

出國報告（出國類別：考察）

108 年度出國考察計畫  
「紐西蘭基督城校園探索體育教學執行概況與成效」



服務機關：教育部體育署

姓名職稱：蔡忠益副組長、張維倫專員

派赴國家：紐西蘭

出國期間：108 年 8 月 31 日至 9 月 9 日

報告日期：109 年 10 月 18 日

## 摘要

教育部體育署於 2017 年推動「探索體育」計畫，以「探索體育、鍛鍊品格」政策為推廣依據，讓體育課程除原有的體能鍛鍊與運動技術認知學習外，更希望透過運動團隊合作學習與探索教育之「領導」、「反思」與「回饋」的體驗學習結合，讓學生和環境與同儕之間有更強的連結。冀能從 learning by doing 及體驗學習開始，透過探索教育的合作與體驗，讓學生在過程中獲得「品格建立」(德育)與「群體合作」(群育)增進。探索體育是將「戶外活動」、「冒險活動」、「戶外體驗學習與行為」融入教學活動，學生透過體驗、參與實作與課程反思，培養與鍛鍊學生刻苦耐勞的品格與發展團隊合作的能力。

位處南半球的紐西蘭，擁有豐富的地理自然資源，高山、河流與島嶼自然環境，加上先民冒險文化的啟迪，人民參與戶外探索活動風氣興盛，除將戶外教育列入高級中等以下學校課綱外，並於大專校院設立專業系所培育相關人才，此外，結合不同專業教師投入、安全管理機制、社會資源挹注等管道，深化探索教育以融入生活，透過此次至各級學校之參訪考察與體驗探索體育活動經驗，可作為我國未來持續推動探索體育政策之規劃、借鏡及參考。

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## 壹、緣起與目的

- 一、推展戶外教育為教育部重要政策之一，教育部體育署（以下簡稱體育署）於 2017 年推動「探索體育」計畫，以「探索體育、鍛鍊品格」政策為推廣依據，讓體育課程除原有的體能鍛鍊與運動技術認知學習外，更希望透過運動團隊合作學習與探索教育之「領導」、「反思」與「回饋」的體驗學習結合，讓學生和環境與同儕之間有更強的連結。冀能從 learning by doing 及體驗學習開始，透過探索運動教育的合作與體驗，讓學生在過程中獲得「品格建立」（德育）與「群體合作」（群育）增進。探索體育是將「戶外活動」、「冒險活動」、「戶外體驗學習與行為」融入教學活動，學生透過體驗、參與實作與課程反思，培養與鍛鍊學生刻苦耐勞的品格與發展團隊合作的能力。
- 二、探索教育在世界各國間發展已有多多年，對於青少年、青年的品格建立與團隊認同培養，獲得各國的肯定與支持。其教育課程的學習承襲 John Dewey 所倡導的「體驗教育」(experiential education)理念，強調「從參與具體活動的思考內省中學習反思」(learning from reflection on doing)的學習原則。這是一種打破傳統的教學方式，最為重視的就是參與者在活動中體驗與反思的行為，除給予學生自主學習的控制權外，更鼓勵利用好奇心及所學的知識與技能結合想像力運用於實際情境中驗證，並鼓勵學生針對過程或結果不斷內化反省及修正，用以建立正確的學習觀念，進而獲得成就感與各種關鍵能力，如問題解決、溝通、實驗精神、尊重自己及他人與接納多種意見。為強化我國推動「探索體育」計畫內涵，並滾動修正執行內容，除學習新加坡、日本經驗中，逐漸地走出臺灣本土之探索體育模式。
- 三、照新加坡與日本經驗，體育署目前積極從政策制定、人才培育、各級教育階層體系的連結，希望給予青年學子更多前瞻、創意與認知的品格意識。大學端從人才培訓、課程開發提供未來專業人才的需求，另一方面又發揮大手牽小手的功能，協助各級學校師資再教育與課程規劃，藉由實際的戶外探索體育活動操作，以做中學並強化品格的鍛鍊，讓探索體驗在臺灣也能有積極與全面性的發展。
- 四、除了亞洲經驗之外，位於南半球的紐西蘭，擁有豐富的地利自然資源，獨



特多變的地理環境，集高山、雨林、冰河、地熱、激流與峽灣等地形於一體，不僅替紐西蘭掙得「活的地理教室」美名，也孕育出國民熱愛親近自然、喜愛挑戰極限的冒險精神，例如：人類史上第一位攀登聖母峰的冒險家艾德蒙·西拉里，在紐西蘭人民眼中可說是國民英雄。自先民冒險文化的啟迪，人民參與戶外探索活動的風氣非常興盛。

- 五、紐西蘭戶外探索活動發展甚早，加上紐西蘭與臺灣同為島嶼國家，皆擁有多樣豐富的山海資源，透過此次至各級學校之參訪考察與體驗探索體育活動，了解紐西蘭推展戶外教育與探索教育的文化背景、融入學校課綱與實務課程，作為我國未來持續推動探索體育政策之參考。

## 貳、過程

### 一、參訪人員

服務單位	性別	姓名	備註
教育部體育署(學校體育組)	男	蔡忠益	副組長
教育部體育署(學校體育組)	男	張維倫	專員

### 二、參訪行程

日期	地點	行程內容
8/31 (六)	桃園>紐西蘭 奧克蘭	18:10 NZ 78 班機自臺灣桃園國際機場起飛 於隔日 09:20 抵達奧克蘭
9/1 (日)	奧克蘭>皇后鎮	10:55 NZ 619 班機轉往皇后鎮
9/2 (一)	皇后鎮	✚ Shayne Galloway Research Ltd ✚ Routeburn Track
9/3 (二)	皇后鎮	✚ Wakatipu High School ✚ Queenstown Primary School
9/4 (三)	皇后鎮>基督城	✚ Skydive (自費行程) 15:30 NZ 5652 班機轉往基督城
9/5 (四)	基督城	✚ University of Canterbury
9/6 (五)	基督城	✚ Adventure Park ✚ Uprising & YMCA Adventure Center
9/7 (六)	基督城> 奧克蘭	15:30 NZ 554 班機轉往奧克蘭
9/8 (日)	奧克蘭>香港	✚ Tree Adventure 23:00 NZ 87 班機自奧克蘭起飛至香港轉機
9/9 (一)	香港>臺灣桃園	搭乘 09:55 CX474 班機自香港國際機場起飛 回臺

### 三、參訪單位及過程

本次考察結合 4 所大專校院辦理「探索體育、鍛鍊品格」計畫之教師隨同，以協助蒐集相關資訊，包括國立臺灣師範大學吳崇旗教授、國立屏東科技大學郭癸賓教授、臺灣體育運動大學王伯宇教授及國立體大王俊杰教授，除增進探索體育教學外，更能因地制宜，建立區域推廣典範，做為我國未來推動探索體育計畫之助力。

#### (一) Shayne Galloway Research Ltd

1. Shayne Galloway Research Ltd為Dr. Shayne Galloway之個人工作室，Dr. Shayne Galloway為美國印第安納大學公共衛生學系休閒行為博士，之前分別在美國猶他大學與紐西蘭Otago大學任教，專長為戶外教育與冒險遊憩。在多年的大學任教生涯中，成為戶外教育領域裡的研究學者，研究領域包含遊憩、旅遊和休閒行為。近幾年的研究有關戶外資源規劃、決策、專業化和安全管理，目前協助紐西蘭政府認證專業戶外機構，其提供之服務項目包括(1) Assessment of environmental effect for recreation values；(2) Recreation Resource Planning；(3) Tourism, Visitor and Feasibility Studies；(4) Facilitation and Focus Groups；(5) Leadership and Decision Making Assessment and Development；(6) Adventure Safety Management；(7) Expert Evidence。

2. Dr. Shayne Galloway談紐西蘭如何推廣探索教育：

(1) 紐西蘭政府非常投入毛利人的原住民文化傳承，包括語言及文化的復興，而戶外教育發展係連結至毛利人傳統教育，如戶外技能學習、傳統戶外文化保育等。又因紐西蘭得天獨厚的特殊戶外環境，使國民從事戶外活動成為日常生活一部分。但在幾年前發生戶外活動意外後，紐西蘭政府察覺許多戶外活動商業機構未具備相關專業證照，爰此，相關政府單位近年來對於戶外機構的專業認證要求嚴格，這個認證要求也進而影響各級學校對於聘任探索教育的師資專業能力提升。

(2) 紐西蘭政府教育部透過Education Outside The Classroom (簡稱

EOTC) 及 Education Outdoors New Zealand (簡稱EONZ) 兩個單位來支持及發展戶外教育推廣工作，為增進參與者的健康和需要，探索體育在近年內受到更多的重視。

- (3) 而在專業人才培育上，職業專科學校越來越受歡迎，其中不乏戶外遊憩的相關科系，其協助培育許多戶外教育活動之專業人員。在推行探索教育活動時，部分學校校長仍存有疑慮，包括規劃活動作業繁瑣、成本太高以及風險考量的不穩定性。Dr. Shayne Galloway表示，尤其在成本部分是重要的課題，如維持成本的穩定可助於推廣。

### 3. Dr. Shayne Galloway談臺灣推展探索體育之建議：

- (1) 首先，探索體育確實帶給學生在動作、技能、領導才能及情感上的學習與收穫，故探索體育的課程必須要讓體育老師覺得簡單，課程內容需用淺顯易懂的方式讓現場操作教師了解，以提升教師參與意願並降低抗拒感。
- (2) 其次，安全管理系統是探索體育最重要架構，紐西蘭教育部於EOTC及EONZ網站(<http://eotc.tki.org.nz/>、<https://www.eonz.org.nz/>)提供安全、健康與實務的探索教育課程內容，讓教師容易學習，進而帶領學生進入探索教育的領域。
- (3) 再者，簡化並教導教師如何填寫課程表單。在戶外探索課程的進行前，教師須填報複雜表單及完成繁瑣行政作業，這些事務性工作往往加重教師於實際教學外之負擔，因此教育部著手進行簡化戶外探索課程相關表單的改革任務，並讓教師清楚認知完備表單作業是風險管理的重要工作項目之一。
- (4) 最後，依據各地方政府法律規範，經營探索體育活動的業者須具備證照，如未依規定辦理者，將課以罰金。另外，邀請家長融入團隊共同進行探索體育活動，並讓家長擔任部份職務工作，可提升家長對此教育模式認知，達到寓教於樂目的。
- (5) 相關資訊可參閱<http://grr.org.nz/>。





