



# Outdoor News

Journal of the Outdoor Educators' Association of South Australia  
Volume 27 No 3, June 2009

## From the Acting Chairman

Peter Kellett

The OEASA year began very well with a short, sharp AGM at which a new committee was elected. There are number of new faces, and importantly, some younger ones, which is a good sign for the future of our professional organisation. It was also an opportunity to thank Libby Robertson and Wayne Hooper who have both served on the committee for a long time in the roles of secretary and assistant editor. They have decided to have another attempt at retirement; not that they intend on being idle.

I had an easy task in delivering the Chairperson's annual report because Mike Meredith had capably summed up the previous year's achievements before he took off for six months in the Solomon Islands. I can now report Mike's safe return and at some future time we will expect him to report on some of the adventure possibilities there.

Following the official business, drinks and food, Dave Williamson gave an illustrated account of his paddling trip from New Caledonia to Australia in a two person sea-kayak. I half expected to see lots of blue pictures, but there are a lot of little islands and reefs out there and the technical and environmental aspects of the journey, not to mention the physical ones, were extremely interesting. Our thanks to Dave for making this presentation.

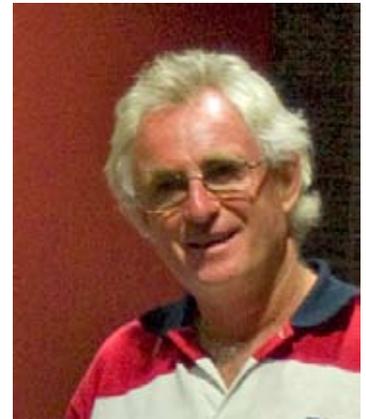
The annual Presentation Dinner had to be relocated at short notice so it was decided to postpone it until August to ensure that we can all mark our diaries. The good news is that the excellent caterer who has done such a good job for the past couple of years will be feeding us once again. There is information about date, place and price else-

where in the newsletter. I would also like to remind everyone to nominate award winners promptly so that they can be invited to the dinner.

After the state conference last year it was felt that there were too many options in the program and that some sessions should be reprogrammed for a wider audience. With this in mind the committee is planning to conduct a professional development and socialising evening on 30 October. There will be details in the next newsletter.

Members may have noted some discussion from the Physical Education community about including Health and PE into the National Curriculum. It is not included at present. Outdoor Education is also missing from the list and we can expect to be working with Outdoor Education Australia to lobby for its inclusion.

Finally, I would like to remind you all of the next National Outdoor Education Conference in Fremantle, WA in January. If you are thinking of going, and perhaps making a presentation about an issue or a project in your organisation, please let the secretary know. There is some financial support available for members. The South Australian contingent could also get together to do some pre- or post-conference exploring.



## Presentation Evening: Friday 21 August, Unley Council Chambers

6:30pm for 7pm, members/students \$25, non-members \$35

## Contents

From the Acting Chairman	1	Review: <i>Teaching Adventure Education Theory</i>	7
From the Editor	2	Review: Deep Waters: Courage, Character and the Lake Timiskaming Canoe Tragedy	8
News and notes	3	The paddling pages	9
Learning to instruct	4	Outdoor Education Award	11
Victorian Bushfire aftermath	6	Membership form	12

**Outdoor News is supported by**



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

## From the Editor

**Peter Carter**

Yes, this issue is running late, because it had to wait for Presentation Dinner details to be finalised. There are some things yet to be arranged, but the date and venue are fixed: Friday 21 August, at the Unley Council Chambers. Watch the Web site for information on bookings, etc, and in the meantime there's a nomination form in this issue.

As for the Web site, I mentioned last time that it may be moving. That has happened, and the new URL is [www.oeasa.on.net](http://www.oeasa.on.net). Some may recognise that as being in Internode's own domain, .on.net, rather than the .org.au that you might have expected. It's all to do with money: it's cheaper this way. Anyway, you can now keep up with OEASA on the Web. And of course if you have material and links to go on the site please let me know.

Wayne Hooper has assembled a number of items for 'News and Notes'. His first item, on indirect effects of the Victorian bushfires, leads us to more information from Tony Carden on the aftermath and the work VOEA and other organisations are doing.

How do we learn? How do we learn to be leaders and instructors? Darren Williams shares some ideas in 'Learning to instruct'. Although he writes of climbing, the stages are also relevant to other outdoor (and indoor) activities. Those of us who teach kayaking can certainly relate to his stages of 'unconscious incompetence' and 'consciously incompetent' as we watch new students.

