
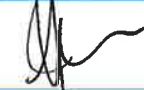


PROCEDURE

Cataract Scout Park – Camp Craft



Issued with the authority of the Head of Risk, Commercial Manager and
Chief Executive Officer of Scouts Australia NSW

		Head of Risk Signature	
Sponsor	Activities Manager, CSP	Commercial Manager Signature	
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Cataract Scout Park- Camp Craft

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1 Location

Depend on the day and availability of the site.

Options:

- Australiana
- Small shelter on site 2, Moore Rd
- Camp Fire section on any site.
- If not doing fire building, any campsite
- Activity Shed in Poor weather

2 Aims of Camp Craft

- To implement 'challenge by choice' by:
 - Enabling participants to expand their comfort zone, take initiatives and stretch their limits. (Necessary information and details are provided so that all participants can make an informed decision whether to participate in the activity and to what point.)
 - Respecting each individual's limits strengths and weaknesses so that no participant is 'forced' to do anything outside their wishes.
- To introduce students to camping and learning skills of minimal impact.
- Educate on basic skills about the bush and how to keep safe while in the bush.
- Educate about the indigenous spirituality and culture.

3 Pre-Activity Checks

- Check weather forecast as below.
- Complete Activity Equipment Log as per its directions. Check for any previous comments regarding equipment and, if any, ensure they have been addressed.
- Ensure all equipment is accounted for.
- Check all equipment before the activity begins to ensure that it is safe, clean and in working order.
- Check the activity site for hazards (fallen trees, branches, excessive leaves, snakes, etc.).
- Ensure **liability forms** have been signed and participants are present during the Essential Briefing.
- Recommended minimum age of participants is 5 years old.

Weather conditions appropriate

- A BOM Weather check should be done prior to this activity.
- Activity generally **would not** be conducted during lightning storms or in severe winds. Consider the risk of falling tree branches and the possibility of the fire escaping in high wind.
- Fire ban also restricts part of the activity. Fire making will be prohibited during fire bans.
- The Activity Instructor does have the opportunity to adapt the activity to the appropriate conditions.

Medical

- Obtain briefing from Supervising Adult/Teacher on particular medical needs for each group.
- Instructor must carry a first-aid kit at all times, located in the office.

NB: Instructor must have current first-aid qualifications.

Supervision

- 1 Qualified/Assist Activity Instructor
- 1 Supervising Adult/Teacher

Equipment

- Bivouacs (group of 3 – 4)
 - Small - Medium tarp
 - 4 ropes
 - Bivouacs Diagram
- Bush Art & Tool Making
 - Bush Art & Tool Making Diagram
 - String
- Fire Building
 - Matches/Lighters
 - Paper
 - String
 - Fire Build Techniques Diagram
- Ochre Painting
 - Water Catchment
 - Rocks
- Doesn't require CSP equipment:
 - Shelter Building

Activity Setup

- Set up in suitable location.
- Distribute equipment to appropriate activities.
- Establish "Fire zone" and set up a string 50cm above ground.

Qualified/Assist Activity Instructor's Role

- The Assist/Qualified Activity Instructor must be signed off on induction and competent in operating Camp Craft.
- The Assist/Qualified Activity Instructor must ensure all essential briefings have been conducted before the activity commences (see 'Essential Briefing' below).
- The Assist/Qualified Activity Instructor must be in direct supervision to ensure the safety of the participant and the fire building process is done in a control manner. Must be on standby to act promptly to diffuse fire.
- Competent to facilitate and adapt the session suitable to the group.

4 Essential Briefing

- Fire safety:
 - Must be supervised by an Instructor/Assist Activity Instructor or a supervising adult at all times.
 - Fire building cannot be done outside of designated area.
 - Must not use flammable liquids to build fire.
 - Must always be controlled.
 - Everyone is aware of where the designated 'Fire Zone' is and understand they are required to move cautiously within the zone.
 - Participants must not act immature near fire.
 - Hose must be on standby at all time during the fire building session.
- Need permission from supervising adult or instructor to leave site.

- Participants are required be prepared to listen to Instructor/Assist Activity Instructor's update on safety or facilitation instructions.

