



# Outdoor News

Journal of the Outdoor Educators' Association of South Australia  
Volume 27 No 2, February 2009



Adelaide Canoe Club members at Antechamber Bay, 22 February 2009.  
The bay has one of the largest unspoilt beaches in the state.

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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

In the absence of a Chairman's report I've put a picture on the front page. Some members may be aware that Antechamber Bay was the site for many years of the YMCA summer camps, with many of the activities we now regard as 'outdoor education'. Otherwise, this edition is the usual mix of notices, reviews, etc., even a recipe.

Prompted by the recent news items about hypothermia and hats, Scott Polley has done some research. Should you wear your hat in the cold? See Scott's answers on page 10.

The other day I came across a book available for free download. It's *No Fear: Growing up in a risk averse society*. Its author, Tim Gill, writes for *The Guardian* and *The Independent*, as well as parenting and trade magazines and academic journals. He was Director of the Children's Play Council from 1997–2004 and in 2002 was seconded to Whitehall to lead a Government-sponsored review of children's play.

The book's Web page at [www.gulbenkian.org.uk/publications/education/no-fear](http://www.gulbenkian.org.uk/publications/education/no-fear), includes in its description:

'Focusing on the crucial years of childhood between the ages of 5 and 11 – from the start of statutory schooling to the onset of adolescence – *No Fear* examines some of the key issues with regard to children's safety: playground design and legislation, antisocial behaviour, bullying, child protection, the fear of strangers and online risks. It offers insights into the roles of parents, teachers, carers, the media, safety agencies and the Government and exposes the con-



traditions inherent in current attitudes and policies, revealing how risk averse behaviour ironically can damage and endanger children's lives. In conclusion, *No Fear* advocates a philosophy of resilience that will help counter risk aversion and strike a better balance between protecting children from genuine threats and giving them rich, challenging opportunities through which to learn and grow.'

An interesting read, especially a section beginning on page 64, dealing with outdoor activities. That's a pic of the book's cover opposite.

If you've been looking at the OEASA Web site recently you will have noticed that it's out of date. It was, in fact, unreachable for a period, and even though I transferred updated files to the server several weeks ago they are still not visible. I have yet to see an explanation for what has been going on, but I do have authority to transfer the site to another ISP. That may well happen in the next week or so.



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## 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 2008–2009

Chair: Mike Meredith

Treasurer: Phil Noble

Secretary: Nick Hartog

Assistant Secretary: Libby Robertson

Editor and webmaster: Peter Carter

Sub-Editors: Wayne Hooper, Clay Hunter

Committee: Scott Polley, Peter Kellett, Cath Jenner, Dale

Hobbs, Andrew Govan, Mick Dennis, Julie Engelhardt,

Kim Wood, Nick Glover, Darryl Spencer, Meridee

Shearing, Danielle Meuring



Passing traffic in Backstairs Passage

## News and notes

### OEASA AGM and Speaker

Friday 20 March 6:30pm

Education Development Centre,  
Milner Street, Hindmarsh

#### Programme

6:30–7:15 pm AGM

All members are encouraged to attend and support your association.

7:15–8:00 pm Finger food and drinks free for members.

Please RSVP for catering purposes to the secretary, Libby Robertson, 8271 4784, 0417 081 815, Waynelib@bigpond.com

8:00–9:00 pm Speaker

Dave Williamson, who in 2004 took part in the first Australian sea kayak expedition from New Caledonia to Australia, a distance of 1700 km of open ocean.

The general public is invited to the presentation, so invite your family and friends!

### Bushwalking Leadership SA calendar

Steep terrain Day: 22 March

Seminar Day: 29 March

Skills assessment: 2, 3 May

SA General Mountain Training: 20–24 April

Wirrabarra BLC Interim Training: 6–11 July

Second skills assessment: 29–30 August

### First Aid Update

Safework SA are currently reviewing their guidelines for first aid in the workplace. The draft guidelines and Approved Code of Practice do not seem to take into account the specific nature of Outdoor Education or Recreation, and the date for submissions expired 12/09/08. The draft Code of Practice is believed to be effective 07/2009.

There is discussion paper summarises the working parties, stakeholders, major changes and rationale: [www.safework.sa.gov.au/uploaded\\_files/FA\\_Discussion\\_Paper.pdf](http://www.safework.sa.gov.au/uploaded_files/FA_Discussion_Paper.pdf).

This is the draft Code of Practice, that includes the new workplace list, and others such as the remote area list.: [www.safework.sa.gov.au/uploaded\\_files/FA\\_Code.pdf](http://www.safework.sa.gov.au/uploaded_files/FA_Code.pdf).

### National Outdoor Strategy 2009–2011

The Outdoor Council of Australia hosted a summit in Brisbane last year to try and develop a National Outdoor Strategy. A first draft was released last year to those that attended, with a second draft currently in circulation to the same group. It is expected that draft 3 will be open for public comment and viewing sometime after the submissions are due on Feb 28.



**16th National Outdoor Education Conference, January 2010**



Details page 7



Gill, Tim, *No Fear: Growing up in a risk averse society*, Calouste Gulbenkian Foundation, 2007.

Available by free download: 2.7MB PDF

## Important dates for 2009

**AGM and speaker:** 20 March, Education Centre Hindmarsh, 6:30–9:00 pm

**Committee Meetings:** Education Centre Hindmarsh, 6:30 pm: Friday 22 May, 14 August, 4 December

**Training and development:** 28 August 6:00–9:00 pm, Education Development Centre Hindmarsh

**Deadline** for *Outdoor News* articles: Week 8 of school terms.

## Marine Parks Proclaimed

No doubt you have all seen the Press regarding the recent Marine Park proclamation. From an email sent to government employees:

“The outer boundaries of South Australia’s network of 19 new marine parks were proclaimed today.

This exciting development will help protect our unique and diverse marine environment for future generations to use and enjoy, and will also position South Australia as a national leader in marine conservation.

The boundaries will be available for public comment until 27 March 2009. To support the public consultation, 57 public information sessions will be held across South Australia.

To find out more about South Australia’s new marine parks network, go to [www.marineparks.sa.gov.au](http://www.marineparks.sa.gov.au) or phone 1800 006 120”

## National Parks announcements

The A/Director of National Parks and Wildlife has authorised the closure to the public part of Coorong National Park from 6:00 pm on Wednesday, 25 March 2009 until 6:00 pm on Friday, 27 March 2009

The closure applies south of a line traversing the reserve east-west commencing at 35° 54' 40.7" S 139° 23' 42.9" E, a location known as Parnka Point, and encompasses the area to the southern boundary of the Coorong National Park.

