Gurnang Life Challenge

Adventure Based Challenge
Young Adult Offender Female Program

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AFFECT
BEHAVIOUR
BODY
STAGE
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### ABC 1: Acquaintance/De-inhibitisation/Attitude

**Participants Notes**

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**Notes**

Facilitator - Read GRABBS ABC1: further instructions overleaf.
G.R.A.B.B.S - ABC 1.

Goals:
1. Become acquainted with experiential learning concepts, the facilitator and each other.
2. Experience adventure experiential learning activities that are non-threatening, group and fun based.
3. Set up and validate individual goals and explain Principles of Operation, (POO).
4. Introduce and practise processing.

Readiness:
1. Assessed and ready for program from GOC.
2. Completed Introduction GRABBS consisting of; attitudes, perspectives, adult learning principles, complete with a brief on Gurnang Life Challenge ABC.
3. Group has been transported to Bathurst PDC and all reception issues including lunch have been finalised.

Affect:
1. The feeling of the group should now include excitement that the ABC program has begun.
2. There will be apprehension amongst some group members because of what they have ‘heard” about ABC.
3. Although briefed as to ABC and its timetable, some members of the group will be puzzled as to why the program commences in Bathurst PDC instead of Oberon CC.
4. Watch for the leaders, the class clown, the isolated person (either self isolated or group isolated), the tough guy (they are not going to teach me attitude), the groupings of participants.

Behaviour:
1. Expect resistance to “stupid/childish games”.
2. Allow for a relaxation of the compound rules, however, the principles of Gurnang Life Challenge of dignity and respect at all times and having a go, is practised, as well as adherence to CC behaviour.
3. Expect some participants being late despite knowledge and instructions; warn all participants that this is the only warning.

Body:
Medical and mental fitness information should have been noted, be aware of manipulations.

Stage:
Group will be only at Forming and possibly Storming stage of group development.

Facilitator Guide:
ABC 1 is a critical sequence of objectives in the program, it is critical to success that the facilitator operates in a professional, responsible and role model attitude. Time management is important for a role model see relationship to Gurnang Life Challenge. The success or failure of the majority of participants will depend on your
attitude and how you deal with situations, remember at all times respect has to be
earned, it is never freely given. By the same token be firm and fair, what is said and
done in ABC 1 will set the tone for the program.

Remember!!

“When authority begins to inspire contempt it stops being authority”

Know your activities and the sequence of the plan as outlined, and like all plans, be
prepared to change, if a judgement call is required. Though be very wise in changes.
One judgement call not allowed; are activities above knee height.

Be cognizant of the principles of Gender SOP’s in Gurnang Life Challenge SOP
documents.

Be very aware of participants, read Intake analysis sheet and Kick Start and Case
Notes prior to assembly of the group.

Though time is against the facilitator a performance based report is required for the
next working day, ensure that you have some comments on each participant; the
comment should not be “OK” type comments. Present positive and negatives of each
participant, make necessary referrals, always include the participant’s program and
case management goals. Never mix up a participant in your mind, constantly refer to
the photographs of each participant to be sure in your own mind as to whom you are
referring to.

Remember if a participant is a loner without group acceptance, try to achieve the
group acceptance, because if not achieved failure of the participant is highly likely;
see Maslow’s Hierarchy of Needs.

Design Features:

Rationale:
Groups require acquaintance with the concepts of adventure experiential learning
based challenge concepts as opposed to conventional and wilderness based
adventure learning. Additionally, groups require acquaintance and being comfortable
with each other and their facilitator.
A major requirement is the re-enforcement of the correct attitude required for
development of their individual personal growth.

Sequence:
ABC 1 is designed to be conducted as soon as practical after arrival from GOC. ABC
is all about action orientated learning, a build up of anticipation and excitement
occurs amongst the participants during the time from Introduction ABC session at
GOC. It is important to capture this excitement and accelerate the feeling.

Activity Notes:
Activities reflect the aims and goals; the activities are designed to be initially fast and
reflect a different approach to the participant’s normal learning. In addition to being
initially fast, the activities reflect that the participants need time to reflect on what
they are experiencing; hence the importance of a couple of fast activities and then
some slow standstill type activities. Additionally, the activities are designed for fun and learning to reflect any aims, goals and objectives the participants believe will be expected of them, at the same time the participants will not expect the activities to be such fun and will grudgingly admit to learning.

Often the participant’s perception of the required learning is reflected and enhanced by the activities. Don’t forget that a de-brief is an important part of the activities.

**Relationship to Gurnang Life Challenge:**
Aims of dignity and respect are amplified in the ABC session field, a test occurs of the participant ability to listen to instructions as well as being on time and respecting fellow participants and staff.
Time management and punctuality of participants is important to the overall aims of Gurnang Life Challenge.

Thinking about case management goals and the impact of negative behaviour in the Correctional Centre are relevant.

**Link to Other Sessions or Other Programs**
Introduction ABC of; Attitudes, Perceptions, Adult Learning Theory.
# Activity Schedule - ABC 1 - Female

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<td>1</td>
<td>1245</td>
<td>Introduction</td>
<td>Assemble group in a circle. Brief group on CBC and NDP. Explain housekeeping and expected finish time. Note 1</td>
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<td>2.</td>
<td>1300</td>
<td>Add on tag Tusker</td>
<td>Acquaintance with experiential learning Ditto</td>
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<td>3</td>
<td>1310</td>
<td>Tusker</td>
<td>Ditto</td>
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<td>3</td>
<td>1315</td>
<td>Mini De-brief</td>
<td>Ask positive/negatives (good/bad) about those 2 activities. Let answers occur, remind it is OK to learn to have fun (good), bad someone had to be it.</td>
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<td>4</td>
<td>1320</td>
<td>Every bodies It C/W Hospital Tag</td>
<td>Acquaintance and verify the fun bit</td>
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<td>5</td>
<td>1325</td>
<td>Categories</td>
<td>De-inhibitisation and can divide group into two, set for next activity.</td>
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<td>6</td>
<td>1330</td>
<td>Cowboy/monster/Ninja</td>
<td>Acquaintance/de-inhibitisation be serious about fun, OK for us all to look silly.</td>
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<tr>
<td>7</td>
<td>1335</td>
<td>Hog Call</td>
<td>De-inhibitisation (fun) checking attitudes.</td>
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<td>8</td>
<td>1350</td>
<td>Partner Intro.</td>
<td>Name/Where born/ Favourite Movie or TV show and Personal Goal for the Program. Introduce yourself and a co-facilitator using above, then introduce; Gurny, introduce PoO concept. On Gurny list first PoO of (1) dignity &amp; respect, (2) all have a right to be heard, solicit from the group other PoO’s e.g. openness, have a go etc. See ABC Overview document in respect to PoO. Write on Gurny the participants goals.</td>
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**Water/smoke break 2 to 3 minutes**

| 9      | 1420  | Can Pass                  | PoO, Admit fault fix problem Don’t say sorry |
| 10     | 1435  | Bumpety Bump Bump         | Test acquaintance and attitudes to openness |
| 11     | 1450  | De-brief                  | Describe ABC 1, state a learning. See ABC 1 GRABBS and ABC Overview document. Ensure context of de-brief and a list of activities is written on Gurny. |
| 12     | 1520  | Dismiss                   | Arrange for accompanying staff to return participants to accommodation units. With accompanying staff and co-facilitator conduct a staff de-brief and write up comments on each participant. |

**Note 1** Ensure accompanying staff and mentor inmates understand their responsibilities, at end of de-brief ensure mentors can advise any facilitator of issues that arise during ABC1, ensure this is carried out without participants being aware. Staff will have their opportunity during Serial 11.
ABC 2: De-inhibitisation, Enthusiasm, Communication, Trust

Participants Notes

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Notes

Facilitator - Read GRABBS ABC2: further instructions overleaf.
G.R.A.B.B.S - ABC 2.