Mention canoeing accidents and most South Australians will know of Lake Alexandrina, and probably Lyme Bay. Some of us will also remember Lake Timiskaming



in Canada in 1978. Yet others will be aware of a similar accident on Lake Hume in 1963. There are lessons to be learned from all accidents, and there are also human stories that are often not told. Scott Polley reminds us of this in his review of *Deep Waters: Courage, Character and the Lake Timiskaming Canoe Tragedy*. Scott also reviews *Teaching Adventure Education Theory: Best practices*, another of the many books from Human Kinetics.

On 'The paddling pages' I outline the new Moving water endorsement for Flatwater Guides and Instructors. If you take groups on to Murray backwaters or the tidal creeks of Barker Inlet or similar waters, this is for you. I've included a couple of diagrams from the associated resource, and also a neat rope hitch that you may find useful. It's almost like magic when you pull on an end and the loops collapse and disappear.

The past few days have been definitely wintry, and I even saw some snow here in Adelaide. OK, it was artificial, and part of someone's advertising, but it's a reminder that with the change of season comes a change of some activities, and to take the appropriate precautions. 

---

## 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 2009-2010

Chair: Mike Meredith

Treasurer: Phil Noble

Secretary: Nick Glover

Assistant Secretary:

Editor and webmaster: Peter Carter

Sub-Editors: Clay Hunter

Committee: Scott Polley, Peter Kellett, Cath Jenner, Dale Hobbs, Andrew Govan, Mick Dennis, Julie Engelhardt, Kim Wood, Darryl Spencer, Meridee Shearing, Danielle Meuring

## News and notes

### Indirect effects of the Victorian bushfires

VOEA Update

In the aftermath of Victoria's catastrophic bushfires, people throughout Victoria, Australia and indeed the world, have given and offered support of all kinds to those most closely affected by the fires. People working in the outdoor education, adventure, recreation and camping sector have been affected in various ways.

Based on reports to us... from a number of organisations providing outdoor services, an indirect impact is emerging that we believe needs to be gauged as accurately and swiftly as possible. It seems that some camps and outdoor programs are being cancelled, not due to a booked facility being damaged, but because of client anxiety over the risk of being in the bush.

We were fortunate to meet... with the Minister for Sport, Recreation and Youth Affairs, James Merlino. The Minister is fully aware of the impact of the fires on the outdoor industry, and was most concerned about reports of cancellations and has asked us to provide some accurate, verifiable data on this trend. We hope to be able to gain some Government support to address this problem if it is indeed widespread.

### Resources on Environmental issues

#### Adelaide's Living Beaches interactive CD

The CD provides a comprehensive look at past, present and future coastal management activities along the metropolitan coast to help students to gain a good understanding of the competing forces involved in coastal sand management.

The 'big picture' covers issues relating to the whole of the Adelaide coastline while elements and situations relevant to local beaches are also covered.

To obtain a copy, please contact Carole Hutchens at [metrocoastprotection@saugov.sa.gov.au](mailto:metrocoastprotection@saugov.sa.gov.au)



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

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



### Important dates for 2009

**Committee Meetings:** Education Centre Hindmarsh, 6:30 pm: Friday 31 July, 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.

### Department of Climate Change

The Australian Government's Department of Climate Change Web site has a number of frequently asked questions downloadable as PDF, and information on actions that households, industry and others can take on board to reduce impact on climate change.

Visit the site at [www.climatechange.gov.au/science/faq](http://www.climatechange.gov.au/science/faq)

### ReefEd

A service of the Australian Government Great Barrier Reef Marine Park Authority, this site includes information on student activities, image libraries, a media centre, reef beat curriculum-based education program, and explorer tool with information and images.

Visit at [www.reefed.edu.au](http://www.reefed.edu.au)

### Eco'tude

Eco'tude is funded through the Australian Government's Environmental Education Grants Program and developed by a dedicated Powerhouse Museum/MassMedia Studios team, committed to ecological sustainability.

The site is all about helping schools understand their environmental impact, empowering them to take action and change their ecological attitude.

Follow the links to an ecological footprint calculator, an auditing tool kit and examples of what some schools are already doing to change, at [www.powerhousemuseum.com/ecotude](http://www.powerhousemuseum.com/ecotude)

### A great resource

Free subscriptions for schools are available for a useful magazine called *Active Education*. The magazine is produced in Victoria but has useful articles relevant to educators in SA. The magazine is published six times a year and is particularly relevant to Outdoor Education and Physical Education Teachers.

