
OUTDOOR NEWS

THE JOURNAL OF THE OUTDOOR EDUCATORS' ASSOCIATION
OF SOUTH AUSTRALIA

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Editorial

Outdoor Education continues to suffer something of an identity crisis. Whilst many in the community perceive that outdoor education can make a valuable contribution to the development of our community, it is fair to say that many do not share this view. Try describing yourself as an 'outdoor educator' at your next social gathering to see what response you get. The range of perceptions is enormous. Everything from high risk adventurer, to someone who is on constant holiday, to a person that can't find a real job, to someone that teaches others how to landscape.

The lack of clear identity is both our weakness and our strength. It makes it difficult for the general public to pigeon hole us when even the profession cannot describe what we do adequately. We are presented with an opportunity to forge multiple identities that allow us to develop our craft under many different umbrellas. We have an opportunity to develop a professional presence of our own making.

ORCA-AOEC Merger

In March this year representatives from the Australian Outdoor Education Council and the Outdoor Recreation Council of Australia met to carry out the wishes of most of the Australian Outdoor Education and Outdoor Recreation community. That is, the formation of a peak body that represents outdoor education and outdoor recreation activities in Australia. Details are contained in this newsletter of the basic tenets of this discussion.

It remains to be seen whether the cornerstones of the new organisation (one member, one vote; election of officers; maintenance of Australian Journal independence; multiple portal membership) prove successful in representing our broad profession(s) adequately. Like any good adventure, the outcome is uncertain, the risks are inherent but can be managed, and the outcome – if successful – worth all the effort to make it happen. Good luck to those involved in the next stage of development of the new organisation, and well done to those that persevered to get things this far.

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ORCA/Australian Outdoor
Education Council to merge

The Outdoor Leadership
Certificate Presentation Dinner
June 14 Hackney Hotel

OEASA Awards

Details Inside

The Outdoor Educators' Association of South Australia

Aims:

1. To promote the development of Outdoor Education in South Australia;
2. To represent Outdoor Educators on issues and matters concerning the use of the outdoors;
3. To maintain the professional development of personnel working in the area of Outdoor Education;
4. To maintain, support and develop the role of Outdoor Educators in South Australia;
5. To promote the professional interchange of information between members and other related organisations through conferences, meetings, seminars and publications;
6. To promote a philosophy of environmental awareness, preservation, conservation and positive attitudes towards the use of the outdoor environment;
7. To act in an advisory capacity to community, government and non government agencies.

This Edition of OEASA News:

Editor: Scott Polley
Printed by: Document Services,
University of South Australia
Contributors: Kyla Young
Kevin Norton

OEASA Committee: 2002

Scott Polley	83026497
scott.polley@unisa.edu.au	
Nerilee Flint- Treasurer	83025266
nerilee.flint@unisa.edu.au	
Tim Vogt	82703727
Mike Meredith	82695693
Matt Randell	82990303
Brett Standford	83798563

All Welcome to attend committee meetings.

Next Meeting

Conference planning meeting 5 May Westminster School
Regular meeting 15 May, 5.30, 18 Milner St Hindmarsh

Editorial (cont from page 1.)

Certificate Presentation – June 14

The annual outdoor leadership certificate presentation is again upon us. Numbers at this event have steadily grown over the years as it has become more established on the calendar. This years event will again be at the popular Hackney Hotel. Following the certificate presentations will again be the now infamous auction that has been well supported in the past by retailers and others associated with outdoor education.

The evening has proven to be a great way to meet others in the field as well as welcome newcomers to our profession – as well as have some fun. Can't wait! Details in this edition.

Youth Trek

Although numbers involved in 'Youth Trek 2002' have not been as high as some previous events, the event is happening just the same. Many thanks to Grant Henwood for his efforts in voluntarily and single handedly developing this important project. Many thanks to Snowgum store for their support also. Contact Grant Henwood at Wirreanda High School for further details.

National Outdoor Education Conference

April 13-17 2003

A planning meeting was held in early March to further develop the infrastructure and planning needed to mount this conference in Adelaide. Details are contained within this issue. Plans are generally progressing satisfactorily and there is a good feel about the conference. Please contact Scott Polley if you are able to assist in any way with the planning and organisation both prior, during and following the event.

National Parks and Wildlife Bushwalking Strategy 2002-2005

National Parks and Wildlife (SA) have presented OEASA with a copy of their draft bushwalking strategy. Key points of the strategy (as it affects outdoor educators) include the following:

1. Tracks to be graded using a classification system of 'walk', 'hike' and 'trek' with such classifications within these.
2. Trailheads to be sign posted indicating the above.
3. The Heysen Trail now to be managed by NPWS (previously managed by Recreation and Sport).

Continued overleaf

4. A plan to plot trails using GPS.

The report is well presented, but it would appear that the people writing this in NPWS would do well to read an article in the Nov/Dec OEASA News *'The Commodification of Nature'*. There is little mention of the use of bushwalking trails for outdoor education purposes in this document, whilst plenty is made of linking with the South Australian Tourism Commission to market our trails. However, great news if you are attempting to market bushwalking tours in South Australia.