Goals:
1. Allow participants to take some physical and emotional risk and build trust with in themselves and others within the group.
2. Enable participants to make improvements in communication of thoughts, feelings and behaviours which emphasizes listening, verbal and non verbal communication.
3. Encourages participants to be open and enthusiastic, whilst experiencing the advantages of effective and realistic trust.

Readiness:
1. Participants should be keen to develop if ABC1 was successful.

Affect:
1. Group will be more aware of requirements from ABC 1, some members will be re-enforced as to their behaviour, and some will be wondering on how to improve, a small minority will not care.
2. The group will attempt to improve the group's performance, some members will attempt to cheat to improve, and some will be satisfied with small gains; the trick is to ensure gains occur without recourse to cheating.

Behaviour:
1. The leaders will begin to assert themselves, watch for the negative leader and attempt to channel the leadership to a positive side, if necessary carry out a one on one discussion. Allow for the leader who is attempting to be the leader by bluster and or attempting to impress facilitator (manipulative), deal with this issue sensibly.
2. Attempt to bring the isolated person into the group (sensitively), do not tolerate bullying.
3. Negative behaviour is to be dealt with as friendly warnings as soon as practical, do not allow contamination to occur.

Body:
1. Lazy and or people on avoidance of issues will attempt to manipulate or abuse challenge by choice, do not allow this to occur.
2. People will tire easily and prefer to sit down, keep program active.

Stage:
1. Developing from storming to norming.

Design Features:

Rationale:
The design principles of ABC2 are reflective of de-inhibitisation and the development of enthusiasm; both are essential attributes of a participant in personal development. This session follows on from acquaintance and formal introduction of de-inhibitisation activities and allows for the correct sequential introduction of communication and trust activities.
Sequence:

It is critical that a brief on ABCDE occurs and that the sequence of the ABC2 activity schedule is followed, otherwise your facilitation may destroy the trust, rather than develop as per the objectives. It is important that communication has occurred prior to trust/empathy and after the introduction of trust that participants understand that TRUST/EMPATHY and Communication occurs together.

Relationship to Gurnang Life Challenge

Participants are now into their second day of the program, the true colours should begin to assert themselves in terms of manipulations and non-social behaviour such as bullying etc. Deal with these issues as soon as practical. Once again, time management is critical, participants have been warned of consequences of late attendance, write these participants in your daily notes.

Link to Other Sessions and Other Programs

Builds upon de-inhibitisation (openness) in ABC1 and links direct to later sessions with communication and trust in expedition, abseiling and High Challenge Ropes Course. Link will also occur in post ABC Personal Growth and dynamic risk related programs.

Activity Notes:

Be very careful ABC2 introduces Blindfolds (BF), be very aware of safety and cheating. Introduce BF’s carefully some people will exhibit a phobia.

ABC 2 is conducted within the confines of Oberon CC CO-OP and HCRC areas. The participants utilise OCC Visits Facility as a base. Activity schedules allow for travel to OCC and morning tea upon arrival. From a security point of view the following is to be noted by all staff involved in ABC Female program:

1. Female inmates are to be accompanied by staff to and from OCC Visits at all times.
2. There is an exclusion zone established for male inmates of Oberon CC. Oberon CC staff are to be notified by radio immediately a breach occurs of the exclusion zone.
3. The principles of SOP on gender issues is to be adhered to at all times.

From program and objectives of ABC Female point of view, the presence of the participants within the confines of Oberon CC and the vicinity of the HCRC will have an impact on de-inhibitisation and possibly performance of the participants.

ABC2 is designed to develop in the participants physical trust within themselves and with each other, emotional trust is harder to develop, however, if the de-briefs are open and people are presenting their own viewpoints then perhaps emotional trust is already occurring. Emotional trust will develop at the participants own pace; remind them they will need to develop this skill. Additionally, participants need to ensure that they develop a linkage to victim empathy (a follow-up Personal Growth session), which is part of trust. Test yourself now “Spell trust?” If you can’t read on to Activity notes.
The development of team spotting is critical to further work in ABC, hence the importance of the mental issues with trust/empathy, as well as the physical spotting skills.

**ABCDE Notes:** In normal life trust is spelt TRUST and it is a little word like; love, life, death, sun, moon, mum, dad. All these little words have big meanings. Trust is five letters and the reason trust is difficult to achieve is that like all little words, trust is hard to understand. The explanation is, spell trust as ABCDE.

**A is for acceptance of yourself and others**

**B is for belief of yourself and others**

**C is for confidence in yourself and others**

**D is for dependability if you say you are going to do something then you do it.**

**E of course is for encouragement of yourself and others.**

Once you give this brief state to the participants that we are going to experience all the facets of ABCDE today through activities, ensure that the concepts of ABCDE are re-enforced through out the day.
## Activity Schedule - ABC 2 – Female

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<th>Time</th>
<th>Activity</th>
<th>Goal Relation/Remarks</th>
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<tr>
<td>1</td>
<td>0900</td>
<td>Arrival OCC</td>
<td>Visits, brief, comfort stop.</td>
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<td>2</td>
<td>0930</td>
<td>Introduction</td>
<td>Ask group to explain “What they learnt in ABC 1?”! Using Gurney re-emphasize the PoO</td>
</tr>
<tr>
<td>3</td>
<td>0940</td>
<td>Twirly 1</td>
<td>See activity notes, have group skip or run through the twirly rope, for every revolution of a twirly a member of the team must pass through.</td>
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<td><strong>Twirly 2</strong></td>
<td>Challenge group to skip twirly with the whole team at the same time; challenge them by stating a goal of 10 skips. An important outcome is required, firstly to achieve success (Twirl1), includes de-inhibitisation. Conduct a mini de-brief after Twirly 2 to ascertain why they limited themselves to 10, the goal is de-inhibitisation and enthusiasm. Utilize PoO to admit fault fix problem, if negativity occurs</td>
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<td>4</td>
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<td>Rope Push</td>
<td>instructions/rules. Be pedantic on the rules, a new PoO is in process. De-brief with enthusiasm, problem solving/lateral thinking in mind. Ensure PoO “don’t assume” is added to Gurny.</td>
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<td>5</td>
<td>1010</td>
<td><strong>Circle the circle 1</strong></td>
<td>Form a circle, get the group to hold hands in a circle send I hoop around without letting go hands. Ensure staff and nucleuses are strategically placed in the circle.</td>
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<td><strong>Circle the circle 2</strong></td>
<td>Send as many as possible hoops as possible around. Objective is FUNN and de-inhibit check.</td>
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<td><strong>Circle the circle 3</strong></td>
<td>Mini de-brief on 1 &amp; 2 regarding regarding de-inhibitisation, drop nucleus and staff out of circle, reform circle with participants have the group send only one hoop around as they did in Circle 1/2 except this time only 1 second is allowed per member.</td>
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<td>The beginning of communication and team work and introduces leadership concepts. Mini-de-brief, ask have you heard the saying “there is no I in team”? Through de-brief ensure the group understands that teams are made up of I's (individuals), plus the requirement for a leader and one only communicator. Have group sit down in CO-OP de-brief area, for next session.</td>
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<tr>
<td>7</td>
<td>1030</td>
<td>ABCDE</td>
<td>Ask “How is the word trust spelt”? See activity notes, ensure the participants understand ABCDE.</td>
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<td>Trust Fall</td>
<td>Demonstrate a trust fall with a Co-facilitator, ensure the following: that all participants understand the correct</td>
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stance and posture for catcher and faller, ensure your communication is clear, demonstrate close catch, medium catch and far catch. Have participants pair off and conduct as faller and as catcher, walk around encourage, ensure they all are capable.

