

Outdoor News

Journal of the Outdoor Educators' Association of South Australia

Volume 25 No 4, July 2007

From the Chairman

Mike Meredith

Another term has slipped by and several more journeys into the great outdoors have been planned, conducted and evaluated. The cycle of plan, do, review is a simple but effective one which enables us to continue improving the learning opportunities and outcomes we as outdoor educators provide for the students young and old who are exposed to our programs.

One activity that OEASA has run now for a number of years is the annual presentation dinner. It was great to see approximately 100 outdoor enthusiasts young and old from a great variety of pursuits gather to celebrate the successes of a wide variety of participants in outdoor education. I would like to congratulate the many award winners (acknowledged later in the newsletter) for their efforts and endeavours in the many categories for the inspiration they provide to us all in their striving for excellence.

The secondary awards for students in SACE and SSABSA courses were recognised for their academic results as well as their involvement in many community organisations. Given the often negative press our youth receive in the media it is not only refreshing but a sense of relief and wonderment to meet these wonderful young people who I know will make such capable and worthwhile leaders and citizens for the future generations. Similarly, the tertiary awards revealed another group of young outdoor enthusiasts who are making such an impact in their studies.

It was a pleasure to welcome Rosemary Sage along to the evening to present two awards from RECSA. One for an individual/s encouraging participation in outdoor recreation, this year awarded to David Mallett and Margaret

Stuart, and an award for an organisation demonstrating excellence and contributing to the outdoor community awarded to Westminster School. I would like to thank Rosemary and Rec SA for their most valuable contribution to the night.

Community leadership organisations were able to highlight the great work done by trainees gaining awards in bushwalking leadership, canoeing and climbing. Finally, awards were made recognising the many years of contribution to the outdoors by Anthea Shem via the Service to Outdoor Education Award, and a life membership of OEASA awarded to Libby Robertson for her many years of dedicated service to our organisation. Can I say what a great honour it was to be present to acknowledge all these great achievements.

As with all events it is only the efforts of a few people who make them such a great success and I would like to thank Wayne Hooper and Libby Robertson for the many hours of work put into preparing for the event. Also Phil Noble setting up for the financial side, and on the night Clay Hunter and Nat who did such a superb job on the door acquitting the takings, and who can forget the memorable performance of our auctioneer Dave Rawson on yet another sterling performance. There were many contributions to the night in terms of donations for the auctions and prizes and a big thankyou goes to Daniel Polkinghorne for coordinating this.



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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

Two recent events deserve comment. The first was the annual presentation dinner, honouring people who have made significant contributions to outdoor education in SA in the past year, and you can read reports in this issue.

The other event, as I told the ABC early on Tuesday 3 July, I would not comment on until I had read the official report. That report is being prepared by Ian Dewey, an Instructor and Assessor from NSW, and a member of Australian Canoeing's Education and Safety Committee. In advance of his report, Ian has circulated a warning:

'Can I get everyone through their various information channels to warn our kayaking instructional and guiding world about Skins and similar bits of clothing designed as compression clothing. Brands include Skins, 2XU, and Linebreak.

'Last week one of the SA students came very close to his end with the help of compression clothing.

'Compression clothing looks great, and according to the adverts make you faster, cooler, tougher, like a cricketer, able to leap tall buildings and costs a fortune... and thus appeals to many as the ultimate piece of outdoor kit.

'They are designed for sports such as marathon running where people get hot and sweat. They are not designed or sold as thermal products.

'Studies have shown they definitely help with muscle recovery (after sport). They may (inconclusively) assist in stopping minor muscle tears during sports which result in high muscle movement. The published studies to date show no other benefits.

'They are a cooling fabric.

'I have unfortunately found a few people who substituted Skins for thermals with fortunately only minor effect in the last year, but now we are getting near tragedies.

'The standard for paddling is polypropylene and true similar fabrics.'



Spandex for sun protection, polypropylene and neoprene for warmth.

The item of good news, for which there wasn't room for the media release (which you can read at www.ministers.sa.gov.au/news.php?id=1812), was the decision by the Education Department to continue with aquatics and music programs. Good sense has prevailed. One hopes that good sense will also prevail over the revived notion of 'payment by results'. It seems to be anonymous, but Scott Polley has contributed the final item this time, on this subject.

In between, lots of other information on ideas in risk management, retired ropes, the DEH workshop, resources, the nature of outdoor education. We also have a tribute by Wayne to the late Richard Newman.

Next month is the twentieth anniversary of another event, the Scout accident on Lake Alexandrina. Its lessons are still pertinent.



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 2007

Chair: Mike Meredith

Treasurer: Phil Noble

Secretary: Libby Robertson

Assistant Secretary: Clay Hunter

Editor and webmaster: Peter Carter

Sub-Editors: Wayne Hooper, Clay Hunter

Committee: Nerilee Flint, Scott Polley, Peter Kellett,

Catherine Jenner, Andrew Govan, Alex Thomas, Nick

Hartog, Julie Englehardt, Mick Dennis, Dale Hobbs

Chairman's report

...continued

OEASA would like to thank the following organizations for their support on the evening: Paddy Pallin for the very important job of taking the bookings, Colombia, Snowy's Outdoors, Scout Outdoor Centre, Mountain Design, Vertical Reality, Griffin Wines, Sturt Football Club, The Exeter, Paul's Wine Club, Anaconda, Mission Kayaking, Wilderness Escape and Venture Corporate Recharge. Without their valuable contributions the night would not have been such a success and I would encourage you all to express your support of these organisations wherever possible. Frank and his team of caterers at the Sturt Football Club should also be thanked for providing such a wonderful venue and fine food to complement our celebration.

On other matters:

1 Coming up later this year is the 15th National Outdoor Education Conference. It is being run by VOA at the Doherty's Ballarat Lodge 20-23 September. It would be great to see a good contingent of South Aussies there to support the National Outdoor Education community and our state presenters Wayne Hooper, Libby Robertson and Dale Hobbs.

2 Our next committee meeting is planned for 17 August and will enable us to finally continue the discussion with DEH on access and other issues with use of parks by outdoor groups. Anyone interested is welcome to come along and details of this meeting are provided in the newsletter.

3 Friday 19 October will be our last activity for this year and we are planning to conduct an information evening looking at risk management, or possibly continuing the discussions with DEH. Either way it should be an informative evening so please keep the date free.

If you have any feedback on how/where we are going as an organisation or any thoughts on the dinner, requests for activities or professional development, 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.



Important dates 2007

Deadline for newsletter articles: 21 September, 14 December

Adventure Therapy Network: 4-6 August

Technical Skills Assessment (BLSA): 25-26 August

Steep Terrain Day (BLSA): 2 September

National Outdoor Education Conference: 21-23 Sept

General Mountain Training (BLSA): 1-5 October

2007 **be active** Recreation and Sport Development

Conference: 14 and 15 October 2007

Training and development day: 19 October

Seminar Day (BLSA): 4 November

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

July 2007

News and notes

Open invitation

The next committee meeting, to which all are invited, will be held on Friday 17 August in room C3-16 (Centennial Building, Ground level if entering from Gate 1 Frome Road, Room 16. Ask at the signposted 24 hour security office if you require directions) City East Campus UniSA North Terrace Adelaide. The meeting will be followed by a workshop with Barry Hayden, Recreation and Tourism Project Officer from the Department of Environment and Heritage, to discuss visitor management issues in National Parks.

