

Outdoor News

Journal of the Outdoor Educators' Association of South Australia

Volume 25 No 1, October 2006

From the Chairman

Mike Meredith

Greetings all. The year has been disappearing fast and on the national front at least quite a bit has been happening. As mentioned in earlier newsletters the VOEA has moved away from the Outdoor Council of Australia (OCA) and with support from other Outdoor Associations including OEASA has sought to redevelop closer ties between state associations through a network to better meet the needs of members. OEASA is in agreement with this move and several letters have been sent to the VOEA and OCA outlining our position and future plans. These letters are included in the newsletter for your information and any comments would be most welcome. Another positive outcome of this is VOEA's offer of access to their extensive bookshop at member rates for OEASA members. More details on this exciting opportunity later in this edition. We will ensure you are kept up to date on developments with the National Network of associations and the planned 14th National Outdoor Education Conference for 2007 being run by VOEA.

Looking to next year, it would be great to continue growing as an organization in South Australia and I would ask you all to encourage schools that teach Outdoor Education and professionals working in the area of Education through the outdoors to become members of OEASA. It is only by strong membership that we can really serve the Outdoor community representing the views and opinions of Educators' in their many guises.

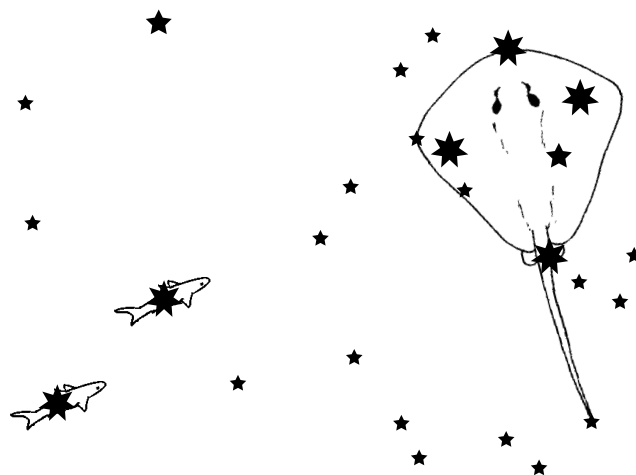
With regards to the Department of Environment and Heritage (DEH) subcommittee, we are still waiting to get this up and running (not our fault!). At the current rate next year may be more likely!

If you have any feedback on how / where we are going as an organisation or any thoughts or requests for activities or professional development, etc, etc. please drop one of the committee a line, as we would love to hear from you.

It is as always a pleasure to be of service.

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Outdoor News is supported by



And: Paddy Pallin, Mountain Designs, Outdoor Adventure Skills and Scout Outdoor Centre

From the Editor

Peter Carter

The final issue for the year, and with an interesting mix of news, views and information.

Aquatics programs seem to be under threat from two directions at present, as Wayne mentions. The Education Department plans to cut funds for the Aquatic Centres, and the Australian Sports Commission wants to see Australian Canoeing become the sole organisation, absorbing the state associations. The board of Canoe SA is yet to meet, but I can't see it, or the other state associations, accepting the proposal. Elite sport is attempting to control recreation. About the only part of the ASC report that I endorse is the need to update the AC Award Scheme materials.

The discussions over the Outdoor Council of Australia and the Victorian Outdoor Education Association's proposed Outdoor Education Network continue, and we include some correspondence. (Most of us took up some recreational activity to get away from things, but here we are, immersed in politics.)

One of the Web sites I look at every day is Astronomy Picture of the day, <antwarp.gsfc.nasa.gov/apod/astropix.html>. The images vary from day to day, sometimes being naked eye pictures, at others from HST, or from *Spirit* or *Opportunity* on Mars: almost invariably a modern perspective. But as Paul Curnow points out, the original Australians have their own stories of the night sky. From now on, think 'Nunganari' when you look at Crux Australis.

Although astronomy is not mentioned in the information about the Caring for Country workshop in January,

there will be a definite Indigenous focus in its activities.

Years ago I used to read *Aviation Safety Digest*, which often analysed accidents in great detail, showing how seemingly minor oversights could lead to disaster. Things may happen more slowly in walking, canoeing, and so on, but the process is often no less inexorable. There is often a lot to be learned from reading about accidents, and we have a review of a book of accident case studies, *Lessons Learned II*.

Wayne and Libby are in reflective mood as they think about what it is that students gain from Outdoor Education studies. For many of them, expeditions may be the first time they have spent a night out of doors, or taken a close look at part of the Australian bush.

We plan another four issues next year, and they will need content. The Web site is also in need of content. Please think about how you can contribute, both with words and images.

2007 Important dates

Dates for 2007 were still being finalised as we went to press: watch for announcements soon.

Send items to either Peter Carter <pcarter@acslink.net.au> or Wayne Hooper <Waynelib@bigpond.com>

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

The Outdoor Educators' Association of South Australia

supports these national ethical guidelines for outdoor educators:

- The Outdoor Educator will fulfil his or her duty of care
- The Outdoor Educator will provide a supportive and appropriate learning environment
- The Outdoor Educator will develop his or her professionalism
- The Outdoor Educator will ensure his or her practice is culturally and environmentally sensitive

OEASA Committee 2006

Chair: Mike Meredith

Vice: Kate Mitchell

Treasurer: Phil Noble

Secretary: Libby Robertson

Editor: Peter Carter

Sub-Editor: Wayne Hooper

Committee: Nerilee Flint, Andrew Govan, Beau Griffiths, Mark Hayward, Dale Hobbs, Cath Jenner, Owen Jones, Peter Kellett, Scott Polley, Matt Randell



News and notes

Have you paid your membership for 2006?

On page 14 is a list of financial members.

We thank those members for their continued support. The association is only as strong as its membership base. If your name or organisation does not appear below and you have received this newsletter please fill out the membership form and send with the appropriate fee to the treasurer ASAP so that you will continue to receive OEASA material.

Award Night Sponsors

OEASA would like to acknowledge the following organisations which made generous donations for the 2006 Award Night:

Paddy Pallin
Scout Outdoor Centre
Annapurna Outdoor Shop
Mountain Designs
Snowies
Venture Corporate Recharge
Wilderness Escape
Griffin Wines
UniSA

Canoeing opportunities

Anyone needing to log trips or wanting to hone their skills might like to access trips being run over the summer by Adelaide Canoe Club or UniSA Canoe Club.

Adelaide Canoe Club has a range of expeditions and day trips planned and a whitewater trip to Eildon. Check the Canoe SA Web site clubs section for a program. UniSA club has a range of sea kayak trips programmed. Anyone wishing to obtain a Sea Kayak Award is invited to attend the Canoe SA Sea Skills and Training Weekend March 10–12. To obtain more information about the UniSA Club program can ring Scott Polley on 8302 1415 or John Hazel on 8344 1623. Both clubs will be entering teams in the summer Canoe Polo season from Feb–April 2007.