The edition I (Wayne Hooper) received in the post early this year had some interesting short articles including the following:

- Are 10–17 year old students getting softer?
- Engaging students in PE
- Technology in the Outdoors
- Nutrition for peak performance
- Communicating risk to parents
- Exercising with diabetes
- Remote area first aid

The authors of articles are respected members of the Outdoor Education community of Victoria.

To subscribe, phone 1300 300 552, fax (03) 9877 8322, [enquiries@activeeducation.com.au](mailto:enquiries@activeeducation.com.au), [www.activeeducation.com.au](http://www.activeeducation.com.au)

Continued on p 5...

# Learning to instruct

**Darren Williams**

For climbing instructors or trainees enrolled in the process of becoming an instructor it's interesting to reflect on what makes a 'good instructor' and consider what it means for you. The intention of this article is not to be prescriptive but to bring to the table some ideas and reflections around what makes a good climbing instructor.

Some thoughts for consideration:

## Motive

What is/was your motive for wanting to become a climbing instructor? Was it to share your passion for the activity with others, was it to get paid to do something you love doing? Was it for wealth and financial independence (joke) or some other reason? What impact does your motive(s) have on the attitude and behaviour you take to your role as an instructor? What other factors influence your motivation and style, for example, your role models and the qualities in those instructors you admired most?

## Instructing not climbing

Does being a good driver make you a good driving instructor? Not necessarily, in fact sometimes the very people who are best at anything find it the most difficult to teach others what comes so naturally to them, but why?

Primarily it has to do with how we learn and being a good climbing instructor clearly requires a different skill set to being a good climber. When I reflect on the qualities I look for when employing climbing instructors they obviously include sound 'hard skills', the ability to tie knots, set anchors, belay, etc, etc, but all instructors are likely to have those skills. More important in an instructional capacity are the ability to empathise with learners, break complex skills into explainable steps that make sense to the learner, exercise judgement in relation to route selection and level of difficulty, knowing when to encourage and when to back off and how to build rapport and gain trust fast with strangers.

So how do you get those skills? I think firstly you have to have the intention of wanting to be a really good instructor. You will also benefit from working with as many instructors as you can to pick up the skills and qualities that they have that you can best learn and adapt to fit with your style. Maintain an attitude every time you work that you are there to learn at least one new skill or technique that you can incorporate into your work as an instructor. Reflect on your own instructing skills after each day assisting or instructing and clarify your areas for development. When you are next working make sure you take the opportunity to work on the areas you have identified and never be afraid to ask other instructors for their ideas or assistance. Most will be more than willing to help out.

## How we learn

In the stages of learning model, with any new activity, say learning to climb, we begin in what is described as a

state of 'unconscious incompetence', meaning we don't know what we don't know about climbing. Like being a 10 year old in the back of your parents' car, having never thought about the process of driving, you don't know what you don't know about driving... yet.

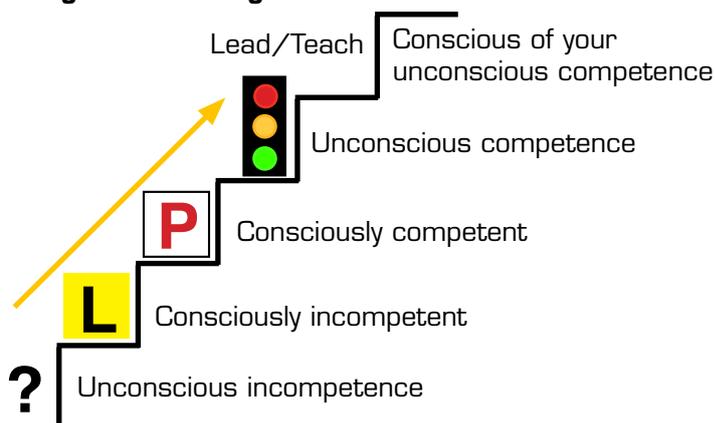
You then head out to the cliff or gym, hopefully with someone experienced and qualified to teach you how to climb. On the model you now have your L plates and you are becoming aware of how much you don't know and have still to learn. In a car this usually includes 'bunny hopping', stalling, misjudging turns, inability to turn on indicator and steer straight simultaneously, etc. What does it look like at a cliff? Forgetting how to tie in, forgetting to belay correctly, unable to identify left hand from right, etc.