Interestingly, Bushwalking Leadership South Australia, an organisation that has been training leaders for 20 years is not mentioned anywhere in the three volumes. I guess there was an assumption that Walking SA was able to represent this organisation.

Putting criticism aside, there is a genuine attempt to provide accurate information regarding trails, and systematically maintain them, which is of course a great benefit to outdoor educators. The report is the first to gather data on every trail in National Parks in South Australia and highlights that we have a substantial trails network.

Yours in the Outdoors,

Scott Polley

Chair of OEASA



There is still time to be a part of Youth Trek 2002.

Contact Grant Henwood at Wirreanda High School for vacant sections.

Are you a qualified Bushwalking Leader?

Did you know that you can award a 'Basic Skills Bushwalking Certificate'?

The Basic Skills Bushwalking Certificate is the skill level awarded to a competent bushwalker at an introductory level. The award may be issued by any qualified Bushwalking Leadership SA Bushwalking Leader. It is the skill level required (in addition to 10 days overnight bushwalking experience) to commence the Bushwalking Assistant Leader Course in July.

Contact Bushwalking Leadership SA 73 Wakefield St, Adelaide or 84101414 for more details.

National Outdoor Education Conference

Update no. 2

March, 2002

A planning meeting was held at Westminster School on Sun March 3 and the following were outcomes of the day:

1. A projected finance report was tabled. Likely costs are around \$300. Early Bird, Regular, Student and Late Rates such as those that were applied at Bendigo will be in similar proportions.
2. A timeline for abstracts, conference brochure, registration and receipt of papers was tabled by Nerilee Flint and Anthea Shem.
3. A decision was made to source a convenor and several people would be targetted. Should this fail, it was decided that organisations such as RecSA, CEASA or private company would be approached.
4. Westminster school is now the venue, although concessions or sponsorship from the school will be sought as they are now a 'Round Square' school. It was thought to have the right facilities and ambience for such a conference, as well as an excellent range of accomodation options and good access to transport, etc.
5. The middle activities day has now been cancelled in favour of 4 continuous days, with an industry and professional display on the Tuesday for 3 hours. This dedicated time should allow maximum exposure and efficiency of time for those displaying. The official part of the conference will now start on Monday morning, but for activities and PD to be programmed prior to conference.
6. A call for papers is to go in the next AJOE, to be distributed via the Australian Outdoor Education List Server, NZ research group and ORCA network.
7. Portfolios have been assigned, although not all portfolio leaders have been confirmed. A separate attachment confirms these portfolios and the role of portfolio leaders.
8. Pre-conference and post- conference activities look like being a good mix of professional development and recreational opportunities. Although there are many ideas, the following seem to be reasonably concrete:
 - Earth Education – Kris Mosher
 - Journey from Melbourne/Sydney – Ecotrek (11/12/13 April)
 - Residential – Schools Like Us (Sunday 13th)
 - Wilderness First Aid – WFAC (5-11 April)
 - Board Meeting of new AOEC-ORCA (Sunday 13th)

Portfolios

Sub-sections of outdoor education were identified and labelled portfolios for the conference. Portfolio leaders were sought out to pursue speakers, presenters and workshop leaders as well as assist with selections from the 'call for papers'.

Roles and Responsibilities of Portfolio leaders:

1. To submit to committee list of presenters to consider. Presenters can be canvassed by the call for papers or individual canvassing (see notes on network and contact possibilities) 4-8 per discipline would be good. Portfolio coordinator to vet and investigate speakers. Criteria for inclusion includes the following:
 - Supports theme of Relevance: Making it Happen.
 - Interesting/innovative or important in their discipline(Note that portfolios are a guide and topics may not fall in any of the above category or may cross many boundaries.)
2. To recommend to committee particular choices for guest speakers/ presenters. Ultimately, the conference committee makes the final decision.
3. To make cases for use of funds to assist speakers where needed.
4. To ensure that abstracts are received by August 15

Portfolios:

Portfolio	Coordinator(s)	Notes
Adventure Therapy	Ron Parker, Family and Youth Services, Youth and Recreation Services baron@PICKKNOWL.COM.AU	Has approached Dr Christian Itin. Network includes those that attended International Adventure Therapy Conference in Australian and Germany
Senior School Outdoor Education	Grant Henwood, Wirreanda High School henwood@arcom.com.au	Network includes year 11/12 teachers of OE. Other possibilities include teachers of VCE Outdoor Education, Outdoor Recreation in NSW, Adventure Recreation in Tasmania. Some possible overlap with VET/TAFE.
Middle School Outdoor Education	Mike Meredith mimeredith@esc.net.au	Network includes Australian Outdoor Education Council and State bodies.
Primary Outdoor Education	Catherine Jenner, Accompany Outdoors, Adelaide 83468850 fax 83468850 email acco@ozemail.com.au	Network includes a relationship with OEG, Earth Education, local indigenous education and schools as a provider of primary OE. Other possibilities include prior presenters of primary OE such as Anthony Hall, Arbury Park and other field centres.
Earth Education	Kris Mosher, Institute for Earth Education, mosherk@adam.com.au Katherine Binks, Accompany Outdoors Adelaide	Network includes other providers of Earth Ed around Australia. Other possibilities include Noel Gough.
Corporate Training	Alistair McArthur, a.mcarthur@c031.aone.net.au Odyssey Consultants	Network includes List Serv, CATnet.
Private Providers of OE	Bill Coutts, acco@ozemail.com.au Accompany Outdoors	Network includes OEG, Merribrook. Many other possibilities around Australia and New Zealand.
Indigenous Perspectives within Outdoor Education	Andrew Quinn, Pembroke School lambroast@hotmail.com	Network has not been formed as yet. Some contact with local indigenous people. Other possibilities include Aboriginal Education Unit, Unaipon School UniSA, Lester Irrabanna Rigney at Flinders Uni, Trevarrows at Coorong, Pt Pearce People, SA Museum.
Residential Outdoor Education	Dale Hobbs, dhobbs@pac.edu.au Director Scott's Creek, Prince Alfred College	Network includes Schools Like Us.
Tertiary Outdoor Education	Scott Polley scott.polley@unisa.edu.au University of South Australia	Network includes List Serv, AOEC, Otago and Lincoln in NZ, some US contacts.
VET/TAFE Outdoor Recreation	Peter Vandeppeer, Peter.Vandeppeer@regency.tafe.sa.edu.au Regency TAFE	
Adventure Recreation	Peter Kellett ecotrek@ozemail.com.au Ecotrek	Network includes commercial providers throughout Australia.
SACSA Constructivism	Mike Meredith, Golden Grove High School	Network includes CEASA.
Environmental Footprint	Kate Lucas, Accompany Outdoors acco@ozemail.com.au	Has made similar contribution to state conference. Other possibilities include Environmental Educators such as Richard Smith and David Doherty
Evening Activities	Matt Randell, OEASA secretary matterandell@hotmail.com Bo Power, St Peter's School	
Environmental Education	David Doherty zocherty@senet.com.au Arbury Park School	Extensive EE network including AAEE
Environmental Footprint	Kate Lucas	Previous experience with state conference

National Outdoor Education Conference

Proposed Program:

Following the planning meeting on March 23, the following amendments were made to the proposed program.

<i>Time</i>	SUN 13 April	MON 14 April	TUES 15 April	WED 16 April	THUR 17 April
8:30		Registration	Registration	Registration	Registration
9:00	Pre conference meetings: Residential Camping Programs; Earth Education;	Key note speaker ? Peter Martin or Jackie Kiewa (Theme: The Past: History of OE)	Key note speaker ? Lester Irabinna Rigney (Theme: The Present: Indegenous perspectives)	Keynote speaker: (Theme: Making it happen today.)	Key note speaker: (Theme: The future: Looking to 2005)
10:00	ORCA/AOEC Board; Wilderness	Workshop 1 (short)	Workshop 4 (short)	Workshop 6 (short)	Workshop 9 (short)
11:00	First Aid; Journeys to Adelaide; others?	Morning Tea	Morning Tea/ Trade Display/ Lunch	Morning Tea	Morning Tea
11:30		Workshop 2 (long)		Workshop 7 (long)	Raffle draw & Prizes Farewells
13:00		Lunch	Lunch		
14:00		Workshop 3 (long)	Workshop 5 (long)	Workshop 8 (long)	<i>ORCA/ AOEC Meeting</i>
15:30		Afternoon Tea	Afternoon Tea	Afternoon Tea	
16:00 - 17:00		Discussion group no. 1	Focus Groups (Disciplines)	Discussion group no. 2	
18:00			Drinks		
19:00			Dinner		

Notes:

Monday discussion group to comprise of randomly selected participants to encourage a cross section of views. A second discussion to occur on Wednesday with the same group. Outcomes that are hoped for include:

1. Summarising presentations and workshops for those that did not go
2. Direction for next conference
3. Direction for AOEC/ORCA

Tuesday Focus groups will comprise of groups selected by participants according to the discipline of outdoor education that participant most associates themselves with. It is likely a noticeboard will be posted for participants to sign up. A good opportunity for sub disciplines such as residential outdoor education etc to convene a meeting or promote Australia wide networking.

Need a High or Low Ropes Course?

Contact Ecotrek 83837198

Kangarilla

Outdoor Council of Australia: Discussion Paper

This discussion paper has resulted from a meeting between representatives from the Australian Outdoor Education Council and the Outdoor Recreation Council of Australia that was held over February 9/10. The purpose of the meeting was to further discuss the possible merger of the AOEC and the ORCA. "Outdoor Council of Australia" is one possible name for the new organisation that will be the result of this merger.