Jottings from Canada

Andrew Attwell-Gill is currently on a one year teacher exchange in Canada

'Have loved the exchange experience again.

A life time of memories with many more to come over the next 10 weeks.

One of the highlights personally has been a solo walk to the Holding Icefield from the base of Exit Glacier in Seward Alaska. Counted 56 mountain peaks when I arrived at the summit.'

Aquatics programs under threat

Wayne Hooper

It was recently announced By Education Minister Jane Lomax-Smith that Aquatic Centres continued existence is under threat.

Below are some excerpts from her press releases.

To rebut the criticism for the probable closure of Aquatics Centres she has focussed on the Swimming and Surf Safety program.

Her argument that schools have Physical Education Teachers overlooks the fact that most PE teachers are not qualified to teach aquatics activities and don't have access to the equipment to do so.

She has also overlooked the fact that SACE Outdoor Education and Physical Education Courses involving aquatic activities rely on Aquatic Centres to deliver aquatic components of the course. Even if there is a qualified Outdoor Education specialist additional support is required to meet ratio requirements in many cases.

"The department is also reviewing a number of existing programs, including instrumental music and aquatics activities such as wind surfing and canoeing, while ensuring swimming and water safety programs continue."

"Children learn at school how to swim and keep themselves safe in the water and surf, and they take part in school sports and swimming carnivals."

Education Minister Jane Lomax-Smith says teaching school children about surf and water safety is not under threat, despite the Opposition's continued scaremongering.

"Surf safety is part of the essential Swimming and Water Safety Program that we yesterday reassured will be preserved in our schools," Dr Lomax-Smith says.

"Surf safety lessons can include diving under the water, sun protection, surf safety tips, emergency procedures, swimming in open waters and first aid.

"Students can also learn about water hazards such as different types of waves, rips, tides, undertows, sandbars, backwash and other risks in the water.

"The Opposition will say anything to try to create fear, but I can assure people that swimming and water safety education will remain part of the school curriculum."

"Every high school has at least one specialist PE teacher and primary schools can choose to appoint a specialist PE teacher.

"PE is one of the top six subjects studied by Year 12 students across South Australian high schools."

Teachers whose programs will be effected If the Aquatics Centres are closed are invited to contact the Minister to

air their concerns. It would be appropriate also to alert the wider community of the implications of this proposal.

OEASA will be considering an appropriate response at the November meeting.

I have included a number of letters below which support the concern people have about the proposal to close Aquatic Centres.

October 10, 2006

Dear Editor,

I write regarding the 'School Swimming Programs to Stay' media release sent by the Hon Jane Lomax-Smith office on Tuesday 10th October, 2006.

On behalf of ACHPER (SA)-The Australian Council for Health, Physical Education and Recreation, I commend the Government for ruling out any changes to swimming programs offered in the State's Schools.

ACHPER also encourages the Government to continue this commitment to Aquatic programs so current services beyond Term 1, 2007 are not reduced.

ACHPER recognises that these aquatic programs, conducted at schools and specialised centres, provide essential skills and understandings about a diverse range of aquatic activities that reflect the contemporary leisure time patterns of our children and youth.

However, just as important, these programs provide an environment that enhances the students' ability to further develop personal and interpersonal skills such as problem solving, decision making, leadership, communication and cooperation.

At a time when the community, more than ever before, needs to be proactive about the health and wellbeing of young people, ACHPER will continue to advocate for government support in the funding of all programs and activities that cater for the diverse needs and interests of students, including swimming, aquatics, games skills, dance, gymnastics, recreational activities, physical activities and sport—the essential components of a physically educated child.

Regards,

Matt Schmidt, Executive Director, ACHPER (SA)

Letter to the editor, *The Advertiser* Oct 12

Short-sighted to cut water safety

Water safety used to be part of our Education Department swimming program.

In the 1970s, a major shift saw swimming become a part of our water safety program, which covered a wide range of aquatic activities, including fishing, sailing, surfing, snorkelling and canoeing—in fact all the things children do in their spare time in this state, where so much recreation is centred around our coast, rivers and lakes.

This program, still relevant today, teaches children how to participate safely in a wide range of aquatic activities. As any parent will tell you, children don't just go 'swimming'.

To cut this program and revert to swimming lessons as suggested by our Education Minister (The Advertiser, yesterday) is a short-sighted, ill-informed step back to the 1950s, which puts many young lives at risk.

Bruce Menhennet, Normanville

Open Letter to Jane Lomax-Smith

Hon Jane Lomax-Smith
Minister for Education & Children's Services
Minister for Tourism
Minister for the City of Adelaide

Dear Minister,

It is with great concern that I respond to the proposal to close Aquatics Centres.

Aquatics programs which include specialist activities such as kayaking, canoeing

sail boarding, sailing, snorkelling and surfing are a logical extension to the swimming programs available to junior and middle primary students.

Aquatics programs provide scope to develop a significantly higher level of confidence than can be achieved in a swimming or surf safety program. This greater level of confidence is essential for students to undertake the range of aquatics activities that are available at beaches, lakes and rivers where many choose to recreate throughout their life. Exposing students to a range of water activities allows them to develop the skills to undertake these activities safely in the future. Aquatics Centres provide quality instruction to upper primary and secondary students to ensure future generations can safely enjoy a wide range of water based activities with confidence.

Many teachers in schools don't have the specialist qualifications to deliver these activities. Also, even if there are teachers with these skills in a school they often have to call on support from Aquatics Centres to maintain appropriate ratios of leader to students.

You have made the point that Physical Education is one of the most popular SACE subjects in the curriculum. Also there are many students doing Outdoor Education in our schools. Aquatics activities are in many cases offered as part of these programs and the schools rely on Aquatics Centres to deliver these activities.

In the light of this information I wish you to reconsider the proposal to close Aquatic Centres and ensure that students continue to have the opportunity to participate in aquatics as a part of a well rounded education.

Yours faithfully,

Wayne Hooper

BSc, Dip Teach.(Sec.), Advanced Dip. Teach.(Outdoor Education), MACE

Update on OCA/VOEA happenings

Wayne Hooper

In the last newsletter we alerted you to the committee's dissatisfaction with the last National Outdoor Education Conference and the inactivity of the OCA Outdoor Education Sub-Committee.

The Victorian Outdoor Education Association (VOEA) has disassociated itself from OCA and proposed to run the next National Conference in 2007.

Subsequently there has been considerable dialogue between OCA, VOEA and the other State Outdoor Education bodies.

OEASA is currently a member of OCA and we nominated two members for the sub-committee of OCA. This committee looks like it will not be reinvigorated but instead a new body, the Outdoor Education Network, which is being facilitated by VOEA (the state association with the most members and resources) looks like being a vehicle to represent Outdoor Educators nationally. In the light of the past performance of OCA this development looks promising and the OEASA committee is waiting to see what develops. We believe that it is imperative that the high quality National Journal is maintained and that a professionally run National Conference is held every two years.