圖 1 蔡忠益副組長(左)贈送 Dr. Shayne Galloway 紀念品



圖 2 吳崇旗教授(右)贈送 Dr. Shayne Galloway 紀念品



圖 3 團員訪談 Dr. Shayne Galloway



圖 4 團員與 Dr. Shayne Galloway 於 Shayne Galloway Research Ltd 合影

## (二) Wakatipu High School (瓦卡蒂普高級中學)

1. 拜會人員：Wakatipu High School 負責戶外教育、探索與體育課程之教師 Mr. Ken McIntrye。
2. 交流重點：了解 Wakatipu High School 推動探索教育活動之現況及發展模式。
3. 內容簡述：
  - (1) 學校概況：為一所公立混合性別中等學校。建立於 1975 年，提供 9 至 13 年級教學，體育部門提供 9 和 10 年級學生體育課程教學。其中 9 年級學生需參加 Greenstone Camp 和課外旅行兩項額外活動，10 年級學生需參加 Branches Camp 露營活動，為期 12 天。
  - (2) Mr. Ken McIntrye 談學校如何推展探索教育活動：
    - A. 學校推行探索教育活動係針對 9 年級新生辦理 Greenstone Camp，分梯次實施，學生需繳交 125 紐元(約新臺幣 2,500 元)，

在為期 3 天的活動包含：獨木舟、衝浪、自行車、騎馬、登山自行車等，主要目的讓學生們就地學習，融入當地與認識彼此，並建立關係，降低學生學習焦慮。

- B. 而 10 年級的 Branches Camp，就屬於進階版的探索教育活動，為期 12 天，是全紐西蘭課程最長的營隊之一，內容除上述活動外，還包括露營、野炊、3 天徒步旅行、垂降、激流冒險、過夜野外求生等，也有歷史生態知性行程，像是金礦歷史之旅與農場體驗等，讓學生透過這長期營隊，獲得更多個人內在的自我突破與自我認識，並增進與人際互動合作的各項能力。在營隊中，會將學生分組，如膳食組、活動組、場地組等，讓學生學習分工合作。此外，活動全程禁止使用行動電話，如遇緊急狀況可請求帶隊教師協助撥打電話，Mr. Ken McIntrye 表示，有些學生初期會因無法使用行動電話感到不安，但隨著活動進行，依賴行動電話的現象會逐漸消失。
- C. 學校配合紐西蘭政府 2050 年二氧化碳零排放政策，近年規劃有別以往的遠征式學習(Expedition Learning)，不再前往路程遙遠地區進行探索教育活動，改以「在地化(Localization)」方式進行，在地化係指鄰近學校附近，車程 40 分鐘以內的地區，達成環保與永續的目標，也讓行之多年的探索教育活動成為 Wakatipu High School 的特色課程。
- (3) 學生參與探索教育活動的費用來源（家長支付、政府補助或是募款）：Mr. Ken McIntrye 表示，紐西蘭政府將戶外教育列入高級中等以下學校課綱，並無補助探索課程費用，而探索教育活動的經費多數由學生家長自付，部分由學校基金會募款，而中低收入家庭無法負擔者，由募款所得經費支應，此外，學校也邀請具有專長（技能）家長擔任活動志工，如木工、烹煮等，協助執行營隊活動。
- (4) 學校執行探索教育活動的師生比：風險管理是從事探索教育活動最重要的一環，安全為首要條件，執行一般活動時整體師生比為 1:10，但是進行戶外探索教育專項活動時，將額外聘請專業教練，



如水域課程之獨木舟師生比提升至 1:4，泛舟為 1:8，學生亦可學習判讀水文，及如何在激流中游泳自救。相關資訊可參閱 <https://international.wakatipu.school.nz/curriculum-and-activities/outdoor-education/>。



圖 5 Wakatipu High School 校園群山環繞



圖 6 開放式學習教室



圖 7 戶外籃球場



圖 8 室內健身區



圖 9 蔡忠益副組長（右）贈送 Mr. Ken McIntyre 紀念品



圖 10 團員與 Mr. Ken McIntyre 及學生合影

### （三）Queenstown Primary School（皇后鎮國民小學）

1. 拜會人員：Queenstown Primary School 體育課程召集人 Miss Paula。
2. 交流重點：了解 Queenstown Primary School 推動探索教育活動之現況

及發展模式。

3. 學校概況：是一所公立小學，分為 1-8 年級。校內體育運動風氣興盛，設有簡易的繩索場，定期舉辦小鐵人、越野路跑、2-3 天的營隊，每 2 年會舉辦 1 次長天數的健行，並提供不同型態的戶外教育活動與探索（滑雪與航行）營隊課程。
4. Miss Paula 談學校如何推展探索教育活動：
  - A. 幾年前的紐西蘭大地震，造成紐西蘭國人心理壓力提升，包含國小幼童們，因此學校定期透過滑雪探索教育活動減緩學生的焦慮感，並藉由營隊教導學生如何自我管理，建立團隊合作的觀念。透過學生參與回饋得知，快樂與幸福感能夠快速提升。
  - B. 依據紐西蘭教育部公布之課程大綱，允許學校彈性運用課程，所以學校運用皇后鎮得天獨厚的戶外環境，帶領學生在冬季進行雪地滑雪活動，夏季進行湖上航行活動。
  - C. 在每次戶外探索教育活動前，均先辦理家長說明會(Parents' Night)，讓家長充分明白活動內容及須配合事項，並依標準的安全操作程序(Safety Operation Processing, SOP)進行，特別著重安全管理，降低家長疑慮與焦慮。
  - D. 與 Wakatipu High School 相同的是，部分家長可以一起參與活動，但必須符合下列三項專業技能：醫學背景、煮飯烹飪及維修裝備。
  - E. 學校在辦理長天數活動前會利用 4-6 週準備，雖然有開放家長隨行，但為確保營隊品質與培養兒童獨立能力，每次只能有 3 名家長隨行。
  - F. 因學生背景多元，尚有中低收入家庭，部分家庭無法負擔戶外探索教育課程費用。而有些家長在皇后鎮外從事零售業工作，常可捐助已淘汰但堪用裝備予學校，讓經費條件不佳學生使用，降低參與門檻。
  - G. 學校為拓展外部財源，與當地滑翔傘業者合作，提供場地作為降落區，其經費收入可挹注辦理戶外探索教育基金。



H. 相關資訊可參閱 <http://www.queenstown.school.nz>。



圖 11 Queenstown Primary School 教室區



圖 12 戶外簡易繩索場



圖 13 戶外籃球場旁草地作為滑翔傘降落區

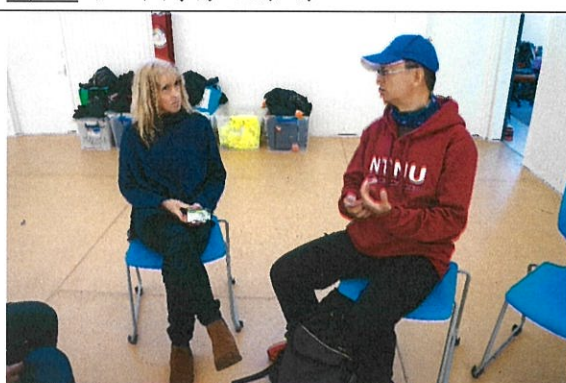


圖 14 吳崇旗教授訪談 Miss Paula (左)



圖 15 活動中心



圖 16 戶外遊戲設施

#### (四) University of Canterbury (坎特伯理大學)

1. 拜會人員：University of Canterbury Dr. Chris North。
2. 交流重點：了解紐西蘭的戶外探索教育發展現況，並諮詢對於我國探索體育發展之建議。
3. 內容簡述：
  - (1) 學校概況：University of Canterbury 位於紐西蘭的基督城，成立於

1873 年，是紐西蘭成立第二早的大學，由牛津大學的學者創建。University of Canterbury 被列入全球 Top 250 強大學之一，其教育、健康及人類發展學院(College of Education, Health and Human Development)更是該校有名的學院。Dr. Chris North 兼副院長，個人專長為戶外與探索教育，並為紐西蘭戶外教育與戶外指導員協會會員。

(2) Dr. Chris North 談如何推展探索教育活動及提供我國推行相關建議：

- A. 紐西蘭擁有高山、冰河、激流、峽灣等天然美景，孕育了熱愛自然、喜歡挑戰極限的冒險家，而人類史上攀登聖母峰第一人艾德蒙·希拉里(Edmund Hillary)即是紐西蘭的國民英雄，推動探索教育也是全民運動。
- B. 推行戶外探索教育活動的場域，與 Wakatipu High School 理念相同，建議能善用學校現有的場地以及親近當地的環境，除可降低交通往返時間及經費支出外，亦可提升學生對當地自然資源的認同，落實在地化目標。
- C. 學校教師是兒童最佳的學習來源，體育課程可以循序漸進的往探索教育做推廣，可從低風險的露營教育開始，漸漸推向多元的冒險活動，學習與大自然共處，並降低戶外遊憩活動對環境的可能衝擊，培養戶外技能、增進對自我的探索，發展人與人之間的溝通技巧，並學會尊重他人。
- D. Dr. Chris North 所指導的馬來西亞籍博士生 Miss Evelyn Yeap 分享其以馬國大學生為對象研究論文，主要研究為戶外教育營隊對大學生在軟性技巧發展上之影響，研究內容在於大學生在營隊舉辦過程中，隨著擔任負責角色的進化(參與者→小隊引導員→模範引導員→總召引導員)，以及在營隊舉辦歷程中準備與引導，能夠在反思、改正、同理心、習慣養成與自我管理軟性技巧上獲得增長。
- E. 相關資訊可至 Dr. Chris North 個人網頁查詢





圖 17 Dr. Chris North (右) 及 Miss Evelyn Yeap (左) 經驗分享



圖 18 團員與 Dr. Chris North 合影



圖 19 毛利文化晨間歡迎聚會



圖 20 雙方意見交流

### (五) Routeburn Track

1. 叢林健行為紐西蘭皇后鎮熱門戶外探險活動，本次於紐西蘭提供戶外休閒遊憩公司 OFF ROAD 官方網站(<https://offroad4x4.co.nz/>)預約戶外嚮導。
2. OFF ROAD 提供服務項目主要是四輪傳動越野車及沙灘越野車的旅遊安排，目的地包括林諾奇(Glenorchy)與天堂鎮(Paradise)，沿途經過號稱世界十大最美公路之一，並瀏覽電影魔戒中的許多場景，OFF ROAD 亦可帶領遊客深入皇后鎮森林，進行簡易的健行挑戰，為皇后鎮歷史最悠久戶外遊憩公司之一。
3. 本次叢林健行挑戰嚮導為 Mr. Ross，嚮導費為 42 紐元/每人，RouteBurn Track 屬冰河地形步道，在原始人煙稀少的路程中遍是千年大樹，以及地衣、蕈菇、蕨類植物，Mr. Ross 不時提供生態動植物介紹與解說，也