The purpose of the closure is to ensure the safety of the public during a pest control and monitoring program within the reserve during the period indicated.

Contact Ranger for this closure is Simon Oster, District Ranger, Coorong and Lakes, 8555 3022

The A/Director of National Parks and Wildlife has authorised the closure to the public the whole of Onkaparinga River National Park from 6:00 pm on Tuesday, 3 March 2009 until 6:00 am on Thursday, 5 March 2009

The purpose of the closure is to ensure the safety of the public during a pest control and monitoring program within the reserve during the period indicated.

Contact Ranger for this closure is Bryn Troath, Senior Ranger Southern Lofty District, 8130 9065.

DEH: [www.environment.sa.gov.au](http://www.environment.sa.gov.au)

## New Trails Strategy released

The Department of Environment and Heritage (DEH) has recently released a new Trails Strategy, ‘Linking with Nature’ a Trails Strategy for South Australia’s Protected Areas 2008–2012. For more information download the document: [www.environment.sa.gov.au/parks/pdfs/linking\\_with\\_nature.pdf](http://www.environment.sa.gov.au/parks/pdfs/linking_with_nature.pdf).

## Online activities

‘Cry me a river’ is an online class activity game to detox a river environment: [www.abc.net.au/corp/communications/access/stories/s2350499.htm](http://www.abc.net.au/corp/communications/access/stories/s2350499.htm).

Another online game is The Human Knot from [teachmeteamwork.com](http://teachmeteamwork.com): [www.teachmeteamwork.com/teachmeteamworkonline/2006/06/inhuman\\_knot.html](http://www.teachmeteamwork.com/teachmeteamworkonline/2006/06/inhuman_knot.html).

## Sustainability Education Learning Centre

The new Sustainability Education Learning Centre (SELC) Web site has been developed to promote deeper knowledge and understanding of South Australia’s environmental issues.

Users of the site can engage in learning experiences that are applicable to their lives through interactive animations complemented by informative text.

The self guided animations highlighting what I can do in the home, garden, school, community, coast and ocean, encourage people to consider their current practices and reflect on better lifestyle choices. Designed for the whole community, the site is a central point for environmental education for sustainability information and resources and links to all DEH education resources and programs.

Explore the site at [www.environment.sa.gov.au/education](http://www.environment.sa.gov.au/education).

For help or information, contact Andrea Brown at the Environmental Education Unit, [brown.andrea@saugov.sa.gov.au](mailto:brown.andrea@saugov.sa.gov.au) or 8463 3905.

## Energy and Water Smart fact sheets

A range of Energy Smart and ‘Water Smart’ fact sheets has been developed by the Ecologically Sustainable Development (ESD) team to assist schools in conserving water and energy at their sites. The sheets include information on alternative water sources and irrigation management, and tips and hints for lighting, heating and cooling.

The fact sheets are available at [www.decs.sa.gov.au/assetsservices](http://www.decs.sa.gov.au/assetsservices) under the relevant topic link.

## World Ocean Observatory

The World Ocean Observatory is an Internet-based place of exchange for ocean information, educational services and public discourse about the ocean, defined as an ‘integrated, global, social system’ (thereby relating the ocean to climate, biodiversity, fresh water, food, energy, human health, trade, transportation, policy, governance, finance, coastal development and cultural traditions).

The site provides comprehensive links to ocean issues and organisations (through its news service, monthly letter, directory and catalogue of online resources), interactive events focusing on specific ocean questions and responsible science and information to institutions, experts, students, teachers and curious citizens around the world.

Visit the site at [www.thew2o.net](http://www.thew2o.net).

## A Healthier Serve: The Heart Foundation’s Guide to healthier catering

Would you like to serve healthier food at your events? *A Healthier Serve: The Heart Foundation’s Guide to healthier catering* offers plenty of practical tips on serving healthy food and drinks at events. Inside the guide are suggestions for healthy options at breakfast, lunch and dinner functions. It also includes ideas for hot and cold finger

food, vegetarian options, BBQs and tasty dessert items. It is suggested that the guide could be used by those organising:

- Community events
- Meetings, conferences and seminars
- Sporting functions and sporting canteens
- Fundraisers
- Christmas functions
- Local BBQs
- School fetes
- Corporate functions
- Any event that is serving food

You can download a copy of the guide from [www.heartfoundation.org.au/catering](http://www.heartfoundation.org.au/catering), or call the Health Information Service on 1300 36 27 87 for further enquiries (for the cost of a local call).

## State of Play: A Review of Recreation in Drinking Water Catchments in South Western Australia

We would like to draw your attention to a recent review of impacts of recreation in catchments from WA. Major findings of interest in our efforts to identify the actual impacts of outdoor recreation include:

- There is no published evidence linking recreational land use in PDWSAs to negative impacts on downstream drinking water supply quality.
- A blanket ban of all recreation does not recognise the potential for low risk activity and runs counter to international good practice and an integrated approach to catchment management.
- A range of other threats to water quality occurring in PDWSAs have been identified and include agriculture, urbanization, wildlife, feral and domesticated animals, mining and timber harvesting. Recreation poses a very minor risk relative to these other activities.

This report was commissioned by DEC and DSR to address divergent views on Policy 13 and provide an independent, balanced analysis of the information available in relation to recreation in drinking water catchments. The report focuses on legislative and management issues associated with a review of public drinking water supply area (PDWSA) zoning in the Southwest of Western Australia.

Download the report (396 KB PDF) from [www.qorf.org.au/01\\_cms/details.asp?ID=1085](http://www.qorf.org.au/01_cms/details.asp?ID=1085).

## Job opportunities in the US

Looking for work in the Outdoor Education field in the USA? Summer camps run June-August, nine weeks, with 12 month USDA visa for those who were full time tertiary students in the last 12 months.

### Contact

Shelley Smith  
Australian Director, Core Consulting Solutions, LLC  
PO Box 6100, Port Macquarie NSW 2444  
0401 369 786, 1300 658 088  
Fax: (02) 98445445, Skype: shellsmith2  
ssmith@ccscamps.com  
[www.ccscamps.com](http://www.ccscamps.com)



## Cashew-Ginger Chicken

*Courtesy of Dorcas Miller with David Russell, ACTOEA*

This recipe takes advantage of a great untapped resource in Canberra, the Asian grocer. At these shops we have an abundance of cheap dried foods that add exotic flavours to your trail food. The ingredients for this dish are all light weight to carry.

The toasted cashews, or almond slivers if your prefer, provide needed calories, a wonderful nutty flavour, and a crunchy texture that is missing in many trail dinners. To toast nuts, place them in a pan with a few drops of oil over medium heat, until they are slightly browned. Do not over-cook.