Please note: None of the ideas presented below are set in concrete – this is a discussion paper only, and we welcome (and need) feedback. The more people that contribute to this process, the better it will be.

Also note: This merger is at a national level only. State bodies that are separate will stay separate, unless they, too wish to merge.

1. Vision Statement

The Vision Statement for the new organisation is as follows:

"To develop and promote an outdoor community that is professional in conduct, able to provide quality experiences that minimise risk and is environmentally, culturally, and socially sensitive".

2. Division of Responsibilities

The following table represents a possible division of responsibilities for current state associations (which will not change) and the new national organisations:

Focus	National Responsibilities	State Responsibilities
Registration/Accreditation	Quality Assurance Oversee the process	Implement process
Moderation of Assessors	Endorsement of providers	
Communication	Inform Federal Government about issues Research Based Journal National Conference Workshop series/forums Coordinate meeting of state bodies (2 meetings annually)	Inform State and local govt. about issues Practical Newsletters State Conference
Promotion to government	Federal govt.	State govt.
Development of profession	Registration/ accreditation Code of ethics, Work cover regulations Workplace Relations	Recruit members Implement and support the code of ethics – audit Industrial relations
Research	Source Federal government funds Investigate Uni – Industry links and grants (ARC linkage grants)	Source State and local funds Investigate areas and topics for research
Resources/Products	Develop products Discount scheme Support state initiatives	Develop resources/products. Support national initiatives
Sponsorship	Seek suitable sponsors	
Projects funding	Source Federal government funds	Source State and local funds

3. Membership

In general, the members of the new national organisation will be the individual and organisational members of the state organisations, as well as those individuals and organisations who choose to join the new national organisation directly. In other words, there are two ways to become a member:

1. Through a state association (optional additional membership for a minimal fee) or
2. It is also possible to be a direct member of the national organisation without joining a state association.

Both organisational and individual membership will be available.

Registered outdoor leaders must be financial members of the national organisation (either direct, or through their state association).

4. Voting

Nominations for board members will be called for. Every financial member will be entitled to one vote, registering their choice of board member from the list of nominees. The Board will consist of the nine top candidates, using a simple majority system.

Critical Dates and Timeline

(Bold are definite – these dates are driven by the contract that ORCA has developed with the Federal Govt to develop a process of registration of outdoor leaders)

2002

February Register potential names for new organisation; email discussion – reach agreement to move ahead

If agreement is reached:

11th March Telephone conference with ORCA to vote on nominations for interim committee

March AOEC email discussion with State reps – finalise nominations for interim committee.

April Develop Draft constitution for consultation (Draft 1)

May Develop Draft constitution for consultation (Draft 2)

June Final constitution approved by committee

June 22nd Qld state conference

July 1st **Draft material to government (re registration process)**

July Incorporation and articles in QLD.

July 19/20 Victorian state conference

October Finalise Code of ethics, conduct/practice, and logo

31st October **Registration and Accreditation process established**

September ORIC NSW conference

November **Launch for registration and accreditation** and for Outdoors Aust?

Nov/Dec Call for Nominations for Board

2003

January 2003 Dissolve ORCA and AOEC

Feb/March Election of Board members

April 2003 National Conference in Adelaide SA. Initial board meeting Sunday meeting prior to conference. AGM to be held during the conference.

Interim Committee

This will consist of 4 persons nominated by the AOEC and 4 persons nominated by the ORCA Board. Nominations for the Interim Committee are to be finalised by 11th of March

Proposed Tasks for the Interim Committee:

Write constitution, cost structure, objectives and details of election;

Register business name and develop logo;

Regularly inform and update all organisations and members and ensure this is disseminated in each state in all organisations – recreation and education;

Coordinate the election process – membership data base;

Target potential nominees;

Write performance criteria for Board.

OUTDOOR ADVENTURE SKILLS

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Outdoor Committee Meetings Calendar