介紹冰河地形與步道的發展歷史，在挑戰的過程中，可增進參與者對於自然生態與地理歷史的瞭解。

4. Routeburn Track 為知名健行路徑，位於皇后鎮的 Wakatipu 湖的北側，完整的攀登需要 2-4 天，單程共 33 公里，難度屬於中級，本次參訪團選擇單日行程，從入口處至第一個山屋後折返，約 4 小時。
5. <https://www.doc.govt.nz/parks-and-recreation/places-to-go/fiordland/places/fiordland-national-park/things-to-do/tracks/routeburn-track/>，為 Routeburn Track 官方網站，該網站詳盡提供挑戰者各項資訊，例如路徑介紹、休息點（駐營區）、營地設施、Google 動態地圖導引、季節性氣候注意事項、費用及預約方式、行前規劃教學、裝備及隨身物品攜帶建議，並提供各種路徑導覽手冊下載。



圖 21 Mr. Ross 於 Routeburn Track 入口說明路徑指引



圖 22 Mr. Ross 進行生態解說



圖 23 Routeburn Track 涵蓋溪流



圖 24 團員於中途折返點合影

#### (六) Adventure Park、Uprising 與 YMCA Adventure Center

1. Mountain Bike：其為 Christchurch Adventure Park 所提供的冒險運動之熱門項目，依官方網站介紹登山自行車為世界上發展最快的運動之一

(<https://christchurchadventurepark.com/experiences/mountain-biking-christ-church/>), Adventure Park 所提供的路線含括初學者的流線型赛道至高階者的跳躍赛道，可滿足任何形式的挑戰者，營區內有纜車可接送消費者與運送登山車上山，類似滑雪設施，搭乘者身高必須超過 100 公分。惟預約當日因連續多日大雨，造成車道泥濘，園區基於安全性考量而暫停營業，改成園區參訪。票價如下：

	Adult (18+ years)	Youth (17 and under)	Senior/Student ( Must have Photo ID)
Single Uplift Pass	\$29	\$14	\$20
5 Uplift Pass Valid for 90 days	\$37	\$37.5	\$56.25
Day Pass Single day of unlimited riding	\$75	\$37.5	\$60
10 Uplifts Pass Valid for 90 days	\$100	\$100	\$100
Chaperone Pass When accompanying a child under 12 on a Day Pass	\$37.5		
Family Day Pass Unlimited riding for 2 adults & 2 youths on a specified day	\$150 \$400 with bike hire	\$20 Additional Youth	
3 Day Visitor Pass 3 consecutive days of unlimited riding	\$150	\$75	\$120
Summer Season Pass Unlimited riding, from 28 September 2019 to 5 April 2020	\$899	\$499	\$675
Annual Pass 12 months of unlimited riding Includes 2 buddy passes, 2 bike checks & 10% off retail & in the Adventure Park Cafe (excluding alcohol)	\$1,199	\$599	\$899
12 Month Fixed Term Pass 1 year Membership Paid monthly plus \$75	\$100/Month	\$50/Month	\$75/Month



set-up fee			
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表 1：Christchurch Adventure Park- Mountain Bike 收費標準

2. Uprising 與 YMCA Adventure Center：因雨天候不佳，調整行程參觀室內抱石場及攀岩場，當消費者在使用設施前，業者會要求首次嘗試體驗者觀看影片，內容包含墜落注意事項、安全須知與岩場簡介，此外，也會請消費者嘗試練習影片中的動作，待完全熟悉步驟後，才能自我操作。經觀察，顧客群涵蓋各年齡層，亦有許多齡長者結伴挑戰，為了方便管理與辨識，岩壁上是以顏色來區別路線及難度。當地業者經營理念為強調互助合作、享受攀岩的樂趣。



圖 25 Mountain Bike(擷取自 Christchurch Adventure Park 官網)



圖 26 營區入口架設火災發生率警示板



圖 27 上山纜車



圖 28 團員與營區工作人員（左 3）合影



圖 29 Adventure Park 服務中心



圖 30 路徑指引圖





圖 31 纜車配載登山車運送架



圖 32 齡長者自我挑戰

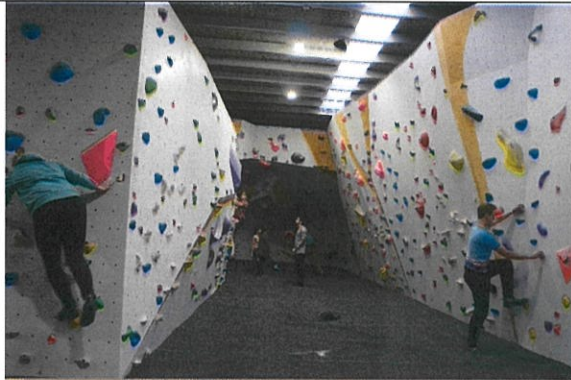


圖 33 不同難易度的抱石牆



圖 34 團員於 YMCA Adventure Center 合影

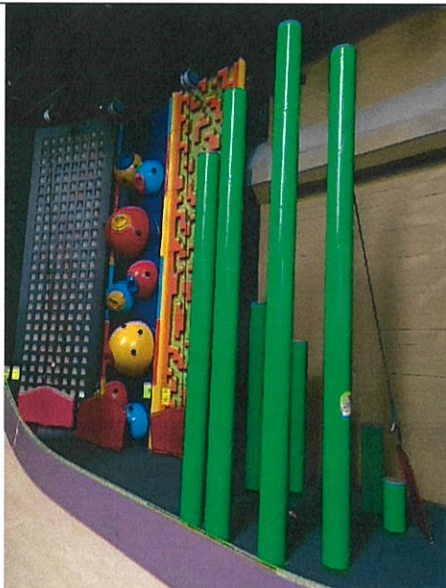


圖 35 YMCA Adventure Center 附設幼兒挑戰設施



圖 36 幼兒攀岩場

### (七) Tree Adventure (樹林探索園區)

1. 於奧克蘭近郊 Tree Adventure (樹林探索園區) 之高空繩索，為當地民眾休閒及學校戶外探索教學的熱門選擇。高空繩索架設於一望無際的樹林裡，1 次性的課程包括 4 條長度不等，逐步加強難度的路線。共有 5 種挑戰模式：Tree Huggin' (身高需 1.1M, 20\$)、Monkey'n Around (身高需 1.2M, 38\$)、Branching Out (身高需 1.3M, 40\$)、High Flyer (身高需 1.4M, 44\$)、Tarzan's Test (身高需 1.4M, 46\$)。
2. 有別於我國繩索課程，Tree Adventure 工作人員會先解說不同收費標準所涵蓋路線，選擇課程後會提供該收費標準之手環，以確保參與者依規定操作；另工作人員隨行確保方式不同，會先於園區入口處教導參與者安全繩、各種鉤環及扣環使用方式，活動進行時採用「自我確保系統」，經工作人員確認參與者均會正確操作後，會觀看參與者自我挑戰第 1 條初級路線後再行離開。
3. 園區運用「顏色管理」方式(分藍、紅)，當參與者在關卡中看到藍色的裝置，就知道此時該使用藍色的滑輪扣環，完成裝置配對才可運作，讓初次使用裝備的民眾一目了然，降低不安感，進而提高完成任務的機率。
4. 團員請教園區管理者 Mr. Logan 該場地規劃及設計精神，其表示讓不同程度的人都可以參與就能順利推廣，因此將場地進行分級，設計個別挑戰程度是為主要任務，雖然作為商業園區，與學校教育仍有密切合作，推出多項優待義務教育階段學生前來體驗的策略，如與園區旁的登山車業者合作，採上下午分組交替方式進行，一次可體驗兩種挑戰，其他滑雪場、攀岩場等專業設施，也會給予義務教育學生較多優惠。Mr. Logan 表示讓學生多接觸大自然，減少對 3C 產品的依賴，培養學生們對於戶外探索的興趣極為重要。





圖 37 事前填寫聲明書及閱讀注意事項



圖 38 教育宣導



圖 39 工作人員協助穿戴裝備



圖 40 練習操作自我確保系統



圖 41 工作人員示範各種鈎環及扣環使用方式



圖 42 Tarzan's Test section1





圖 43 Tarzan's Test section2



圖 44 Tarzan's Test section3



圖 45 Tarzan's Test section4



圖 46 團員與 Mr. Logan 於 Tree Adventure 合影

### 參、心得

紐西蘭教育部希望透過健康體育課綱(Health and Physical education in the NZ curriculum)，增進學生的知識、技能、態度與動機，並能夠增進個人、他人與整個社會的幸福與福祉。在課綱中，融合了健康教育、體育及家政學三大科目，其四大主軸為：「個人健康與生理發展」、「動作概念與活動技巧」、「建立與他人關係」及「健康社區與環境」。同時藉由四大概念予以貫穿，分別是：幸福感、健康促進、社交生態與態度價值觀。健體領域學習主要涵蓋七大學習內容：心理健康、性教育、食品與營養、身體照顧與生理安全、身體活動、運動學習與戶外教育。

而戶外教育希冀提供學生在「培養個人社交技巧」、「戶外安全技術」與「環境保護的態度」的學習，內容包括：「冒險活動」及「戶外嗜好」。藉由冒險活動培養學生在合作、信任、問題解決、決策、目標設定、溝通、領導、負責任與反