At home, before you go combine:

1 chicken stock cube

1 cup instant rice (jasmine is good), brown rice tends to over cook the vegies.

½ cup dried shiitake mushrooms, (optional addition of black fungi) broken into small pieces. These are available at all good Asian grocers.

¾ cup Surprise peas and carrot (available Woolworths) read packet instructions. Fresh snow peas can be substituted.

Pack separately:

½ cup toasted cashew nuts broken into smaller pieces

Also pack:

1 pack of vacuum packed smoked chicken (available Woolworths). This can be frozen before departure to extend its life in the middle of your pack back (as will wrapping it in paper or the use of a frig bag).

1 satchel of Thai ginger-lemon seasoning (or 1 packet lemon chicken seasoning mix or 1 tablespoon lemon-pepper seasoning)

Add black pepper to taste.

On trail:

Put rice mix and dehydrated mixture in your pot and add water until ingredients are covered. Bring to a boil, and then simmer until ingredients are rehydrated, about 7 to 10 minutes. Add and stir the satchel (seasoning) and chicken (broken into pieces and seasoning mix and cook until chicken is heated through. Serve into bowls and top with cashews.



# VOEA News: Special Edition February 2009

*Tony Carden*

The VOA Council and staff wish to offer our sympathy, condolences and best wishes to those affected by the bushfires. These fires that have devastated Victorian lives and communities this past weekend have had and will continue to have profound effects on members of the Outdoor Education community. A number of members of our community have been directly affected by the loss of their homes or workplaces. At least two dozen camps, including several school-owned camps, have been destroyed or damaged by the fires.

Beyond the immediate losses wreaked by these fires, significant consequences are flowing and will continue to flow to many people in the Outdoors community. In the fire affected area with which I'm most personally familiar, having lived and worked there for many years, the Outdoor Education Group (OEG), Rubicon Outdoor Centre, Australian Adventure Experience and Quest Group are all Outdoor Education organisations based in the fire affected zone. These businesses together employ well over 250 people. In addition to the short term consequences of the fires, including the current need for them to suspend operations and the cancellation of programs, the damage to venues and the fear generated among clients is likely to affect them for a longer period. I should add that people in these communities are currently dealing with disaster relief for their neighbours, refugees from the destroyed towns, and waiting anxiously to see what will happen with fires burning close to their homes and towns.

Similar disruption is happening in other areas, including the Yarra Valley and Gippsland, affecting numerous camps and outdoor and adventure operators.

Furthermore, there are numerous schools and private providers of Outdoor Education whose programs will be affected by fire damage to venues and by concerns generated among their client communities by these fires.

In the short term, the VOA would like to offer support to any Outdoor Educators who are in need of direct assistance. If you are in this position or know someone who is, please contact our office on 9349 4311 or via email, [education@voea.vic.edu.au](mailto:education@voea.vic.edu.au).

In the medium term, we believe it will be useful for the Outdoors community as a whole to discuss ways of dealing with the consequences of extreme weather events, including bushfire risk. To that end I will be meeting later this week with representatives from the Outdoor Recreation Centre, Sport & Rec Victoria, Tourism Alliance and the Australian Camps Association to discuss a collective approach to the development and promotion of a set of policies and practices that can best support the effective management of the risks that extreme weather events impose on outdoor programs. Parallel to this cross-sector approach, the VOA will invite representatives of interested Outdoor Ed providers to a forum to discuss and explore the potentials for a collective ap-

proach to the challenges presented by our changing environment. I would welcome expressions of interest in attending such a forum and will seek to schedule a first meeting within the next four weeks.

In the longer term, I would suggest that Outdoor Education can make some excellent contributions to the development of broad community capacity to interact more positively with nature. As people and communities begin to recover from the shock and grief that the present tragedy has caused, and particularly in cases where the value vs. risk of OE programs may be called into question, I think it might be useful for us to remember and advocate some particular benefits of appropriately designed and delivered OE programs. A number of important things can be learned via OE programs that might reduce the likelihood in future of such negative outcomes as occurred this past weekend, for example:

- better understanding and awareness of weather and land forms
- effective planning
- effective decision making
- the consequences of human abuse of nature (e.g. global warming due to human action leading to severe weather events).

As time goes by and people reflect on how we can build our collective resilience in the face of a changing environment, I hope we can make effective use of our unique teaching and learning medium to contribute most effectively to the public good.

Tony Carden is VOA Executive Officer



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## A Handy resource

*Wayne Hooper*

I have just received a copy of a new book 'Full force Games' by Tim Topham. The book features about 30 games and is in an easy to use back pocket A6 size. It has variations on some of the well used games and some new ones I haven't come across before. I recommend the book to anyone who needs an easy to use, quick resource to provide stimulating short activities for students both on camp and at school.

The author Tim Topham has been a teacher and educator for nine years. He's taught in England, Perth, Tasmania and Melbourne in subjects as varied as Music, IT, PE and Outdoor Education. His most recent post was as head of Ballarat and Clarendon's King Island residential campus and before that as Head of Outdoor Education and Recreation at Guildford Grammar in Perth, WA. He has always been excited by the potential for education outside the classroom and the power of games as a time-out from the routine of study, whilst still providing opportunities for learning. He may be contacted through [www.earthside.com.au](http://www.earthside.com.au). Copies of his book, Full Force Games, may also be purchased through his Web site.



## An inspirational article

### Wayne Hooper

In the latest edition of *College Conversations* (January 2009), a newsletter produced by the Australian College of Educators, Dr Karen Brooks from Southern Cross University expresses some relevant ideas.

The article acknowledges that in an educational institution where people are working towards the same and varying goals that professional relationships might suffer or become unproductive.

She states that it is important that we acknowledge what each person brings to the table and it is important to empower all members of the team.

The following tips I believe are worth implementing in our work in our workplace:

- Communicate: with dignity, openly and with goodwill
- Listen: assure your colleagues that you have heard what they've said by being responsive
- Discourage gossip: it's damaging and unhelpful—nip it in the bud by confronting it directly
- Don't be afraid to compromise: the middle path is often the best path
- Admit your mistakes and don't hesitate to ask for help: this shows you're human and can forge closeknit collegial relationships
- Ego has no place at work; leave egos at home
- Be aspirational by being inspirational
- Provide constructive not destructive feedback
- Remember, a good leader brings out the best in everyone and thus creates other leaders
- Most importantly, make sure each member of your team feels valued: a pat on the back, an occasional affirmative email and public recognition of a job well done are essential.

Some great quotes:

'Better than a thousand days of diligent study is one day with a great teacher.'