1045 **Scissor walk**  
Two groups face each other, line up with finger tips touching from both sides with arms extended. Have participants form a Mexican wave beginning at the end that you are at, once it is done, explain that you are going to walk the Mexican wave and you will demonstrate ABCDE by not lowering your head or blinking. Tell them you will come fast, give a heads up and walk very fast through the scissors. Have each participant complete the scissor walk.

1100 **Mini De-brief**  
Ensure all understand how trust is really spelt, ask them to give an example of ABCDE today.

**Water/smoke break 2 to 3 minutes**

8 1110 **Mine field 1**  
Have participants partner up with some one different then before in the trust falls, issue a blind fold to each participant, one participant is blindfolded. When all blindfolds are on, have the sighted partner come to you, take them to a mine field, brief them on the requirements, each mine or touching of rope is a boom boom, half the group starts at each end and each blind folded partner is also a mine, touching is a boom boom. Boom boom means physically touch your partner and begin again at the start of the mine field. No touching is permitted to get the blindfolded participants to the mine field, rely purely on voice commands. Watch participants, give well done or admonishments, watch for cheats, and carry extra blindfolds. When they have completed, ask partnerships in participants to discuss in their partnerships, what was best way to communicate, how were the instructions did the BF listen? Once they have briefly discussed the issues ask them to test the communication by reversing roles.

9 1140 **De-brief**  
Utilize Gurny, list all activities conducted to date. Ask participants to explain learning to date? Should concepts of communication such as tone, softness, clearness, body language, speed of voice not come out, give them a thought on it is not what you say but how you say it. Likewise the concept of trust and communication are linked with each other and empathy. Prior to dismissal advise participants that they have 30 minutes only for lunch and thence we will pack wilderness gear and head bush, tell them we need to be packed, briefed and in the bus by 1330.
### ABC 3: Communication

**Participants Notes**

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**Notes**

Facilitator - Read GRABBS ABC3: further instructions overleaf.
G.R.A.B.B.S - ABC 3.

Goals:
1. Develop self-confidence and self-responsibility
2. Develop an awareness of themselves and others with a view to inculcate a dependency on their own abilities whilst respecting the help of others.
3. Develop self efficacy
4. Examine future case and life planning

Readiness:
1. Group has completed learning outcomes of de-inhibitisation, the beginning of communication and trust. Acquaintance and trust barriers between participants and facilitators and within the group should be developing.

Affect:
1. Group will be both excited and apprehensive that the expedition session is upon them, allow for these in presentation see Activity notes. Weather conditions will impact on their performance, be firm and yet project confidence.

Behaviour:
1. The excitement and apprehension will impact on their behaviour, watch for manipulations, standover and the reluctant participant.

Body:
1. Be conscious of medical issues; be conscious with the less fit participant.

Stage:
1. Group should now be definitely into storming stage, though as expedition session may bring out strengths and weakness that may bring elements of the group back into forming.

Design Features:

Rationale:
ABC requires participant’s exposure to a mini wilderness experience to facilitate goals that are difficult to achieve in an experiential learning or Challenge Ropes areas. Expeditions will allow more barriers to be dropped through a different environment as well as a sense of freedom not available in most Corrections environments. Additionally, exposure to wilderness allows realistic reflection time.

Sequence:
The sequence is specified in the Activity Schedule and in the SMEAC for ABC. The sequence is critical and based on common sense e.g. navex (navigation exercise) gets a group from A to B, set up camp is obviously required before night etc.

Relationship to Gurnang Life Challenge
The basis of Gurnang Life Challenge is to present in participants a state of disequilibrium, by being placed in a novel setting. Expeditions are the basis of adventure learning. Dignity and respect, communication, leadership, team work and cause and effect of actions will be tested and experienced.
Link to Other Sessions and Other Programs
A link and development occurs that encompasses the full spectrum of the ABC objectives. Additionally, a link will occur in other post ABC Personal Growth subjects such as goal setting, self responsibility etc.

Activity Notes:
The act of putting on a back pack and being in the wilderness will bring its own rewards and fears (excitement, sometimes contentment but also apprehension and anxiety); facilitation should be firm, steady and encouraging. Activities and safety of participants, staff and equipment is paramount, as well as inculcating a deep respect for the beauty and sacredness of the environment. These issues are well detailed in Gurnang Life Challenge SOP’s please be conscious and cognizant of the SOP’s.
## Activity Schedule - ABC 3 - Female

<table>
<thead>
<tr>
<th>Serial</th>
<th>Time</th>
<th>Activity</th>
<th>Goal Relation/Remarks</th>
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<tbody>
<tr>
<td>1</td>
<td>1230</td>
<td>Issue equipment</td>
<td>Self responsibility, activity is carried out at Wilderness Store, follow guidelines on packing/issuing equipment as specified on attached annex. Ensure participants are aware of what they are signing for as individuals and their group equipment responsibilities. Ensure a plastic bag (such as purple evidence bag) is issued for rubbish and sanitation materials.</td>
</tr>
<tr>
<td>2</td>
<td>1300</td>
<td>Packing</td>
<td>Have group return to Visits and complete their packing, ensure a staff member remains with the group with a goal of being ready for departure at 1315. The majority of staff are to attend an Operational Briefing in Oberon CC’s Operations Area IAW the attached Procedure.</td>
</tr>
<tr>
<td>3</td>
<td>1330</td>
<td>Departure</td>
<td>Prior to entering transport ensure all participants and their equipment is on the bus, advise participants of safety and bus etiquette.</td>
</tr>
<tr>
<td>4</td>
<td>1400</td>
<td>Arrival</td>
<td>Ensure all equipment and participants alight from the bus. Place group equipment, ropes etc in front of you. Brief participants utilising the information contained in the Annex on Expedition drop off. This brief is critical, ensure it is carried out, and finish with asking questions and any comments from staff or participants. Map reading ability is not essential, often by making participants attempt to read a map by using grid references and compass use will confuse and sometimes demoralise participants, use your judgement and question the objectives. Do the participants need map reading?</td>
</tr>
<tr>
<td>5.</td>
<td>1420</td>
<td>Navex</td>
<td>Commence the journey, utilise the procedure in the Annex (During Travel), remind all staff and nucleus to be cheerful and helpful, ensure staff and nucleus are spread throughout the participants.</td>
</tr>
<tr>
<td>6</td>
<td>1600</td>
<td>Campsite</td>
<td>Once the participants camp site is selected, have all staff and participants sit down in a circle and carry out a Camp Site brief (Annex). Demonstrate erection of a shelter; ask if the group understands (check by questioning). Demonstrate the building and start of a fire, again check understanding. Help where you can but remember the participants learn best by doing, don’t be too helpful. Whilst camp site is being set up, two staff set up a Night Nav. Ensure female staff know where the male staff are located, take one with you to ensure, ensure all staff radios are operational. Male staff set up a separate camp site and communicates with females by radio.</td>
</tr>
<tr>
<td>7</td>
<td>1830</td>
<td>Night Nav.</td>
<td>Have staff and nucleus taken to night nav sites, ensure duties are explained (issue nucleus with torches). At</td>
</tr>
</tbody>
</table>
Campfire, brief on night nav requirements and benefits, issue glow sticks (2/tent group, warn of carcinogenic nature). Issue a compass to each tent group, explain basics of a magnetic bearing (red in the shed etc), keep basic, magnetic bearings are the requirement not grid, back bearings etc. Explain pace counting. Take first group to start, ensure they know and are competent on compass, give hints as to distance, order of march, communication, team work needs etc. Advise staff on nav. points of commencement. After the first team achieves the second nav point send second group with the same start up brief. Send remaining groups accordingly. When teams return, ask how they went, retrieve compass. When last group is back ensure the staff and nucleus return to camp fire, let talk about the night nav occur.

