fitness for outdoor activities and this will be developed by working on the three components of fitness outlined above, paying particular attention to stretching and strengthening the abdominal and lower back muscles.

There are a range of great clubs and organisations in the Far North which offer great events and activities for families in the outdoors. Of particular note is Adventure-Sport NQ, which run a range of family-friendly events including trail runs, orienteering, rogaining and metrogaining, multi-sport events and paddling races — visit www.adventuresportnq.info for more information.
TAS Outdoor Education abides by the 7 Principles of Leave No Trace Australia. Leave No Trace builds awareness, appreciation and respect for our natural and cultural heritage. Leave No Trace Australia is a national non-profit organisation dedicated to promoting and inspiring responsible outdoor travel and recreation through education, research and partnerships. Through our programs which include an environmental community service components such as tree planting and rubbish removal, we further aim to leave the natural environment in a better state for the future than when we arrived.

As a department we are acutely aware of our environmental impacts and footprints and aim to reduce these as much as possible through the reduce, reuse and recycle framework. We will be looking to introduce several new initiatives in the coming programs, involving the students, where these will be key themes.
In line with our working definition of outdoor education, being education “in, about and for” the outdoors, we have an important responsibility in terms of environmental protection advocacy to our students. We therefore have some tasks to achieve, including ensuring our own practices are as environmentally sustainable as possible, educating students about these and other environmental preservation practices, and perhaps most importantly, to foster an attitude of environmental stewardship among our students.

Teaching about the environment and its protection does not happen in an isolated fashion, it happens almost constantly as opportunities present themselves. We refer to these as “teachable moments” - opportunities where you have a group’s (or student’s) attention and interest and can then deliver a short lesson in environmental education. Some of our environmentally sustainable practices provide these teachable moments, for example when introducing hygiene and toileting, introducing our special “who gives a crap” toilet paper, explaining that it is not made from trees, is biodegradable and profits go to help countries suffering from deforestation.

Many of our own practices follow the mantra of reduce, reuse and recycle, with some of the main practices listed below:

1. Use refillable containers for our liquids: Filling from bulk containers, eg metho, dishwashing liquid, hand sanitiser, had wash, cooking oil, laundry detergent
2. Use biodegradable products where possible, including dishwash and handwash, laundry detergent, toilet paper.
3. Buy bulk food and decant into smaller containers, for example rice, pasta.
4. Limit use of disposable or single-use items. Students always have own eating utensils as an example.
5. Use of rechargeable batteries in device2, including sat phones, gps, epirb, uhf’s.
6. Use solar-powered rechargeable lights for camp lighting
7. Use laminated re-usable maps and other student handouts, and manky maps.
8. Work towards a paper free means of operating our department, where possible.

If students become inspired, they can be further involved in a range of other environmental initiatives at TAS, including junior environment clubs and the new TAS LEAP senior environmental group.
Outdoor Industry Standards

The TAS Outdoor Education Department strive to achieve best practice in regards to following relevant industry standards and procedures. As a school we hold organisational memberships to the main two peak industry bodies for the outdoors in Queensland, being the Queensland Outdoor Recreation Federation (QORF) and the Outdoor Educator’s Association of Queensland (OEAQ).

In 2017 TAS won the QORF Award for Outstanding Achievement (Organisation) at the annual Outdoors Queensland Awards night and was a finalist for the Award again in 2019. TAS regularly attends and aids in the facilitation of local QORF and OEAQ workshops and events.

Outdoor Education Australia (OEA) is the peak body for outdoor Education in the country. TAS Outdoor Education staff regularly attend and present at the bi-annual National Outdoor Education Conference.

A new national standard, the Australian Adventure Activity Standard (AAAS) form the outdoor sector’s best practice guidelines to manage risk and safety across a wide range of outdoor adventure activities. The AAAS, while still voluntary, form the basis for risk management decisions for many organisations, such as the Queensland Department of Education.