Japanese Proverb

'Natural ability is by far the best, but many men have succeeded in winning high renown by skill that is the fruit of teaching.'

Pindar

'Keep away from people who try to belittle your ambitions. Small people always do that, but the really great ones make you feel that you too, can become great.'

Mark Twain



## National conference 2010

Outdoor Education Australia in association with Outdoors WA welcomes all prospective delegates, sponsors and presenters to the 16th National Outdoor Education Conference to be held at Notre Dame University in Fremantle, Western Australia from January 10 to 13, 2010.

The Conference provides an excellent incentive to bring friends, partners and families to Western Australia for a relaxing summer holiday and an outstanding professional development experience. Perth experiences mid-summer conditions in January, making for hot days and glorious summer nights!

Outdoor Educators are invited to come early or stay on after the conference and enjoy the Western Australian summer – beaches, wineries, BBQ's, diving... Local outdoor educators and conference organizers will be on stand by to assist your holiday aspirations.

The conference itself will be a relaxed event featuring international, national and local presentations, workshops and associated activities.

### Contact

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Web <[www.outdooreducationaustralia.com.au](http://www.outdooreducationaustralia.com.au)>

Email [executiveofficer@outdoorswa.org](mailto:executiveofficer@outdoorswa.org)



## Bush Adventure Therapy Network

### Annual Forum, 18–20 April 2009

This year's Forum marks the establishment of the Australian Association for Bush Adventure Therapy (AABAT). This exciting gathering will bring together practitioners and interested people from across Australia to strengthen connections within the diverse field of Bush Adventure Therapy.

Forum 2009 will provide opportunities to:

- Hear the findings of three recently completed PhD studies in bush adventure therapy
- Engage in critical discussion about our diverse philosophies, approaches and practices
- Expand our understandings of ethical dimensions within our work
- Form the directions for the Association for the coming year
- Network with other practitioners
- Participate in workshops relating to Connections with country; Art and bush adventure therapy; Narrative approaches and Blacksmithing.

The forum will be held in the King River Valley at Evolve at Typo Station so of course there will be time for fun, friendships and exploring the picturesque surrounds of the Station.

To find out more, view and download the forum program and to register online, follow this link: <[www.evolve.org.au/AABATregistration](http://www.evolve.org.au/AABATregistration)>





## New Award

A new award has been ratified by the SAREA Board. It will be called 'Single Pitch Guide (Restricted)' and is specifically designed for those that don't rockclimb personally very much, but are capable of providing safe instruction at a specific site. The two specific sites will be Morialta and Onkaparinga Gorge, where there are hold-fasts in place for anchors. The program is set at a lower level than the current 'top rope instructor'.

Candidates for this program will still need to meet the requirement of 'Assistant Instructor' prior to commencing, and will attend the same seminars and theory sessions. Many of the assessments remain the same as 'top rope instructor', being the group management assessment and rescue assessment. Reaccreditation will be every three years, with the fee currently \$50.

Points of difference from the top rope instructor include:

- 1 There is no requirement to log climbs at a specific grade. Candidates must still complete 1500m of at least top rope experience. Leading or seconding also OK.
- 2 The amount of lead climbing is significantly less (200m). Candidates can choose not to lead climb at all, but can second instead.
- 3 The personal skills assessment is shorter, and may be conducted on the same day as their group management assessment.

The award should be a boon for those teachers who have demonstrated competence in managing groups in a cliff environment, but are not able to make the time to complete the required personal climbing hours and metres.

## Assistant Instructor

SAREA is currently finalising the documentation for an 'assistant instructor' competency. It reflects the current guidelines for an assistant instructor, but is more forma-

lised, and able to be assessed by an SAREA instructor. It is expected that information will be available for the next *Outdoor News*.

## Lead Climbing Instructor

SAREA has not conducted the Lead Climbing Instructor Award since 2006, but have been working since 2007 on developing a new training schedule and assessment criteria. We are hopeful that assessments can begin early 2009, with the final touches on the assessment documentation to go.

## Death in the Blue Mountains

A tragic death occurred in the Blue Mountains in January. Although the person was not under instruction, there are some salient lessons regarding using bolts when climbing or for anchors. Rob Baker, Chair of OEASA, says:

Some of you may have heard of the accident in the Blue mountains in early January due to a bolt pulling out and then the climber's rope being cut on a sharp edge of iron stone.

Below is a link to an accident report written by Simon Carter, who inspected the scene of the accident and checked out the remaining bolts.

I urge everyone to read this report, especially if you plan to climb in the Blue Mountains. There are some extremely valuable lessons to be learnt from the report: [www.onsight.com.au/news-blog/articles/36/nicks-accident-what-happened](http://www.onsight.com.au/news-blog/articles/36/nicks-accident-what-happened)

Some other discussion here: [www.chockstone.org/Forum/Forum.asp?Action=DisplayTopic&ForumID=5&MessageID=4444&Replies=13#newpost](http://www.chockstone.org/Forum/Forum.asp?Action=DisplayTopic&ForumID=5&MessageID=4444&Replies=13#newpost)



## Nordic friluftsliv

### Søren Andkjær

In our Nordic countries we are running a very successful course in Nordic friluftsliv (outdoor education in the Nordic countries). We are dreaming of (and planning to) offering this course at an international scene and teach students from other countries about our way (the Nordic) of dealing with—experience and learn—nature and landscape.

The document contains a rough description of the course as it is offered now to students from the Nordic countries. We would very much like to have some comments from you as experts on how to shape a future international course.

We hope you will comment on this letter and give feedback on these questions:

- Will an international course in Nordic friluftsliv be attractive for students from your country/university?
- What would be the profile of a student who might be interested?

- What changes has to be done to make the study attractive—content, organisation, economic...?
- How should we work to get into contact with students from your country/university?

If you have any questions about the course or this mail, feel free to contact me.

### Nordic Friluftsliv: international course

Nordic friluftsliv in theory and practice

- What is special in the tradition of Nordic friluftsliv
- Differences and similarities between the Nordic countries
- Experience and competence within different categories/trends of Nordic friluftsliv

One year study (60 ECTS), three year study: finishes with BA-project

Course and project involving nine Nordic universities and supported by the Nordic Council



# What is Outdoor Education?

## ACTOEA

Rather than suggest a universal, this page provides many examples (to which many more could be added) and serves as a caveat and warning: Brookes (1991) proposed that the meaning of outdoor education is relative to time and place. To help illustrate the diversity of what might be meant by 'outdoor education', several well-known and less well-known definitions are provided below, with loose organisation into two broad themes: psychosocial and environmental definitions.