Program

Business meeting 6:00 pm-7:15 pm

Light meal and drinks 7:15

Visitor Management Workshop 7:30

For catering purposes please RSVP by 5:00 pm on 16 August to Libby Robertson <Waynelib@bigpond.com> or phone 0417 081 815

Parking is available at:

1 U-Park in Frome Road, North Terrace or Rundle Street

2 Ticket machines in Botanic Gardens and walk through or behind Adelaide University

3 Bikes can be brought into the room if required

News from Canoe SA

Additional information to support the existing Canoe maps (Chowilla, Katarapko, Chambers Creek and Torrens Island and Environs) plus information to support the soon to be available Coorong maps is now available on the Web. The link to the site is <www.sa.canoe.org.au/default.asp?Page=12828> or click on Canoe Trail Guides link on the Canoe SA Web site.

Peter Carter's Torrens Island and Environs page will be maintained at <www.users.on.net/~pcarter/canoe_sa/maps/ti_notes.html> and will always be more up to date.

Accreditation for Conference Centres, Camps and Outdoor Activity providers.

We have been notified that NARTA provides accreditation and continuing support to outdoor education, recreation and tourism organisations. NARTA is a national body and further information can be obtained at <www.narta.org.au>.

Employment Opportunities

For a range of employment opportunities in Outdoor Education see <www.vea.vic.edu.au/employment>.

Caught in a rip?

Our ideas of surf rips need updating. See 'Swept away' by Hugh Powell in *New Scientist* for 30 June, which describes recent studies. The text is also available at <www.nps.edu/News/ReadNews.aspx?id=3436&role=pao&area=News>, and there's more at <aphriza.wordpress.com/2007/06/30/unabridged-over-troubled-water/>.

Tracks and Trails 2008 Conference Conference Convenor

The Queensland Outdoor Recreation Federation (QORF) is hosting the 5th Biennial Tracks and Trails Conference from March 11 – 14 2008 on the Sunshine Coast, Queensland. The conference will include national and international guest speakers, concurrent session presentations and, outdoor workshops, with one day dedicated to field trips exploring existing tracks and trail networks in the Sunshine Coast region.

The theme for the conference is 'Passage to Progress' and a number of session topics have been identified which focus on a range of proactive outcomes including:

- addressing an identified need for a National approach and agenda for the resolution of issues associated with trails (such as track standards)
- exploring the on-going issue of access and liability — finding solutions not just recapping problems
- sharing evolving developments in trail maintenance and surveying tools
- highlighting mechanisms for developing trails partnerships across tenure and activity interests.

While final details of the program are yet to be completed, it is recognised that there has been a significant rise in the popularity of cycling, especially mountain biking. As such we are planning a dedicated mountain bike stream, with Mountain Bike Australia (MTBA) offering to host a number of key speakers from the International Mountain Bicycling Association (IMBA). In addition, MTBA will be conducting a pre-conference workshop run by Joey Klein from IMBA. Other pre-conference and post-conference workshops will be announced as these are identified.

Tracks and trails are relevant across a range of interest, policy and planning arenas. Activity groups, land managers, transport and development planners, community organisations, commercial providers, tourism operators, public health officials, and sport and recreation planners all have a vested concern in the quality, accessibility, and benefits of trails. With this in mind, the conference offers a chance for wide ranging opinions and insights to be shared across this broad community of users and managers.

The opportunities for being involved and benefiting from the 5th Biennial Tracks and Trails Conference are numerous. Interested individuals and organisations can offer to present on one of the conference topics, run a hands-on workshop, debate topics during the panel discussions, network with national, state and local government representatives, commercial operators and other trails activity users, participate in a pre- or post-conference workshop, or advertise and inform through the trade display area. Prior to the conference itself you are also invited to engage in an active on-line dialogue on a number of issues over the coming months. A forum has been established on our dedicated Web site www.tracksandtrails.org.au to provide you with the chance to discuss topics of interest and/or concern. Your thoughts and contributions are welcomed so please log in and check what is being discussed and feel confident in raising new

Farewell to a legend

Wayne Hooper

Many in the Outdoor Education community were saddened to hear of the death of Richard Newman, who passed away recently after a long illness. Those who were privileged to know Richard remember a dedicated man who always gave his best in everything he did. He was the true people person who always had a sympathetic ear and nothing was too much trouble. His motto was surely: 'If anything is worth doing, do it well'. The crowd at his funeral and the magnificent eulogies are testament to the number of lives he touched. Richard had a wicked sense of humour and even in adversity could bring a smile to one's face.

Richard completed his Graduate Diploma in Outdoor Education at the old Salisbury CAE. He was a keen canoeist who ventured east to paddle white water at Eildon on several occasions and was no slouch at Canoe Polo. He dedicated his working life to DECS, working in schools until taking up a role organising SAPSASA sport. His main love was football. Many current AFL footballers were touched by the Richard Newman magic at upper primary level. Even though Richard loved to win, he pioneered the concept that all players on the team were to get equal time on the field.

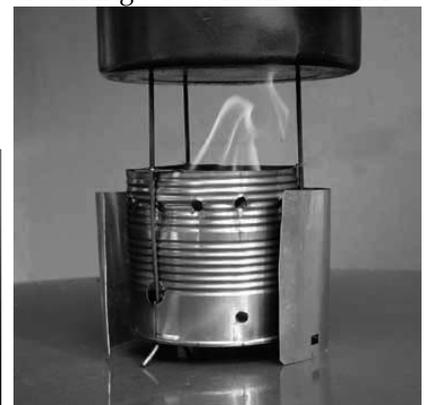
Even when his body was racked with pain, Richard soldiered on in his role with SAPSASA and coaching the local football team. He continued his role as chairman of his daughters' school council until he died. Richard was a dedicated family man and we extend our sympathy to his wife Geraldine and three children. For those of us who were lucky enough to know him he has left a wonderful legacy.

ideas relevant to tracks and trails locally, nationally and internationally.

QORF look forward to your ongoing contributions through the online forum and seeing you at the conference. Updates on registration and conference workshops, keynote speakers and concurrent sessions will be posted on the Web site as these are finalised.

Make your own

Looking for a new stove? Mark Jurey has instructions for making meths and wood burning stoves from beer and food cans at www.csun.edu/~mjurey/penny.html.



Presentation dinner 2007

The committee was most impressed with the quality of nominations this year.

Secondary Awards

All achieved outstanding results in SACE Outdoor Education

Merit Awards

Bradley Gilligan

We acknowledge his diligent approach to all aspects of SACE Outdoor Education and commend the high level of group skills he demonstrated.

Matt Breen

Matt displayed exceptional leadership skills and demonstrated a diligent approach to all aspects of Outdoor Education

Donna Belder

Donna is a keen bushwalker. She has achieved Silver level in the Duke of Edinburgh Award Scheme, but of particular note is her leadership and commitment to environmental issues through a variety of avenues.