思等能力；藉由戶外嗜好發展學生在戶外情境的技巧與態度，項目有：自行車、定向、叢林健行、徒步旅行、露營、獨木舟、風帆、繩索垂降與攀岩等。

透過本次紐西蘭推動戶外探索教育之考察，提供諸多啟示與寶貴經驗，我國在推動面向已逐步朝向國際趨勢邁進，說明如下：

- 一、 隨著學制逐步提高探索教育等級：紐西蘭學制與我國不同，國民小學教育 8 年，爾後進入 5 年的中等學校教育；中等學校畢業後，即可進入大學、技職或者師範教育。紐西蘭教育部十分重視戶外教育，將戶外教育列為學校課綱的一部分，不同階段的戶外教育等級也不盡相同。國民小學教育會從身體活動遊戲開始，從大自然環境的玩耍過程中逐步增加難度，無論是單日活動或是 3 天 2 夜的營隊；在國民中學階段，學校會舉辦 5 到 12 天不等之較高難度的戶外活動，將體育課學到的戶外求生技能實際展現；大學則設立專業系所培育相關人才。
- 二、 跨域學習，隨處是教育契機：紐西蘭的戶外探索並非僅限體能挑戰活動，夏季的獨木舟探索行程會廣邀自然、歷史與數學等教師一同參與課程，由體育老師教授水上自救技能，自然老師實地說明當地水文特色與特有動植物，歷史老師講解秀麗風景背後的沿革發展，甚至數學老師也能就地取材，帶領學生複習水的流速該如何計算。紐西蘭的戶外探索課程，是各科教師都能一起投入的重要活動。107 年 6 月 8 日我國教育部發布「十二年國民基本教育課綱要國民中小學暨普通型高級中等學校—健康與體育領域」，學習內容分為 9 項主題，其中群體健康與運動參與包含「健康環境」、「運動知識」、「水域休閒活動」、「戶外休閒運動」與「其他休閒運動」，延續了九年一貫的融會貫通，強調跨域應用與方法，紐西蘭在大自然情境中的應用教育，令人耳目一新，能成為我國推動探索體育的教學模範。
- 三、 安全管理為最重要考量：紐西蘭的戶外探索教育對於風險控管的理念和我國相同，將安全列為第一要素，採用顏色管理、小班制、輪流操作、事先練習、教練和學員的比例等。另外，紐西蘭商業經營型的戶外場地，如滑雪場、叢林高空繩索場、攀岩場及登山腳踏車場等，均提供優惠予受義務教育學生，值得我國學習。
- 四、 結合社會資源因地制宜發展：紐西蘭執行戶外探索教育部分困難處與我國



相同，如：高成本、離校時間長，經費並非所有家長能夠負擔，因此紐西蘭透過結合當地自然、人文及經濟資源，朝在地化的理念發展，而非我國帶領學生至大型商業遊樂設施郊遊的型態，此外，和當地冒險活動商家合作充分運用二手捐獻裝備，並聘請具戶外專長的家長擔任教練，讓多方資源共同投入擴大參與層面。

五、資訊充足，課程易學操作便捷：為降低學校教師抗拒感，紐西蘭教育部除進行簡化填報繁瑣表單行政作業程序外，亦委託架設 EOTC 及 EONZ 網站，提供教師充足教學資源，減少摸索與試探的時間成本；此外，民間機構經營之探索教育體驗，官方網站提供詳實的導覽資訊，讓各國挑戰者充分了解注意事項與應備妥物件，提升參與意願。

#### 肆、建議事項

依據參訪心得與我國現今推動工作，可從安全管理、結合外部資源及課綱內容進行比較，並歸納發展策略，說明如下：

國家 項目	我國	紐西蘭
安全管理	1. 列為第一要素	1. 列為第一要素
	2. 強調證照制度	2. 政府制訂架構
資源結合	1. 部分補助學校課程	1. 部分補助學校課程
	2. 學校、社區與家長捐獻	2. 學校、社區與家長捐獻
結合課綱	1. 戶外教育政策	1. 重視戶外探索教育
	2. 融入健體領域課綱(納入課綱逐步推行) (1) 在群體健康與運動參與部分,透過水域休閒運動(如衝浪、浮潛、獨木舟、溯溪…)、戶外休閒運動(如自行車、登山、攀岩…)以及其他種類型休閒運動(如直排輪、飛盤…)的直接或間接(觀賞)參與,促進對臺灣海洋、山河等環境的了解,以達到提升健康體適能、紓解各種壓力、滿足高層次心理需求,提升生活品質目標。 (2) 第1學習階段(國民小學)	2. 列入健體領域課綱(循序漸進分級執行) (1) 紐西蘭健體領域課綱,學習主要涵蓋七大學習內容:心理健康、性教育、食品與營養、身體照顧與生理安全、身體活動、運動學習與戶外教育。 (2) 戶外教育提供學生在「培養個人社交技巧」、「戶外安全技術」與「環境保護的態度」的學習。戶外教育的內容,包括:「冒險活動」及「戶外嗜好」。藉由冒險活動培養學生在合作、信任、問題解決、決策、目標設定、溝通、領導、負責任與反思等能力。藉由戶外嗜好發展學生在戶外情境的技巧

	<p>內容包括水域休閒運動、戶外休閒運動及其他休閒運動入門。</p> <p>(3) 第2學習階段(國民小學)包括水域休閒運動、戶外休閒運動及其他休閒運動基本技能。</p> <p>(4) 第3學習階段(國民小學)包括水域休閒運動、戶外休閒運動及其他休閒運動進階技能。</p> <p>(5) 第4學習階段(國民中學)包括水域休閒運動、戶外休閒運動及其他休閒運動綜合應用。</p> <p>(6) 第5學習階段(普通型高級中等學校)包括水域休閒運動、戶外休閒運動及其他休閒運動自我挑戰。</p>	<p>與態度,項目有:自行車、定向、叢林健行、徒步旅行、露營、獨木舟、風帆、繩索垂降與攀岩等。</p> <p>(3) 第一階段(國民小學 1-3 年級)培養在戶外進行身體活動多元技能(例如:行走跑動攀爬與水中活動)。</p> <p>(4) 第二階段(國民小學 4-6 年級)在戶外嗜好與冒險活動中,實踐進階身體活動多元技能。</p> <p>(5) 第三階段(國民小學 7-8 年級)展現並掌控在戶外活動情境中(例如:水中安全、戶外嗜好與團隊合作)需要的技能。</p> <p>(6) 第四階段(國民中學 9-11 年級)獲得並應用在戶外活動情境中需要的進階技能。</p> <p>(7) 第五階段(國民中學 12-13 年級)欣賞並延伸應用戶外活動技能(例如:同儕教導或證照獲得)。</p>
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表 2：我國與紐西蘭推動內容比較

因擁有豐富自然資源及受毛利原民親近自然文化影響，紐西蘭教育當局，在看到戶外、探索教育的重要性與效益（包括：領導能力、抗壓性、復原力、社區意識、人際互動與自我管理）後，將戶外教育義務教育裡的健康與體育領域課綱之中。為符我國「十二年國民基本教育課程綱要國民中小學暨普通型高級中等學校－健康與體育領域」各階段學習內容中有關「群體健康與運動參與」部分，應滾動修正「探索體育、鍛鍊品格」計畫執行內容，規劃方向為專業人才培育（教師在職進修）及課程設計，並朝在地化區域發展，以協助高級中等以下學校推動辦理。

項次	建議事項		
	安全管理	資源結合	結合課綱
1. 短程	強化安全管理事項	1. 邀請紐國專家來臺分享 2. 加強輔導現有師資參與	1. 建立課程教案範例 2. 活動推廣與實作
2. 中程	建立安全管理標準作業程序	1. 協助連結地方資源因地制宜發展	1. 融入健體領域課綱 2. 典範分享與



		2. 建立專業師資合作平臺	交流
3. 長程	接軌國際安全管理標準作業程序	建構地方永續發展機制	水域休閒運動、戶外休閒運動及其他休閒運動深耕發展

## 附錄

### 壹、我國推動「探索體育、鍛鍊品格」計畫現況

為因應世界快速變化潮流，培育德智體群美五育健全之未來人才，為我國持續向前之重要作為，學校體育除教導各級學校學生有關體育運動認知、情意與技能外，也能夠培養健康體魄與終身運動習慣，並提供增進「品格建立」（德育）與「群體合作」（群育）機會，達成建立終身運動習慣之目標。近年透過走出教室，接近山海的新興探索體育項目（如：平面探索活動、低高空繩索、登山健行、攀岩垂降、自行車、野外露營、獨木舟、造筏、帆船、潛水等），在新奇、刺激與具有挑戰性的運動歷程中，藉由團隊合作、相互支持及共同完成挑戰任務的機會，讓學生們學習到自信、毅力、溝通與領導等重要能力。

我國四面環海，島內山海資源豐富，提供探索體育推展良好環境。為透過學校體育政策導引，結合「校內體育課程融入」（校園體育品格探索）與「校外活動方案實施」（戶外探索品格鍛鍊）兩大推動場域主軸，同時透過「場地設施規劃與安全規範」建置，提供安全無虞的挑戰環境，加上「區域特色推廣」，建構完善推廣體系，進而達成透過學校體育推展，培養我國青少年學生重要品格與堅強適應環境能力之目的，爰體育署於106年起辦理「探索體育、鍛鍊品格」計畫。

上揭以四年計畫為目標，自106年7月起至109年12月止，採逐年增列探索體育推展實施策略，106至108年度執行內容重點說明如下：

#### 一、第一年（政策規劃）：

1. 期程：106年7月1日至12月31日。
2. 工作項目：撰擬「探索體育、鍛鍊品格」計畫。
3. 內容：（1）序言：包含探索體育的理論基礎、國際探索體育發展現況、臺灣探索體育發展現況（2）校園體育品格探索：學校體育課程中的品格探索、品格探索融入高級中等以下學校體育課程（3）戶外探索品格鍛鍊：繩索挑戰活動方案、陸域運動探索方案、水域運動探索方案、海外遠征活動方案（4）探索體育安全場地規劃：場地設施規劃與安全規範、場地設施營運管理建議（5）探索體育政策推廣建議。

#### 二、第二年（試辦、推廣與建置）：

1. 期程：107 年 1 月 1 日至 12 月 31 日。
2. 內容與工作項目：(1) 探索體育推廣試辦 (2) 建置探索體育師資培育旗艦中心 (3) 高低空繩索場地安全與風險管理宣導 (4) 學校體育探索品格課程試辦 (5) 探索體育國際研討會 (6) 國際探索體育考察參訪 (7) 戶外探索體育活動試辦。

### 三、 第三年 (典範建構與深化)：

1. 期程：108 年 1 月 1 日至 12 月 31 日。
2. 內容與工作項目：(1) 探索體育實務增能工作坊 (2) 探索體育巡迴教師團辦理融入課程活動帶領或專題演講 (3) 戶外探索體育課餘寒暑假專業營隊 (4) 戶外探索體育成年/畢業典禮 (5) 國際探索體育考察參訪 (6) 師培生與在職教師之師資培育 (7) 探索體育學校典範聯盟專刊發行 (8) 探索體育成果發表會。

107 年度完成辦理 7 門學校體育分級融入實驗試辦課程，共計 210 人參與；舉辦 4 場「探索體育實務增能工作坊」(每場次 2 天)，共計 268 人參與；完成 21 場次探索體育巡迴教師團活動帶領或專題演講，共計 704 人參與；辦理 9 場戶外探索體育週末寒暑假專業營隊，共計 386 人參與；辦理 6 場戶外探索體育成年/畢業典禮，共計 204 人參與；完成 1 次國際探索體育考察 (筑波大學戶外教育中心、日本外展教育協會)；辦理 1 場高低空繩索場地安全與風險管理宣導研習會，共計 188 人參與；辦理 1 場探索體育國際研討會，邀請 4 位國際專家學者來臺，共計 375 人參與；辦理 1 場探索體育成果發表會，計 46 人參與。108 年度各項工作計畫陸續執行中，體育署執行「探索體育、鍛鍊品格」計畫將邁入第 1 階段最後 1 年期，自推動以來藉由 6 所大專校院之引導，逐年推廣至所屬區域之高級中等以下學校，累積成果與經驗甚佳。

## 貳、 Wakatipu High School Outdoor Education





# Wakatipu High School Outdoor Education



**Rationale** – students will have opportunities to gain learning experiences through a variety of mediums in the Outdoors. Where possible these will be set in the local environment/more immediate surrounding areas.