The definitions have been selected as being somewhat representative of many more in outdoor education literature. Each outdoor education program and book/article has at a least slightly different emphasis in definitions.

Be warned: definitions can and should evolve and transform across time, space and culture. Taken too literally, universalist/abstract definitions of outdoor education (without local contextualisation) may be inappropriate, misleading, or dangerous (Brookes, 2004).

### Psychosocial

Outdoor education is... the use of experiences in the outdoors for the education and development of the whole person. –The Outdoor Institute

Outdoor education... appeals to the use of the senses—audio, visual, taste, touch, and smell—for observation and perception. –Lewis, 1975

Outdoor education is... a means of curriculum enrichment, whereby the process of learning takes place out of doors. Outdoor education broadly includes environmental education, conservation education, adventure education, school camping, wilderness therapy, and some aspects of outdoor recreation. –Lappin, 2000

Outdoor education is... interdisciplinary and multidisciplinary... an approach to achieving the goals and objectives of the curriculum. –Hammerman, Hammerman & Hammerman, 1985

### Nordic friluftsliv

...continued

#### Content

The course consists of four parts:

- Friluftsliv in Denmark and Iceland (15 ECTS)
- Friluftsliv in Sweden (15 ECTS)
- Friluftsliv in Norway (15 ECTS)
- Bachelor project (15 ECTS)

The aim is to present the tradition and trends related to friluftsliv in the different countries. The following themes are crucial:

- History and tradition of friluftsliv
- New trends and developments within friluftsliv
- Friluftsliv and health
- Politics and management of landscape
- Pedagogics in friluftsliv

Outdoor education is... a learning climate for the things which can be learned best outside the classroom.  
–Smith, 1955

Outdoor education is... one of a range of mediums in which to offer informal educational opportunities addressing the personal and social development of both communities and individuals. –Outdoor Edinburgh

I use the term 'outdoor education' fairly loosely to mean all purposely designed educational activities which have a common 'growth through challenge' philosophy and which utilise natural environments or other novel environments, such as living on board a tall ship.  
–Neill, 2001

### Environmental

Outdoor education is... education in, for, and about the outdoors. –Donaldson & Donaldson' 1958

Outdoor education is... an experiential method of learning with the use of all senses. It takes place primarily, but not exclusively, through exposure to the natural environment. –Priest, 1990

Outdoor education is... going out into the natural environment, learning about and respecting the environment. –Ketchie

Outdoor education is... often synonymous with environmental education and outdoor recreation. –Priest, 1988

Outdoor education is... a matter of many relationships. These relationships concern not only the natural resources, but also people and society. –Priest, 1986

Outdoor education is... an experiential method of learning with the use of all senses. It takes place primarily, but not exclusively, through exposure to the natural environment. In outdoor education, the emphasis for the subject of learning is placed on relationships concerning people and natural resources. –Lund, 2002

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Article sourced from <[wilderdom.com/definitions/definitions.html](https://wilderdom.com/definitions/definitions.html)>



- Risk management and group safety
- Activity and technique related to friluftsliv in the country

The practical-pedagogical parts are organised as follows:

Denmark/Iceland

- Sea kayaking
- Wooden boats sailing
- Bike trip through the cultural landscape
- Adventure race
- Mountain walking and horseback riding (Iceland)

Sweden

- Friluftsliv in the forest
- Handcraft and poetry
- Skating—long skates—journey

Continued p 11...

# Putting a hat on to manage hypothermia: what is the real story?

Scott Polley

Recently, a colleague sent an email possibly debunking the old axiom 'you can lose up to 30% of your heat from your head and neck'. Prevention and treatment of mild hypothermia logically included putting on a woolly hat.

Here are some excerpts from the article in *The Guardian*, 18 December 2008 written by Ian Sample, their Science correspondent:

## Scientists debunk the myth that you lose most heat through your head

If as much as 45 percent of body heat were lost through your head, going out without a hat would feel like going out without trousers.

When it comes to wrapping up on a cold winter's day, a cosy hat is obligatory. After all, most of our body heat is lost through our heads—or so we are led to believe.

Closer inspection of heat loss in the hatless, however, reveals the claim to be nonsense, say scientists who have dispelled this and five other modern myths.

They traced the origins of the hat-wearing advice back to a US Army survival manual from 1970 which strongly recommended covering the head when it is cold, since "40 to 45 percent of body heat" is lost from the head.

Rachel Vreeman and Aaron Carroll, at the centre for health policy at Indiana University in Indianapolis, rubbish the claim in the *British Medical Journal* this week. If this were true, they say, humans would be just as cold if they went without a hat as if they went without trousers. "Patently, this is just not the case," they write.

The myth is thought to have arisen through a flawed interpretation of a vaguely scientific experiment by the US military in the 1950s. In those studies, volunteers were dressed in Arctic survival suits and exposed to bitterly cold conditions. Because it was the only part of their bodies left uncovered, most of their heat was lost through their heads.

The face, head and chest are more sensitive to changes in temperature than the rest of the body, making it feel as if covering them up does more to prevent heat loss. In fact, covering one part of the body has as much effect as covering any other. If the experiment had been performed with people wearing only swimming trunks, they would have lost no more than 10% of their body heat through their heads, the scientists add.

I decided to do a little more digging and see what those that were expert in the area had to say, and found the following in [wildernessmedicineneewsletter.wordpress.com/2007/02/14/heat-loss-through-the-head-and-hypothermia/](http://wildernessmedicineneewsletter.wordpress.com/2007/02/14/heat-loss-through-the-head-and-hypothermia/), downloaded 19/12/08.

## Heat loss through the head and hypothermia

By wildernessmedicineneewsletter

### The rate of heat loss, at rest, with exercise, and with hypothermia

Since there has been a fair amount of interest regarding Myth #2 in the Wilderness Medicine Newsletter—Frozen Mythbusters, Nov/Dec 2004—the topic deserves more discussion.

MYTH #2 states: "If your feet are cold, cover your head because you can lose up to 75% of your body heat through your head alone.

The problem is that the head is only about 10% of the body surface area. Thus, the head would have to lose about 40 times as much heat per square inch or centimeter compared to the rest of the body.

Gordon had heard this statement one too many times and finally decided to see if this was indeed true. So he took several test subjects, all volunteers, of course, (you have to wonder what problem they caused at the university), wired them to monitor their core temperatures, and discovered that we do indeed lose heat through any exposed part of the body and the amount of heat we lose depends on the amount of exposed surface area. The rate of heat loss is relatively the same for any exposed part of the body not simply the head. You do not lose heat significantly faster through the scalp than any other portion of the body with the same surface area.