Certificate of Excellence

Sam Holt

Sam has completed Gold Duke of Edinburgh Award. He is a keen kayaker, bushwalker, rock climber, cross country skier and has represented Australia in Canoe Polo. He also grows trees for Trees for Life.

Emma Johnsson

Emma is a keen kayaker, bushwalker and rock climber. She has completed Gold Duke of Edinburgh Award

UniSA Awards

Merit Award

Janelle Grigg

Janelle achieved a high grade point average throughout her course. She has completed the Flatwater Instructor Kayak Award and is part way through the Bushwalking Leadership Award. She attended the UniSA extension trip to New Zealand and currently plays Canoe Polo for UniSA. She is undertaking post graduate studies in teaching.

Nicholas Glover

Nicholas has completed Certificate IV in Outdoor Recreation. He has completed the Flatwater Instructor Kayak Award and is part way through Bushwalking Leadership. He attended the New Zealand extension trip. He is currently working at Accompany Outdoors and is going to be employed as an assistant leader on a UniSA trip next week. He has demonstrated strong leadership qualities and environmental awareness.



L-R: Bradley Gilligan, Matt Breen, Donna Belder, Sam Holt, David Harden, Daniella Librandi, Kate Roberts

Daniella Librandi

Daniella is an outstanding student demonstrating excellent skills in bushwalking, canoeing and snorkelling. She is a strong leader and has demonstrated a keen interest in the environment throughout Stage 1 and 2 Outdoor Education.

David Harden

An outstanding student and of particular note is the quality of his environmental research project and his understanding of the natural environment.

Mark Auricht Award

Kate Roberts

Kate is a keen kayaker, bushwalker and rock climber. She has completed the Gold Duke of Edinburgh Award. She is a Trees for Life volunteer grower. She is currently undertaking a traineeship in Outdoor Education and anticipates undertaking a leadership certificate in bushwalking in July.



L-R: Toby Arney TAFE], Janelle Grigg, Nicholas Glover, Marny Kelsh, Ray Prideaux, Matt Leyson

Marny Kelsh

Marny has achieved a very high grade point average. She is part way through her Kayak and Bushwalking Instructor Awards. She has coordinated a large camp experience for first year students. She is currently undertaking post graduate studies in teaching.

Ray Prideaux

Ray maintained a high academic standard throughout his course. He has demonstrated strong leadership at all times and been actively in a range of environmental programs including a restoration project in Indonesia.

Jessica Northcott

Jessica has achieved a high grade point average. She is part way through Bushwalking and Kayak Leadership and attended the extension New Zealand trip. She has demonstrated a commitment to minimal use of resources.

Certificate of Excellence

Matthew Leyson

Matt achieved the most outstanding academic results in the course and provided a high level of support for other students throughout. Matt has achieved the Skills Award in both kayak and sea kayak. He has assisted in training others in rockclimbing and sea kayaking. He has followed up his commitment to minimising resource use in his employment since completing the course.

TAFE Award

Toby Arney

Toby takes part in a wide range of outdoor pursuits. He has completed Bushwalking Guide and Flat Water Instructor in kayak. He has demonstrated strong leadership qualities and a high level of environmental awareness. He has also demonstrated a knowledge of flora and fauna.

Thoughts

Matthew Leyson

I recently completed a Bachelor of Business Management (Marketing) at Uni SA. The highlight of my studies, and the one from which I gained the most life-long benefit, was my involvement with Outdoor Education (OE).

I currently work full-time in a metropolitan office environment

leading a small administration team within the SA Government. Interestingly, the studies which help me in my day-to-day tasks were obtained from OE, rather than my directly related Management studies! I constantly find OE techniques such as leading a group, forward planning, risk management, group motivation, working in a dynamic environment and environmental awareness translatable to my day to day workplace.

For example, I recently led a high-level strategic risk management workshop with my Director and eleven section managers, resulting in a comprehensive contingency plan for my department.

Also, my 2006 OE studies heightened my environmental awareness to such a degree that I am currently involved in assessing the benefits of a carbon offset program for my workplace (relating to all 650 vehicles). My goal is to work towards a carbon neutral vehicle fleet by 2010,

OEASA Life member: Libby Robertson

Libby has been a continuous member of OEASA since 1980. She is currently the secretary and has been the treasurer in the past. Libby pioneered Outdoor Education at Seymour College, where she managed the Duke of Edinburgh Scheme, and she has been involved in Outdoor Education in subsequent schools. She was a founding member of the SSABSA Subject Advisory Committee for Outdoor Education and also on the Curriculum Advisory Committee. Libby has attended National Outdoor Education Conferences in Perth, Frankston and two in South Australia, including being on the planning committee for the last one in Adelaide. She has been on the organising committee of several OEASA Training and Development activities including three state conferences, a Senior First Aid workshop and a visit to the Planetarium at Mawson Lakes. Libby has worked tirelessly behind the scenes organising the last few Award Nights.

Libby is an active member of the Bushwalking Leadership SA Training and Assessment Panel, delivering the Seminar day, undertaking assessments and attending Wirrabara on one occasion. As an Australian Canoeing Assessor she is involved in delivering training and undertaking assessments for Canoe SA.

Libby is a member of Adelaide Canoe Club and a past member of Crabs Canoe Club. She is an active member of Bike SA and is a trained Bike Education Instructor. She is a Land Carer for Trees for Life undertaking weed eradication on a council reserve in the Adelaide Hills.

Libby is currently a Lecturer/Technical Officer in Outdoor Recreation at UniSA.

She is currently preparing a paper to present at the 2007 National Conference.

which will result in one of the first carbon natural vehicle fleets of this size, and all thanks to OE!

I firmly believe the benefits of an OE program and often comment about how translatable the teachings are into business management.

I would like to thank everyone involved in the Uni SA OE program, and all the students with whom I shared my OE experiences over the years. Because of the professionalism and applicable life-long learnings offered by this program, I strongly advocate it to other Uni SA students, regardless of their core degree.



Recreation SA Awards

Wayne Hooper

This year for the first time Rec SA has made two awards available, one to be presented to people who have made an outstanding contribution to Outdoor Education and the other to an organisation. We thank RecSA for this new initiative and look forward to having the opportunity to present these awards in the future

Rec SA Award (Individual)

David Mallett and Margaret Stuart

As a team David and Margaret have been tireless workers to facilitate opportunities for people to be involved in recreation activities. When things need to be done they are the first to put up their hand and they have consistently volunteered to fill the breach when others have not been available.

David and Margaret, with support from David Mausolf, have been the back bone of the Adelaide Canoe Club for many years. This most successful club runs recreational canoeing trips up to three times a month and has introduced many people to the activity. Because of the quality of the programs and the support of David and Margaret many people who are introduced to the activity through the club maintain their active involvement for many years.

They have been responsible for the administration of the club's activities and facilitate most trips run by the club. Up until recently they made a fleet of canoes available for club members from the shed in their backyard, spending countless hours maintaining them. The only activities they don't attend are when they are overseas.

As well as promoting canoeing through the Adelaide Canoe Club David and Margaret have spent many volunteer hours working for Canoe SA, whenever extra hands are needed.

In the past they have been enthusiastic supporters of the Duke of Edinburgh Award Scheme. In fact they met through their involvement in this scheme.