On the model this stage is referred to as becoming 'consciously incompetent', meaning you now know you are not yet a good driver. Hopefully after a few 'climbing lessons' you progress to having your climbing P plates. You can now tie in correctly, set up a top rope, belay without needing a back up belayer and complete some moves on a climb with some technique. You are now at the 'consciously competent' stage in relation to the basic skills, meaning you can do them provided you concentrate and think about what you are doing.

Here is where it gets interesting. The next stage is called 'unconscious competence' which implies we have mastered some skills to the point where we can perform them competently without having to concentrate on them. Consider how many other things you are able to think about or do while driving a car other than concentrate on the driving? Scary isn't it! Really scary when you think about the potential implications of this type of behaviour in a climbing environment also. You can now set up ropes while taking to people, you can belay without watching the climber, working with 'feel' to know when to take in, pay attention, etc. These advantages come with potential dangers. The dangers of forgetting to check your knots, becoming complacent with your belay technique, not really listening to calls like 'slack' or 'safe'.

So what are the implications for us as instructors? Firstly we must become vigilant with our own practice, meaning we must develop systems for our personal climbing that ensure we don't become unconscious of safety due to fa-

## Stages of learning



miliarity and complacency. Most climbing accidents don't happen to new climbers, they happen to experienced climbers and instructors who become complacent, are on autopilot and don't double check, take short cuts or fail to exercise good judgement.

Secondly we must pass those habits on to those we teach to ensure they understand the dangers that come with becoming more competent. Discuss with students the things you are doing while you are instructing to keep yourself safe, which hopefully includes, always wearing your helmet at the bottom of the cliff, being tied on while setting up ropes, checking your harness, karabiners and ropes every time before you belay or climb and having others check you as well. These are some of the things that good instructors do over just being good climbers. On the model it's called becoming 'conscious of your unconscious competence'. Meaning to teach you must become aware of all the little skills, techniques, tips, tricks that helped you get to the stage of unconscious competence and be able to pass them on at the right time in the right way to meet the learner at their level. If someone isn't learning how to belay it is more useful to change your teaching style than label them as incompetent or stupid. Good instructors have a fundamental belief that everyone has the capacity to learn and the patience and skill to assist in that learning.



---

## **Abseiling/Rock Climbing: Adventure Activity Standards (AAS) reminder**

*Thesspina Donopoulos*

**P**arks Victoria has recently had some questions raised as to the operating standards and conditions surrounding the activities of abseiling and rock climbing in the Grampians National Park, for example group sizes and ratio of leaders to participants.

I would like to take this opportunity to reiterate the necessity for all licensed tour operators to follow correct standards and procedures.

Please note that it is a tour operator licence condition that operators adhere to the Adventure Activity Standards where they exist. It is vitally important that operators are familiar with, understand and follow the AAS. Please visit [www.orc.org.au/aas](http://www.orc.org.au/aas) to view the abseiling and rock climbing Adventure Activity Standards.

Parks Victoria rangers will be checking compliance of these activities in the near future. Breach of licence conditions may lead to licence variation, suspension or cancellation.

If you require any additional information or clarification please do not hesitate to contact me.

Thesspina Donopoulos is Tour Operator Liaison Officer, Parks Victoria



## **News and Notes**

...continued

### **Queensland State Outdoor Summit and Australian Camps Association National Conference**

Hosted by the Queensland Outdoor Recreation Federation and Outdoor Education Association of Queensland, the combined State Summit and National Conference will be held at Kindilan Outdoor Education and Conference Centre, Redland Bay, QLD from Friday 31 July – Sunday 2 August.

For more information please visit the ACA Web site at [www.auscamps.asn.au/conf09](http://www.auscamps.asn.au/conf09) or contact Anna Musgrave on (Free call) 1300 734 187, or [contact@auscamps.asn.au](mailto:contact@auscamps.asn.au).

### **DEH releases Vehicle Access (Tracks) Policy and Procedure**

The document is available at [www.environment.sa.gov.au/parks/visitor/latest.html](http://www.environment.sa.gov.au/parks/visitor/latest.html).

### **Not subtle, but it works: Peepoo bag converts human waste into fertilizer**

*Discover magazine*

Taking recycling to a whole new level, the Peepoo bag allows you to, well, pee and poo in a bag, which can then be planted to help your garden grow. For slums in the developing world where human waste is an unregulated nightmare and flying toilets are common practice, the bag provides a means of waterless sewage disposal and organic fertilizer all in one easy, biodegradable step.

The bag is lined with Urea, a common fertilizer that breaks down urine and feces into ammonia and carbonate. Pathogens in the waste, including viruses, bacteria and parasites, are killed within anywhere from a matter of hours to several weeks.