It is still a good idea to put on a hat (a hood really: what insulation does a baseball hat have?) if your feet are cold. But what is **busted** is that there is nothing peculiar or unique about the head. The idea that we lose heat faster through our scalp, because of the constant blood supply to the brain, is simply a myth. (One that I personally have believed for many years.)"

## Update and discussion

### #1 Heat loss via the head at rest, during exercise, and with hypothermia

I did have the opportunity to speak with Dr Murray Hamlet about this topic, and we hope this additional information will help to clarify heat loss in the hypothermia patient.

The cerebral blood flow is supplied via the carotid and vertebral arteries (4 in total) and is constant. The blood flow to the brain does not change as the demand for oxygen is constant. As a result, when you look at total heat loss, the head accounts for about 7% of the heat lost.

The cerebral blood flow does, however, vary based on cardiac output: the harder your heart beats, the greater the blood flow to the brain. And as you increase the blood flow to the brain, you also increase the percentage of heat loss. As it turns out, when

you begin to exercise, there is increased cerebral blood flow. This increases the percentage of heat lost through the head to about 50% of total body heat loss. But as the person continues to exercise, the muscles demand more oxygen which increases blood flow. To ensure thermoregulation and maintain normal core temperature (exercise increases body heat), the skin vasodilates, which increases blood flow to the skin to cool the blood. The net result is a decrease in the total blood flow to the brain and a decrease in percentage of total body heat lost through the head to about 10%. Once sweating begins, the percent lost through the scalp returns to 7%.

In Gordon's research his test subjects were at rest in cool water, and the researchers were comparing the rate of heat lost by monitoring core temperature through different body parts and quantities of skin exposed. At rest, they found that the rate of heat loss only depended upon the amount of skin surface area exposed, and the percentage of heat lost through the head was the same as the rest of the body.

Research at the Army Research in Environmental Medicine labs showed that there was a temporary increase in heat loss through the scalp that returned to the baseline of 7% as the subjects continued to exercise.

Now, what about hypothermia and heat loss through the head? If the hypothermia victim is not shivering, they are at rest, and the heat loss through the head remains about 7%. But, this is important, if they are shivering, the percent of heat loss via the scalp can increase to upwards of 55%, so protecting the head well is a very important part of treating the hypothermia patient. And as you can imagine, the primary defense against the cold and hypothermia

is vasoconstriction of the peripheral circulation, this shunts blood to the core, reduces circulation to the skin, and increases the percent of heat loss through the scalp.

The difference is that the shivering hypothermia patient is indeed exercising, but they do not vasodilate the peripheral circulation; the shivering muscles increase metabolic demand and cardiac demand so the patients do increase their cardiac output; therefore, they do increase cerebral circulation; therefore, they do increase the percent of blood loss through their head.

Treatment of the hypothermia victim:

Remove from the cold.

Get them dry and keep them dry.

Insulate from the ground.

Hypothermia wrap:

Re-insulate with dry insulation.

Cover and protect the head from further heat loss.


Cover and protect the hands and feet from frostbite.

Surround with a windproof and waterproof layer.

If conscious, feed warm, sweet liquids.

If unconscious, evacuate and handle very gently to prevent ventricular fibrillation.

So does the old axiom of 'you can lose up to 30% of your body heat from your head and neck' hold true? If the folks from Wilderness Medicine Institute are right, then the answer is yes and no. Under normal conditions, the body only loses 7% of body heat. However, when they are active or shivering it can be up to 55%.

So, it is still worth putting on a hat if someone is cold: (but not just a hat!), and still worthwhile putting on one to prevent hypothermia, as part of an overall strategy to minimize heat loss. 

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## Nordic friluftsliv

...continued

Norway

- Skiing in the winter landscape
- Touring crosscountry
- Snowcaves—living in the outdoors

### Organisation

Danish course: September–October

Swedish course: December–January

Norwegian course: February–March

Every course consists of a practical-theoretical part (app four weeks) followed by individual or groupwise work on paper or preparation for exam. Between the courses or when the students are working individually they live in their home country. (This will probably have to be changed)

### Students

Students must have studied at least one year PE or outdoor education in advance

Students must be physically fit and understand English

Students can choose the whole course or parts of it.

### BA-project

BA-project will (often) be finished at own home-institution

To finish the whole course the BA-project must focus on Nordic friluftsliv and contain a comparative perspective.

### Economy

There will be some expenses for travelling around

And there will be a course fee.

### Søren Andkjær

Ass professor, PhD, Institute of Sports Science and Clinical Biomechanics

Tel +45 6550 3438

Fax +45 6550 3480

Email [sandkjaer@health.sdu.dk](mailto:sandkjaer@health.sdu.dk)

Web [www.sdu.dk/ansat/sandkjaer.aspx](http://www.sdu.dk/ansat/sandkjaer.aspx) 

# Wilderness Escape Outdoor Adventures

## Position

To be employed as an instructor, may be classified as an assistant instructor or program manager dependant on qualifications and experience.

## Position Objectives

- To provide a positive and safe learning environment for people who attend a WEOA, VCR or outdoor education program and/ or camps.
- To support and uphold outdoor educational learning principles and promote a positive outdoor educational experience that will encourage the desire to participate in future outdoor experiences.
- To supply and facilitate an environment in which people will learn skills in a broad range of outdoor educational activities as well as philosophies that will promote a desire to continue to participate and extend their outdoor skills and experiences in the future.

## Required Qualifications for employment:

- Minimum of current CPR and Senior First Aid certification, preference for Wilderness First Aid
- Child Safe Environments, Reporting Child Abuse and Neglect (mandatory Notification), internal training will be provided once a year
- Police Clearance Certificate, no more than three months old
- Driver's licence, preference for MR (bus) Licence. One or more qualifications preferred. All National Training Accredited qualifications will be accepted.
- Basic Skill Sailing Instructor: Yachting Australia

- Basic Skills Windsurfing Instructor: Yachting Australia
- Surf Coach Level 1
- High Ropes Instructor, (internal practical training also provided)
- Top Rope Instructor qualification
- Preference for LR/ MR/ HR Bus licence (with appropriate driver accreditation)
- Bush Walk Leader Day/ Overnight/ Advanced: Bush walking Leadership of South Australia
- Flatwater Kayak Instructor, Sea Kayak Instructor: Australian Canoeing
- Snorkelling Coach, Dive master, PADI or equivalent
- Power boat handling, or boat licence with experience
- Surf Rescue Certificate for aquatics activities
- Food Handling and Hygiene.

Please note: It is not expected to have all of the specialisation qualifications, though multi-skilling is advantageous for secure employment. Usually recommended to have two land-based qualifications and two aquatics-based qualifications, which also can lead to working diverse range of programs on an ongoing basis.