Below is an update from OCA outlining their position on the issues.

1 October 2006

Mr Mike Meredith
Chairperson
Outdoor Educators' Association SA

Dear Mike

RE: OCA Outdoor Education Sub Committee

On May 2nd 2006 Mr Glyn Thomas, a member of the Management Committee of the Outdoor Council of Australia (OCA) sent the attached letter to state/territory outdoor education organisations indicating the intent of the OCA to 're-invigorate its Outdoor Education Sub Committee'. A number of individuals indicated their interest in being involved in the subcommittee.

As you may be aware, on Tuesday March 28 2006, at a VOEA Council meeting, the VOEA council voted to resign its membership from the Outdoor Council of Australia (OCA) and to facilitate the establishment of a National Outdoor Education Network.

The purpose of this letter is to provide you with an update. On 5th September 2006 the OCA wrote to Mr Mark Dingle, VOEA Executive Officer, seeking clarification of the following:

- the structure of the proposed National Outdoor Education network;
- its membership, governance structure and objectives; and
- whether the proposed network intends to provide

advice to the OCA (and receive communication from the OCA) on outdoor education matters.

In particular, the OCA was seeking to clarify whether the intended role of the OCA Outdoor Education sub committee could be replaced by the proposed National Outdoor Education Network. This would require regular and close communication between the OCA and the network on matters of mutual importance. If this were to be the intended direction, OCA sees it important that all the State bodies have an understanding of this. To date, no response has been received.

However, irrespective of the response, the OCA will continue to represent the interests of its state/territory members on issues relevant to outdoor education in accordance with its role, as defined within its Articles of Association to 'represent to the community, industries and all levels of government, the views and needs of outdoor educators, leaders and guides as well as organisations that support leadership or are otherwise involved in the training of outdoor educators, leaders and guides via their state and national peak bodies'.

I thank you for your patience on this matter as the OCA seeks to clarify and to further develop the relationship between our organisation and the proposed National Outdoor Education Network.

Yours sincerely
Don Hamley, (President)
cc: All State Outdoor Recreation and Outdoor Education Associations

OCA has agreed that it is appropriate for VOEA to run the 2007 National Conference. The dates will be the evening of Thursday Sep 20th – Sunday Sep 23rd.

These letters from our chairman Mike Meredith demonstrate OEASA's position

Monday 18 September 2006

To the Outdoor Council of Australia (OCA) Board

As a professional teaching association the Outdoor Educators' Association of South Australia (OEASA) is committed to providing ongoing support to its members in South Australia and their efforts to educate people in, about and for the Outdoors. Through professional development opportunities and the sharing of information we are best able to achieve this. OEASA has maintained this role for over 20 years. During this time we have seen some significant changes, not all for the best, in the development and structure of a National Outdoor body.

Since the formation of OCA we have watched as the initial optimism of the newly formed organisation became a seemingly insignificant trickle of information and advocacy for the Outdoor Education community, a situation we feel needs to be rectified for us and the national good.

In light of this OEASA has welcomed the initiative shown by the Victorian Outdoor Education Association (VOEA) and we have pledged our full support to the proposed Australian Network of Outdoor Education Associations. We feel as an organisation that this is the best means by which we can achieve the stated purposes of our organisation for professional development and the sharing of suitable and appropriate educational ideas.

OEASA is committed to developing the full potential of the Australian Outdoor Community. As such we see a need for OCA but doubt if this organisation with its current focus and structure can best support the Outdoor Education community. Therefore whilst we are at present members of OCA we will be reviewing this at the end of the financial year and subject to negotiations with the OCA Board and the Australian Network of Outdoor Education Associations may pursue alternative membership arrangements. The concept of a Network membership has been raised and this seems more appealing to OEASA given the minimalist input we have had with OCA since its inception and vice versa.

We applaud the good sense OCA has shown in allowing VOEA to run the next National Outdoor Education conference and the continued great efforts in maintaining a high quality National Outdoor Journal, both quality products OEASA sees as essential to the growth of Outdoor Education in Australia.

We would welcome the opportunity to discuss these matters further but as stated see the Australian Network of Outdoor Education Associations as our best way forward and we will be seeking the means of hastening the good functioning of this organisation as our main priority. We do however see a need to develop appropriate and worthwhile links between the Network and OCA to facilitate discussion on areas of common concern or interest.

Yours sincerely,

Mike Meredith, (Chairperson OEASA)

Monday 18 September 2006

To the Victorian Outdoor Education Association (VOEA)

The Outdoor Educators' Association of South Australia (OEASA) would formally like to respond to several initiatives proposed by the VOEA.

Firstly we would like to accept your very generous offer to access the VOEA booklist at member rates. This would be an excellent opportunity for our members to have access to a great range of professional materials at a very competitive price.

OEASA would like to congratulate the VOEA on its leadership and resolute action in developing a workable and realistic solution to the issue of national advocacy for Outdoor Education. OEASA fully supports the proposal for an Australian Network of Outdoor Education Associations. The proposed charter is acceptable and the overall concept a breath of fresh air. We are willing members of this Network and look forward to working with VOEA and other State Associations

to further develop the network and ensure its ongoing sustainability.

We are pleased to hear that OCA has given VOEA the opportunity to run the next National Outdoor Education Conference. Please let us know how we can be of assistance in ensuring this is a successful event. It would be hoped that future conferences can maintain a suitable focus and flavour for Outdoor Education and avoid the pitfalls of the last National Conference. It is pleasing to see that OCA have suggested if I am correct in my assumption that the Australian Network of Outdoor Education Associations could run this Biannual professional event?

OEASA has a few concerns that we need to be addressed namely:

- The nature of any association with OCA. OEASA will review its membership at the end of the year but would anticipate a reduced involvement in OCA, not that it has ever been great. We believe some discussion has occurred regarding the 'Network' having a shared membership of OCA: this has some merit if achievable.
- The continued production of a national journal is something we regard as important, as is our access to this journal at a realistic price. This needs to be looked at along with the nature of our association/membership to OCA.

We would welcome the opportunity to discuss these matters further particularly the development of the Australian Network of Outdoor Education Associations. We see this as our best way forward and would like to hasten the good functioning of this organisation as our main priority. We do however see a need to develop appropriate and worthwhile links between the Network and OCA to facilitate discussion on areas of common concern or interest.

Yours sincerely,

Mike Meredith, (Chair person OEASA)

VOEA Bookshop Offer

As mentioned in an earlier newsletter, VOEA has negotiated to allow OEASA members to purchase publications from their bookshop at member rates.

You can view the resources on their online shop at www.voea.vic.edu.au/shop/index.htm.

The order form for OEASA members is <https://linux2.nshosts.com/voea/forms/bookorder.htm>.