8 1930 De-brief

Ensure group, nucleus and staff are sitting around the camp fire in such a manner that they can all see each other, ensure staff and nucleus are evenly spaced throughout the team.

Ask each team member to respond to the following:

- Describe the expedition from their perspective.
- Best part of the expedition.
- Expectations and value of the whole program to date.

Have nucleus respond to the same questions. Have staff respond to the same questions, with an additional requirement to give participants feedback as to performance of the group.

9 A/R (generally 2030) Stand down. Advise group that the night is theirs, remind about dignity and respect, safety (no running around in dark) and that there is a need to be up early, gain agreement that they will be ready to break camp, rubbish removed and environment returned appropriately by 0800.

10 A/R Male staff departs

11 0800 Brief

Carry out departure checks IAW Camp Site instructions at Annex. Brief group as to where they are going and expected distance/travel/terrain etc, as per Travel/Drop off Annex.

12 0900 Abseil

Conduct harness and cliff top safety brief IAW Abseiling/Climbing SOP. Ensure Challenge by Choice and the No Discount Policy is discussed and understood and respected by all participants. Ensure a staff member completes a demonstration abseil under the same instructions the participants will use. Provided sufficient qualified staff are available to conduct the normal operations, abseiling is a powerful and “in the moment
time” to conduct edge counseling on fear of failure as opposed to fear of heights or falling.

13   1100   Pack/Departure   Prior to departure send a staff member ahead to the solo area to light a fire. Ensure all equipment is retrieved and de-rigged, utilize participants to help, it is a part of their learning. Depart with all equipment to solo site.

1130   Lunch

14   1200   Reflection   Brief group on letter requirement, advise that they have 2 hours to complete a letter to themselves (see annex A), additionally the participants are to complete “Future Plans” (see annex B). Brief the participants on both letter and future plans have a member of female staff brief the participants on the available programs available, in particular dynamic risk related programs available in GOC. Advise that staff and nucleus are available to assist if they require, ensure they understand that the letter is confidential and will not be published or photo copied and that we will post the letter to them in one year, accordingly we need an address where they can be contacted on the letter. Promise them this as a genuine oath. Advise that they can wander for up to 200 metres, remind them of safety and it is better to find an isolated spot. During this period it is a good time for staff to carry out their performance notes.

15   1400   De-brief   Circle up; ask. What have you achieved/experienced on the expedition? What are you going to do with the achievement or experience? Rate your individual performance out of 10 and why? Have staff respond similarly and to provide feedback to the team. Have a member of staff scribe responses for Gurney.

16   1500   Pick up   Ensure all participants and group are on board.

17   1530   Return OCC   Return equipment IAW annex.

16   1600   Participants depart.
Backpack Packing Brief

1. Sleeping Mat
2. Rain Jacket
3. Shelter
4. Ground Sheet
5. Light Foods
6. Eating Utensils
7. Cooking Utensils
8. Spare shoes and incidentals
9. Major Foodstuffs
10. Spare Clothes
11. Sleeping Bag

Packs: Should be packed with a large plastic bag inside the pack, like you would a garbage can.

Packing Instructions: See diagram (above).

(a) Sleeping Bag: at bottom, light items and needs safe dry place (*ideally placed in another plastic bag*).

(b) Spare Clothing: tucked around and over sleeping bag to fill in gaps and in a safe dry position.

(c) Major Foodstuffs: in middle, only food items not planned to be consumed during the day (*will help distribute the weight*).

(d) Spare shoes: and incidentals – provides a protective layer for the lower areas, and area for objects that will not be needed in a hurry (*try to encourage not to take spare shoes*).

(e) Cooking and Eating Utensils: high up and close to the body, (*easily accessible after shelter is pitched*).

(f) Shelter: high up and close to body, (*easily accessible in an emergency or inclement weather*).

(g) Lunch and some snack food: easily accessible (*on top or to side of shelter*).

(h) Sleeping Mat: place on top, under main flap (*use protective bag*).

(i) Rain Jacket and/or Jumper: easily accessible (*under main flap*).

(j) Pockets: should contain stove, medication (e.g. vaporizer, etc), toilet gear, ready to use snack foods.
**Clothing Requirements:** warn of the extra weight additional clothing will play in the overall weight of the pack.

**Operational Briefing**

When equipment has been issued and immediately prior to the exception departure an Operational Brief **must** take place. ABE is to assemble **all** accompanying staff, the Senior Officer of the Watch, Area Manager, and Manager of Programs and, if possible, Compound Officer and Transport Officer in the Duty Office near the expedition operations board.

The brief is to include:

- Attach Administration Instruction and Movement Order to board adjacent to map
- Mark the map with intended routes and potential evacuation routes.
- List in **bold** marking the communication schedule
- Specify the departure and return (**pick-up**) times.
- If necessary discuss special requirements of participants, e.g. medical, behavioral problems, etc
- Advise all staff of availability and access to Wilderness Rescue Equipment (see SOP ATMC ERSOP 7/2000)

**The Operational Brief must be carried out,** the Manager (Programs) **must** be present and, if possible, the Duty Compound Officer, Transport Officers and Deputy Governor is to be present.

The Area Manager is responsible for ensuring a hand up brief is passed to OIC’s of “C” Watch, who, in turn, must pass on brief to OIC of “B” Watch.

All communications from the expedition must be annotated in the Area Manager’s Journal (See ATMC 3/93).

**Arrival at Drop Off**

**Must be carried out upon arrival at exercise transport drop off position, briefings to be carried out by ABE in conjunction with accompanying staff.**

1. Supervise unloading and alighting of personnel from transport.

2. Brief all personnel on responsibilities/sharing of group equipment.
3. Instruct participants to make last minute adjustments of packs, clothing and equipment. Note names of personnel who are carrying group equipment. Introduce any strangers to the group.