Resumés and letters of interest can be directed to:

Email: [employment@wildernessescape.com.au](mailto:employment@wildernessescape.com.au)

Post: Wilderness Escape Outdoor Adventures Pty Ltd

Venture Corporate Recharge (Aust) Pty Ltd

PO Box 639

Kent Town, SA 5071



## OEASA financial report 1/1/2008-1/1/2009

Balance brought forward from 31/12/2007 \$24,930.08

Balance at 31/12/2008 \$27,815.32

### Income

Bank Interest	\$625.44
Award Dinner	\$3,164.00
Auction	\$975.00
Membership Individual (18)	1,080.00
Membership Student (2)	\$90.00
Membership Family (2)	\$140.00
Membership School (31)	\$2,150.00
Membership Corporate (5)	\$350.00
Membership Organisation (4)	\$280.00
Membership Award Winners (7)	—
Membership Complimentary (12)	—
Membership Life Members (6)	\$270.00
Meetings	—
Donations	\$500.00
<b>Total</b>	<b>\$9,624.44</b>

### Expenditure

Government Bank Charges	\$200.40
Newsletter: Editing	\$339.50
Newsletter: Printing	\$528.80
Postage	\$605.70
Membership (CEASA, OEA)	\$143.00
Public Liability Insurance	\$163.95
Award Dinner	\$2,361.00
Conference	—
Journals	\$2,125.00
Meetings	\$143.35
Stationery	\$123.90
Miscellaneous (float/ change)	\$4.60
<b>Total</b>	<b>\$6,739.20</b>

### Summary

Total Income	\$9,624.44
Less Total Expenditure	\$6,739.20
Profit	\$2,885.24

Association funds at the end of 2008 year stand at \$27,815.32

Members 2008: 89

Phil Noble

OEASA Treasurer



## The paddling page

### Canoeing opportunities

Wayne Hooper

Adelaide Canoe Club runs a range of trips and training days for people wishing to log trips or gain experience as leaders or instructors.

Activities include day trips, expeditions, sea kayaking, surfing, white water and Canoe Polo. Venues include the Murray and backwaters, Coorong, Glenelg River, Onkaparinga and Port Rivers, and local coastal areas.

From time to time we organise trips farther afield, to Coffin Bay, Coongie Lakes and the the Murray in Victoria and NSW. For the more experienced paddler there are island crossings by sea kayak and white water trips to Victoria. Activities are programmed on weekends, long weekends, school holidays and some evenings.

Information about the club and a program of activities is on the club's Web site <[www.adelaide.canoe.org.au](http://www.adelaide.canoe.org.au)>. Anyone wishing to obtain further information about the club can email [Waynelib@bigpond.com](mailto:Waynelib@bigpond.com) giving a contact number.

### Ocean Paddler

*Ocean Paddler* is a UK-based magazine for kayakers: <[www.oceanpaddlermagazine.com](http://www.oceanpaddlermagazine.com)>. The current issue has a useful article, 'The most important stroke in kayaking: the forward stroke', by Nigel Dennis. You can view the article at: <[viewer.zmags.com/showmag.php?magid=112322#/page46/](http://viewer.zmags.com/showmag.php?magid=112322#/page46/)>.

### Sea weekend 2009

The annual Canoe SA sea weekend is on again this year, 7-9 March at Victor Harbor. Details and brochure are on the Canoe SA site: <[www.sa.canoe.org.au](http://www.sa.canoe.org.au)>.

### ACAS 2008

The revised Australian Canoeing Award Scheme 2008 is now up and running, with details available from the AC Education page, <[www.education.canoe.org.au](http://www.education.canoe.org.au)>.

Materials available include the Safety Guidelines, Award Scheme Handbook, resources and trainer guides, and assessment forms and project descriptions. (Note that both Safety Guidelines and ASH are still being finalised.)

(Paddler in the pic in the centre of the page is Brock Flowers, a member of the AC Education and Safety Technical Committee.)

### Kayaking

Ian Dewey

A new book is being distributed by Human Kinetics, <[www.humankinetics.com](http://www.humankinetics.com)>. It is a very comprehensive step by step guide to recreational paddling for beginners.

The book contains a two-part DVD with both instructional material and regulation information. The instructional components of the DVD are presented by Kent Ford in his usual high standard. It would make an excellent teaching resource both for individuals and groups. (The regulatory section of the DVD is North America specific and not relevant to our regulations in Australia.)

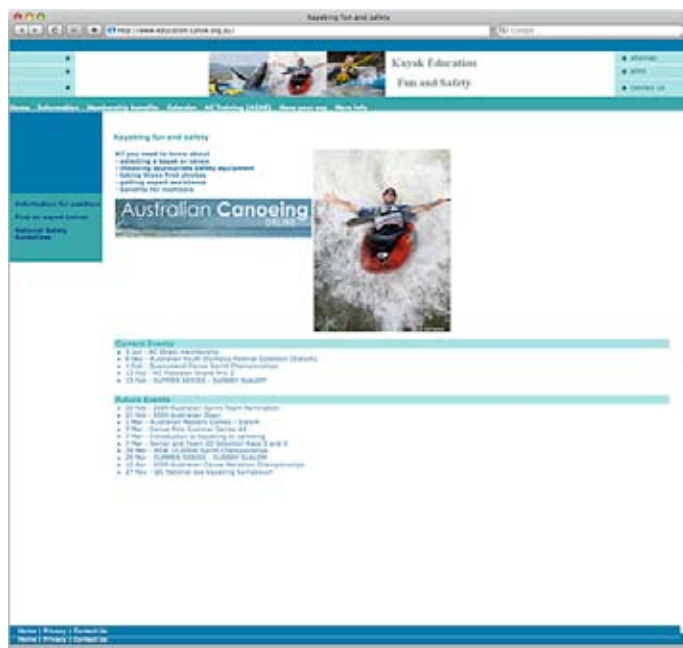
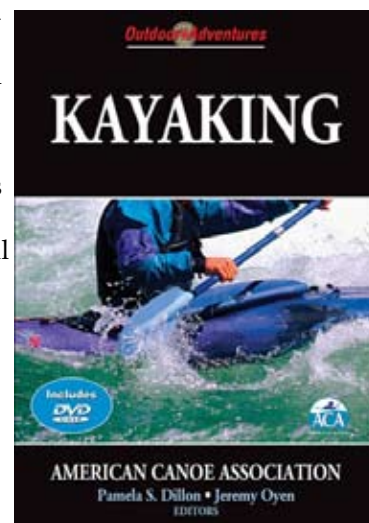
The text itself is well written in a logical step by step sequence with excellent pictures and diagrams. It is the type of book you can pick up at any stage in your kayaking career and learn from.