Some popular titles lately have been:

Black, Gough, Pleasants, *Outdoor and Environmental Studies Text* 2nd Edition

Christine Froud, *The Outdoor Education Books 1 & 2*

Colls and Whitaker, *The Australian Weather Book*

Deb Ajanjo, *Lessons Learned II* (reviewed elsewhere in this issue)

Caring for Country

The University of South Australia and the Ngarrindjeri people are holding a workshop at the Coorong called 'Caring for Country'. The workshop will run from Thursday 18 January until Monday 22 January 2007. There will be plenty of activities for you to get involved in including:

- kayaking to the dunes and ocean
- cockle cook-off competition
- basket-weaving
- bird-watching
- seed collecting
- seed propagation
- ecosystem monitoring
- planting
- bushwalking at Bonney Reserve
- spotlighting

Workshop details

Details of the program are listed below, and you can make choices for activities on arrival at the Coorong. Please note that we may have to alter the timetable or make changes to the activities depending on the weather.

Thursday 18 January

8:00am Meet at the P building, Mawson Lakes, University of South Australia. Depart at 9:00 am

11:30am Lunch at Meningie, pick up supplies from the bakery

2pm Lunchtime: Arrive at the Coorong, unpack equipment, set-up tents and marquee

3pm Official welcome to the country from George and Shirley Trevorrow. Orientation to the Coorong Biodiversity Restoration Project. A discussion about the project and a tour of the sites.

7pm Evening Meal, night walk and campfire.

Friday 19 January

6am Bird watching

7—8am Breakfast

8am—1pm Activity 1: Seed collection

Activity 2: Kayaking to the dunes for bushfood with Gordon Rigney

1pm—2pm Lunch

2pm—6pm: Ecosystem monitoring

Activity 2: Seed collecting

7pm Evening Meal, night walk and campfire.

Saturday 20 January

8am—1pm Activity 1: Bushfood preparation

Activity 2: Seed propagation

1pm—2pm Lunch

2pm—6pm Activity 1: Cockle Cook-Off

Activity 2: Plantings

7pm Evening meal and live entertainment

Sunday 21 January

6am Bird watching

7—8am Breakfast

8am—1pm Activity 1: Basket Weaving

Activity 2: Camp Coorong

1pm—2pm Lunch

2pm—6pm Activity 1: Bonney Reserve

Activity 2: Bonney Reserve

7pm Evening Meal night walk and campfire.

Monday 22 January

6am Bird watching

7—8am Breakfast

8am—10am Pack up-camp

10am Goodbyes and depart

3pm Arrive back at Mawson Lakes

Book your place now to avoid disappointment! The booking form is the inside back page of this issue. We look forward to welcoming you to the workshop.

Aquatic activities are key parts of some schools' Outdoor Education programs: students at the remains of *Glaucus*, in the Garden Island Ships' Graveyard



Lessons Learned II: Using case studies and history to improve safety education

Edited by Deb Ajongo

Reviewed by Jarrod Paine

This book, a sequel to *Lessons Learned I*, provides something for all levels of our profession to engage with. From students studying Outdoor Education at University, to beginning teachers or leaders, all the way through to someone in or beginning a new administrative or planning role. It is a real eye opener and definitely has you gripped as raw tragedy pours out from the pages, coupled with the aftermath of those affected, both at family and organisational levels.

As I was reviewing it, attempting to stay detached from the content in a reviewer's frame of mind, I found myself like a person going past a car crash that can't help but glance across at it; you know you shouldn't look, but you can't resist all the same. The basic blow by blow nature of this book takes you through in-depth, chronologically precise accounts of serious events as they unfold.

The case studies 'crux' (Chapters 1 and 2), involves two seemingly different sets of circumstances with different aged groups of people, attempting totally different activities. One involves a group of inexperienced teenagers on a community based adventure camp floating down some rapids; the other a group of experienced adults with professional guides climbing Denali in Alaska. In both cases people were seriously injured (near drowning resulting from foot entrapment and severe frostbite from high altitude storm), but in neither case was a single obvious mistake the cause of the problems.

Here is where the editor works her magic. The aftermaths of both accidents are thoroughly analysed through personal accounts, interviews and expert opinions, and are compared. One resulted in litigation and the other with 'no hard feelings'. The main difference was found to be how the injured party was treated; one party received a strict 'no comment' for months from those that were in charge of safety and the other injured party was shown

compassionate and caring attitudes. Makes sense when you read who sued who.

The use of these case studies in the book and later another in-depth study into the editor's own experience of full-on emergency action planning (Chapter 4: worth reading even if you skip the rest of the book) are linked to some handy tools we can use as practitioners. These tools can be used to help us make sure we are the ones that have solid risk management and emergency action plans with thorough plans for postincident 'compassionate' conduct with the injured parties. Chapter 3 goes on to analyse the first two case studies through the 'Ten Components of a Quality Risk Management System', giving us a workable system of analysing our own practices. I found one particular tool (Chapter 3, p 70) used here to be simple and thought provoking in comparing the 'Probability of Consequences' against the 'Severity of Consequences' in a quadrant x and y axis set-up. Something I could see on the wall as being very useful when planning a new outdoor adventure program or analysing the current.

Other insightful chapters continue to discuss the fundamental concepts of emergency management planning and how to manage the risks of a lawsuit, while rehashing examples from the first two case studies, through reflective interviews from those involved. The rest of the book trails into more thought provoking areas like understanding how accidents happen and delving into where the roots of risky behaviour come from.

Lessons Learned II highlights the importance of good risk management plans and good staff to carry them through, and to also take advantage of lessons other people have learned, rather than learning them yourself from direct experience. The overall message from the book is that if you have a weak management plan or staff inexperience and you have this coupled with an unfortunate tragedy like in the case studies, you'll wish you had read this book rather than starred in the next edition.

Jarrod Paine has been an Outdoor Education Teacher at Bogong Outdoor Education Centre for four years. Occasionally his passion for telemark skiing is put aside and some useful work results. Luckily we were able to get him to review this book while he was undergoing rehab from ankle reconstruction (fast rehab to get better to go ski powder in Hokkaido again!). He can be contacted at <paine.jarrod.m@edumail.vic.gov.au>.



Digital cameras make basic astronomical photography easy. This shot of the Moon was taken with a Pentax Optio WP, set to its maximum focal length, through a Celestron C-90 telescope. The camera was held to the eyepiece with a rubber band, and the 2 second timer used to eliminate shake.

What do students get out of their involvement in Outdoor Education courses?

Wayne Hooper and Libby Robertson

We have been involved in delivering education programs including Outdoor Education for around forty years and over the years have had numerous discussions about the value of Outdoor Recreation.

In the 1960s when Outdoor and Environmental Education was well funded by the Federal Government and teachers were supported by advisory staff, there was considerable debate on the nature of Outdoor Education and Environmental Education particularly at the conferences which supported the teachers venturing into this relatively new area of the curriculum. Field work was promoted in many subjects and many schools owned their own campsites. It was the hey-day for Outdoor Education.

We have, over the last few months, had several interactions which have stimulated our thinking about the relevance of OE in the current climate.