OEASA dinner donations

OEASA wishes to thank the following sponsors whose donations help to make the Award Night a success, and also Daniel Polkinghorne from Wilderness Escape who organised the donations.

Columbia: Titanium Men's Fleece Hoodie + 2 pairs of hiking socks

Paddy Pallins: Handled the bookings, Osprey 22 litre day pack, + 1 pair hiking socks

Snowy's Outdoors: Vouchers

Scout Outdoor Centre: Berghaus Blade Jacket

Mountain Designs: Thor Jacket (fleece)

Vertical Reality: Vouchers

Griffin Wines: 6 Bottles of Wine

Sturt Football Club: Sturt Football Club Guernsey

Wilderness Escape: Equipment hire

Outdoor Adventures: Voucher, to be used within 12 months



David Mausolf receives the award from Rosemary Sage on behalf of David and Margaret

The involvement of senior citizens such as David and Margaret in a demanding physical activity such as white water canoeing in remote areas is testimony to the fact that one doesn't need to withdraw from active recreation on reaching retirement. They regularly compete in Masters games and for many years played Canoe Polo.

Their involvement in canoeing and other activities such as cycling, regularly visiting a gym and travel to wild places provide inspiration for anyone who is tardy about making time for active recreation. All you coach potatoes be inspired!

Unfortunately David and Margaret can't be here tonight to receive this award as they are currently hiking from Venice to Prague. They are also planning to kayak in Antarctica and visit the Galapagos Islands in the next few months, further evidence of their thirst for adventure. David Mausolf agreed to receive the award on their behalf.



Auctioneer Dave Rawson

Venture Corporate Recharge: 20 people for a four hour High Ropes session or three hour Adventure Tower, to be used within 12 months

Anaconda: 4 person tent with front vestibule

Mission Kayaking: Paddle, spray deck and water bottle

Organisation Award

Outdoor Education at Westminster

Westminster's Outdoor Education programme has long been in a healthy and strong position and has been developing on the foundation of enthusiasm and passion since the late 1960s. The strong culture of educating in the outdoors at Westminster school is something that many other schools look up to and strive for, and this has come about due to the hard work and sacrifice of the passionate people who have been running the program.

Westminster's extended programme 'Westventure' (or 'Claytonventure' as it was known back then) was where it all started. Such people as Rick Drewer, Ian Young and Phil Moyle as well as the vision of the heads at the time created Westventure. It was based on Outward Bound's and Kurt Hahn's models and philosophies and used Outward Bound's resources to develop the programme.

There wasn't a great deal of money for OE back in the late 1960s and so the program relied heavily on the goodwill, energy and vehicles of the leaders at the time. They did so because of powerful lessons that the students were mastering were clearly evident.

Not only has Kurt Hahn's philosophies been cherished and sustained up until present day but so too has the concept of Outdoor Educators putting in more than their fair share and personal time simply because they believe in what they are doing and can see that they are, and have made a difference to the lives of many.

It is this positive energy and culture that Outdoor Education at Westminster has built itself and this culture is what attracts Outdoor Educators and students to the school.

Outdoor Education is directly responsible for the enrolments of countless families at Westminster and for providing a path for a great deal of young people who may have had a hard time discovering one otherwise.

Tim Vogt, Andrew Pope, Kate Hayward and Julie Englehardt are Outdoor Educators who have helped carry the baton in recent times. However, there is one person who is responsible for taking Outdoor Education to the point where it is one of the leading schools in South Australia for Outdoor Education.

Gordon Begg came to Westminster in 1989 and in the last 18 years Gordon has inspired and motivated a huge number of people of all ages. Many people have discovered the outdoors as a direct result of Gordon's passion and commitment to Outdoor education and to the students at Westminster.

Some of those are sitting here tonight, or are certainly familiar to those of us who are running Outdoor programs around the state and beyond.

Gordon Begg has carried Kurt Hahn's teachings with him during his 18 years at Westminster. He has applied these philosophies to his programme and it is he who imple-



Gordon accepts the award from Rosemary Sage

mented and created some of Westminster's major aspects.

Gordon took the Duke of Edinburgh program and turned it into an extremely prestigious part of Westminster life. He has developed the course into what it is today involving a variety of adventurous journeys. He has seen over 170 students receive their Gold Award up until 2006 and Westminster currently have 200 students enrolled in the Award.

Gordon set up Outdoor Education in both Year 11 and Year 12 and there have been 60 20s scored in OE since its birth at Westminster.

Under Gordon, Westminster have also set up a Traineeship whereby, when they finish Year 12, the successful candidate comes back for employment at the school to gain further leadership and management skills in the outdoors. The year long traineeship is linked to the Certificate 2 course and is an excellent opportunity for someone who is excelling in Outdoor Education to become qualified and step into employment in the field.

Westminster's Outdoor Education program is strong and continually developing and growing. This year, one of the main focuses is on supporting the Year 9 group in achieving their Bronze Award. This is the first year that the Year 9s have been a focus point for the D of E and so far it has been extremely successful. With the greater number of young people entering Year 10 and Westventure with greater experience, it leaves a big door open for more to achieve Gold and also motivate students further to taking Year 11 and Year 12 Outdoor Education.

This year, Westminster have five Year 11 Outdoor Education classes and two in Year 12. The large number of interested students in Year 11 has also created the opportunity for Westminster to build on its Year 11 course and therefore the Year 12 course where the numbers will inevitably rise again.

OEASA Service to Outdoor Education Award 2007: Anthea Shem

Wayne Hooper

Last year I had the honour of presenting this Award to Jim Murphy, a legend in the field. It is with much pleasure that I present to you another most worthy recipient of this Award: Anthea Shem.

Anthea has been a member of OEASA since the 1980s. People knew her then as Anthea Evans. I can remember in those days working with a group of committee members on her kitchen table till the early hours of the morning producing the Outdoor News. In those days before the advent of computers, it was literally cut and paste with scissors and glue. Anthea's contribution to Outdoor Education has been significant since that time. She was a member of the OEASA committee for several years.

Anthea worked at Outward Bound in Tharwa ACT during her summer breaks after leaving University. She has worked in several schools as an Outdoor Education teacher. She established the Outdoor Education program at Wilderness School and later worked at Seymour College.

Anthea made a significant contribution to canoe leadership in this state as an active member of Canoe SA: Education. Anthea, along with Nerilee Flint, established Adelaide Canoe Club, writing the initial constitution and setting the club up as the combined Canoe Polo and Recreational club that it still is today.

She has been an active advisor on the Bushwalking Leadership Training and Assessment Panel and delivered many steep terrain training days for candidates. She has also been involved in rock climbing. Anthea was one of the pioneers of ropes courses in SA in the 1990s. Anthea was instrumental in the development, design and instruction of Adelaide's first multi element ropes course at Kangarilla and working on the construction of the ropes course at Woodhouse.

Anthea's 'trade mark' of attention to detail and thorough research ensured these projects were a success.

To illustrate how Anthea is held in high esteem by the Outdoor Education Community I offer these comments from Kerry Houston: "I appreciate the challenges of designing and building a ropes course present, without throwing in the birth of a child, obviously not too much of a burden for Anthea as she went for a second. Whilst continuing to contribute to Outdoor Education in SA." Subsequently, in the late 1990s to early 2000s, she worked as a lecturer in Outdoor Recreation courses at UniSA, as well as a leader on numerous trips.