May

Tue 7 5.30-7.30 Canoe SA: Education Executive

Sun 5 9.00-4.00 OEASA National Conference Planning Meeting
Westminster School

Wed 15 5.30-7.00 OEASA Committee
18 Milner St Hindmarsh

Thu 16 5.30-7.30 Recreation SA: Outdoor Rec Committee
73 Wakefield St

June

Tue 4 5.30-7.30 Canoe SA: Education Executive

Wed 5 5.30-7.00 BLSA TAA Panel
73 Wakefield St

Fri 14 6.00-9.30 Outdoor Certificate Presentation
Hackney Hotel

Wed 12 5.30-7.00 SAREA AA Panel Kent Town Hotel

Thu 20 5.30-7.30 Recreation SA: Outdoor Rec Committee 73
Wakefield St

July

Tue 2 5.30-7.30 Canoe SA: Education Executive

Wed 17 5.30-7.00 OEASA Committee 18 Milner St
Hindmarsh

Thu 18 5.30-7.30 Recreation SA: Outdoor Rec Committee 73
Wakefield St

August

Tue 6 5.30-7.30 Canoe SA: Education Executive

Wed 7 5.30-7.00 BLSA TAA Panel 73 Wakefield St

Wed 14 5.30-7.00 SAREA AA Panel Kent Town Hotel

Thu 15 5.30-7.30 Recreation SA: Outdoor Rec Committee
73 Wakefield St

September

Tue 3 5.30-7.30 Canoe SA: Education Executive

Wed 11 5.30-7.00 OEASA Annual General Meeting
18 Milner St Hindmarsh

Thu 19 5.30-7.30 Recreation SA: Outdoor Rec Committee
73 Wakefield St

October

Tue 1 5.30-7.30 Canoe SA: Education Executive

Wed 9 5.30-7.00 SAREA AA Panel Kent Town Hotel

Wed 16 5.30-7.00 OEASA Committee
18 Milner St Hindmarsh

Thu 17 5.30-7.30 Recreation SA: Outdoor Rec Committee
73 Wakefield St

November

Tue 5 5.30-7.30 Canoe SA: Education Executive

Wed 6 5.30-7.00 BLSA TAA Panel 73 Wakefield St

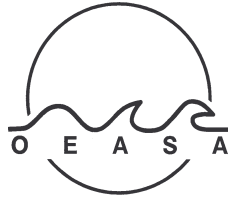
Wed 13 5.30-7.00 OEASA Committee 18 Milner St
Hindmarsh

Thu 21 5.30-7.30 Recreation SA: Outdoor Rec Committee
73 Wakefield St

December

Tue 3 5.30-7.30 Canoe SA: Education Executive

Wed 4 5.30-7.00 SAREA AA Panel Kent Town Hotel



The Outdoor Educators' Association of South Australia and the Australian Outdoor Education Council present the

13th National Outdoor Education Conference

Adelaide April 13-17, 2003

Relevance: Making it Happen

Call for Papers

Registration for conference available November 2002.

The focus of the conference is the application of knowledge, ideas and resolutions.

Abstracts (up to 250 words) due July 15 2002, to be sent as in-text email, with subject title "Relevance Conference Abstract" to [Nerilee.Flint@unisa.edu.au](mailto: Nerilee.Flint@unisa.edu.au). Please indicate the following in your response:

1. Name(s) of presenters(s)
2. Biography of presenter(s) (max 50 words)
3. Title of presentation
4. Target audience
5. Format (choose from):
 - Keynote Speakers 1 hour (1 place remaining)
 - Research based presentations 30 minute or 1 hour
 - Workshops 1 or 1.5 hours
6. Venue requirements (e.g. classroom; outside area; AV equipment)

Applicants of successful submissions will be notified by Sept 15, 2002.

It is expected that presenters will submit completed papers by February 15, 2003. Presenters are expected to meet the cost of attendance at the conference including registration. (Registration for 1 day available).

General inquiries regarding conference:

Scott Polley
OEASA Chairperson
[Scott.Polley@unisa.edu.au](mailto: Scott.Polley@unisa.edu.au)

CHEMISTRY EXAM

You'd wish for more students like this wouldn't you?

Not sure of the authenticity of this but it's a good story nonetheless:

From Kevin Norton, Head of School P.E.E.S.S., University of South Australia.

The following is an actual question set by the University of Washington for a mid term chemistry exam.

Bonus Question: Is Hell exothermic (gives off heat) or endothermic (absorbs heat)?

Most of the students wrote proofs of their beliefs using Boyle's Law, (gas cools off when it expands and heats up when compressed) or some variant. One student, however, wrote the following:

Firstly, we need to determine if the 'mass' of Hell is changing in time. To achieve this we need to know the rate that souls are entering or leaving Hell. Leaving Hell: I think that we can safely assume that once a soul gets to Hell, it will not leave. Therefore, no souls are leaving.

Entering Hell: To accomplish this calculation we need to consider the different religions that exist in the world today. The majority of these religions state that if you are not a member of their religion, you will go to Hell. Since there is more than one religion, and people tend to belong only to one religion, we can safely assume that all souls go to Hell. With current worldwide birth and death rates, we can therefore expect the number of souls in Hell to increase exponentially. To retain the same temperature and pressure, Hell's volume would have to expand at the same rate as the addition of new souls (Boyle's Law).

This leaves two possibilities:

1. If Hell is expanding at a slower rate than the rate at which souls are entering, then the temperature and pressure will increase until all Hell breaks loose.
2. Conversely, if Hell is expanding at a rate faster than the number of souls entering Hell, then the temperature and pressure will drop until Hell freezes over.

Summary:

If we accept the postulate given to me by Ms. Teresa Banyan during my freshman year that, "it will be a cold day in Hell before I sleep with you." Then take into account the fact that I still have not succeeded in having sexual relations with her, this leads me to believe that possibility No. 2 above cannot be true. Thus I am sure that Hell is exothermic and will not freeze.

The student received the only "A" given.