Supervising Adult /Teacher's role

- A Supervising Adult/Teacher works in conjunction with a Qualified Activity Instructor and Assistant Activity Instructor and does not assume responsibility of technical aspects of the activity.
- Supervising Adults/Teachers are responsible for supervising participants waiting in the designated area and to exercise a duty of care to dependent participants.
- Supervising Adults/Teachers are responsible for assisting the instructors to ensure all participants in the 'fire zone' are moving slowly and partaking in the activity within the rules and boundaries.
- The Supervising Adult/Teacher is expected to;
 - Be a role model and exemplar for the participants and follow all safety rules.
 - Provide positive reinforcement and support for all levels of achievement.
 - To undertake a supervisory role during a severer first aid incident.

Participant Briefing

The following sets out all the essential points that must be explained before any participant is allowed to attempt the activity.

It is the responsibility of the Qualified Activity Instructor to ensure that all participants have fully understood the Essential Briefing before commencing the activity. It is the decision of the Instructors regarding whether or not a participant is ready to take part in the activity safely.

General

- Introduce yourself and the activity to the participants.
- Establish the boundaries of the activity.
 - Establish the "Fire Zone".
 - Establish the appropriate way to act within the "Fire Zone".

5 Activity Instructions

- **Bush Art & Tool Making**
 - **Objective:** Develop an outside perspective of art and bush activities. Enhance imagination, artistic skills and bush techniques in making objects.
 - **Aim:** Develop art work or tools using natural materials.
 - **How to:**
 - Show some diagrams and pictures of creation they can possibly do.
 - Allocate a time for them to collect materials and then creating the materials.
- **Ochre Painting**
 - **Objective:** Educate the traditions of the Aboriginal Art and ceremonial practices.
 - **Aim:** Immerse the participants in Aboriginal culture and create
 - **How To:**
 - Instructor may discuss the following:
 - *Indigenous ceremonial practices*
 - *Purpose of ochre*
 - *Product of ochre*

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- *Origin of ochre*
 - Participants have allocated time to collect rocks appropriate to the activity. They are to be approved by the instructor.
 - They may draw on their arm. They may not draw on each other or on their faces.
- **Shelter Building**
- **Objective:** Learn minimal impact and survival skills to use natural material to create shelter.
 - **Aim:** Build the most stable and protective shelter.
 - **How to:**
 - Provide diagrams.
 - Allocate time to collect materials (Must be things from the ground and not pulled from a plant.)
 - Allocate time to build structure.
 - Once time is up, gather the group and complete the shelter test. The guide may choose their own method in testing the sturdiness of the shelter.
 - **Testing options:**
 - Have a participant in a shelter, spray water above the shelter and see if they can get wet.
 - Shake test. May have different levels of shake test.
 - The practicality, the creativeness and so on.
- **Bivouacs**
- **Objective:** Develop team work and teach various ways to build bivouac.
 - **Aim:** Work as a team in a simulated survival situation and create the most stable shelter.
 - **How to:**
 - Provide a diagram.
 - Allocate time for participants to collect appropriate materials for them to complete their bivouacs.
 - Allocate time for them to build their bivouacs.
- **Camp fire Building**
- **Objective:** To teach fundamental techniques and skills when lighting.
 - **Aim:** Build a fire as a group, the first group to burn the string that hovers 50cm above the group, wins.
 - **How to:**
 - Provide a diagram.
 - Designate each group.
 - Allocate time for participant to gather wood

6 Debriefing

As Activity Instructors we assist participants in understanding and realizing what they have achieved and how it can apply in everyday life. A debrief works best if the participants feel they can contribute most of the input and ideas themselves.

- There are many ways to perform debrief/reflection. You may like to:
- Address aims and discuss the participants' successes and challenges.

- Discuss challenging their fear of being in the bush, and respect for other people's choices as to limits, strengths and weaknesses.
- Discuss minimal impact on the bush when camping. – "Take only photos leave only footprints."

7 Packing Up

On site

- Participants should dismantle their structures and bring back any equipment used.
- Participants should water their fire out.
- Instructor should ensure the fire is completely out.
- Instructor should ensure all equipment is in appropriate conditions and stored securely for next group.