4. Conduct a location familiarization brief to all personnel, ensure that all personnel have seen on the map where they are, and point out prominent features.

5. Conduct the day’s activity brief, include:
   (a) Departure time
   (b) Features they will pass or stop at, i.e. what they will see
   (c) Expected finish time and where they will camp at
   (d) What planned activities will occur
   (e) Orders of march, appoint first leaders, party whip
   (f) Who is carrying first aid kits?

6. Warn the participants on the following:
   (a) Safety, potential dangers to be faced (e.g. cliffs, steep ground, creek and river crossings, rough ground, slippery logs, and dense vegetation).
   (b) Lay down operation procedures in the advent of a snake or spider bite.
   (c) Dangers of throwing rocks or sticks. Include communication procedure for accidental dislodging of rocks on steep ground.
   (d) Environmental damage/considerations (see ATMC 4/93 for details):
      - No deliberate vegetation damage
      - No catching or harm of wildlife, including reptiles (advice of a Civil chargeable offence).
      - NB: Koori’s may attempt to argue with you, advise them that when they live the traditional, natural way of their forefathers they may, but not on this expedition.
   (e) Lost procedures for an individual – see Emergency Response SOP (ER SOP 13/93).

7. Warn the participants of the requirement to respect the privacy of any person or property they may encounter.

8. Ensure leader and navigator are aware of their initial direction.

9. Ensure all personnel are placed in their order of march and that all personnel are aware of who the party whip is.

10. Carry out a head count.

11. Commence the exercise, travel 200 metres and have your first break, conduct final pack/clothing/equipment adjustments. Check on leader and navigator and any person who appears to be in difficulty

**During Expedition**

During travel, these SOP’s must be carried out during all facets of travel.

Developed by D Carey - 2007
Control the pace of the group, through your appointed leader, budget the group’s time and energy so that the schedule can be achieved within a reasonable time frame. Start slowly and then settle on the pace of the slowest member, keep slow members up front – not at the rear (if possible).

The group should be in sight or sound of you at all times. Ensure that the group reassembles immediately after negotiating a difficult section, usually a good time for a break, and lead a five minute discussion on group/individual performance.

Constantly monitor the following throughout the travel:

(a) Head counts of all personnel

(b) Your position (through quick or detailed resections), the route and your back track.

(c) Physical and psychological problems within the group, e.g.
   - Hypothermia
   - Tiredness
   - Injuries
   - Asthmatics
   - Temper/anger outbursts
   - Dehydration
   - Hyperventilation
   - Or known medical conditions

(d) Environmental damage, rubbish dropped or vegetation deliberately damaged.

(e) Emergency escape areas, i.e. area you would make for in the advent of an emergency.

(f) Logical, accessible radio contact areas, log these for future reference with ABE.

(g) Keep a constant eye for weather changes – if necessary; be prepared to adjust your plans of action.

(h) Water availability and consumption.

Change your navigators and group leaders throughout the route – best times are when an objective is reached. Ideally, all members of the party should have had at least one turn at leading and navigating throughout the expedition.

Ensure that the last man is known by all members of the party. This person becomes the party whip or tail-end Charlie.

If difficulties are encountered, discuss your moves with the party members. Should a decision be made as to which way to go over or around an obstacle, ensure that all people have a say in the discussion.
Point out features of interest along the way. Attempt to stimulate interest in features, plants, animals, rock formations or history of the area.

Constantly encourage all party members – a small “How are you doing?” question, or a quick “Well done” will work wonders. Look at your party; know who will be a speedster, laggard, sickie, moaner, aggressor or bumble. Watches for characteristics of people, if necessary intercede.

Ensure that your group has regular rest periods, but not too long at rest. It is much better to have a bunch of short rests than one or two long ones. A rule of thumb – when the group starts to joke or talk silly, it is time to move on.

Be aware of skills and weaknesses of all participants:

- Who will need constant or more than average supervision
- Who is afraid of heights
- Who can't swim
- Who is scared of spiders or snakes?

If necessary, place problem people with a staff or a competent participant or Nucleus.

**Campsites**

**Must be done either before setting up camp or as early as possible after setting up.**

Verify that the campsite is safe and suitable, avoid close to river, creek banks, immediately below cliffs, under obvious deadfall or large trees, near large cliffs. Should you be forced to camp near an obvious danger, immediately brief your party as to the dangers.

Designate toilet areas.

Designate the one fire area – no other. This will give you an element of control, safety and will allow better life skill debriefs to occur.

Ensure that all shelters are set-up properly, help and advise where necessary. Advise of not opening sleeping bag until 30 minutes before retiring – stops insects, etc. Ensure shelters are not too close to fire. **Do not** allow sleeping and sleeping bags near fire.

Keep the camp tidy; ensure that excess equipment and gear is placed in backpacks inside shelters. During quiet times, all boots and clothing should be inside shelters.

Always include a de-brief on the day's activities. Brief for next day as to start time, rise time, where and what is going to happen, etc.
Avoid unnecessary destruction of vegetation, ground clearing, etc. Better to lay it down than pull it out.

Ensure all rubbish is either burnt or carried out; this includes foil wrappings, tin cans, etc. Remember BURN, BASH & CARRY. BURN so that the rubbish is cleaner, BASH so that it can be made smaller and CARRIED so that it can be disposed of properly. Look through fire place for small bits of foil; include the foil rubbish you are carried out. (See 4/93).

Upon departure, ensure fire is put out completely. If water is scarce, urinate on it and cover with clean (not vegetation) dirt.

Encourage an early to bed, early to rise philosophy.

Stimulate and encourage realistic life discussions around the fireplace. Don’t forget to encourage Nucleus to facilitate the discussions.

Discourage and control horseplay and around the campsite.

Should people want to explore, ensure that they are safe and in a reasonable proximity to camp. Don’t allow climbing or unsupervised abseiling.

Ensure that all personnel have eaten sufficient food.

Discourage unsupervised night exploration or wanderings.

Sleep light or, anticipating trouble, sleep in watches with the other staff member.

Wake your people at least two (2) hours before your planned departure. Ensure all personnel participate in gear packing; ensure all people have their allocated equipment.

When ready to depart campsite, conduct final rubbish check, ensure fire is out. Remember; don’t destroy future use of wilderness areas or a participant’s wilderness experience (See 4/93).

Conduct a brief and remind personnel of dangers, filling of water bottle, etc.

When 200 metres from campsite, ensure all personnel have their equipment and that it is adjusted correctly. Follow principles of Annex B to SOP 2/93.

Return to OCC

During or immediately upon return to OCC, detail the procedure you want the participants to clean or return their equipment. Note: Cameras are to be collected at pickup point prior to return to OYACC.

All equipment is to be returned, securely and correctly placed in the Wilderness Store, prior to participants returning to Units.

Developed by D Carey - 2007
All dixies, cup canteens, KFS, hexamine stove are to be cleaned correctly, this means scourers and steel wool with obvious food stuffs and black spots removed. The items should also be dried. The dixies are to be cleaned inside and out.

Sleeping bags are to be removed from their storage bags and hung up on the racks in the Wilderness Store. Arrange for a competent person to launder the bags next working day.

Shelters if wet or damp (dew or condensation) should be hung out, ensure a competent person will arrange packaging of the shelter’s next working day. Should shelter be dry, place away in storage area of Wilderness Store?