The Greek Fisherman

From Kyla Young

A boat docked in a tiny Greek village. An American tourist complimented the Greek fisherman on the quality of his fish and asked how long it took him to catch them. "Not very long," answered the Greek. "But then, why didn't you stay out longer and catch more?" asked the American. The Greek explained that his small catch was sufficient to meet his needs and those of his family. The American asked, "But what do you do with the rest of your time?" "I sleep late, fish a little, play with my children, and take a siesta with my wife. In the evenings I go into the village to see my friends, and sing a few songs...I have a full life." The American interrupted, "I have an MBA from Harvard and I can help you! You should start by fishing longer every day. You can then sell the extra fish you catch. With the extra revenue, you can buy a bigger boat. With the extra money the larger boat will bring, you can buy a second one and a third one and so until you have an entire fleet of trawlers. Instead of selling your fish to a middle man, you can negotiate directly with the processing plants and maybe even open our own plant. You can then leave this little village and move to Athens, Rome, or even America! From there you can direct your huge enterprise." "How long would that take?" asked the Greek. "Twenty, perhaps twenty-five years," replied the American. "And after that?" "Afterwards? That's when it gets really good," answered the American laughing. "When your business gets really big, you can start selling stocks and make millions!" "Millions? Really? And after that?" "After that you'll be able to retire, live in a tiny village near the coast, sleep late, play with your children and grandchildren, catch a few fish, take a siesta, and spend your evenings....."

SAILING AS AN EDUCATIONAL MEDIUM

By Lorinda Battle, Outdoor Education Student, University of South Australia.

Sailing is both similar and unique to other outdoor pursuits. It involves understanding of a complex piece of equipment unlike bushwalking and kayaking where the skill levels required, I feel are little lower. I found sailing to be a very rewarding activity and quite individual, and I appreciated the opportunity to be taught how to use a boat and then go put those skills into practice with progressively less instruction from those in charge. I felt that the sense of freedom, independence and achievement were three characteristics central to my sailing experience and could be considered as positive outcomes for students if using this medium in a school or other setting. Other personal, group and environmental development outcomes are discussed further below.

PERSONAL DEVELOPMENT OUTCOMES:

When learning to sail for the first time sailing is a very rewarding activity. Initially the boat is unknown and the techniques and terms are all unfamiliar. Within a reasonably short space of time it is possible for students to learn the basics and actually be able to sail without an instructors constant supervision. The progress made in sailing is very obvious and brings about a sense of satisfaction that you are able to control a piece of equipment only using wind as its source of power. In the classroom concepts sometimes take a long period of time to learn and put into practice. For example learning algebra in high school may have no meaning until a few years later when you are at university studying engineering, building construction, etc, and have to calculate figures that have a direct purpose to your profession. Sailing definitely helps learners feel a sense of achievement in a short space of time.

Independence can also be developed when sailing in smaller boats. This is primarily because there are only two students that could possibly take charge, and when on the water the skipper has total control. Sailing is an activity that naturally assists in learning independently through errors and successes while on the water. Through these experiences students learn what works and what to do next time. Independent quick learning can also be motivated by the desire to stay dry!

As with many water sports, but also any activity that is an unknown, confidence, self-assurance and trust are developed both individually and between partners. Initially it can be quite daunting to step into a boat that you have to control yourself. The lack of control over the wind and the waves can also be a hurdle some people need to overcome before stepping into a boat. Sailing in rough conditions and sometimes just light sailing develops the ability to step out and try something you are not entirely sure about. Steps need to be taken like this often in life, and learning to take these steps can be assisted by an activity such as sailing. It is often those who are willing to take the biggest leaps out into the unknown that receive the greatest sense of achievement and consequent confidence.

One last characteristic that I feel is a personal outcome of sailing is ones ability to be self sufficient in their learning. When learning the basics of sailing you cannot successfully rely on someone else to sail when you are the skipper. I feel that the level of control each person knows they will have when they step into the boat encourages independent learning of the skills involved. Students who would normally struggle with theoretical learning, may find this sailing theory interesting and valuable because they can put it into practice practically in an enjoyable setting. I noticed when we were learning everyone wanted to know how to do everything themselves and did not rely on others to enjoy the sailing experience. It would obviously depend on the setting in which the sailing experience was in, but if there was any form of assessment or even a feeling of wanting to be safe, I feel students would pursue learning the knowledge needed to sail individually and positively.

GROUP DEVELOPMENT OUTCOMES:

The group outcomes would be very dependent on the type of boats used and the surroundings. Using small boats with two per boat is an excellent way to develop close relationships between a few students. Spending a certain length of time with just one other person in such a team setting where you help each other to be successful at controlling the boat assists in one on one communication. There is no other option but to communicate, and it is often these times when people are simply put in a situation that they have to deal with that they improve rapidly. As a teacher you could dictate partners to assist with the group dynamics on a camp if segregation was occurring between the group members. By making the experience challenging and fun at the same time, barriers can be broken down between students. For example, you could involve them in a race where they have to collect a certain number of artefacts from surrounding areas getting in and out of the boat and helping each other search at each point, instead of racing a set course.