It is recommended as a text for training programs as well as a reference for Guides, Instructors and all paddlers.

Authors: Pamela Dillion and Jeremy Oyen

ISBN: 9780736067164

Price: \$32.95



## SACE Year 12 Kayaking

Peter Carter

The syllabus for SACE Year 12 Kayaking has been revised so that it now more accurately reflects current techniques, particularly in regard to use of correct muscle groups and injury protection. In particular, the Paddling performance area now reads:

- Ability to paddle effectively with sound technique
- Ability to control kayak's forward and backward motion, using appropriate correction strokes where necessary
- Ability to hold the kayak straight and turn in either direction following wind and wave with minimum loss of speed
- Ability to maintain rhythm and pace with technical efficiency
- Ability to perform all strokes with power from torso rotation
- Ability to demonstrate an understanding of the concept of the paddler's box


To go with the revised syllabus, I've put together a set of notes, based on the Aus Canoeing resources for Basic Skills kayaking and rescues. It's a 1MB PDF, and is available from the Education Resources page on the Canoe SA site: [www.sa.canoe.org.au/default.asp?Page=7500&MenuID=Education/c775/0/](http://www.sa.canoe.org.au/default.asp?Page=7500&MenuID=Education/c775/0/).

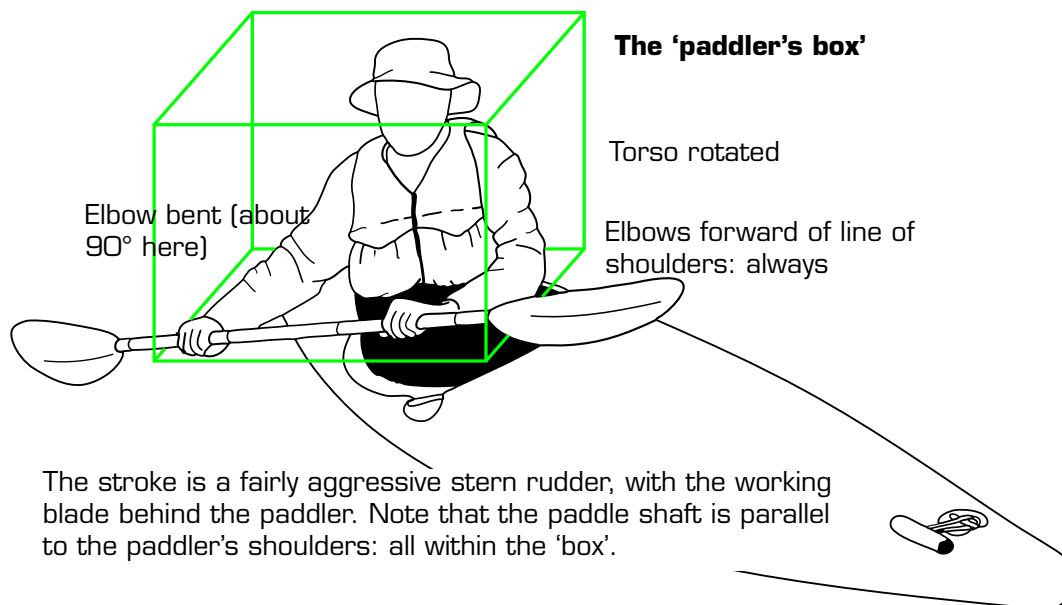
For anyone not familiar with the concept of the 'paddler's box', here's the relevant section from the notes:

### The 'paddler's box'

The shoulder is the joint in the body with the greatest range of movement. It is also the most susceptible to dislocation and other injury. To reduce the likelihood of injury, and also to develop the most power, the elbows should always be in front of the line of the shoulders, and for some strokes held low. The roughly rectangular volume in which the hands work is called the 'paddler's box', and that space rotates with the shoulders. If you want the paddle blade behind you, as in reverse strokes, it means that you rotate the body so that your elbows remain in front of the line of the shoulders.

Elbows are strongest with a slight bend: never lock them straight.

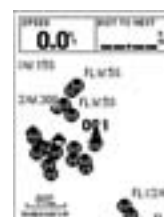
The SACE Physical Education resources Web page still lists *This is Canoeing* by Roy and Jane Farrance as the recommended book. If you have a copy in the school library, consign it immediately to the recycling bin and replace it with a copy of the new Human Kinetics book reviewed elsewhere in this edition. The Farrances' book is now so old that besides much of it now being irrelevant some aspects are dangerous. 



### For sale

Garmin GPS 72 Personal Navigator, with documentation and data (serial) cable: \$best offer.

Peter Carter 8443 4298, <[pcarter@acslink.net.au](mailto:pcarter@acslink.net.au)>



# Outdoor Educators Association of South Australia

## Outdoor Education Award

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

Nominations to be received by 22 May. To be presented at the Certificate Presentation Dinner in June.

**Candidate Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Contact Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

### Category

- |                                  |                          |   |                          |                               |                          |
|----------------------------------|--------------------------|---|--------------------------|-------------------------------|--------------------------|
| Primary Education Award          | <input type="checkbox"/> | Secondary Education Award                 | <input type="checkbox"/> | TAFE Outdoor Recreation Award | <input type="checkbox"/> |
| Tertiary Outdoor Education Award | <input type="checkbox"/> | Certificate of Merit in Outdoor Education | <input type="checkbox"/> |                               |                          |
| Service to Outdoor Education     | <input type="checkbox"/> | Kris Mosher Award                         | <input type="checkbox"/> | Recreation SA Award           | <input type="checkbox"/> |
| Life Membership                  | <input type="checkbox"/> |   |                          |                               |                          |

### Statement Addressing Criteria

**Nominee:** \_\_\_\_\_ **Organisation/Institution:** \_\_\_\_\_

### Address to

OEASA Secretary, Libby Robertson, Waynelib@bigpond.com , 127 Leicester Street Parkside 5063

**OEASA Committee** \_\_\_\_\_

**Recommendation:**      Accept/Not Accept

**Comments**

**Outdoor Educators' Association Of South Australia**

**ABN 26 588 063 701**

**Membership form**

**Membership subscription for period 28 Feb 2009 to 28 Feb 2010**

**Type of Membership:**

Renewal       New member

Individual \$60

Student \$45 (with AJOE)       \$20 (without AJOE)

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 and Outdoor Education 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 or organisation you are connected with?

\_\_\_\_\_

**Forward to:**

OEASA Treasurer  
Phil Noble  
PO Box 104  
Morgan SA 5320