Camps are OPEN and they're safe!1

The BENEFITS of camping for schools are needed now more than ever before





94% of NEOTCQ respondents indicated that EOTC was very or extremely important for personal and interpersonal development, and 90% said the same for developing Hauora/wellbeing. ³



PERSONAL AND SOCIAL DEVELOPMENT





EOTC strongly supports learning Across all learning areas and the Key Competencies in the New Zealand Curriculum.⁴

92% of NEOTCQ respondents indicated that the contribution of EOTC to curriculum enrichment was very or extremely important. ⁵

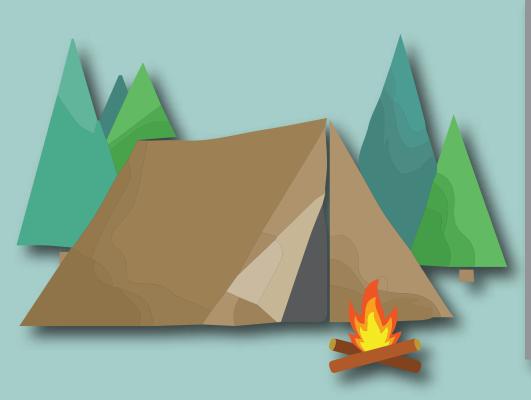
CURRICULUM ENRICHMENT



NEW AND UNIQUE EXPERIENCES

Teachers say...
"School camps give our students experiences that they will most likely never get in their life."

* Robyn Zink and Michael Boyes found that group co-operation, improved self-esteem, consideration of others, safety knowledge, increase self-responsibility, and social and communication skills were learning outcomes that were considered most important.⁷



A pilot study measuring "relational proximity" in an Australian school pre and post camp found that in camping "a shared purpose creates a stronger sense of group identity.... These experiences provide a reference point on return to school – the reminder of successful relationships at camp provides a starting point for addressing difficulties in the future." 8

¹National protocols have been developed and adopted for the outdoor education sector across New Zealand that align with MoH and MOE guidelines for COVID-19 Level 2.

²A. Hill, C. North, M. Cosgriff, D. Irwin, M. Boyes, and S. Watson, Education Outside the Classroom in Aotearoa New Zealand: A Comprehensive National Study – Final Report (Christchurch, NZ: Ara Institute of Canterbury Ltd, 2020), 34. A report funded by Education Outdoors New Zealand and MOE

- ⁴ C. Haddock, Education Outside the Classroom (EOTC) Survey: Primary Schools Report (Wellington, New Zealand: Ministry of Education, 2007).
- ⁵ Hill, et al., Education Outside the Classroom, 36.
- ⁶ Ibid., 42.

⁷Robyn Zink and Michael Boyes, "The Nature and Scope of Outdoor Education in New Zealand Schools," Australian Journal of Outdoor Education 10:1 (2006), 16.

⁸Robert Loe, Relational Schools Report: Connecting Activities. The Relational Impact of a Year 11 Outdoor Education Program at Emu Gully (Cambridge: Relational Schools, 2019), 20.