One of these interactions resulted from the recent demise of Australian Canoeing. The rigorous consultation on the future direction for Australian Canoeing, via meetings with stakeholders across Australia, underlined for us the broad range of perceptions held by people of one of the activities offered in OE programs, Canoeing.

Australian Canoeing is largely funded by the Sports Commission which, as its core business, promotes the sports which are part of the Olympic Games, i.e. flatwater racing and slalom, as well as marathon. These are competitive sports but do not include the other competitions such as down river racing, canoe polo, and freestyle. We, with several allies at the meeting, carried the flag for recreational canoeing which includes people who undertake the activity in a non-competitive way, be it a short paddle, day paddle or overnight expeditions.

During the meeting the consultant referred to canoeing as a sport, which to us it isn't. We would rather refer to it as an activity or a recreation. This dilemma began us thinking about people's perception of outdoor activities and the role of leaders and educators to leave all doors open when exposing students to the outdoors.

Wayne has participated vigorously in numerous competitive sports over the years (including Canoe Polo as a participant and coach) but generally we have participated in canoeing as a recreation and the programs we have taught emphasize the recreational potential of canoeing rather than the competitive side. Libby has, because of lack of opportunity due to living in the bush, not been involved in any competitive sport until taking up Canoe Polo in her forties subsequent to her involvement as a recreational paddler. Thus for us recreation and competition are not mutually exclusive but both may be relevant depending on circumstances and opportunity.

Over the last few years we have been involved in teaching a Broadening Undergraduate Education program (BUGE) at UniSA called Introduction to Outdoor Recreation (approximately 300 students) which for most

students is an elective program outside their normal area of study designed to provide them with the opportunity to develop planning, leadership, group and problem solving skills which can be transferred to their chosen profession at a later date. The course, which is a two week intensive experience culminates in a three day Bushwalk or Canoe Expedition.

The students who undertake this course are enrolled in a broad range of courses at the University and bring a range of experiences with them. Some have never camped or been outside an urban environment, while others have been involved in family camping, organised camps at school or with community groups. A large percentage of the students come from overseas. Many have very little concept of what the course involves and choose the subject because it looks 'interesting' and they need to do a BUGE.

The range of responses from the students when they present their Personal Learning Experience Summary at the culmination of the course, are most enlightening.

For many, particularly those with little experience of expeditioning, it is a life changing experience. Many have been pushed well out of their comfort zone. Being expected to 'survive' in the outdoors, share a tent and rely on a group of people who they have only met a few days before is, for many, a new experience. Many are surprised by their resilience and can't believe that they have achieved the physical demands of the course. For others, the development of an affinity for the natural environment comes as a big surprise. Another observation which is often shared, is that participants are surprised by the openness and level of trust which develops between the members of a group when focussed on developing the skills to participate and complete a demanding expedition.

We are amazed by the number of students who comment on changes in their lifestyle after the course, for instance:

- regularly going for a walk
- being more organised
- being more aware of their impact on the environment
- taking time out to recharge their batteries by visiting a natural environment
- talking to strangers
- making better nutrition choices
- planning a bushwalk in the holiday break.

As we reflect on the experiences of these students we have come to the conclusion that for these students, who generally are full time students, with demanding jobs, and in many cases party hard in their spare time, the course provides the opportunity to reassess their priorities and to make time to recreate in more fulfilling ways than they have in the past. Many comment that they believe the organisation, group and communication skills highlighted in the course will be relevant to other aspects of their life.

In the light of our perception of the growth of the students in the BUGE courses we believe that there are many outcomes of Outdoor Education courses which are relevant to the personal growth of participants who may not participate in the activity ever again.

Perhaps the main aim of Outdoor Education Courses is to expose students to a program which enhances their personal development. This may be different for each individual.

The challenge for us as Outdoor Educators may be that we need to make sure that our programs provide the scope for students:

- to use the experience to be skilled enough to safely undertake the activity for its recreational value in the future
- provide a medium for personal development relevant to other aspects of the participant's life
- provide a physical, mental or social challenge
- develop environmental awareness
- be involved in a competitive form of the activity
- be a worthwhile activity for its own sake.

Do we, when we run a program, focus on the skills, i.e. take an outdoor pursuits approach or focus on the recreational aspect, personal development or environmental aspects? Do we expose the students to the possibility of using the skills developed in competition?

It seems to us that it is important that our programs, if they are to meet the needs of all students, must be diverse enough to provide a range of outcomes particularly in a society which is changing so rapidly.

In thinking about recreational activities we are drawing on our own recent experiences. As our bodies get older and the joints creakier we were attracted, about three years ago, to cycling. Because of the low impact nature of cycling and the scope for a variety of approaches its

appeal has continued to grow to the point that we have become 'cycling tragics'. Through various courses and the programs run by Bike SA we have gained confidence and awareness of the scope of the activity.

How this has evolved for us is similar to some of the processes that occur for students who are exposed to good Outdoor Education programs. We witnessed people, many older and fatter than us, participating in the be active Community ride of approximately 150km run in conjunction with the Tour Down Under. This inspired us to visit the local bicycle shop to purchase a suitable bike and to attend courses and informally quiz any body we saw who looked like they had knowledge to share.

Using the range of trips run by Bike SA as the medium to develop skills and knowledge, we have developed a level of independence that allows us to undertake trips up to 200km/day. Our expeditioning skills have allowed us to undertake extended cycle expeditions on Kangaroo Island and in Central Victoria. Our initial motivation was a means to keep fit and to enjoy the outdoors. As we became more confident we got satisfaction in completing longer and longer trips. We also now use the bike for commuting and shopping which is a welcome benefit. As we became more able we are looking for even greater challenges and a variety of bike experiences including mountain biking in Kuitpo Forest and competing in races with the Southern Veterans Cycling Club.

Based on our experiences with the BUGE students and our personal journey in cycling we have been reflecting on the scope of Outdoor Education and in particular its role in opening doors for students to future enriching experiences.

The challenge is, do we as Outdoor Educators provide a program that provides a range of worthwhile experience which has relevance to the students in the future or, do we provide a program limited by our own perception?

Psychological 'First Aid'?

Scott Polley

Wouldn't it be great if there was a course that taught educators, guides, practitioners, counselors, leaders, community workers, among others, how to respond to a psychological crisis or incident, much like the 'Senior First Aid' teaches how to respond to a physical crisis or incident?

Well, there is such a course!

It is run by Dr Simon Crisp, a Clinical Psychologist who has used the 'Senior First Aid' model to develop a three day 'Psychological First Responder' (PFR) course. It can be taken as a stand-alone course, or as part of a series that develop skills and knowledge to be more effective when working in Wilderness and Therapeutic Adventure programs.

In a partnership with University of South Australia, members of the community and University students will be provided access to the PFR course. UniSA students can complete this course as part of the new 'Introduction to Adventure Therapy' course starting in 2007. Members of the community can book directly with Dr Crisp.