The National Outdoor Leader Registration Scheme (NOLRS) is another voluntary standards framework, but for outdoor leaders, not organisations. It is administered by the Outdoor Council of Australia and TAS staff have qualifications under this scheme. Our staff also have a range of other qualifications and memberships with several other peak industry bodies for separate activities, including Australian Canoeing, Mountain-biking Australia, Orienteering Queensland and Yachting Australia.
The Duke of Edinburgh’s International Award

The Duke of Edinburgh’s International Award (or ‘The Duke of Ed’) is an exciting, highly-regarded international youth development program. Anyone between the ages of 14 and 25 can take part and the best bit is you choose your own activities and set your own goals. To simplify the process at TAS we offer all students the opportunity to sign up for the award scheme prior to the Year 9 Outdoor Education Program.

The Duke of Edinburgh International Award has 3 Award levels and you can choose the level that’s right for you: Bronze, Silver or Gold. Each level has different time commitments. To finish the Bronze and Silver levels you have to complete 4 Award sections and 5 for the Gold level. You design your own program around the things that interest you most. The Award sections are:

Service — get involved in your community and give service to others.
Skill — build your skills in something practical or creative, such as drawing, painting, learning to drive, fishing, or music.
Physical Recreation — take part in something active such as football, netball, basketball, dancing, martial arts or swimming.
Adventurous Journey — discover a sense of adventure and do something challenging with your friends. TAS offer 1-2 of these journeys per year (subject to demand) during school holiday periods.
Residential Project (Gold only) — broaden your horizons and open your eyes to the world.

The TAS Outdoor Education Department coordinate the Duke of Edinburgh’s Award Scheme and Mr Darren Osmond is the Award Leader. For more information visit the school website at www.tas.qld.edu.au, the Queensland Duke of Edinburgh website at www.qld.gov.au/youth/be-involved-have-your-say/duke-of-ed, or email dukeofedinburgh@tas.qld.edu.au
World Challenge Expeditions

World Challenge is a UK-based company that has been operating month-long personal development expeditions for Australian students for 30 years. The expeditions are unique in that they are student led. This sees students designing their own itinerary, managing their own expedition budget and sourcing accommodation and food, among many other tasks. Most expeditions include an acclimatisation trek of 2-4 days, a main trek of 6-12 days, 5 days of community service (normally at a school), several cultural tourism experiences and some rest and relaxation activities.

Whether it’s about finding perspective, overcoming obstacles or gaining confidence, World Challenge builds the life skills young people need to live a life of courage, kindness and adventure. World Challenge leads the way in safety, quality, ethical community engagement and learning outcomes.

At TAS we run World Challenge Expeditions every two years (odd-numbered years), for students in Years 10 and 11 (at the time of expedition). Sign up is offered in May of every even-numbered year, to students in Years 9 and 10 in that sign-up year. The program is 18 months in length, all done out of school time, and sees students doing a variety or preparation, training and fundraising activities. Mr Darren Osmond is the coordinator of World Challenge at TAS. For more information please visit the school website at www.tas.qld.edu.au, the World Challenge website at www.worldchallenge.com.au or email worldchallenge@tas.qld.edu.au.

The photos below, from left to right, are as follows. They are from our four previous world challenge expeditions, with our fifth one to be offered in December 2019. Left: On top of Mt Kinabalu in Borneo, 4095m and the highest mountain in South-East Asia, in 2011. In a longboat heading deep into the Amazon Rainforest in Ecuador, 2013. On the roof of Africa, Mt Kilimanjaro, 5895m above sea level in Tanzania in 2015. Right: At Annapurna Base Camp, 4130m, in the Nepal Himalaya in 2017.
So what do you get if you cross a map with a hankie? A Manky of course! No more of maps sitting unused in packs or pockets, getting wet or muddy. A manky is a map for all occasions. A great new innovative product from the UK, these are now commonly used for a range of purposes around the world, including mountain bike park and permanent orienteering course maps. They are washable and don’t fade and the soft cloth can be used for a range of cleaning applications.

We custom design our very own manky maps for our Year 7, 8 and 9 programs, that have a large focus on learning navigation. On one side of the manky is the main topographic map for the program, along with a legend and other crucial map interpretation information. The rear of the manky often has a range of useful outdoor education information and resources, including the group duty wheel, student responsibilities and a range of safety and emergency information.