The pH value increases as the material is broken down, and plants eat up the ammonia byproduct as the bag degrades in the soil. At the moment, the Peepoo bag is made from 45 percent renewable materials, but the developers are striving to get to 100 percent. And boy, did they do their homework: They even calculated the expected nutrients from the average person in sub-Saharan Africa, and converted that into estimates of how much fertilizer can be produced. Now, all that's left to do is keep peeing (and pooping), and start planting!

See it at [blogs.discovermagazine.com/discoblog/2009/04/15/not-subtle-but-it-works-peepoo-bag-converts-human-waste-into-fertilizer](http://blogs.discovermagazine.com/discoblog/2009/04/15/not-subtle-but-it-works-peepoo-bag-converts-human-waste-into-fertilizer).



---

**Presentation Evening: Friday 21 August, Unley Council Chambers, Unley Road  
6:30pm for 7pm, members/students \$25, non-members \$35  
More details when they are finalised**

# Victorian Bushfire aftermath

## Tony Carden

As I reported in the last *VOEA News*, in the wake of the 7 February bushfires, the VOEA joined together with the Australian Camps Association, the Outdoor Recreation Centre and Tourism Alliance Victoria to form an Outdoor Industry Taskforce. We invited members of our respective and collective communities to share their accounts of the impacts of the fires. We have discovered this past week that two Outdoor Educators and their respective young families lost all of their possessions in the fires: one at Kinglake, the other at Marysville. Both of these gentlemen have lost all of their outdoor gear. Although they themselves may have been somewhat reluctant to let us know about their losses, I'm grateful to their friends who have. Whilst I don't yet have a comprehensive list of what gear these guys have lost, nor their permission to publish their names, I would like to ask all of you to explore any avenues you might have to help replace some of their gear. I do know that both of these guys are paddlers and that they both lost a suite of gear that includes everything a typical paddler would own. If you'd like to contribute gear to help these guys out, please contact me at [tony@voea.vic.edu.au](mailto:tony@voea.vic.edu.au)

Through direct contacts with our members and through online surveys, the Taskforce sought to compile a picture of the impacts of the bushfires on the 'industry' aspect (private businesses that provide services to schools) of our sector. Recognising the limitations of our sample size, the factors we sought to measure and the short time frame for data collection, the impact estimate looks like this:

### Outdoor industry profile \*

- 485 service providers—campsites (352), outdoor education program providers (22), adventure tour operators (111)
- Annual industry turnover = \$182,000,000
- 80% of turnover spent in regional and rural Victoria
- 2425 effective full time employees.

### Industry impact from recent fires \*

- 14 campsites have been destroyed in the fires
- Loss of public confidence is manifesting in alarming levels of program cancellations in non-fire affected areas that is threatening business viability
- Loss of business = \$27.5m net losses due to cancellations and postponements reported as at 16 March 2009
- Loss of employment = 277,000 staff hours lost as at 16 March 2009
- The loss of business and employment is reducing the industry's contribution to regional and rural economies.

Add to this the unmeasured disruption and cost within schools and the result is a significant impact.

In order to help our sector recover from these impacts, the Taskforce has undertaken to develop an 'Industry Recovery Plan'. Around 40 people responded to the invitation published in VOEA, ACA and ORC newsletters [last month and attended a forum](#) on 12 March to assist

\* Figures are approximate, based on recent industry scan and include estimates based on statistical extrapolation.

in the development of the plan. Following that gathering, the plan has continued to evolve around eight key strategies:

- Infrastructure restoration and redevelopment
  - We are working with Parks Victoria to help guide the prioritisation of Park re-opening schedules and investment in infrastructure development in public land adjoining bushfire damaged areas
- Forums and workshops
  - Recovery Plan development workshop held at ORC 12 March
  - Parks Vic consultation meeting held on 19 March
  - Severe Weather Risk Management Review workshop to be held at the Statewide Resources Centre on 7 April
  - More workshops / forums to be announced soon
- Review of Safety Standards and Emergency Procedures
  - The largest source of impact has been based on fear of risk rather than damage to land or facilities. The review and reform of Severe Weather Risk Management policies and procedures will form the foundation of an information campaign to promote the benefits of learning and recreating outdoors
- Marketing and Communication
  - Promotion of the excellence of our practice
  - Improvements to communication and information sharing mechanisms
- Reconnecting the Community with the Outdoors
  - A series of public events, promoting the benefits of learning and playing outdoors
- Relationship building
  - Improving understanding and communication channels between schools, 'industry' and public agencies
- Proximity and resourcing
  - Improving the long-term efficiency of and synergy between the members of the 'Outdoor Industry Taskforce'
- Outdoor Sector advice to the Bushfires Royal Commission
  - Explore the possibility and potential benefits of a submission to the Royal Commission.