The **experiences** will be centred on:

- learning/experiencing via a physical skill
- developing an appreciation of environment
- relating to others
- gaining an appreciation of simplistic living
- being able to better manage self

**Key Outdoor Experiences :**  
**Year Nine Students**



**Greenstone Camp** (early March)

A three day/two night experience based at Greenstone Station near the head of Lake Wakatipu. Students sleep in tents, participate in a day tramp, learn components of the Riversafe Programme (river crossing, river swimming, survival swimming) and experience river and lake kayaking.



*“Learn safe practice around our rivers; become connected to the way of Wakatipu High School”*



**Journeys** (mid October)



A series of three day/two night trips that mostly involve travel out from Queenstown to a number of locations in the surrounding environment by mostly non motorised means. Journeys available include Hawea Kayaking, Pigeon Island Sea Kayaking, Colac Bay Surfing, Greenstone, Caples and Routeburn Tramps, Glenorchy Cycle and Horse Trek, Mavora Mountain biking



*“Gain an appreciation of our local environment; develop good practice to enhance well being”*





## **Year Ten Students – Branches Camp (December)**

This iconic feature of the school has been running for over 40 years. Situated in the Upper Shotover valley on Branches Station, this camp is characterised by its duration- 12 days long and fixed camping traditions...in tents, cooking by fire, a variety of outdoor activities – kayaking, three day tramp, abseiling, adventure rafting, overnight survival, gold mining history and assisting with farming operations. Branches is viewed as a rite of passage from junior to senior school and has tremendous community support.



*“Relearn a simpler life, relate to your peers and staff, experience the unique environment of the Branches”*









# Year 9 Journeys 2019

Journeys have been run at Wakatipu High School since 2001. They consist of a series of trips that take students out and about in the Wakatipu they include cycling, tramping, kayaking, horse trekking and day walking. Students can get to visit places such as Kingston, Glenorchy, Hawea, Greenstone and Routeburn.

There is an element of choice in the Journeys selection process and students **sign up via a Google form** based on their 1st, 2nd and 3rd choices.

Journeys will run during the **last week of Term 3** - Tuesday 24th September to Thursday 26th September.

A **Journeys Google Classroom** will also be set up as the main form of communication between teachers and students. Ako times will also be used to help with organisation and planning in the weeks leading up to Journeys.

Journeys aim to provide students with opportunities to work with other students they may not know that well during the actual trips.

All Journeys cost **\$125 per student**.



# Northern Southland Cycle

This involves travel by van to the 5 Rivers area. You will then cycle on the completed "Round the Mountain" cycle trail, starting in Kingston and finishing 2 days later past Mossburn.

Accommodation is in cabins at Athol and Lumsden.

You need a good mountain bike with lots of gears.

Your gear will be transported in the vans to the cabins

**Maximum number = 40**



# Northern Lake Wakatipu Cycle

This involves travel by van to the Glenorchy.

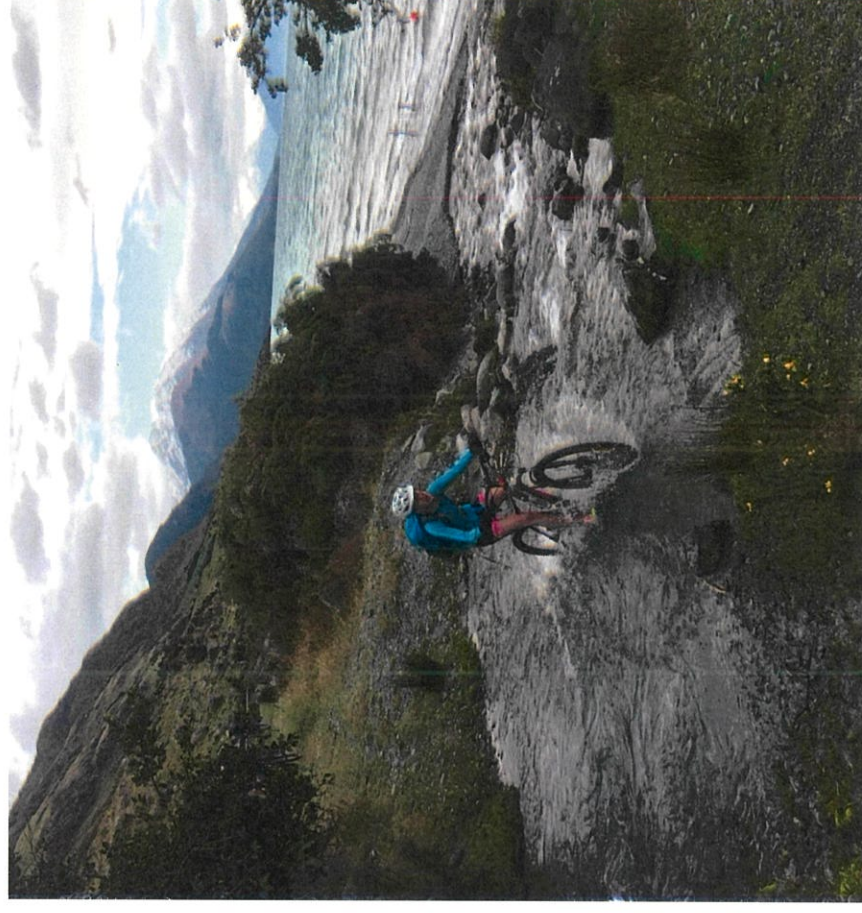
You will then do a day cycle to Paradise or Rees Valley and stay in cabins at Rees Valley Station.

Day 2 is cycling to Greenstone Station (house at Greenstone Camp).

Day 3 is an adventurous ride on a 4 wheel drive track to Walter Peak where you get on the Earnslaw and return to Queenstown.

You need a good mountain bike with lots of gears.

**Maximum number = 20 students**



2015 awesome



# Horse Trek and Day walks

This involves travel by van to Glenorchy and staying in cabins at Rees Valley Station.

You will then do a day walk to Invincible Mine or Whakaari Conservation area.

Day 2 is a half day guided Horse trek with High Country Horse treks.

Some riding experience is advised.

Day 3 is a day walk up into the Glacier Burn valley before returning by van to Queenstown.

**Maximum number = 20 students**



# Hawea River Kayaking

This involves travel by van to Hawea and staying in cabins at the Camping ground.

You will then spend the next 3 days kayaking on the lake, the Hawea and Clutha rivers before returning by van to Queenstown.

If you enjoyed and performed okay in the kayaking at Greenstone Camp then you'll be well suited to this Journey.

There will be a maximum of 10 kayakers on the river at one time. The other students will be doing some walking etc on the river trails/Mount Iron walkway.

**Maximum number = 20 students**



2015 awesome



# Routeburn Valley Tramp

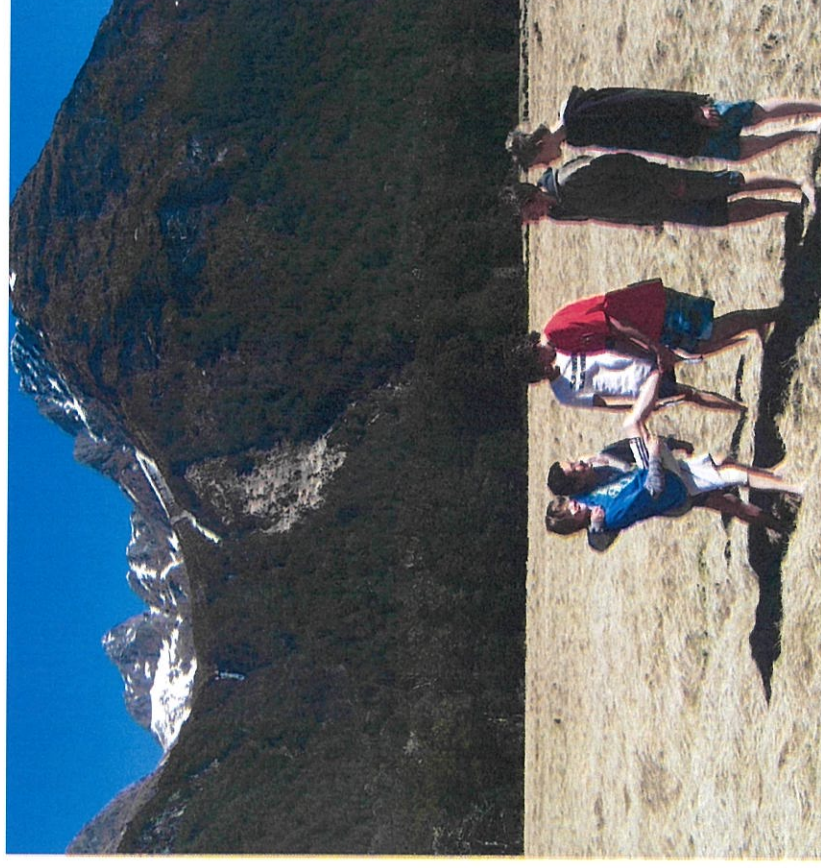
This involves travel by bus to the Routeburn road end.

Then you will tramp up the Routeburn Valley, staying in the Falls hut on one night and the Flats hut on the other.

You will get to walk up towards Lake Harris if conditions permit.

Although not physically hard, you will need to be able to carry a pack and cook your meals in groups. The last day is back out to the bus and then back to Queenstown.