Group leaders have fun with the manky maps with their groups, having various rules about being able to produce your manky within 5 seconds of a particular call, and having appropriate punishments if a manky is not readily at hand. Students mostly wear them on their wrists, or around their neck which affords additional sun protection. They are not to be worn as a bandana as this would not be sun-smart. Students keep their manky maps at the completion of these programs as a souvenir, or furthermore as a token of their “rite of passage” of completing a program and returning to normal life. Some students even make their manky maps into pencil cases!
As a tangible take away from all of our programs we have produced a “learning reminder” business card / bookmark resource. The intention is for students to keep this resource handy for future reference, and to remind them of the learnings from their outdoor education programs. It contains information including how to get more involved in outdoor activities, practical ways to help the environment, key aspects of wellbeing and where to get help if needed, and where to learn more about outdoor education programs at TAS.

**TAS OUTDOOR EDUCATION**

**LEAVE NO TRACE!**

A set of outdoor ethics to keep the natural area you have healthy and clean, for visitors and wildlife.

**KNOW BEFORE YOU GO**

Before you walk, read and learn about potential hazards.

**STICK TO THE PATH**

Make plans and stay together, and be aware of your footpath. Also make sure to replant trees after you've walked through.

**PACK IT IN, PACK IT OUT**

If you made waste, make sure to pack it out with you. If you use your hands, pack it out with your hands.

**KEEP WILDLIFE WILD**

Don’t feed the animals, don’t take anything from the natural environment.

**LEAVE IT AS YOU FIND IT**

If you see it, you must see it. If you find something, keep it where it is.

**MANAGE YOUR PIT**

If you make a toilet pit, it must be properly managed. If you do not have a pit, do not use the natural environment.

**SHARE OUR PARKS**

If you see someone who is not respecting the environment, report it to the authorities.

To learn more about our programs scan this QR Code with your phone camera:

**TASOE**

**FIVE WAYS TO WELLBEING**

1. **TRY)**
2. **Socialize)**
3. **Connect)**
4. **Enjoy)**
5. **Learn)**

**Kolb’s Experiential Learning Cycle**

- What went well?
- What didn’t work?
- Changes needed?

**What next?**

- Do it
- What happened?
- Why did it happen?

**FOR MORE INFORMATION**

Visit our Facebook Group: www.facebook.com/groups/TASOutdoorEd

Subscribe to our YouTube Channel: www.youtube.com/user/TASOutdoorEd
At TAS we are fortunate to have a range of great outdoor education facilities and resources on-site. These include a 3mx3m (with overhang) indoor bouldering wall, and 7x7m, 4-rope indoor climbing wall. The heated olympic swimming pool is used for teaching introductory kayaking skills and eskimo rolling, and the boats are stored adjacent to this venue.

There are also two separate professionally-made orienteering maps, one of just the area with the buildings and another covering the entire 22 hectares of school-owned land, completed with perennial stream. Course can be easily setup for particular groups, however there are a range of permanent courses set up as well. Both maps are geo-referenced, which means they are ready for smartphone orienteering courses to be set also.

There is also a large environmental area surrounding sawpit gully, where the school has planted more than 13000 trees in the past decade. There is potential for a range of exciting initiatives to be developed here, including various environmental studies, walking and mountain-bike trails and outdoor classrooms.
Outdoor Education Quotes to Consider

1. It is curious that physical courage should be so common in the world, and moral courage so rare……Mark Twain.

2. The world would be very silent if no birds sang there except those that sang the best……Henry David Thoreau.

3. Each of us is dealt a hand of cards by life. It's not so much the hand you get dealt but what you do with what you've got……Woodrow Wilson Sayre.