Ensure radio and batteries are returned, place batteries on charge, ensure satellite phone is placed on charge.

Ensure first aid kits are returned to the clinic, advise NIC if items have been used. Brief NIC on injuries and first aid action taken (ABE’s responsibility).

Excess serviceable rations are to be placed in the OCC Catering Store for re-issue.

Backpacks are to be shaken out and placed on hooks in Wilderness Store.

Should a participant fail to return an item(s) then he is to be advised that he will be charged for the replacement cost. Return his equipment issue card to ABE for action to be taken.

All staff are to participate in a debrief of the exercise ASAP after the exercise. Ideally, this is to be prior to departure from OCC. The debrief is to include the following personnel:

- Exercise Staff (all)
- Manager (Programs)

The debrief is to include the following subjects:

- Were objectives met?
- What problems existed?
- Did all personnel participate?

Should a problem exist, then Expedition Leader is to detail a report to the Manager (Programs). The report should detail the problem, and recommend solutions.
Reflection Letter

Carpe Diem
Latin for: Seize The Day

The other name for Carpe Diem is “Reflection”. Reflect on your life and this program during this camp. Write yourself a letter, put it into a story, including the answers to the following questions. It is o.k. to spend more time with one or two particular questions, but make sure you deal with each of them for at least a little while.

Don’t forget:
- Your letter must be at least four pages long.
- Put your name, mailing address and release date at the top of the letter. The letter will be sent to you one year after your release date.
- The letter is from you to yourself. It will not be read by officers like normal gaol mail.

1. THE PAST – Where have you been?
   a. Where and when were you born?
   b. What sort of family life did you have?
   c. Where did you go to primary and secondary school?
   d. What jobs have you held?
   e. What was your crime?
   f. What caused you coming to gaol? (What is your dynamic risk?)

2. THE PRESENT – Where are you at?
   a. What have you done to make this program work for you?
   b. What have you learnt about yourself and others?
   c. What are your goals and plans for your time in gaol?
   d. Explain what you achieved in dynamic risk & Gurnang program?
   e. How have you changed since commencement of the program?

3. THE PLAN – Where are you going?
   a. How are you going to maintain your “change”?
   b. How long before you get out of gaol?
   c. What will you be doing 1 month after release?
   d. What will you be doing 1 year after release?
   e. What will you be doing 10 years after release?
How can you guarantee you are not coming back to gaol?

What?

So what?

Now what?
Future Plan - Outside

EMPLOYMENT

ACCOMMODATION  FURTHER EDUCATION  SUPPORT

HOW CAN I GUARANTEE NOT RETURNING TO JAIL
Future Plan - Inside

WHAT WAS YOUR CRIME

WHAT CAUSED IT

What Classo are you now?

WHAT PROGRAMS DO YOU NEED

WHEN ARE YOU GOING TO TRY AND CHANGE

WHEN WILL YOU DO THESE
ABC 4: Female
Participants Notes

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<th>Weather</th>
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**Notes**

Facilitator - Read GRABBS ABC3: further instructions overleaf.
G.R.A.B.B.S - ABC 4

Goals:
1. Provide opportunities for participants to test themselves in situations that require effective communication, co-operation, trust and compromise through a trial and error process.
2. Develop problem solving skills.
3. Develop the skill of assessing and working effectively with strengths and weakness of self and others.

Readiness:
1. Participants have completed the expedition phase of ABC; accordingly they are ready for the development of problem solving activities and other associated social responsibility skills.
2. Physical trust, verbal and non verbal communication is required to solve problems.

Affect:
1. Activities will enforce the requirements for planning, commitment and focus.
2. ABC 4 will ensure that participants can listen to respond appropriately to safety instructions.

Behaviour:
1. Positive and responsible team leaders will exhibit their strengths and often their frustrations.
2. The gung ho, impulsive person will attempt to push forward; the team should hold them in check, though, the facilitator will need to impel this type of behaviour immediately.
3. CBC manipulations will be attempted, deal with the issues appropriately.

Body:
1. No issues should occur, though constantly warn if unsafe lifting occurs.

Stage:
1. Definitely norming

Design Features:
Rationale:
The design of ABC 4 is to allow testing of communication, trust, commitment. Overall one can call this area team work, though realistically it is called Social Responsibility. The activities will build upon previous activities and other ABC sessions. Additionally, true colours such as impulsive behaviour, frustrations and a lack of or the availability of the correct attitudes will be evident.

Sequence:
Sequence of activities is important to the overall aims, refer continuously to the goals. Time management is critical, the participants must be available to commence ABC 5 at 1030 am.
**Relationship to Gurnang Life Challenge**
This session is important in facilitating problem solving skills and as a preparation for correct attitudes in relation to safety (spotting, listening and carrying out instructions), prior to entry on HCRC. This session is the participant’s first activity post the expedition area.

**Link to Other Sessions and Other Programs**
Links are developed from the previous sessions and provides a platform to test; trust, communication and self efficacy. Future links in thinking about issues will occur in post ABC programs.

**Activity Notes:**
Activities are all group and problem solving in origin and objectives.
## Activity Schedule - ABC 4 - Female

<table>
<thead>
<tr>
<th>Serial</th>
<th>Time</th>
<th>Activity</th>
<th>Goal Relation/Remarks</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>0900</td>
<td>Arrival</td>
<td>Visits, comfort break (quickly), whilst participants are having tea/coffee, ask the following; How do they feel post expeditions, thoughts or feedback on any issues in relation to expedition? Should any participant have not returned Future Plans and Reflection letter then they are to do so now. Brief participants on day’s activities. Advise that they have 3 major activities viz. problem solving, HCRC, de-brief and departure at approximately 2.30. Advise participants of sausage sizzle and eating on the run.</td>
</tr>
<tr>
<td>2</td>
<td>0930</td>
<td>Port Hole</td>
<td>Introduction to problem solving, objective is to get all team members through the port hole without touching the tyre by the participant going through or helpers, <strong>for safety no diving through allowed.</strong> Do not tell the participants that the issue is what to do with first man and in particular the last man. Nucleus can help with first man but that is all, ensure all nucleus cannot talk at all including the helpers. Mini de-brief what happened.</td>
</tr>
<tr>
<td>3</td>
<td>0945</td>
<td>Spiders Web 1</td>
<td>Have the group go through the spiders web from the squared holed side, rules are; no touching by the person going through or the helpers, no hair, clothing anything, can’t go over, nor under or the sides, once a hole is used it is closed permanently (use clothes pegs), if not enough holes allow two people per hole. Should a person touch, the whole group goes again including ones on the safe side. Ensure nucleus is gagged. Finish brief with the statement that they should follow the concept of the 6 Ps of any activity; <strong>Prior Planning Prevents Piss Poor Performance.</strong> Be pedantic on the rules of no touching. Mini de-brief on success/failure and reasons.</td>
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**Water/smoke break.** De-brief the outcomes of the activities whilst this in operation.

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<tr>
<td>4</td>
<td>1015</td>
<td>Move the participants to HCRC</td>
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## ABC 5: Female

### Participants Notes

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### Notes

Facilitator - Read GRABBS ABC5: further instructions overleaf.
G.R.A.B.B.S - ABC 5.