She also worked as the Development Officer for Recreation SA in the late 1990s and oversaw the changes and mergers within this part of the industry in community recreation and the outdoors.

More recently, she has worked in the Trails division at the Office for Recreation and Sport. Through her leadership, political nous and initiative, significant funding has been made available to develop and promote bushwalking, ca-

noeing, cycling, horse riding and interpretive trails throughout the state.

To support and empower her in this new direction Anthea has completed studies in the Graduate Diploma in Spatial Information Science. For the uninitiated that's how maps are made these days.

Anthea is an elite sports woman. She has been a member of the state lacrosse team and a member of the Australian Women's Canoe Polo team, undefeated in the European tour in 1987, and representing Australia in a number of other competitions in the late 1980s to early 1990s. Anthea was instrumental in raising the profile and standard of women's Canoe Polo in South Australia, starting the first all women's A-grade team (the Aquadears) which formed the basis of the State Women's team for many years. She also began the development of junior women's Canoe Polo teams in SA.

She is a dedicated cyclist these days and her dedication to this sport is reflected in her recently obtained very expensive road bike.

Anthea attacks everything with enormous endeavour and enthusiasm, both in her professional and personal life, leaving nothing to chance.

The following anecdotes bear testimony to these claims. The first time I met her she was at a National Outdoor Education Conference at Underdale CAE on crutches, as a result of a knee reconstruction. Several years later she was recovering from a serious rock climbing fall. Then I witnessed her nearly being beheaded after an exuberant testosterone-filled young man, who she had comprehensively beaten for the ball, in a Canoe Polo Final, had recklessly tackled her. A most recent exploit that she shared with me (not knowing it would be mentioned tonight), was running into the back of a parked car while cycling. I can just imagine it: head down, bum up, pedalling like fury, and boomf!

As well as her professional and personal involvement in Outdoor Education and Recreation, Anthea has had time to fill the role of wife and mother bringing up two wonderful daughters. Anthea has been, and is still today, an outstanding role model to all endeavouring to make a difference through education, activity and interaction with people.

She has been an inspiration to many and a magnificent female role model in a field which until recently has been male dominated.



Risk Management

Outdoor educators are aware of the need to undertake Risk Management before undertaking activities.

The following information is provided by VOEA

The safety and wellbeing of students and staff participating in outdoor education experiences is paramount. The following resources provide valuable information and insights from a range of contexts to help outdoor education professionals manage risk in outdoor experiences:

- published papers
- education authority guidelines
- incident reports
- first aid providers

'The Crux of Risk Management', Rob Hogan (*Australian Journal of Outdoor Education*, Vol 6 No 2, 2002) The possibility of serious physical harm seems very much tacked on the end in this description. I'd argue that in a hierarchy of adverse consequences, death or serious injury to persons involved is right at the top of things we want to avoid. Minimising the risk of death and disabling injury should be the number one outcome of any risk management plan or strategy in outdoor programs.

'Unaccompanied Activities in Outdoor Education', Grant Davidson (*New Zealand Journal of Outdoor Education*, Vol 1 No 4, December 2004) Traditionally, unaccompanied activities have been a common part of outdoor education programs, often justified by pedagogical reasons. This paper argues that such activities can pose significant risks and the removal of supervision is not justified by pedagogical, legal or moral reasons. Distinctions are drawn between education and recreation participation and examples of acceptable practice are provided. To read responses to this article visit Journeys archives.

'Outdoor Education Fatalities in Australia 1960–2002: Part 1, Summary of incidents and introduction to fatality analysis', Andrew Brookes (*Australian Journal of Outdoor Education*, Vol 7 No 1, 2002) This paper presents a summary of outdoor education fatalities in Australia in the period 1960–2002. It discusses the importance of incident analysis in fatality prevention. Major sources of systematic bias in reviewing cases are discussed, and a distinction made between risk management, safety management, and fatality prevention. The paper is the first in a series presenting the findings of a research project that sought to examine all available information from public records, mainly newspaper reports and coronial documents, on outdoor education fatalities since 1960, with a view to (a) ensuring cases for study were more consistently available to teachers and teacher educators and (b) examining past incidents for common elements or patterns.

'Outdoor Education Fatalities in Australia 1960–2002: Part 2 Contributing circumstances: supervision, first aid, and rescue', Andrew Brookes (*Australian Journal of Outdoor Education*, Vol 7 No 2, 2003) This paper, the second in a series, presents a partial analysis of outdoor education fatalities in Australia. It examines outdoor

education related fatalities in Australia in the period 1960–2002 with a view to understanding how fatality prevention measures can be improved. The fatal incidents are reviewed from the perspectives of supervision, first aid, and rescue. The paper draws attention to particular supervision considerations around water, to the special case of unsupervised teenage boys around moving water or cliffs, and to the importance of planning for the possibility of the death of one or more supervisors. The analysis found evidence that underlines the importance of frequent CPR practice, but little to suggest that inadequate first aid had been a factor in any death. The study emphasises the importance of planning to ensure that medical aid can be obtained promptly, and presents a number of imperatives relating to rescue using a group's own resources, or with outside assistance.

'Outdoor education fatalities in Australia 1960–2002: Part 3, Environmental circumstances', Andrew Brookes (*Australian Journal of Outdoor Education*, Vol 8 No 1, 2004) This article, the third in a series, examines 114 outdoor education related fatalities in Australia in the period 1960–2002. It reviews the environmental circumstances in which fatalities have occurred, and the extent to which environmental circumstances contributed to fatal incidents. All of the accidental deaths (104) could be linked to particular environmental circumstances. The paper reviews the patterns of environmental circumstances that have been associated with fatal incidents. It concludes that in outdoor education knowledge of particular environments is more important for fatality prevention than knowledge of outdoor recreation activities (although the latter may imply the former in some cases). At least one third of the accidental (non motor vehicle) deaths appeared preventable given specific local knowledge. The study shows that there is a geography of fatality risk, and that improved prevention requires more attention to regional or local considerations. The study provides no support for the contention that more general approaches to fatality prevention (national rather than state or regional) would be intrinsically more effective than more local approaches; the opposite appears true. 

Links to teaching resources

Indigenous Weather Knowledge, Bureau of Meteorology

[<www.bom.gov.au/iwk>](http://www.bom.gov.au/iwk)

Facing the Future: downloadable activities

[<www.facingthefuturedata.org/download.htm>](http://www.facingthefuturedata.org/download.htm)

Film Australia: Teachers Notes

[<www.filmaust.com.au/programs/default.asp?content=teachers_notes>](http://www.filmaust.com.au/programs/default.asp?content=teachers_notes)

Nine Planets

[<www.nineplanets.org/nineplanets.html>](http://www.nineplanets.org/nineplanets.html)

Beyond the Smoke

[<www.beyondthesmoke.org/>](http://www.beyondthesmoke.org/>)

Looking for Photos?

[<www.notes.fs.fed.us:81/wo/wfrp/find_a_photo.nsf>](http://www.notes.fs.fed.us:81/wo/wfrp/find_a_photo.nsf)

This information was provided by VOEA 

What makes Outdoor Education distinctive?