4. There are many paths to the top of a mountain, but the view is always the same……Anonymous.

5. You can't direct the wind, but you can adjust your sails……Anonymous.

6. I hear and I forget, I see and I remember, I do and I understand……Confucius.

7. It is not the victories but the defeats that strengthen a person……Anonymous.

8. You won't find the ripest fruit down the beaten track……Anonymous.

9. It is a great nuisance that knowledge can only be acquired by hard work……W. Somerset Maugham.

10. There is no end to the adventures that we can have if only we seek them with our eyes open……Jawaharlal Nehru.

11. Unless you try to do something beyond what you have already mastered, you will never grow……Ralph Waldo Emerson.

12. You can't depend on your eyes when your imagination is out of focus……Mark Twain.

13. Tough times don’t last……tough people do.

14. One day your life will flash before your eyes……make sure it’s worth watching.

15. It is better to travel than to arrive.
Our Outdoor Playground

We acknowledge Rainforest Aboriginal people as the traditional custodians of the Wet Tropics and recognise their connection to this cultural landscape. We pay our respect to Elders past, present and future.

THE WET TROPICS RAINFOREST WORLD HERITAGE LANDSCAPE is a living natural wonder and a cultural landscape like nowhere else on earth. It hugs the coastal fringes from Townsville to Cairns like a long green ribbon. The Wet Tropics is a special landscape where we can trace and see living examples of some of the earliest flowering plants and the emergence of songbirds. The diversity, evolution and survival of many rainforest species provides a fascinating story about life on Earth.

THE GREAT BARRIER REEF WORLD HERITAGE AREA is the largest coral reef ecosystem on earth and at 348,000 square kilometres, the reef is one of the largest, richest and most diverse natural ecosystems on Earth. There are some 2,500 individual reefs of varying sizes and shapes, and over 900 islands, ranging from small sandy cays and larger vegetated cays, to large rugged continental islands rising, in one instance, over 1,100 metres above sea level. Collectively these landscapes and seascapes provide some of the most spectacular maritime scenery in the world. There are over 1,500 species of fish, about 400 species of coral, 4,000 species of mollusk, and some 240 species of birds, plus a great diversity of sponges, anemones, marine worms, crustaceans, and other species.

THE TROPICAL SAVANNA LANDSCAPE is the region that covers the savanna country in north east Queensland, lying inland from Cooktown in the north to Rockhampton in the south. It covers around 310,000 square kilometres and does not include the rainforest areas of the wet tropics and the central Mackay coast. Land use is dominated by pastoralism and includes major beef cattle areas in its southern parts. It is the most populous of the eight tropical savanna regions with many towns including Townsville, Chilagoe, Charters Towers, and Emerald. Savannas are dominated by grasses with an overstorey of eucalypts and acacias.

MORE INFORMATION: On our programs we carry a range of resource and reference books to allow students to learn more about the natural history, flora and fauna of these wonderful areas we are fortunate to be able to spend time in.

TAS is a Reef Guardian School and as such has made a commitment to adopt environmentally sustainable practices and educate our students about these.
Tropical North Queensland is certainly an adventure playground, with many great opportunities on our doorstep. Some of the more well known outdoor clubs are shown at the bottom of this page, but there are many more than this. Some have websites, while others have facebook pages. A detailed google search will reveal much in this area. Other good information sources include the Cairns Regional Council website and also that of National Parks. Many of these opportunities are suitable for families or for students by themselves if above a specified minimum age (often 16).

A particularly good organisation for outdoor activities is AdventureSport NQ. Visit www.adventuresportnq.info and look at their latest event calendar. All of their events are generally suitable for the whole family or students of all ages, and include orienteering, metrogaining and rogaining, trail runs, multi-sport events and some paddling events.

There is also the opportunity for senior school students to become involved in sailing through the TAS Team Sailing program — contact sport@tas.qld.edu.au for more information here.

There are also several great nature-play based playgrounds in the Cairns region, including Goomboora Park and the new nature playground at the Centenary Lakes. Junior school students are encouraged to explore this nature-play movement, with nature play “passports” being distributed by school reception points, or available at www.natureplayqld.org.au
Outdoor Education is based on good relationships and our outdoor education department has developed great working relationships over many years with a range of local and state-wide businesses and organisations. We are very fortunate to have such relationships and value these highly.