**Maximum number = 40 students**



2015 awesome

# Greenstone Valley Tramp

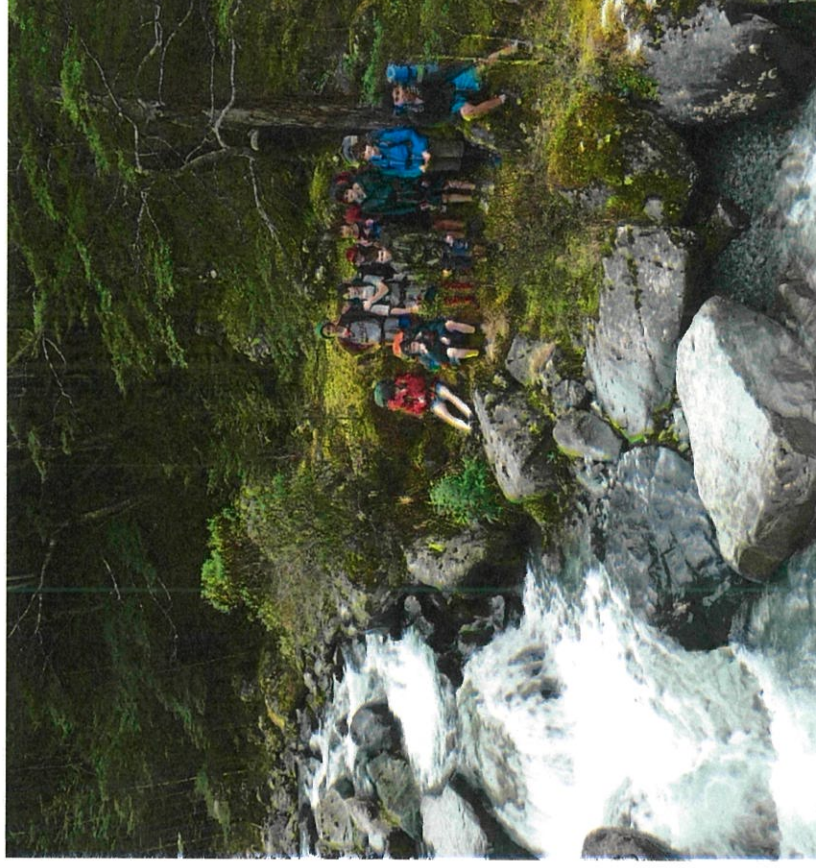
This involves travel by bus to the Divide via Te Anau (or Greenstone road end via Glenorchy)

You then commence tramping over into the Greenstone Valley, staying at the Lake McKellar and Greenstone huts before walking out to the end of the track on the 3rd day. Y

ou then return to Queenstown by bus.

Although not physically hard, you will need to be able to carry a pack and cook your meals in groups while completing good distances each day.

**Maximum number = 40 students**



2015 awesome



# Caples Valley to Divide Tramp

This involves travel by bus to the Greenstone road end (or the Divide via Te Anau).

You then commence tramping through the Caples Valley to the Mid Caples hut/Howden hut.

Day 2 is a biggish day walking up the Caples Valley, over McKellar Saddle to Lake Howden hut/Mid Caples hut.

Day 3 is a shorter day out to the carparks and then return to Queenstown by bus.

Although not physically hard, you will need to be able to carry a pack and cook your meals in groups while completing good distances each day.

**Maximum number = 40 students**



2015 awesome

# Kepler Tramp - Lake Te Anau to Moturau Hut

This involves travel by minivans to Te Anau.

You will then walk for 4-6 hours to Moturua hut on the shore of Lake Manapouri and stay 2 nights at this big hut.

The second day is a day walk to the Iris Burn valley.

Day 3 is a return walk to Te Anau and then bus back to Queenstown.

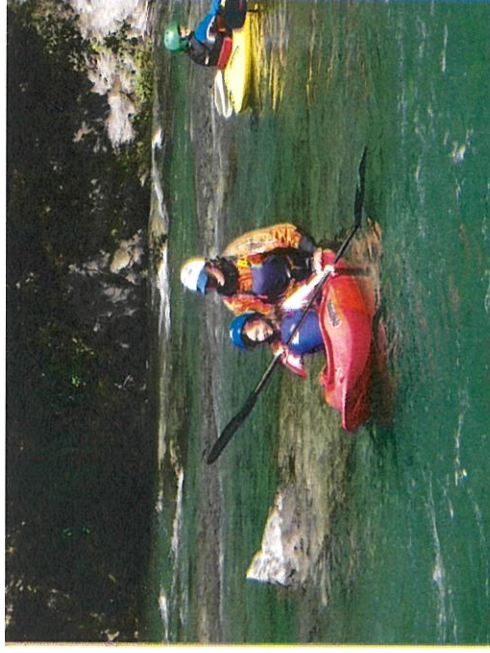
Although not physically hard, you will need to be able to carry a pack and cook your meals in groups while completing good distances each day.

**Maximum number = 20 students**





# Year 9 Greenstone Camp



# Overview and History

Greenstone Camp first began in 2003 and was for Year 8 students. In 2011 as the school lost it's Year 7 and 8 students, it was shifted into the Year 9 cohort.

The Camp consists of a three day/two night experience based at Greenstone Station near the head of Lake Wakatipu. Students sleep in tents, participate in a day tramp, learn components of the Riversafe Programme (river crossing, river swimming, survival swimming) and experience river and lake kayaking. It is a key component in helping students from the various Primary Schools develop relationships and friendships within the new context of being in a large Secondary School for the first time.



# **Greenstone Camp Curriculum Links**

**Key Values** underpinning Outdoor Education at Wakatipu High School:

1. Responsibility
2. Resilience
3. Respect
4. Inclusion

# Greenstone Aims and Learning Objectives

**Aim** – students will have opportunities to gain learning experiences through a variety of mediums in the Outdoors. Where possible these will be set in the local environment/more immediate surrounding areas.

The **experiences** will be centred on:

- learning/experiencing via a physical skill
- developing an appreciation of environment
- relating to others
- gaining an appreciation of simplistic living
- being able to better manage self

***“Learn safe practice around our rivers; become connected to the way of Wakatipu High School”***



# Key Components of the Camp

The camp has 3 main components:

1. River Swimming
2. River Kayaking
3. River Crossing

Students will be divided into 3 activity groups and then they will rotate through these over Day 1 and 2 of the Camp. There is also a half day walk to Lake Rere on Day 2 and the Camp finishes on the last morning with some lake swimming, wharf jumping and more kayaking on the lake for those that are keen.

Transport is by 2 big buses to and from the Greenstone.

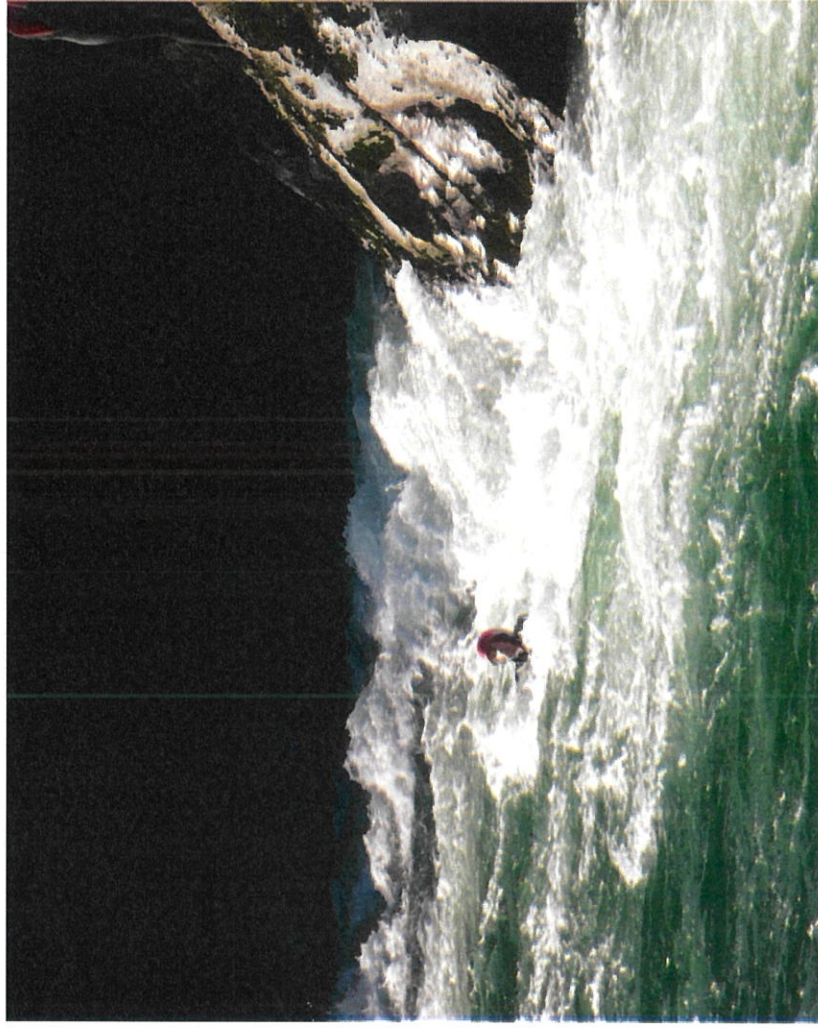
Students sleep in small tents around the old Greenstone Station House which provides cooking facilities. Portaloos are taken into the campsite.

# River Swimming

Perhaps the best known activity of the Greenstone!

It involves learning then practicing key skills like white water float position, recognizing river hazards then testing these in a number of river settings including a special rapid known affectionately as the “Room of Doom!” The Doom consists of fast flowing current that kicks up some waves then hits up against a rock bluff, causing a re-circulating current that can give students some down and underwater time!! It provides great learning about the power of rivers and teaches respect as well as allowing FUN!

Students enter the rapid with helmets, buoyancy vests and thermals/wetsuits. After safety and confidence are established, there is the option to further test skill and confidence by removing the vest.





# River Crossing

A really important skill that compliments river swimming and knowledge of rivers. Important questions are confronted...

- Do we need to cross?
- Is it safe to cross?
- Where do we cross?
- How do we cross safely?

Students will spend time looking at various places to cross on the Greenstone River and then will focus on developing competence with the Mutual Support method.

This is a key skill that they can then carry on to Year 10 Branches Camp where crossing the Shotover River safely is a part of everyday camp life.



# Kayaking

Students get to experience kayaking on the easy moving rapids of the Greenstone River.