Goals:
Challenge participants to develop persistence.
Practise personal responsibility and the propensity for “change”
Develop competence at B1/B2 and climb positions on HCRC.
Build self confidence by successful completion (or serious attempt) at a difficult task.
Set an “affirmation” to change within a participant’s personal life.

Readiness:
Participants have achieved the goals of ABC 1 to 4.
Participants will follow safety and developmental instructions.
CBC concepts are respected by all participants.
Participants are open and ready for “change”.

Affect:
Caring, empathy, communication, team work and trust should all be high

Behaviour:
Like the affect, behaviour should be appropriate and responsible as one would expect of a successful functioning team. Though attempts may be made by individuals to manipulate and find excuses, do not allow this action to happen. Likewise should inappropriate behaviour such as talking to other participants without dignity and respect occur, deal with this issue immediately. Communication and co-operation with each other and facilitator tends to be high as the participants are keen to do the right thing in all positions. Be aware that some participants will have not listened effectively during demonstrations and briefings always ensure that belay positions are practised prior to a climb. Do not tolerate slackness or variations to belay techniques. Always include a competent nucleus with each climbing triad. Climbing although strongly encouraged (CBC), operation as belay one and belay two is mandatory.

Body:
All psychical, mental and manipulative issues should have been acknowledged, adjust and fine tune on the run. Medical/mental issues should be understood at this stage, be very aware of manipulations, often the activities will bring stress to individuals and it will manifest as medical issues, be sensitive how you deal with it. Remember the concepts of Challenge by Choice.

Stage:
Definitely Norming, though, some mourning process will begin. This ABC is the last in a series of 1 to 5 in the Gurnang Life Challenge Adventure Based Challenge.

Facilitator Guide:
Participants will be nervous, allow for this, strongly and firmly, but friendly encourage. Should a participant totally refuse to climb utilise CBC and ensure that B1/2 competency is achieved. When the opportunity exists have either yourself or a sensitive but competent nucleus encourage the participant and offer to climb with her.
Safety parameters are listed in HCRC SOP; ensure you are fully versed in the SOP.

**Design Features:**

**Rationale:**
The design of ABC 5 is to allow testing of communication, trust, commitment and overcoming fears the beginning of self efficacy and achievement of a mixture of social and personal responsibility are all examined in this session. Additionally, this session will enable participants to set and experience in a unique manner the setting of an affirmation that will have an impact on their future life.

**Sequence:**
It is critical that B1/B2 training takes place prior to any activity on HCRC, having ABC abseil experience is also helpful, though no progression on HCRC is to take place unless deemed competent at B1/B2.

**Activity Notes**
In accordance with HCRC SOP. .Ensure nucleus are competent at rigging and de-rigging, this can be carried out whilst you are supervising and briefing intake. At times and only if you have sufficient numbers of competent nucleus, have a senior mentor nucleus train up new NUTs in B1/B2 and belay supervisor competencies.

**Link to Other Sessions and Other Programs**
Links are developed from the previous sessions and provides a platform to test; trust, personal and social responsibility communication and self efficacy, as well as the importance of affirmations in relation to goal setting. Future links in thinking about issues will occur in post ABC programs.
### Activity Schedule - ABC 5 - Female

<table>
<thead>
<tr>
<th>Serial</th>
<th>Time</th>
<th>Activity</th>
<th>Goal Relationship/Remarks</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1030</td>
<td>Harness</td>
<td>Harness up as per Abseil, utilize the same harnesses, the only difference is do not issue a Karabiner. Ensure checks on harness wearing are carried out in a sensitive but responsible manner.</td>
</tr>
<tr>
<td>2</td>
<td>1040</td>
<td>Cargo net</td>
<td>Demonstrate correct Belay 1, climber and Belay 2 connection, ensure all understand importance of 12 Point krab check procedure, see HCRC SOP. Demonstrate and explain the operation procedures for B1, B2 and climber, be pedantic, explain and demonstrate, warn the participants to watch carefully. Have your climber climb (single person can use side ropes of ladder on cargo net), quietly pre arrange for climber to fall ¾ up the net, this is necessary to demonstrate, safety, effectiveness of belay and the importance of being vigilant. Once climber recovers, discuss take up belay position and the communication involved and climber continues to climb. Climber is at top when feet are in second square of net from top and he puts hands out to indicate free of touching rope. Climber demonstrates and communicates to B1 and B2 that he is ready to descend. B1 controls descent and explains what he is doing, occasionally stopping descent to show that he has total control. Once on ground exhibit well done to climbing team and de-rig, explain de-rig procedure. Have a competent climber climb the Burmah Bridge means of staples, explain as the climber climbs and explain what the B1/B2 are to do, introduce the methods of walking back as you walk along for belay tension. When climber reaches the opposite pole, explain to climber and belay team how to descend any activity, i.e. feet last on the descent. Divide group into climbing teams of 3 Have competent nucleus standing near B1 and B2; ensure that the participants can carry out their role prior to climbing. Both teams carry out 12 point krab check prior to an all clear to climb. <strong>Cautionary note have either yourself or a competent nucleus available on claws to talk and motivate reluctant climbers</strong></td>
</tr>
<tr>
<td>3</td>
<td>1100</td>
<td>Postman’s, Snake Traverse, Caterpillar and Burmah Bridge and Multi Vine. All teams are to rotate through each activity, the emphasis is on safety, experience of climbing and belay, competency of belay and safe descending. Appoint a competent nucleus at each station, keep yourself in the macro position, watch all activities, and be aware of safety. Again if you have to climb appoint a staff member into your macro position, better still have a nucleus climb to the fearful participant, always ensure a nucleus is with any belay team. The smaller number of competent nucleus, the</td>
<td></td>
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</table>
smaller number of activities operated.

**Notes:**

1. Ensure all B1 and B2 are competent on their role on their first time as B1 or B2.
2. Learning outcomes as specified in the goals will occur; occasionally staff and nucleus will need to remind participants.
3. Constantly encourage, praise and motivate, it becomes infectious amongst participants.
4. Ensure lunch is ready in the form of a sausage sizzle, whilst the participants are completing the de-brief listed at serial 4.

4 1230  De-brief

Read goals and PoO from Gurney. Ask participants to reflect on these issues. Warn participants that everyone is scared of heights and that you won’t accept height fear as a learning outcome. Go through the objectives of ABC and the activities that the participants did today (the what). Give reflection time and ask; What you achieved today? Where and when did you feel most responsible? Since commencement of the program, what activities and or sessions have changed you? Ensure a scribe marks down responses in different colours. Finish de-brief with the statement “to gain something you have to let go of something”, lead a small discussion on this statement.

5 1245  Affirmations

Brief group as to the importance of goals, tell them how many times and when it occurred of the program talked about goals, hence, the importance placed on goals. Tell the participants that the goals may occur, provided they stick to their planning. Today we are going to set an affirmation. An affirmation is defined as a deep personal promise to your self of something you are going to change about yourself. Tell participants to think seriously about the affirmation and when they are ready place it on a flag. Names are not necessary. Affirmations are placed on flags by means of white board pens. The flags will be placed on a high point by at least one member of their team, it is like the flags will be there on a pole for ever, obviously wear, weather etc. will break them down, but once they have been raised they will stay metaphorically for ever. Once flags are produced, move on to the Giant Swing and at a point during the Giant Swing the flags can be placed on a separate pole.