In many cases the people involved with these external organisations are also viewed as leaders within their respective areas and their combined experience in providing outdoor education services greatly adds to our programs. The images below depicts many of these relationships, although the list is not exhaustive. Please mention our name when dealing with these organisations and play your part in strengthening these relationships.
Cross Country Navigation Tips & Techniques

TOPOGRAPHIC MAPS
A topographic map is a to-scale, two-dimensional representation of the lay of the land and its various features, man-made and natural.

The map legend/key contains huge amounts of useful information including the map name, scale, contour interval and much more. You must spend time looking at the legend when you first pick up a new map.

MAP SCALES
Most topographic maps used for outdoor education purposes are either 1:25000 or 1:50000 scale. For a 1:25000 scale map as shown below right, 1cm on the map equals 25000cm in real life, or 250metres. Many topographic maps have grids drawn on them, which are also used for doing grid references as detailed below, however most grids represent a 1km x 1km square in real life. When you understand map scales you can measure distance on a map with a ruler, the side of a compass, or even use a piece of string which can bend around corners? A handy measuring device for your map is your finger, which might be approx. 1cm across.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Ground Distance of 1cm on the Map</th>
<th>Common Uses</th>
</tr>
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<tbody>
<tr>
<td>1:5000</td>
<td>50m</td>
<td>Orienteering</td>
</tr>
<tr>
<td>1:10 000</td>
<td>100m</td>
<td>Orienteering</td>
</tr>
<tr>
<td>1:25 000</td>
<td>250m</td>
<td>Bushwalking &amp; Rockclimbing</td>
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<tr>
<td>1:50 000</td>
<td>500m</td>
<td>Bushwalking, Paddling, Cycling</td>
</tr>
<tr>
<td>1:100 000</td>
<td>1000m</td>
<td>Cycling, Motorised Transport</td>
</tr>
<tr>
<td>1:250 000</td>
<td>2500m</td>
<td></td>
</tr>
</tbody>
</table>

SOME GENERAL NAVIGATION TIPS
1. Maps don’t lie—if you think you know where you are but the features on the map don’t agree with this, then you are probably wrong!
2. When hiking with a group of students on an outdoor education experience, a speed of 2-3km per hour is normal, slower if the terrain is steep, faster if on flat roads or tracks.
3. Use your watch also to time how long you’ve been walking—and use this to estimate distance travelled if needed using the speeds suggested above.
4. Carry the map in your hand and look at it regularly—it won’t work if you don’t use it!
5. In selecting routes, try to limit the amount of contour lines crossed, especially when walking uphill.
6. If possible, avoid areas where contours are close together.
7. Relax, be patient, take your time, enjoy learning the important life skill of learning to navigate.

ALL ABOUT CONTOUR LINES
Contour lines join points of equal height above sea level. When contour lines are close together the terrain is steep, when they are further apart it is flatter. Contour intervals are generally 10m or 20m for most common maps used for outdoor education. This distance is the vertical distance between contour lines.

COMPASSES
Compasses are sensitive magnetic instruments, so must be used away from metals etc. Hold compass flat when using and the red end of the needle will always point to magnetic north.

HOW TO TAKE A COMPASS BEARING
The Silva 1-2-3 system described below shows how to take a compass bearing between two points. You need to know where you are and where you want to go to use this! From Step 1 below, choose an object where your “Direction of Travel Arrow” is pointing, walk towards it and repeat until you reach your destination.
**Action Plan for Anaphylaxis**

**For EpiPen® adrenaline (epinephrine) autoinjectors**

**Signs of Mild to Moderate Allergic Reaction**
- Swelling of lips, face, eyes
- Hives or welts
- Tingling mouth
- Abdominal pain, vomiting (these are signs of anaphylaxis for insect allergy)

**Action for Mild to Moderate Allergic Reaction**
- For insect allergy - flick out sting if visible
- For tick allergy - freeze dry tick and allow to drop off
- Stay with person and call for help
- Locate EpiPen® or EpiPen® Jr adrenaline autoinjector
- Give other medications (if prescribed)
- Phone family/emergency contact