They are fitted out with helmets, buoyancy vests and warm clothing and then will get instruction on paddling and turning the kayak, ferrying from one side of the river to the other, running down small rapids and on occasions...capsizing!!

Kayaking on the river strengthens understanding of how rivers move and flow and reinforces the learning from the other activities.





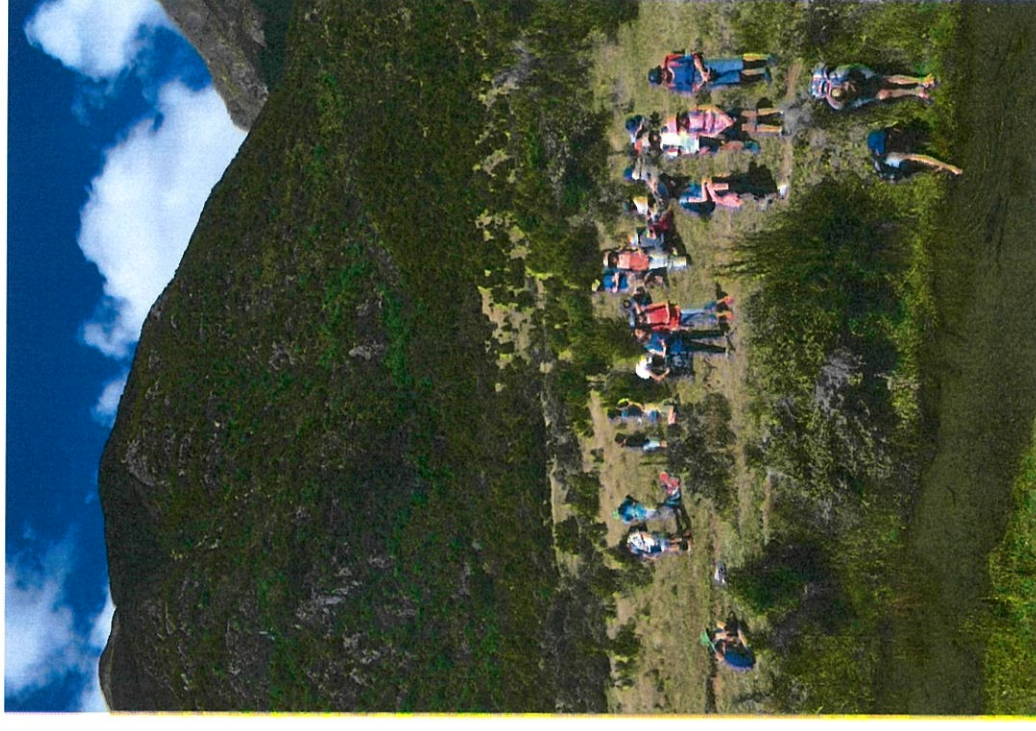
# Day Walk - Lake Rere loop

You can't have a camp at Wakatipu High School without using the legs!

The Lake Rere loop track provides good physical activity, adds understanding of the past uses of the Greenstone area by Maori and Pakeha, and gives an insight of a special conservation area of beech forest, grasslands and the associated wildlife like Falcons and Robins.

Educating students on how to walk as a group so that all members have turns up the front and at the back while keeping together assists in cooperative aspects and peer relationships.

For teachers it is a great way to get to know your students!



# Campcraft and Farm Life

Greenstone Station is a working farm owned by Ngai Tahu and managed by Stu and Ann Percy. Students will get to experience some aspects of farming as there are sheep, cattle, horses and dogs in close proximity.

Assistance and advice is given as the students arrive on how to site and pitch tents with regards to likely wind direction and flooding if it rains a lot.

Routines are established around boundaries, meal times and washing up.

It has been traditional to play games like spotlight in the evenings if the weather conditions permit.





Lake Rere



Greenstone House



# Riversafe/Be River Safe Programme

This programme has been run by Water Safety NZ since 2000. It resulted from a number of tragic deaths by drowning on school camps and events around that time. It was in response to a lack of knowledge and experiences that NZ kids had with regards to the power of rivers and how to be safe in and around them.

The programme included theory tasks and then practical aspects using a swimming pool. Ultimately these skills are then tested at a nearby river environment. Wakatipu High PE Dept adopted this programme and it has been run successfully and uniquely since that time in the classroom, school pool and up at the Greenstone.



# Safety Considerations

These are vitally important to the continued success of Greenstone Camp. The camp, like all other Wakatipu High Outdoor Ed activities, is underpinned by a Safety Plan that requires the following:

- Prior “Sign off” of the Camp Safety Plan by Principal Steve Hall and by instructors/staff members before each significant activity while up at Camp.
- Adherence to various Safe Operating Procedures (SOPs - see example)
- Hazard and Risk Management (HARMs - see example)
- Student health knowledge
- Other vital aspects are the employing of suitably skilled instructors for key activities to complement teachers’ skills and experience
- Good communication systems (PLBs) and first aid on site.

# Tenting

## TENTS:

Students will be sleeping in tents surrounding the old Greenstone station house. The school has several tents which can be used by students but we will need many students to bring their own. The school tents are 2 person tramping style. We require smaller types that sleep **no more than 4 persons**. Large camping tents are not recommended (it can be windy and wet!)

Please fill out details below if you can provide a suitable tent, and return to the **PE office by Wednesday 27<sup>th</sup> February**

## TENT FORM – YEAR 9 CAMP

**Student Name:**

**Tent type:**

**Number tent sleeps:**

**Students sleeping in the tent:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



# Tent Information

Tenting - we require students to bring smaller tramping style tents for the 2 nights. These are then positioned around the house. The school has a number of these tents that students can borrow. A tent group form will go out to students later this week...getting into a tent is a delicate matter and PE staff will assist in ensuring students are included and not left out.



## YEAR 9 GREENSTONE CAMP GEAR LIST

### Personal Clothing:

- **strong shoes / boots** for walking (not skate shoes or slip ons. Running shoes okay)
- second pair of shoes for general wear.
- sandals or wetsuit shoes or old gym shoes for river activities
- 3 pairs socks (at least 2 pairs wool or fleece)
- 2 pairs of shorts (one pair for walking in ie: not too long!!!)
- 1 pair of long pants / track pants
- 2 / 3 sets of underwear
- **1 / 2 warm tops / vests (polypropylene or wool)**
- polar fleece top or woollen jersey
- waterproof jacket or parka
- warm hat ie: **Beanie**
- **sunhat** with full brim (not a cap)
- boardshorts / togs and towel

### Other Gear:

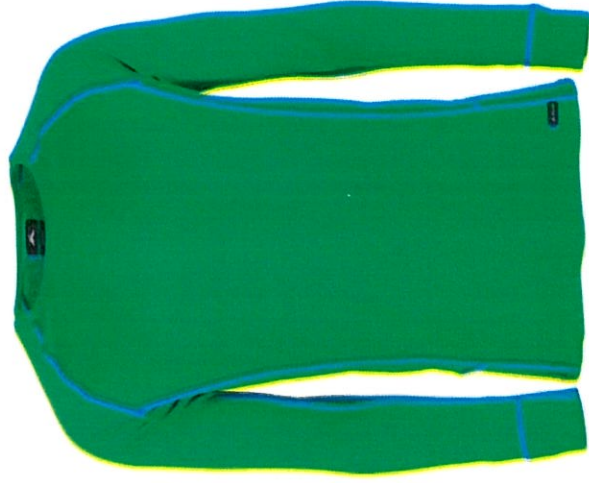
- sleeping bag
- sleeping mat (closed cell foam mat)
- a plate, cup, and cutlery
- water bottle
- sun block
- insect repellent
- day pack
- big pack or gear bag (for carrying above items)
- toilet gear
- personal first aid kit
- torch

▪ **wetsuit – this is optional but highly recommended. Students may be able to share or borrow...it is a cold river environment!**



# Some Good Clothing and Equipment Examples

Good thermal tops that stay warm when wet!



# Footwear Examples

Tramping boots



Strong running shoes with good grip





# Greenstone Camp Menu

## Day 1

- Lunch – Students bring own packed lunch
- Dinner – Nachos and salad
- Dessert – Home baking and milo

## Day 2

- Breakfast – Weetbix/Cornflakes with milk and peaches/pears, toast with spreads and scrambled eggs, baked beans, spaghetti
- Lunch – Sandwiches and fruit (Lake Rere), home baking
- Dinner – Hamburgers & coleslaw
- Dessert – Home baking and milo

## Day 3

- Breakfast – Weetbix/Cornflakes with milk and peaches/pears, toast with spreads and scrambled eggs, spaghetti, baked beans
- Lunch – Hot dogs and fruit