Recently, Mark Dingle, the Executive Officer of VOEA visited North America and emailed practitioners across Australia to get their thoughts on trends in Outdoor Education in Australia. The responses make for interesting reading.

In an effort to justify our continued existence within school curricula or extra-curricular programs, and to justify the cost of programs, equipment, instructors, time away and so on, Outdoor Education—perhaps more so than any other subject or discipline that students meet—is constantly forced to grapple with the notion of exactly what we do, how what we do is different from anything else, and how its useful to students:

- Are we about character and personal development?
- Are we about adventure and recreation and the development of outdoor skills?
- Are we about physical, mental and emotional health?
- Are we about environmental studies and educating for sustainability?
- Is outdoor ed an alternative to geography?
- Is outdoor ed an alternative to physical education?

These questions will probably continue to exercise practitioners in the field long after you and I are gone, but I think they're questions that we should constantly grapple with and argue about and research and discuss. They go to the heart of the educational process and force us to be constantly reviewing and analysing our practice from the perspective of what impact we have on our students: which is after all the point of what we do in the end.

So, to get—or rather, keep—the ball rolling, I've included some brief thoughts by a few people in the field. I'd welcome your thoughts or your responses and thoughts to the ones contained here. It's something we should talk about more.

Andrew Boyle

Its an interesting question. It is quite difficult to put a finger on what makes us distinct. My gut feeling is that, particularly in Queensland, we suffer from the 'double edged sword' of having to be a 'jack of all trades'. There's an expectation that we need to have a high level of both soft and hard skills. There is less opportunity to make a living as a 'specialist'.

My general observation is that Canadians and Australians are very similar in terms of OE Instructors. Their capacity to deal with change, being proactive and having a solid balance of hard and soft skills is uncannily similar (I suspect this is probably more a cultural reflection). Americans seem to be far more facilitation focused and less enthused about the nitty gritty of skills. UK operators seem to be obsessed with hard skills and qualifications! Their facilitation skills seem a bit weaker. Obviously this is just my opinion but it seems to be a common theme.

Peter Martin

Whilst OE has a good history of personal and group development and will need to continue to work for these

outcomes, particularly with special populations, its future directions must lie with promoting ecological literacy. We live in a society that has lost touch with the natural world. Humans and every other species on the planet are now endangered as a consequence. Restoring a balance between our impact and the carrying capacity of the planet is no easy task and will draw on the full capacity of our technological inventiveness. However, it must also involve the western world agreeing to do with less, to re-evaluate what it means to be wealthy, to reconsider how to live every day and to refuse to continue to aspire to the false idols of consumerism. These are massive challenges. Outdoor education can help if it is sensitive to these goals and works to put young people in touch with the natural world, to rediscover their innate humanness, heartfelt and spiritual connection to the earth. Only if young people are reminded how to love nature can they make the fundamental paradigm changes required to truly care for it.

Greg Muller

Outdoor Ed has a number of foci: character building, personal development, exercise and recreation, team building and interpersonal skills, and the natural environment.

Of all of these, to me it is the last of these that makes outdoor ed distinctive: all the rest can be effectively conducted in a range of settings, but the natural world, and humans' relationships with it can really only be conducted in the outdoors, in natural settings. My interest is therefore in how people interact with, and learn about, nature in the field.

Andy Brookes, Alistair Stewart and a number of other authors have written on this. According to Andy's arguments, generic outdoor and nature based skills are misguided. Nature study is about nature study in a particular place. Generic approaches, and one off visits reduce the interaction of people with the natural world to tourist type experiences—been there, done that, bagged the summit, got the T-shirt—satisfying on one level, but ultimately pretty empty.

So my interest is increasingly focused on how people interact with, and learn about, nature, in particular places.

Jason Zours

As you may be aware OE operates at two levels in Western Australia. Firstly, as an extension to the holistic approach that is adopted in education where students attend a camp once a year ranging from three days to ten days depending on student academic year. Those that operate this way are usually colleges that have existing external centres or dedicated practitioners taking groups out with their own equipment. Secondly, there is curricular OE. As you are aware WA is adopting courses of study not to dissimilar to VCE courses which can contribute to university entrance. The universal pressures of outdoor education exist, I think, throughout Australia. Heads of Departments complain of loss of academic time, OE practitioners complain of not enough time, money, resources, support, PD, maintenance of soft and hard skill currency.

But through all this OE offers students the ability to see life for what it really is, the ability to use many academic skills in a natural applied way which enhances learning whilst recognising the pressures humans place on the environment. Those adopting methodologies which support experiential models such as Kolbs learning cycles or Gardner's Multiple Intelligences seek to enhance the learning of students which are sometimes inaccessible in traditional education. What continues to make OE distinctive is that students actually manage to find success in what they set out to achieve. Academically this may not be the case.

Wayne Hooper

The distinctive thing about Outdoor Education in schools in SA, which has evolved over the last few years, is that many programs are now subcontracted out to private organisations, e.g. Accompany Outdoors, Wilderness Escape, Active Education. During the 1960s to the late 1980s schools used their own teachers to run their OE programs and many schools managed their own campsites. Schools had their own equipment and in some cases owned buses. The trend towards outsourcing applies to both state and private schools. This is partly due to the fact that there is no longer a graduate diploma in teaching Outdoor Education at SA universities or an Outdoor Education Advisory Unit. Also, staffing formulas are not as generous as they were up to the late 1980s. There has also been a shift from a field studies/environmental education focus to an emphasis on outdoor pursuits. The majority of current OE teachers in schools have a Physical Education background whereas in the earlier period referred to OE programs often had a science, geography, history, art, etc. focus. Many of the leaders employed by the private organisations are trained in outdoor pursuits and do not have teacher training.

Terry Gunn

Are there essential themes to outdoor education and are there essential themes to outdoor educating?

Essential themes are the essential elements without which a phenomenon would be different. It would seem from this data that there are four features of outdoor education, in combination, that make it unique. These are the

combination of challenging adventure activities, over extended periods of time, in mostly natural environments with an environmental sustainability focus. These features have been derived from the importance given to them by the outdoor educators in this project. These teachers gave great significance to challenging students in natural environments; they believed that these shared experiences over some extended periods were fundamental to the special relationship they felt they had with their students and they regarded environmental outcomes as important. It is the combination of these four features that differentiates outdoor education from other activity based experiential subjects like physical education and outdoor recreation. They can both provide personal development outcomes and activity skills and outdoor recreation, perhaps, extended time in natural areas but without the sustainability focus. The fact that the teachers rarely used the word 'sustainability' does not negate this conclusion. Rather, it supports my contention that a problem for outdoor educators is their lack of the vocabulary required to clearly define what they do. The teachers often spoke of natural areas being special and of hoping to inculcate environmental appreciation in the students and sustainable use of natural areas would seem a consequence of these views. Of course, once again this raises the issue of how sustainable is outdoor education itself and this is a problem that will need to be addressed sooner rather than later as global warming dictates the need for change.