Final pack up at Equipment Shed

- Any issues/problems with any equipment should be notified as soon as possible to the Program Manager.
- Ensure all equipment is packed away appropriately and all rubbish has been put in the bin.
- If necessary, an Incident, Accident and Near Miss Report Form must be filled out (*located in the blue instructor's folder or in the office*). Any completed forms must be handed to the Program Manager at the earliest convenience

8 Appendices

- Briefing Cards

<p style="text-align: center;"><i>Version 1</i></p> <p style="text-align: center;">Cataract Scout Park Camp Craft Briefing cards</p>	<p style="text-align: center;">Camp Craft – Page 2 of 9 – Version 1</p> <p style="text-align: center;">These briefing cards have been designed to assist in jogging your memory during briefs and sessions.</p> <p style="text-align: center;">Anything in bold is a requirement as per our Standard Operating Procedures.</p> <p style="text-align: center;">Everything else is suggestions and will depend on the group and its ability if you include it or not.</p> <p style="text-align: center;">These are to be used in conjunction with the Standard Operating Procedures as not all information is included.</p>	<p style="text-align: center;">Camp Craft – Page 3 of 9 – Version 1</p> <p style="text-align: center;"><u>INTRODUCTION</u></p> <ul style="list-style-type: none"> • What is the Camp craft? • Who has been camp? • Who thinks they can survive a Zombie apocalypse? <p style="text-align: center;"><u>BOUNDARIES</u></p> <ul style="list-style-type: none"> • Do not leave this area without permission • Identify the Fire zone
<p style="text-align: center;"><i>Camp Craft – Page 4 of 9 – Version 1</i></p> <p style="text-align: center;"><u>Bush Art/Tool Making</u></p> <p><u>Aim:</u> Develop art work or tools using natural materials.</p> <p><u>How to:</u></p> <ul style="list-style-type: none"> ▪ Provide diagrams of creation they can possibly do. • Allocate a time for them to collect materials and then creating the materials 	<p style="text-align: center;"><i>Camp Craft – Page 5 of 9 – Version 1</i></p> <p style="text-align: center;"><u>Ochre Painting</u></p> <p><u>Aim:</u> Immerse the participants in Aboriginal culture and create</p> <p><u>How to:</u></p> <ul style="list-style-type: none"> • Collect rocks, checked and approved by the instructor. • Not to draw on face. 	<p style="text-align: center;"><i>Camp Craft – Page 6 of 9 – Version 1</i></p> <p style="text-align: center;"><u>Shelter Building</u></p> <p><u>Aim:</u> Build the most stable and protective shelter.</p> <p><u>How to:</u></p> <ul style="list-style-type: none"> • Provide diagrams. • Allocate time to collect materials • Allocate time to build structure. • Test the sturdiness of the shelters.
<p style="text-align: center;"><i>Camp Craft – Page 7 of 9 – Version 1</i></p> <p style="text-align: center;"><u>Bivouac Building</u></p> <p><u>Aim:</u> Work as a team in a simulated survival situation and create the most stable shelter.</p> <p><u>How to:</u></p> <ul style="list-style-type: none"> ▪ Provide a diagram. ▪ Allocate time for participants to collect appropriate materials. • Allocate time for them to build their bivouacs. 	<p style="text-align: center;"><i>Camp Craft – Page 8 of 9 – Version 1</i></p> <p style="text-align: center;"><u>Campfire Building</u></p> <p><u>Aim:</u> Build a fire as a group, the first group to burn the string that hovers 50cm above the group, wins.</p> <p><u>How to:</u></p> <ul style="list-style-type: none"> • Provide a diagram. • Designate each group. • Allocate time for participant to gather wood. • Always be in direct supervision during this activity. 	<p style="text-align: center;"><i>Camp Craft – Page 9 of 9 – Version 1</i></p> <p style="text-align: center;"><u>Packing Up</u></p> <ul style="list-style-type: none"> ➤ Dismantle structures and return equipment. ➤ Ensure the fire is completely out ➤ Instructor should ensure all equipment is in appropriate conditions and stored securely for next group.