The PFR course was first brought to Adelaide in January 2006, and the feedback from participants was outstanding.

Places are strictly limited. A maximum of 35 places will be available to UniSA students enrolled in 'Introduction to Adventure Therapy', with a maximum of 15 places available to the general public.

If you would like to receive a flier outlining the course contact Scott: scott.polley@unisa.edu.au

The world's earliest astronomers

Paul Curnow

Early humankind glanced up at the night sky in awe and the celestial ballet of stars above often served as an enormous cosmic storyboard to the many indigenous groups across our vast world. For indigenous peoples the constellations often reinforced lessons in survivability, moral guidance, group education and maintaining the law.

Many experts now believe that the Aboriginal peoples of Australia were our world's earliest astronomers. Recent estimation of their occupation of the Australian mainland as indicated by Prof J Prescott is approximately 45,000+ years. However, some believe it may date back further to around 62,000 years.

Australia's harsh, arid environment and the seasonal availability of certain foods meant that some of Australia's indigenous populations were semi-nomadic, moving from region to region in order to hunt and gather. Before the British occupation of Australia began in 1788, it has been estimated that there were 270 distinct Aboriginal language groups in Australia. This number can be expanded further to approximately 600 languages when the various regional dialects are included.

However, of the early European migrants who were either forcibly brought to Australia or who emigrated freely, only very few recognised the significant nature of Aboriginal cultures and beliefs. Many of the stories only survive today because of the thoughtfulness of a few individuals at the time. In addition, because Aboriginal cultural beliefs and practices tended to pass a lot of the knowledge down through song, dance and oral narration, you often found only initiated members of the group would stand to inherit this special knowledge.

The importance of passing on knowledge

As a result, sometimes only one member of the group would hold some of this information. Therefore, if something happened to that person then the knowledge was often lost to antiquity. The elders of the group would pass on their knowledge of 'The Dreaming', which is an ongoing process that includes stories and knowledge of totemic beings that roamed the Earth and were responsible for forming many of the topographical features and stellar features we see today. Furthermore, Indigenous Australians prefer the term 'Dreaming' because the word 'Dreamtime' often implies a set time in the past. However, to Aboriginal peoples there is no set time in 'The Dreaming': it is as mentioned earlier, an ongoing process. In addition, these ancestral beings were responsible for creating humankind and the other creatures that live on our Earth. Indigenous Australians believe that this creation process also included the creation of the Universe and all within it. Thus, the elders of each group would teach the young and initiated members of their society the stellar patterns and this would usually be accompanied by a Dreaming story. This would relate to the outline seen in the sky, or in some cases, the individual stars or planets.

Across Australia, artworks that depict the Sun, Moon and stars can be found throughout the continent. For example, anthropologists such as Tindale had investigated many of these locations and worked closely with Aboriginal peoples. Evidence of these recordings can be found at places like Ngaut Ngaut in South Australia, which is located along the Murray River and was the site of Australia's first archaeological dig in 1927.

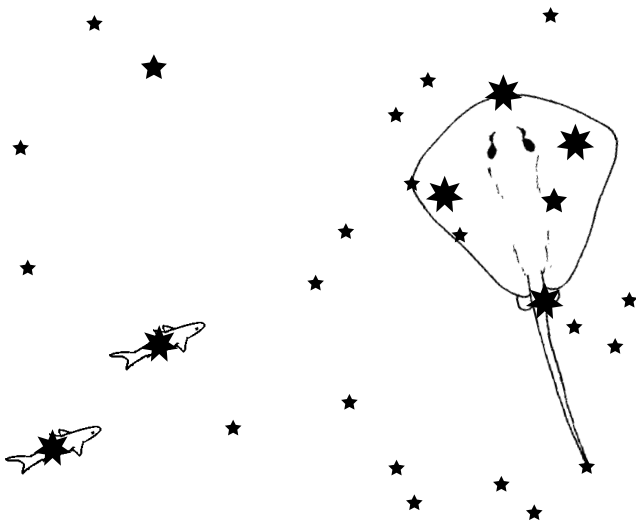
Ngaut Ngaut is located 1–2 hours drive north-east of the city of Adelaide between the towns of Mannum and Nildottie (which means 'smoke signal hill'). It is an important site of astronomical, archaeological and anthropological heritage. In addition, it is of significant geological and palaeontological interest. The Aboriginal people who occupy Ngaut Ngaut are known as the Nganguraku (sometimes also spelt Nganguruku) and they form part of the Ngarrindjeri nation, who also occupy the Coorong region of South Australia.

At Ngaut Ngaut, we see petroglyphs of the Sun and the Moon carved into the sides of the limestone cliffs. However, where in many other cultures the Sun is identified as male (such as a male deity), and the Moon is often identified as female: many Australian groups (including the Nganguraku) see the Sun as female and the Moon as male. Conversely, in Ancient Egypt the Sun was seen as a male deity named Re or Ra. We see carvings of the Moon that were associated with the men's camp and carvings of the Sun at the women's camp. We also see numerous dots carved along the cliff face that some believe may be a record of Full Moon cycles. This would have enabled the Nganguraku a type of lunar calendar and may have acted as a guide to the best nights and seasons to hunt and collect various foods.

Indigenous Australians viewed the Pleiades as a group of women sitting in the sky, much akin to the more modern European story of the seven sisters. Nonetheless, various groups have also seen the Pleiades as a mob of kangaroos, a clump of gum trees (which the dead rested under as they ventured up into the sky) and as pointed out by Pring, the Ngarrindjeri people saw the Pleiades as the eggs of the Mallee Fowl.

Furthermore, the Ngarrindjeri saw the stars of the Southern Cross as the shape of a celestial stingray that they call 'Nunganari'. Two stellar sharks, the Narakani, which are the stars Alpha and Beta Centauri, were pursuing this stellar ray across the heavens. However, the Aranda People—who come from Central Australia—see the Southern Cross as the claws of the eagle known as 'Waluwara'. The dark nebula known as the 'Coalsack' which lies some 400 light years away is Waluwara's nest and the two pointer stars are his throwing stick. Similarly, the Adnyamathanha and Ngadjuri Peoples of South Australia see the Southern Cross as the footprint of the Wedgetailed Eagle (*Aquila audax*) of 'Wildu'.

In addition, the Yankunytjatjara People see the Southern Cross as the footprint of a giant celestial emu. The



Boorong People of north-western Victoria, as recorded by Stanbridge, saw a possum sitting at the top of a tree within the Cross. Some of the indigenous groups who live in north-eastern New South Wales and southeastern Queensland called the Southern Cross 'Yaraan-doo' and it was associated with 'death'.

However, some of the people had broken a taboo by killing and eating a kangaroo. One of the men in the group had left the main party after refusing to take place in the eating of the kangaroo (in some versions it's a kangaroo rat).