Mild to moderate allergic reactions (such as hives or swelling) may not always occur before anaphylaxis

**Watch for any one of the following signs of anaphylaxis (severe allergic reaction)**
- Difficulty/noisy breathing
- Swelling of tongue
- Swelling/tightness in throat
- Wheeze or persistent cough
- Difficulty talking and/or hoarse voice
- Persistent dizziness or collapse
- Pale and floppy (young children)

**Action for Anaphylaxis**

1. Lay person flat - do NOT allow them to stand or walk
   - If unconscious, place in recovery position
   - If breathing is difficult, allow them to sit

2. Give EpiPen® or EpiPen® Jr adrenaline autoinjector

3. Phone ambulance - 000 (AU) or 111 (NZ)

4. Phone family/emergency contact

5. Further adrenaline doses may be given if no response after 5 minutes

6. Transfer person to hospital for at least 4 hours of observation

If in doubt give adrenaline autoinjector

Commence CPR at any time if person is unresponsive and not breathing normally

**How to give EpiPen®**

1. Form fist around EpiPen® and PULL OFF BLUE SAFETY RELEASE
2. Hold leg still and PLACE ORANGE END against outer mid-thigh (with or without clothing)
3. PUSH DOWN HARD until a click is heard or felt and hold in place for 3 seconds REMOVE EpiPen®

All EpiPen®s should be held in place for 3 seconds regardless of instructions on device label

**Always give adrenaline autoinjector first, and then asthma reliever puff**

If someone with known asthma and allergy to food, insects or medication has SUDDEN BREATHING DIFFICULTY (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms

Asthma reliever medication prescribed: □ Y □ N

© ASCIA 2017 This plan was developed as a medical document that can only be completed and signed by the patient’s medical or nurse practitioner and cannot be altered without their permission.
Asthma First Aid

1. Sit the person upright
   — Be calm and reassuring
   — Do not leave them alone

2. Give 4 separate puffs of blue/grey reliever puffer
   — Shake puffer
   — Put 1 puff into spacer
   — Take 4 breaths from spacer
   — Repeat until 4 puffs have been taken
   — Remember: Shake 1 puff, 4 breaths
   OR Give 2 separate doses of a Bricanyl inhaler (age 6 & over) or a Symbicort Inhaler (over 12).

3. Wait 4 minutes
   — If there is no improvement, give 4 more separate puffs of blue/grey reliever as above
   (OR give 1 more dose of Bricanyl or Symbicort inhaler)

4. If there is still no improvement call emergency assistance (DIAL 000)
   — Say ‘ambulance’ and that someone is having an asthma attack
   — Keep giving 4 separate puffs every 4 minutes until emergency assistance arrives
   (OR 1 dose of Bricanyl or Symbicort every 4 minutes — up to 3 more doses of Symbicort)

Call emergency assistance immediately (DIAL 000)
— If the person is not breathing
— If the person’s asthma suddenly becomes worse, or is not improving
— If the person is having an asthma attack and a reliever is not available
— If you are not sure if it’s asthma
— If the person is known to have Anaphylaxis - follow their Anaphylaxis Action Plan, then give Asthma First Aid.

Blue/grey reliever medication is unlikely to harm, even if the person does not have asthma.

Asthma Australia
Contact your local Asthma Foundation
1800 ASTHMA (1800 278 462) asthmaaustralia.org.au

Basic Life Support Chart

DANGER
— Ensure the area is safe for yourself, others and the patient.

RESPONSE
— Check for response - ask name - squeeze shoulders.
— Make comfortable
— Monitor response

SEND FOR HELP
— Call for an ambulance or ask another person to make the call.

AIRWAY
— Open mouth if foreign material present. Place in recovery position. Clear airway with fingers.

BREATHING
— Check for breathing - look, listen, feel.
— Normal breathing
— Not normal breathing
— Start CPR
— Place in recovery position
— Monitor breathing

CPR
— Start CPR - 30 chest compressions : 2 breaths.
— Continue CPR until help arrives or patient recovers.

DEFIBRILLATION
— Apply defibrillator if available and follow voice prompts.

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