Sailing in small boats does not have to eliminate the group interaction and development among all members. Sailboat set up and clean up can be an enjoyable group orientated activity if leaders assist in encouraging everyone to help each other during this time, rather than focus on one boat. Debriefs sharing what people learnt and how they found their days experience, can also help with learning to listen and learn from others experiences.

If a leader aims to develop the entire group as a functional team it could be done by teaching the group how to sail a larger boat requiring everyone's combined effort to successfully sail the boat. In this setting group members would learn specific strengths and weaknesses within the group, whilst also having to really assist each other in practical tasks.

ENVIRONMENTAL OUTCOMES:

Sailing introduces many people to a new environment, unlike the more familiar land environments. Having an opportunity to use the water to relax and learn an enjoyable and sometimes very physical sport has certainly helped me develop an appreciation of our waterways. When students place some value on the activity they are participating in, there is often a transfer to the appreciation of the environment that they are using. I feel sailing encourages this positive view of the water. Learning about the impact that humans have on our natural areas in a theoretical manner often does not have much impact. Actually experiencing some of the areas we destroy and others that we need to preserve can be an easy motivator to empower students to take more responsibility with their waste and consuming lifestyle. Being aware of the pollution that we make whilst sailing through the water was quite disturbing!

Sailing can be and often is a very relaxing sport once learners have grasped the basics of the boats. It offers a chance to sit back and take in your surroundings without being physically exhausted and focussed on getting to a particular point. I feel it is important that students recognise that the outdoors is not only a place to conquer, but a place to appreciate the beauty of the diverse World in which we live. As well as this, the outdoors is a place to reassess yourself without the pressures of our consumer World.

Lorinda is studying Outdoor Education at University of South Australia, Underdale.

Phytophthora

By Gayle Herman

Phytophthora (pronounced fy-toff-thora) are a soil and waterborne fungi that destroy a wide variety of native flora. There are at least 32 species of *Phytophthora* in Australia, the most common being *Phytophthora cinnamomi*.

Phytophthora is thought to have been introduced to Australia around 1900 in orange trees brought to Western Australia from Indonesia. The fungus was first recorded in South Australia in 1969 in the Mount Lofty Ranges where it probably arrived in infested berries from the Dandenong Ranges.

Phytophthora is a parasitic fungus that attacks the root systems of plants. After initial infection the fungus causes lesions on the host plant that appear rotten. These lesions prevent the plant from transporting water and nutrients, which can result in the death of the plant.

As *Phytophthora cinnamomi* is a microscopic fungus the only visible sign of its presence is sickness or death of the plants it attacks. A good indication of *Phytophthora* is a group of dead or dying susceptible plants. The highly susceptible *Xanthorrhoea* (yacca or grass-tree) species is the best indicator of the fungus in South Australia. Other susceptible species include *Banksia*, myrtle wattle (*Acacia myrtifolia*), cone-bush (*Isopogon ceratophyllus*), beaked hakea (*Hakea rostrata*), messmate stringybark (*Eucalyptus obliqua*), and the Mount Lofty bush-pea (*Pultenaea involucreta*). Fruit and vegetable species affected by *Phytophthora cinnamomi* include apples, pears, oranges, cherries, apricots, peaches, grapes, olives, macadamias, chestnuts, walnuts, potatoes and tomatoes.

An area infected with *Phytophthora* is affected on many levels, including

- illness or death of the host plants;
- limited food resources of small animals
- small animals suffer a loss of protection from predators

Phytophthora

By Gayle Herman (cont)

Effects of Phytophthora (cont)

- large animals may become more common as it becomes easier for them to catch their prey
- pollinators that rely on susceptible plants may become rare or extinct
- insect pollinators may be affected, which in turn; may result in other plants relying on pollinators suffering.

Phytophthora is able to grow in areas where average annual rainfall is greater than 500mm and soils are slightly acidic. It can spread from one plant to another through water movement or by root contact. It spreads most rapidly when rainfall coincides with warm temperatures. Spores produced by the fungus called chlamydospores can lie dormant for years and then produce mycelia (fungal threads that attack roots) and zoospores (which travel through water) when conditions become more favourable.

The disease can also spread very rapidly with the help of human and animal activity. Possibly the greatest contributor to the spread of *Phytophthora* is the transport of infected soil and plant material by vehicles and heavy machinery. It may also be spread by bushwalkers and bike riders through mud on their boots and tyres.

There is nothing we can do to stop the spread of *Phytophthora* but there is a number of things we can do to slow it's spread and prevent it infecting a new area.

- Disturb the soil as little as possible.
- Avoid driving, riding or walking in areas where soils are moist, especially where *Phytophthora* contamination is suspected or confirmed.
- Stay on designated roads and tracks.
- Brush soil off vehicles, bikes, boots and camping gear before and after each trip.
- Use wash down or hygiene stations when provided.