Eventually, this man collapsed from exhaustion and hunger under a large white gum tree (a Yaraan). Suddenly, a menacing dark figure with fiery, glowing eyes emerged near the man and elevated him off the ground and placed him into a large hole in the side of the tree. With a great clap of thunder, the people watching saw the tree uproot itself and begin to slowly ascend into the sky. Shortly after the people watching heard a loud screeching and two Sulphur Crested Cockatoos (*Cacatua galerita*)—the 'Mooyi'—were seen chasing after the tree in order to reach their roosting place as it headed ever higher into the heavens.

Finally, the tree ascended so high into the sky that the tree vanished from sight. All that can be seen today are the four brightest stars of the cross which represent the two eyes of the first man to die on the Earth and the two eyes of the spirit of death, the 'Yowi'. The two screeching cockatoos can still be seen chasing the tree in the form of the two pointer stars Alpha and Beta Centauri. When the world had realised that the first man to die on the Earth meant death had come to our world there was wailing everywhere. Therefore, to some Aboriginal groups in Australia the Southern Cross is a reminder to them about when death first came to our world.

Not just the stellar outlines attracted the attention of Indigenous Australians. The dark skies of Australia offered a bounty of shapes in the form of the dark dust lanes and clouds scattered throughout the Milky Way.

For example, the head of an emu was seen in the Coalsack Nebula with its dark body trailing down through Centaurus, Scorpius and Sagittarius. Furthermore, as recorded by the Lutheran missionaries

Teichelmann and Schurmann, the Kurna people who occupied the Adelaide Plains region paid close attention to the Magellanic Clouds.

The Kurna people believed that two Rainbow Lorikeets (*Trichoglossus haematodus*) were tricked into travelling up into the sky and were then later killed and eaten. Today under dark skies, we can see these two satellite galaxies as misty white companions to our own galaxy. However, to the Kurna people they were the ashes left over after the two birds had been cooked and eaten.

Additionally, as pointed out by Clarke, the Kurna called the Milky Way 'Wodliparri', and the Wodliparri is a watercourse curving through the 'Womma', the celestial plains. Reeds grow around the lagoons of the Wodliparri and a group of young women who are known as the 'Mankamankarrana' (the Pleiades) collect roots and vegetables from around it. The dark patches in the Milky Way are said to be where a fearful monster lives called a 'Yura'. The Boorong People (sometimes spelt Booroung or Boorong) of north-western Victoria have also given us a glimpse into the night skies of Aboriginal Australia as recorded by Stanbridge. The Boorong saw the star Capella as a kangaroo named 'Purra' that was being pursued by two hunters 'Wanjel' and 'Yuree'. We now see these two heavenly hunters as the twins of Gemini: the bright stars Pollux and Castor.

Additionally, the Boorong saw the star Sirius as a male Wedgedtailed Eagle (*Aquila audax*) that they called 'Warepil'. Warepil's wife was the star Rigel in Orion, and she was a female Wedged-tailed Eagle known as 'Collowgullouric Warepil'. The star Canopus in the constellation Carina was known as a Crow (or more likely a Raven) and was the brother of Warepil and was named 'War,' pronounced more like the noise a crow or raven makes... "wah."

The faint southern constellation Corona Australis was likely seen as a boomerang and the stars that make up the 'saucepan' asterism in Orion were a group of young men dancing in a corroboree and were called 'Kulkunbulla'. This corroboree was being watched by a group of women in the sky known as 'Larnankurk' the open star cluster the Pleiades; and beating time to the corroboree was a man called 'Gellarlec' who appears in the form of a Major Mitchell Cockatoo (*Cacatua leadbeateri*). Gellarlec is the orange giant star Aldebaran in the constellation of Taurus that lies some 65 light years away. Within the borders of Canis Major and as indicated by Johnson the Aboriginal peoples of the Shoalhaven River area of NSW saw a constellation that they called 'Munowra.' The constellation consisted of a bat that they called 'Wunbula,' a black snake that they called 'Moondtha' and a brown snake that they called 'Murrbumbool.' Both Moondtha and Murrbumbool were also the wives of Wunbula the Bat and they had been impaled on spears as punishment for trying to bury their husband alive. They all ventured up into the sky and became the larger constellation of 'Munowra.' Furthermore, Canopus (Alpha Carinae) along with the star Sirius (Alpha Canis Majoris) are known as two women 'Yerinyeri' (Canopus) and 'Wolabun' (Sirius) to the Karadjeri Aboriginal People

of Western Australia. Yerinyeri taunts Wolabun who has a fear of snakes and as revenge Wolabun places a dead water snake in a pond to frighten Yerinyeri. Both Yerinyeri and Wolabun travel to the sea before fleeing up to the sky to become the stars Canopus and Sirius. The Kulin people who come from the Melbourne area of Victoria called the star Canopus 'Lo-ann Tuka', who was said to be a great hunter.

Today, we are left with only snippets of the vast wealth of stellar knowledge constructed over tens of thousands of years by these early astronomers. *Homo sapiens* still look up in wonder at the heavens. However, in an expanding urban environment the light pollution of our cities and towns push some of us further away from these cosmic wonders. The night sky of Aboriginal Australia is filled with information, wonder and edification and this curiosity plus the drive to connect with the cosmos still makes many of us ponder in awe when we view the night sky.

Reprinted with permission from *Sky and Space* March/April 2006

Paul Curnow is running a session from 7:30 pm–9:30 pm on Saturday 18 November 2006 at the Planetarium at Mawson Lakes titled 'An introduction to the night sky: constellations and Indigenous Australians'. Cost \$20. For further information and booking contact Jean on 8302 3138 or Paul on 0402 079 578, <Jean.Srisamnant-Cooper@unisa.edu.au>.

The Astronomical Society of SA Web site is at <www.assa.org.au/>.



Black Diamond™ harness recall

'Salt Lake City, Utah (June 29, 2006)—Black Diamond Equipment, Ltd. voluntarily announced a recall of Black Diamond Speed Harnesses—Focus Speed, Gym Speed, Momentum Speed, Vario Speed and Wiz Kid—for possibility of incorrectly threaded waist and/or leg loop buckles. Affected units were sold from December 2005 through June 2006. Black Diamond has received one report from a customer with no injuries.

'Incorrectly threaded buckles can loosen causing inadequate protection. The buckle is incorrectly threaded if you can see the center bar of the top buckle. All harnesses with incorrectly threaded buckles must not be used and should be immediately returned to Black Diamond for a free replacement.'