It appears there may be two aspects of outdoor educating that make it unique from other forms of teaching but, of course, it is impossible to be definitive without more comparable research into the workloads of different school subjects. One is the level of organisation required to deliver the subject outcomes. It would seem that the work done in preparation for the trips, the principal teaching tool of outdoor education, may make this subject unique. This preparation is partly a consequence of the responsibility for student safety teachers accept when taking students into the outdoors. Yet responsibility was not a stated concern for most of these teachers. The second could be the sense of under-appreciation that was widely reported, although I suspect that may be an issue for other experiential subjects in schools. 

Flying fox operator jailed over accident

From ABC News online at www.abc.net.au/news/newsitems/200612/s1809342.htm

Tuesday, December 12, 2006 A ride attendant will spend at least 16 months in jail after being found guilty of causing an accident that left a tourist brain damaged and unable to walk or talk. Twenty-five-year-old English backpacker Lucy Keen plummeted 20 metres to the ground after Steve Jay Clark failed to properly strap her into a flying fox ride at Cape Tribulation in May 2004. Ms Keen now requires care 24 hours per day and is unlikely to ever recover from her injuries. Yesterday the District

Court in Cairns heard Clark had been partying the night before the accident. Prosecutor Angus Edwards told the court Clark smelt of rum and marijuana on the day it happened. He also told the court the accused had never shown any remorse for the injuries he had caused. The jury took an hour to find the 41-year-old guilty of grievous bodily harm. Ms Keen's parents, who had travelled from England to be at the trial, called out "Yes" when the verdict was read and cried and hugged each other. Clark showed no emotion. 

"I have ruled out any reduction in total education dollars currently directed to both the SA school instrumental music program and Australia's only government-funded school aquatics program."

Hon Jane Lomax Smith, 29 June 2007

DEH workshop: A summary of proceedings

Wayne Hooper

In November 2006 representatives of the groups who use National Parks were invited to a workshop to discuss Visitor Management Strategies for National Parks. OEASA has been discussing issues of concern expressed by outdoor educators re access to National Parks with DEH for the past few years.

Recently a draft report from the workshop has been released for ongoing consultation. The workshop was designed as two related parts.

In the first session, participants focused on Visitor Management in general, the intention being to provide feedback on their perceptions of the DEH's current approach to Visitor Management. The participants were invited to identify strengths and critical issues they felt should be addressed in the new strategy, and ideas on how this could be done. It was proposed to develop a set of principles to inform the development and interpretation of the strategy.

In the second session, the focus was specifically on trails, the intention being to explore the key features of a perfect trail and of a perfect trail system. The Visitor Management Strategy would help the DEH work towards its vision, namely to facilitate and provide tourism and recreation experiences that connect people to South Australia's natural and cultural heritage and create greater opportunity to conserve, value and celebrate our natural heritage. The strategy would assist with planning for a future in which increasing numbers of visitors would visit SA's parks and reserves seeking diverse experiences. It would need to take into account the DEH's biodiversity conservation priorities, its duty of care for park visitors, its day to day operational capacity and its capacity to maintain visitor assets over time. Participants supported the DEH's intention to develop a new Visitor Management Strategy in place of what was seen as the ad hoc approaches of the past. They welcomed the introduction of a consistent approach to decision making and appreciated the opportunity to provide input into the development of the strategy.

Of greatest concern to all participants was the lack of resources available to maintain the 330 plus parks and reserves covering 22% of the state. Some participants wondered if the government really valued the environment, given that SA's National Parks appeared to receive less funding than those of other states. There were fears of dire consequences for this state's park system if this situation did not change. Visitor numbers were increasing for a variety of reasons. The impact was already evident in many parks, and raised the issue of how to support nature conservation while promoting visitor access, given that maintaining biodiversity and human access were mutually exclusive. While most participants strongly supported the priority placed on biodiversity, they recognised the need for access for recreational use. They pointed to the positive educational benefits of encouraging people to use National Parks, and the connection

between visiting a National Park and increasing awareness and understanding of the importance of biodiversity conservation.

Some draft guiding principles for visitor management were identified. Be proactive and future focused. Be aware that decisions today will impact on biodiversity and on future generations. While maintaining a level of consistency across the park system, make decisions applicable to individual parks and sites: no one size fits all approaches. Match appropriate environments with appropriate activities. Understand, respect and value the different kinds of recreation. Make well informed decisions based on evidence. Design appropriately. If it's worth doing, it's worth doing well. If an area becomes no-go for some or all:

- explain, don't just close the gate
- provide alternatives and let people know
- Recognise that prohibition does not necessarily work. Education is the key
- Involve user groups in design and day to day management.

Participants were asked to come up with the concept of the perfect trail.

The perfect trail

Natural environment, landscape, views, a variety of topography, diversity of experiences, peaceful, good information/interpretation, sustainable and an appropriate level of challenge.

Key characteristics of an effective trail system were discussed.

A trail system is more than the physical network of trails. To work effectively, the well designed trail network must be effectively resourced and managed for long term sustainability. A balance between biodiversity and heritage conservation and human use. There should be a variety across the trails network to support equitable access for diverse groups. There should be thoughtful design: the right trail, the right plan, the right reason, an enhanced visitor experience, a pool of skilled trail designers and managers, effective management and effective promotion to attract funds.

For an enhanced visitor experience different parts of the trail system will require different levels of facilities. These will reflect the high levels decisions that have been made to match groups with locations etc. Water and toilets should be considered basic amenities: but in keeping with the guiding principles, it should be recognised that there may be instances where it will be more appropriate to provide no amenities at all.

Note: The full draft report is thirteen pages in length. Anyone who would like an electronic copy of the full report should email the secretary, Libby Robertson, at <Waynelib@bigpond.com>.



Marking Retired Ropes

Thanks to those people who gave us feedback on the question of marking retired ropes in the March issue of VOA News. Here are their responses:

'We have recently completed a Risk Management audit of our ropes areas and have concluded that no retired ropes from service are to be kept anywhere near active ropes (in fact our retired ropes are in a locked room elsewhere and are only used for tying things to trailers and keeping dogs tied up! (Retired ropes are traditionally red paint dipped ends). A retired climbing yo-yo rope does not then become a 'setup' rope. Retired is final. No ropes that are retired or part retired to 'setup' duty are to accompany 'live' ropes to any climbing or high ropes sites. Where rope is required in a non-live load sense we are using basic hardware bought 'utility' rope that cannot be mistaken for climbing rope.'

'I've worked for two large outdoor education providers in Australia and at both organisations we had a system for marking climbing and abseiling ropes: one or two holes at each end of the rope to differentiate between 50 and 25m, and then belay and non-belay standard ropes (a climbing rope as distinct from an abseil rope) were differentiated by using different coloured heatshrink plastic as used in the electrical industry for protecting joints in wiring. The different coloured heatshrink was written on—length of rope, date of entry into the system—and then covered with some clear heatshrink. In this way, non-standard length ropes could also be introduced into the system for those longer (or shorter!) pitch requirements: it also meant that there were two ways of noting

the length of a rope. This marking system could have had a further differentiation by placing a small piece of VB cord in one of the holes. These markings only affected the last 10–15 cm of each end, a part of the rope that is generally not involved in any safety aspect of operation apart from being a 'tail'. Once a rope was ready to be retired, these markings would be cut off and, in the case of all ropes, they would then be chopped up into varying lengths depending on the end use of this now discarded rope: often used as lashing rope on trailers. If, in the case of a 50m rope, part of it was still fine and only one very small section had been affected, the good length may have been reduced to 25m and put back into the system as a abseiling rope: i.e. not as a belay standard rope. With the above system, any instructor knew that a rope without a hole was not to be used on the cliff face.'