# Communication

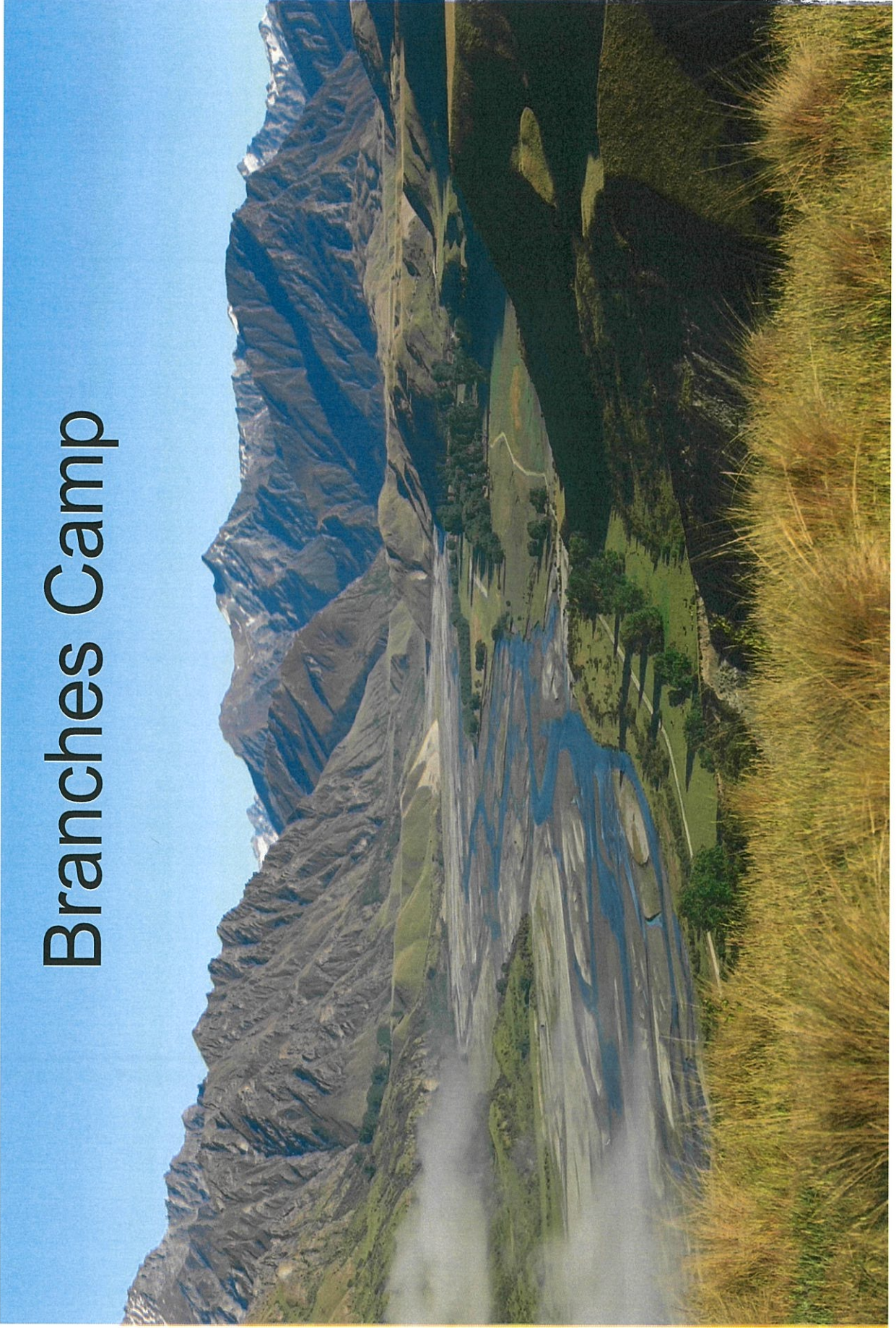
**Prior to Camp:** all initial contact with parents will be via KAMAR emails. Students will have access to a Greenstone Camp Google Classroom which has proved to be very good for providing updates, forms and lists. (see example). Students are encouraged to share these updates with parents. (student self management is an important aspect of learning...!!!)

**At Camp:** the Camp Manager has phone access to school each day. Any information can be via the school office. (Farm privacy is important).

**Cost:** \$120. If you have any difficulty paying this, please contact the school or a teacher/person from the school as there is a fund called "Awhi" to assist parents in this regard.



# Branches Camp





# Brief History and Introduction

Branches Camp has been running at Wakatipu High School since 1967. After initially starting life as a scientific/geography learning experience, the Camp has grown into a “Place Responsive” learning event for Year 10 students that lives long in the memories of all it’s attendees.

Situated in the Upper Shotover valley on Branches Station, this camp is characterised by its duration -12 days long and fixed camping traditions i.e in tents, cooking by fire, a variety of outdoor activities – whitewater kayaking, three day Lochnagar tramp, abseiling, overnight rafting down the Shotover River, SAR overnight survival, cooking duties, gold mining history and assisting with farming operations and service.

Branches is viewed as a rite of passage from junior to senior school and has tremendous community support.



# Branches Camp Curriculum Links

Key Values underpinning Outdoor Ed at Wakatipu High School:

1. Responsibility
2. Resilience
3. Respect
4. Inclusion

# Branches Aims and Learning Objectives

Provide facilitated opportunities for students to develop and learn about:

1. **Personal** - self management, responsibility, challenge, resilience
2. **Social** - teamwork, communication, inclusion/support/compassion
3. **Outdoor Activities** - campcraft, tramping, kayaking, rafting, abseiling, gorge walking, overnight survival
4. **Contributing** - to the camp via duty, service, meeting school behavioural codes;
5. **Environmental** - importance of place through sound environmental practice, respect for high country, awareness of past history, sustainable practice.



# Format of the Camp

Planning for the camp starts in earnest at the start of Term 4. Students spend the majority of PE and Health preparing for Branches - including clothing, equipment, safety aspects, campcraft and personal fitness activities. There is a two week pool programme where they can learn, practice and gain confidence in kayaking with a fitted spraydeck.

As the camp approaches, further planning consists of seeking accurate student health information, putting together the Branches student activity groups, sorting base camp tenting groups and tents, finalising staffing and coordinating transport for all students into and out of camp plus packing all food and equipment.

Then it is time to go in! Some groups go in a day early to help set up the base camp and go on the first Lochnagar tramp and rafting modules. Everyone else travels in the next day. Over the duration of the next 12 days, students will rotate around the set activities as per the timetable then it is time to pack up and head back to Queenstown.

# Lochnagar Tramp

A three day demanding tramp from Branches Base Camp to a high alpine lake called Lochnagar. Students tramp upvalley to a fixed tent camp at the 16 Mile Terraces. Students carry their own packs and travel in 2-3 groups. There are a number of river crossings and the track mostly follows a 4 wheel drive farm track along the valley floor of the Upper Shotover River. The second day is more like a long day walk where the groups walk up through scrub, climbing steeply to emerge in the incredible alpine setting of Lochnagar. After food and a swim(!), they return to the campsite and then to Base Camp the following day. Students comment that it is a hard activity at the time but thoroughly rewarding and a testament to good group cooperation.





# Overnight Rafting, Upper Shotover River

A very popular activity where students leave Base Camp in the evening and raft down valley to McLeods Flat where there is a fixed tent camp. The next day, after breakfast, they raft further down the Upper Shotover River through numerous rapids and lots of gold mining history. They is some low level gorge swimming in Skippers Creek before the rafts arrive at Deep Creek and are picked up and returned to Branches Base Camp.



# SAR Overnight Survival Outcamp

An afternoon and overnight camp out where basic shelter is a fly and students learn some basic survival in a group setting. Shelter building, cooking basic food, staying warm and then participating in a basic search and rescue scenario while being sleep deprived. This activity develops the group's ability to work together outside their comfort zones.





# Kayaking

A half day “choose to be challenged” river trip down the Shotover River from Base Camp to Strollers Hut. Students learn and practice basic moving water kayaking skills before heading off downstream. The intensity of the rapids gradually increase with the now famous “kiddy grinder” the final test just before the take out! Many students have overcome their fear and kayaked successfully down this grade 2 rapid and gain satisfaction from their efforts. It is easy to leave the river at any time if the experience is too much.



# Shooting

Traditional target shooting is run as an activity close to the main camp. The Queenstown Police oversee this popular practice, teaching basic firearms safety then skill practice as students vie to be the best shot.





# Abseiling

Abseiling is a half day activity where students head up above the Base Camp to a reasonable rock crag to the south. Here skills are learnt and confidence gained as students repeatedly abseil down the rock face before returning to camp.



# Duty and Cooking

Students spend half a day preparing food and cooking for the students in base camp. This requires getting up early or working on late into the evening. There is considerable pressure to meet the deadlines of meal times! And 180 students and staff require large quantities of food!





# Polnoon Gorge Walk

A half day walk down the dewatered gorge of the Polnoon River. A chance for students to have a swim and a wash, view some old gold mining history (the majority of the water from the Polnoon is diverted into the Shielburn by a diversion tunnel), the awesome geographical features of the gorge and the workings of the farm hydro station.



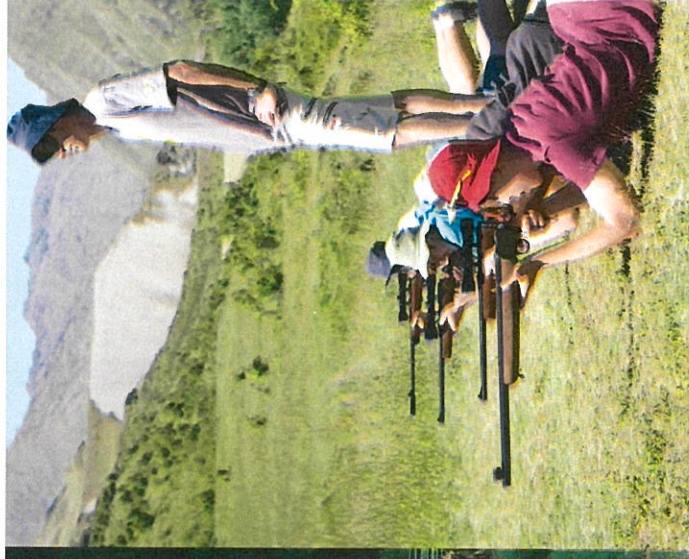
# Farm work and Service

A very important part of Branches, learning about rural life through participating in farming activities including tailing. There is also a planting and wetland restoration project that is resourced by Branches Station and overseen by Barbara and Neill Simpson.





Community Support - Police, NZSKI, AJ Hackett, Beaver Construction



# Branches Camp Trust

Since 2000, there has been significant increases in camp costs, mainly associated with the employing of up to 10 full and part time instructors. This reflects a far greater importance on operating the camp in a safe and compliant manner.

The Trust was formed in 2006 to better support and resource the camp and to ensure its continued survival as Health and Safety regulations appeared and the school roll continued to grow. It aims to keep the cost per student at a more manageable level. (see website for more detail - [www.branchescamp.co.nz](http://www.branchescamp.co.nz))



# Other Aspects...

## Key Dates:

- Year 10 Students Work Day - Friday 16th November
- Pre Branches Day Tramps - Friday 30th November (groups and gear check)
- Camp Set up Day - 3rd December (staff only)
- Early Lochnagar and Rafting - 4th December
- All other students in - 5th December
- All students out - 16th December

# Tents

**Tents:** we ask students to supply bigger camping style tents for the duration of their time at Base Camp (school tents are used for Lochnagar, Rafting activities).





# Transport in and out.

**Transport:** parents are asked to supply transport for students on way into Camp and on the way out (4 wheel drive essential with ground clearance and driver experience). This process is very controlled to minimize the risks associated with driving on the Skippers/Branches Road



# Communication

## Communication

**Prior to Camp:** all initial contact with parents will be via KAMAR emails. Students will have access to a Branches Camp Google Classroom which has proved to be very good for providing updates, forms and lists. (see example). Students are encouraged to share these updates with parents. (student self management is an important aspect of learning...!!!)

**At Camp:** the Camp Manager has some phone access to school each day. Any information can be via the school office. (Farm privacy is important).



## Lastly... Costs

The set cost for Branches 2018 is \$350. This represents a cost per student per day at Branches of \$30 which is very good value. (In 2000 the cost was \$245). To fully cover the costs of camp would require a fee of \$500. The school is grateful for the fundraising efforts of the Branches Camp Trust in keeping the camp viable for students and their families.