For more information, see Black Diamond's Web site: www.bdel.com

OEASA Financial report

1 July 2005–30 June 2006

Balance brought forward from 30/6/05	\$25,937.65
Balance at 30/6/2006	\$27,041.64

Income

Bank Interest	\$652.10
Award Dinner	\$2,614.00
Auction	\$780.00
Membership: Individual (16)	\$960.00
Membership: Student (0)	\$0.00
Membership: Family (3)	\$210.00
Membership: School (22)	\$1,540.00
Membership: Corporate (4)	\$280.00
Membership: Organisation (3)	\$210.00
Membership: Complimentary (23)	\$0.00
Membership (2005 paid after 30/6/05)	\$805.00
Conference	\$2,922.00
Total	\$10,973.10

Expenditure

Government bank charges	\$315.75
Newsletter printing	\$245.20
Newsletter editing	\$247.66
OEASA postage costs	\$684.65
Membership (CEASA, OCA)	\$1,243.00
Public Liability Insurance	\$173.85
Award Dinner	\$2,730.00
Journals	\$2500.00
Conference	\$1,587.70
OEASA Meetings	\$141.30
Total	\$9,869.11

Summary

Total Income	\$10,973.10
Less total Expenditure	\$9,869.11

Profit **\$1,103.99**

Association funds at the end of 2005–06 financial year stand at \$27,041.64

Phil Noble

OEASA Treasurer

OEASA Members

Name, Organisation, Membership type

Luke Adams, Paddy Pallin, Corporate	Tom Lodge, Individual
Greg Allen, Thomas More College, Individual	Rebecca Lohmeyer, Individual
Mark Ashmore, Rostrevor College, School	Luke Lorenzin, Individual
Andrew Attwell-Gill, Seaford High School, School	Nicole Main, Walford, School
Rebecca Avery, Recreation SA, Organisation	Mark Dingle: OEAQ, QORF, Complimentary
David Badenoch, Uni of SA, Magill Campus, Individual	Tom Massey, Individual
Dan Barry, TAFE SA, Organisation	Michael Meredith, Individual
Gordon Begg, Westminster School, School	Kate Mitchell, Accompany Outdoors Pty Ltd, Individual
Belinda Beisiegel, Individual	Phil Noble, Prince Alfred College, Individual
Peter Blunt: ACT AOEC Rep, Birrigai Outdoor School, Complimentary	Jessica Northcott, Individual,
Rosalie Brink, Life member	Ron Parker, Dept for Families & Communities, Organisation
Peter Carter, Canoe SA: Education, Complimentary	Rachel Patrick, Individual
Cary Veale, CASA, Complimentary	Tania Peake and Scott Polley, Individual
Margaret Clark, Individual	Lesley Pope, Wilderness School, School
Bill Coutts, Individual	Bo Power, St Peters College, Individual
Mick Dennis, Individual	Peter Pritchard, Norwood Morialta HS, School
Nathan Doble, Mount Barker High School, School	Eddy Raets, Individual
David Edwards, Aberfoyle Park High School, School	Dave Rawson, Bushwalking Leadership SA, Corporate
Trent English, Adelaide High School, School	David Rawson, Individual
Duncan Falconer, Scout Outdoor Centre, Corporate	Rob Robinson, Forestry SA, Organisation
Nerilee Flint, Individual	Anthea and Lawrie, Shem, Family
Jeff Glass, Woodville HS, School	Alice Smith, Individual
Andrew Govan, Venture, Corporate	Michelle Smith, Port Augusta Secondary School, Individual
Andrew Govan, Wilderness Escape Outdoor Adventures, Corporate	Rod Staples: Tas AOEC Rep, Rosny College, Complimentary
Tonia Gray: NSW OE Assoc, University of Wollongong, Complimentary	Frank Taylor, Para West Adult Campus, School
Ralph Gurr, Outdoors WA, Complimentary	John Thompson, Unity College, School
Christian Haag, Bicycle SA, Complimentary	Peter Thornton, Mercedes College, School
Richard Harry, Individual	Carmel Toms, Individual
Grant Henwood, Individual	Neil Turner, Woodcroft College, School
Dale Hobbs, Scotts Creek Outdoor Centre, School	Peter Vandeeper, RecSA sport & Fitness, Regency TAFE, Organisation
Chris Hodgson, King's Baptist Grammar School, School	Peter Welford, John Pirie Secondary School, School
Liz Liebing and Robert Hogan, Life members	Robert West, Individual
Sasha Holthouse, Individual	Don Wilson, Glenhaven Park, School
Libby Robertson and Wayne Hooper, Family	Nicola Winter, Individual
Nathan Hoskins, Westminster School, Individual	Kyla Young, Individual
Catherine Jenner, Accompany Outdoors Pty Ltd, Individual	Port Augusta Aquatic Centre, Port Augusta Secondary School, School
Nick Johnson, Individual	—, Blackfriars Priory School, Senior Library, School
Evan Jones, Individual	—, VOEA, Complimentary
Kylie Jones, Clare High School, Organisation	—, Accompany Outdoors Pty Ltd, Corporate
Peter Kellett, Individual	—, Arbury Park Outdoor School, School
Mark Kelly, Scotch College, School	Outdoor Education Department, St Peters College, School
Doug Knuckey, Individual	—, Paddy Pallin, Corporate
Tristan Kouwenhoven, Port Lincoln High School, School	
Gordon Lehmann, Craigmore High School, Individual	
Andrew Lines, Cornerstone College, School	



“Caring for Country” - January 2007 Workshop Booking Form

Name:
Address:
Contact Number:
Email Address:

Please tick the items you wish to book and then add the amounts of the optional items to the total column. The optional items are then added to the ‘optional items’ box marked * below. Then add up the sub-total plus the optional items to arrive at the total due.

Item	Required	Unit Price	Total
Camping fees, breakfast, lunch, dinner and live entertainment on Saturday night.	✓	\$300	\$300
Lodge Accommodation per night (max. 4 nights = \$160)		\$40	\$
Guided kayak trip to the dunes and southern ocean for bushfood with Gordon Rigney.		\$30	\$
Camp Coorong and Bonney Reserve Visit (including museum entry)		\$50	\$
		Sub-total	\$300
		*Optional items	\$
		Total Due	\$

Please send this completed booking form, along with your payment, by cheque or money order, made payable to: “Coorong Biodiversity Restoration Project” and post to:

Joan Gibbs,
 January 2007 Coorong Workshop
 P Building
 University of South Australia
 Mawson Lakes Boulevard
 Mawson Lakes
 South Australia. 5095

Outdoor Educators' Association Of South Australia

ABN 26 588 063 701

Membership form

Membership subscription for period 28 Feb 2006 to 28 Feb 2007

Type of Membership:

Renewal New member

Individual \$60

Student \$45

School/Organisation/Corporate/Family \$70

(Please tick appropriate boxes Note that we are not charging GST)

Members in the organisational 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 \$20. For two extra copies add \$40, etc.

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

Members will receive:

- OEASA newsletters *Outdoor News* (four per year)
- AJOE (*Australian Journal of Outdoor Education*) (two per year)
- affiliation to other State Associations via the Outdoor Council of Australia

Member details:

School/Organisation/Corporation (if applicable) _____

Last Name _____ First Name _____

Postal Address _____

_____ Postcode _____

Home Phone _____ Work Phone _____

Fax _____

E-mail _____

Individual/student/family members: what is the School/Organisation you are connected with?

Forward to:

OEASA Treasurer
Phil Noble
PO Box 104
Morgan SA 5320