'We use static and semi static rope for all belaying and these are marked in the following way. Using a hot nail a hole or holes are melted through the ends of a rope. Two holes are for ropes used for belaying. One hole for ropes to be used for abseiling and no hole for rope that is non critical. When a rope is down graded it is a matter of trimming the end and re-marking or not marking.'

'Black electrical tape is used for the last 30 cm or so of each end. It doesn't come off and is easier to see than paint. We mark downgraded lead ropes that are still OK for top roping or set ups with white tape in the same way. The white tape allows us to use permanent pen to write the length of the rope in meters, as many are downgraded due to being cut short.'



Resources

Back Pocket Adventure

This is a collection of new activities, (and variations of activities usually requiring some equipment), which require no props or equipment of any kind! Keep your group engrossed and laughing for hours without a single rubber chicken or floppy frisbee in sight!

Don't throw away your bag of tricks just yet, but this one really is a great book to literally keep in your back pocket. By Karl Rohnke and Jim Grout.

Price: QORF Member \$45.00 Non Member: \$50.00 (inc. GST) plus postage.

DVD: Kayak Roll

Winner, Best Instructional Video 2002 National Paddling Film Festival. Brand new Kent Ford Performance Video production. The Kayak Roll demonstrates and explains a smooth and effortless roll. Crystal clear underwater footage, animation, and explanations make this a video you don't want to miss! Designed for every skill level, beginner to teacher. For whitewater and sea kayakers.

Recommended Retail Price: \$49.95, QORF Special Member Price: \$39.50—Save 20%, Non Member: \$45.00

Available from Outdoors Queensland <www.qorf.org.au>

New titles from VOA

The VOA book shop has three new books on games and activities <www.voea.vic.edu.au>:

Book of Racoon Circles: revised and expanded. Jim Cain and Tom Smith, one of the most versatile teambuilding props of all time, containing over 200 team challenges, games, activities, stories, community building ideas and reviewing techniques.

A Teachable Moment by Jim Cain, Michelle Cummings, Jennifer Stanchfield: a resourceful book filled with more than 100 techniques for engaging participants in meaningful processing, debriefing, reviewing and reflection techniques.

Teamwork and Teamplay by Jim Cain and Barry Jolliff: here are all the elements for creating an outstanding challenge and adventure program!

We also have a new DVD: *Safe Surf* by Chris Bishop: it has a comprehensive teacher's manual, worksheets and PowerPoint presentation on CD accompany the program, providing the ideal teaching package to raise surf awareness and safety.



Merit Pay for Dentists?

My dentist is great! He sends me reminders so I don't forget checkups. He uses the latest techniques based on research. He never hurts me, and I've got all my teeth.

When I ran into him the other day, I was eager to see if he'd heard about the Federal Government's latest program for improving the dental health of our children by introducing performance pay for dentists.

"Did you hear about the new federal program to measure effectiveness of dentists with their young patients?" I asked.

"No," he said. He didn't seem too thrilled. "How will they do that?"

"It's quite simple," I answered. "They will just count the number of cavities each patient has at Grades 3, 5, 7, 9, and average that to determine a dentist's rating. Dentists will be rated as excellent, good, average, below average, and unsatisfactory. That way parents will know who are the best dentists. The plan will also encourage the less effective dentists to get better," I said. "Poor dentists who don't improve could lose their licenses to practice."

"That's terrible," he replied.

"What? That's not a good attitude," I said. "Don't you think we should try to improve children's dental health in this country?"

"Sure I do, but that's not a fair way to determine who is practising good dentistry."

"Why not?" I asked. "It makes perfect sense to me."

"Well, it's so obvious," he said. "Don't you see that dentists don't all work with the same clientele, and that much depends on things we can't control? For example, I work in a rural area with a high percentage of patients from deprived homes, while some of my colleagues work in upper middle-class neighborhoods. Many of the parents I work with don't bring their children to see me until there is some kind of problem, and I don't get to do much preventive work. Also, many of the parents I serve let their kids eat way too much sweet food from an early age, unlike more educated parents who understand the relationship between sugar and decay. To top it all off, so many of my clients have tank water which is untreated and has no fluoride in it. Do you have any idea how much difference early use of fluoride can make?"

"It sounds like you're making excuses. I can't believe that you would be so defensive. After all, you do a great job, and you needn't fear a little accountability."

"I am not being defensive!" he said. "My best patients are as good as anyone's, my work is as good as anyone's, but my average cavity count is going to be higher than a lot of other dentists' because I chose to work where I am needed most."

"Don't get touchy," I said.

"Touchy?" he said. His face had turned red, and from the way he was clenching and unclenching his jaws, I was

afraid he was going to damage his teeth. "Try furious! In a system like this, I will end up being rated average, below average, or worse. The few educated patients I have who see these ratings may believe this so-called rating is an actual measure of my ability and proficiency as a dentist. They may leave me, and I'll be left with only the most needy patients. And my cavity average score will get even worse. On top of that, how will I attract good dental hygienists and other excellent dentists to my practice if it is labeled below average?"

"I think you are overreacting," I said. "Complaining, excuse-making and stonewalling won't improve dental health'... I am quoting from a leading member of the DOC," I noted.

"What's the DOC?" he asked.

"It's the Dental Oversight Committee, a group made up of mostly lay persons, chaired by a Federal Politician who used to be a lawyer to make sure dentistry in this country gets improved."

"Spare me! I can't believe this. Reasonable people won't buy it," he said hopefully.

The program sounded reasonable to me, so I asked, "How else would you measure good dentistry?"

"Come watch me work," he said. "Observe my processes."

"That's too complicated, expensive and time-consuming," I said. "Cavities are the bottom line, and you can't argue with the bottom line. It's an absolute measure."

"That's what I'm afraid my parents and prospective patients will think. This can't be happening," he said despairingly.

"Now, now," I said, "don't despair. The Federal government will help you some."

"How?" he asked.

"If you receive a poor rating, they'll send a dentist who is rated excellent to help straighten you out," I said brightly.

"You mean," he said, "they'll send a dentist with a wealthy clientele to show me how to work on severe juvenile dental problems with which I have probably had much more experience? **Big help!**"

"There you go again," I said. "You aren't acting professionally at all."

"You don't get it," he said. "Doing this would be like grading schools and teachers on an average score made on a test of children's progress with no regard to influences outside the school, the home, the community served and stuff like that. Why would they do something so unfair to dentists? No one would ever think of doing that to schools."

I just shook my head sadly, but he had brightened.

"I'm going to write my representatives and senators," he said. "I'll use the school analogy. Surely they will see the point."



Outdoor Educators' Association Of South Australia

ABN 26 588 063 701

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Membership subscription for period 28 Feb 2007 to 28 Feb 2008

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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 and Outdoor Education Australia

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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