6 1300  Giant Swing

Explain belay and retrieval system, appoint a competent nucleus in charge of belay system and retrieval. Climb your self, set up safety on Giant Swing. Have participant be belayed to your platform, rig her on safety, lower belay rope for next climber. Rig up climber (requires 2 large Krabs, see HCRC SOP). Prior to launch ask participant what was on her flag, discuss context with climber on the
edge of the platform. When ready step aside and let participant launch in the direction of platform. Retrieval is responsibility of participant team under direction of staff and nucleus.

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<tr>
<th></th>
<th>Time</th>
<th>Activity</th>
<th>Details</th>
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<tbody>
<tr>
<td>7</td>
<td>1330</td>
<td>Close Down</td>
<td>Have participants de-rig harnesses and report to Visits, warn participants that there will be a requirement for a final de-brief and evaluations, warn that time is pressing.</td>
</tr>
<tr>
<td>8</td>
<td>1140</td>
<td>De-brief</td>
<td>What did we do? What learning did you achieve? How can you use the learning in the centre or program and or life?</td>
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</tbody>
</table>
## APPENDICES

<table>
<thead>
<tr>
<th>Appendix 1</th>
<th>Final Debrief and Evaluation</th>
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<tr>
<td>Appendix 2</td>
<td>References</td>
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</table>
Appendix 1 - Final De-Brief and Evaluation

We would like to keep improving the program. Please help us do this by completing this form honestly and thoughtfully. Your answers are confidential and will only be used for research or program and staff development.

<table>
<thead>
<tr>
<th>My name:</th>
<th>Today's Date:</th>
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SCORING: Please circle the number you think best describes how you feel about each statement.

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<tr>
<td>Appalling</td>
<td>Extremely Poor</td>
<td>Very Poor</td>
<td>Poor</td>
<td>Just Satisfactory</td>
<td>Above Satisfactory</td>
<td>Good</td>
<td>Very Good</td>
<td>Extremely Good</td>
<td>Perfect</td>
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**EXAMPLE:**

(a) The degree to which the program taught me about plants was

The 7 was circled here because the person answering believed the teaching about plants was "good".

**TOTAL 16 WEEK OBERON PROGRAM EVALUATION**

**ORGANISATIONAL QUALITY**

| OQ1 | The quality and availability of the adventure/co-op equipment was |
| OQ2 | The quality and suitability of the adventure/co-op venue/facilities was |
| OQ3 | The quality and suitability of the wilderness food/provisions was |
| OQ4 | Overall, the total quality and effectiveness of this program was |
| OQ5 | Overall, the quality and effectiveness of the staff involved with the program was |

**PROGRAM ORGANISATION**

| PO1 | The planning and conduct of the program was |
| PO2 | The order of activities and topics of the program was |
| PO3 | The administration of the program was |
| PO4 | Overall, the organisation of the program was |

**PROGRAM EFFECTIVENESS**

| PE1 | I achieved things I thought were beyond my personal limits was |
| PE2 | The program was valuable for my personal growth and development was |
| PE3 | I learned about myself through this program was |
| PE4 | I found the program to be challenging and stimulating was |
| PE5 | The program increased my understanding of others was |

**PROGRAM QUALITY**

| PQ1 | The degree to which I achieved what I wanted to get out of the program was |
| PQ2 | The degree to which I gained a sense of satisfaction through the program was |
| PQ3 | The degree to which The program was worth the effort it took me to do it was |
NOTE: “GROUP” = ALL OF THE INMATES AT OBERON

GROUP EFFECTIVENESS

| GE1 | group discussions were useful and productive was | 1 2 3 4 5 6 7 8 9 10 |
| GE2 | the group members cooperated and shared responsibilities was | 1 2 3 4 5 6 7 8 9 10 |
| GE3 | everyone in the group was fully involved in the program was | 1 2 3 4 5 6 7 8 9 10 |
| GE4 | I got help, support, and encouragement from the group was | 1 2 3 4 5 6 7 8 9 10 |
| GE5 | the group worked well as a team throughout the program was | 1 2 3 4 5 6 7 8 9 10 |

GROUP RELATIONSHIPS

| GR1 | I could talk openly and easily within the group was | 1 2 3 4 5 6 7 8 9 10 |
| GR2 | I felt comfortable and accepted within the group was | 1 2 3 4 5 6 7 8 9 10 |
| GR3 | I became fully involved and contributed to the group throughout the program was | 1 2 3 4 5 6 7 8 9 10 |
| GR4 | my friendships with people I already knew became stronger during the program was | 1 2 3 4 5 6 7 8 9 10 |
| GR5 | I made new friendships during the program was | 1 2 3 4 5 6 7 8 9 10 |

ENVIRONMENTAL RESPONSE

HOW TRUE ARE THE FOLLOWING STATEMENTS FOR YOU

| ER1 | During the program my knowledge of the natural environment increased | 1 2 3 4 5 6 7 8 9 10 |
| ER2 | During the program my enjoyment of the natural environment increased | 1 2 3 4 5 6 7 8 9 10 |
| ER3 | During the program my respect for the natural environment increased | 1 2 3 4 5 6 7 8 9 10 |

LEVEL OF DIFFICULTY

| PHYSICALLY: the demands on my fitness, endurance, strength, ability to do physical things, etc were | DP | Very Easy | Easy | Modestly Easy | Modestly difficult | Difficult | Very Difficult |
| EMOTIONALLY: managing my emotions, handling stress, etc was | DE | 1 | 2 | 3 | 4 | 5 | 6 |
| SOCIA LLY: i.e. getting along with others, cooperating, etc. was | DS | 1 | 2 | 3 | 4 | 5 | 6 |
| TECHNICALLY: outdoor skills such as, abseiling, pitching a tent, tying knots, etc were | DT | 1 | 2 | 3 | 4 | 5 | 6 |

LI Ideally, how long do you think this program should be in the future: _______ weeks
COMMENTS

Please write here your own comments and evaluation. NOTE: Case Officer Evaluations are in another section.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

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_____________________________________________________________________

_____________________________________________________________________

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Appendix 2 - References:

   
   Abstract. The bible or essential reading to develop a program utilizing adventure/experiential education and personal growth, examines and advise on Challenge by Choice, GRABBS, group development issues and leadership/ facilitation.

   
   Abstract. The essence of de-briefing in adventure/experiential learning.

   
   Abstract. Easy to read book on initiatives and activities that mean things in terms of learning and development in adventure/ experiential training.


5. *Ropes Course Facilitator’s Handbook Adventure Training Systems*, Brookvale NSW (NON PUBLISHED)


   
      Abstract. The bible or essential reading to develop a program utilizing adventure/experiential education and personal growth, examines and advise on Challenge by Choice, GRABBS, group development issues and leadership/ facilitation.
   
   
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      Abstract. Easy to read book on initiatives and activities that mean things in terms of learning and development in adventure/ experiential training.
   

      Abstract. Equipment, maintenance, repair and facilitation of High and low challenge ropes course.

   5. *Ropes Course Facilitators Handbook Adventure Training Systems* Brookvale NSW (NON PUBLISHED) Abstract. A decisive guide to operation of low and high challenge ropes course gives advice as to front loading and de-briefing, plus helpful maintenance and design issues of a HCRC.

Abstract. An instructor’s guide to initiatives and low and high elements.