Phytophthora is a very real threat to our native flora and fauna and we each need to take responsibility to minimise the spread of this disease.

"Spread the Word – Not the Fungus!"

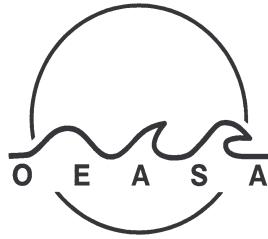
Bibliography

Department for Environment and Heritage (2002). *Phytophthora: Root-rot fungus is killing our plants!* (pamphlet) Government of South Australia.

Trees For Life. <http://www.treesforlife.org.au/ReLeaf/archives/Phytophthora.html>

http://www.calm.wa.gov.au/projects/dieback_impacts.html

The Outdoor Educators' Association of South Australia



presents the annual

Outdoor Leadership Certificate Presentation Dinner

Non-members, members, partners, families are welcome to celebrate the successful candidates and awardees, meet with other outdoors people, eat and drink, and join in the chance to bid successfully at the novelty auction where a range of highly desirable items will be handed over to the highest bidder.

When: **Friday June 14, 2002**

Where: **Hackney Hotel, Inner Bistro, 95 Hackney Road, Hackney**

Starting time: 6pm meet for drinks
6.30pm buffet dinner begins – includes entrees, main courses, salads, desserts, coffee and tea. Drinks will be available for purchase at the bar.

Finishing time: concludes approximately 9.30-10pm

Booking: to be made by June 6 to confirm catering. Payment to be made at Paddy Pallin up to June 6. Please note the differential paying system below:

Payment at Paddy Pallin by June 6	Payment at the dinner
\$25	\$30
\$20 student/concession	\$25 student/concession

Reply to:
Paddy Pallin, 228 Rundle Street, Adelaide, 5000
Phone: (08) 8232 3155 Fax: (08) 8232 3156

Please cut and send to above address or deliver in person by June 6. Cheque or money order to Paddy's (written out to OEASA), or drop cash off at Paddy's:

I/we wish to attend the OEASA 2002, JUNE 14

OUTDOOR LEADERSHIP CERTIFICATE PRESENTATION DINNER

Name/s: _____

I/we enclose \$ _____ being for _____ people. OR I/we will pay at the dinner.

I/we represent _____ organization, or I am/we are here to witness _____ receive an award/certificate or , or I am /we are here simply because I/we want to be.

Outdoor Educators' Association of South Australia

Outdoor Education Award

For young people that have demonstrated a high level of involvement and commitment to Outdoor Education.

To be presented June 14 at the Certificate Presentation.

Candidate Name: _____

Address: _____

Contact Phone: _____ email: _____

Category: (Underline) Primary Education award / Secondary Education award [Stage 2 Outdoor Education] / TAFE Outdoor Recreation award / Tertiary Outdoor Recreation award / Tertiary Outdoor Education award / Certificate of Merit in Outdoor Education

Statement Addressing Criteria:

1. What is the evidence to support that the nominee has a high level of interest in Outdoor Education? _____

2. What is the evidence of significant involvement in one or more outdoor activities or environment care activities? _____

3. What is the evidence to support that the nominee has demonstrated leadership qualities? _____

4. What is the evidence to support demonstrated environmental awareness? _____

Nominee: _____ Organisation/Institution: _____

Address to:

OEASA Chair, Scott Polley, c/- University of South Australia, Holbrooks Rd, Underdale, SA 5032

For OEASA Committee:

OEASA Committee Recommendation: Accept/ Not Accept

Comments:

OUTDOOR EDUCATORS' ASSOCIATION OF SOUTH AUSTRALIA
ABN 26 588 063 701
MEMBERSHIP FORM

Renewal New member

Membership subscription for period 1 June 2001 to 31 May 2002.

Type of Membership: (please note: we are not charging GST)

Individual \$50 Student \$35 Family \$55

School/Organisation/Corporate \$55 membership. Members in this category have been sent a Tax Invoice to use. If you are a new member in this category please return this form without payment and a Tax Invoice will be sent to you. [If you have this membership and would like an extra copy of a year's OEASA newsletters please add \$15, two extra copies add \$30 etc]

Please make cheques, money orders payable to 'Outdoor Educators' Association of South Australia'.

Members will receive:

OEASA newsletters (4 per year)

AJOE (Australian Journal of Outdoor Education) (2 per year)

and affiliation to other State Associations via Australian Outdoor Education Council.

Member details:

School/Organisation/Corporation (if applicable).....

Last Name.....First Name.....

Postal Address.....

.....Suburb.....Postcode.....

Home Phone Work Phone.....

Fax.....E-mail.....

For Ind/student/family members what is the School/Organisation you are connected with?

.....

Forward to:

Nerilee Flint/OEASA Treasurer
University of South Australia
Mawson Lakes Boulevard
Mawson Lakes SA 5095

Contact details of Treasurer:

Ph 8302 5266
Nerilee.Flint@unisa.edu.au
(email not from 2 June 2001 to 31 December 2001)