The Taskforce aims to complete the strategy document within the next couple of weeks and will then circulate it to any Government agencies who will read it and who might be willing to contribute to funding its implementation. It's been encouraging for me during these past few, very busy weeks, to see within our Outdoors community, the same kind of strength and cooperation that has been evident in the broader public sphere. It is a cause for optimism that I hope we can share with students, that adversity and loss has on this occasion brought into sharp focus that which is most important in life: people, friends, family and community. As the broader society recovers from the grief and shock that nature's wrath has visited upon us, I suggest that we who are familiar with the power of nature as teacher, can serve our society by sensitively but confidently reinforcing the notion that experiential learning outdoors can be the most powerful mechanism for learning there is. It is then incumbent upon us to use that power as and where we can to best effect, for maximum benefit.

Tony Carden is Executive Officer, VOEA



# Review: *Teaching Adventure Education Theory*

Scott Polley

*Teaching Adventure Education Theory* is a series of lesson plans for post secondary adventure education. Each lesson plan is accompanied by theoretical background on the topic, and is supported by resources such as links to Web sites, PowerPoint presentations, handouts, questionnaires, signage on a CD.

The book is primarily for the North American market, but has international application. The 395 page volume is well structured, written and produced. Each lesson plan uses a similar format and the flow is logical and easy to follow. Aware of the diverse application of this text, it is able to be read by a broad range of adventure educators in addition to post secondary educators. There are clear links to the CD, and the CD has some extremely useful teaching materials.

Stremba and Bisson have embraced, rather than supersede, other recent adventure education texts, such as Gilbertson and Bates (2006), *Outdoor education: Methods and strategies*; Martin, Cashel and Wagstaff (2006), *Outdoor Leadership: Theory and practice*; Priest and Gass (2005), *Effective leadership in adventure programming* (2nd ed); Prouty, Pannicucci and Collinson (2007), *Adventure education: Theory and applications*.

Each lesson plan is written by a prominent tertiary educator and adventure education writer. The theoretical background supplied by each writer has a sound evidence trail to their writing, and links to the major (mostly North American) references on the topic. The lesson outlines are grounded in practice, and appear to be a reflection of what each educator is currently practising.

The reader starts the journey with a discussion of adventure education curriculum and effective teaching of theoretical concepts written by the editors. The ideas presented were concise and sound, and will no doubt assist with the structure of lessons for post secondary education. A discussion of teaching methodologies and teacher qualities might have been a useful addition, but it could be argued that this is covered in other adventure education texts.

We are then guided through instructional theory, including background on Gardner's multiple intelligence theories and their application to adventure education and planning for learning outcomes. The ideas presented are strongly grounded in experiential theory, and give clear directions for practice for future adventure educators.

The distinctly North American flavour to the history section (written by North American authors Cassidy, Buening and Rheingold) might be expanded by Southern hemisphere, European, Asian and other adventure educators. Perhaps this is an opening for a future article for the Australian Journal of Outdoor Education. Still, what was presented was illuminating. Some of the lesson plans clearly overlapped, providing repetition that would enhance learning.

The philosophical foundations section linked very clearly linked to western philosophical development, in particular those philosophers that were proponents of experi-

ential education. The section might have provided post secondary educators with a stronger framework to guide students through the importance and impact of having a clearly defined philosophical approach. There might have greater reference to philosophical foundations of other cultures. Still, there were a couple of ideas that were presented, such as the musing forest, that might engage students in reflection about their philosophical selves.

The theoretical foundations section might be re-labelled 'Theoretical Foundations of Personal Development', as the focus is entirely on the development of the individual as a result of adventure education, and is clearly useful for educators using adventure as a tool for maintaining arousal and personal development.

The leadership theories section was excellent, and the 'Expedition Leaders Style Analysis' supplied on CD should prove useful in analysing preferred leadership styles in preparation for leadership.

It was great to see the editors include a section on social justice and ethics. Karen Warren has been a particularly prominent author in the US, and she has not shied away from tackling some harder issues. Her 'unpacking' of perceptions and beliefs, and methodologies to achieve this should prove useful. The focus on black-white and gender issues might have been expanded to include other groups that experience inequity, such as folks that have disabilities, Indigenous backgrounds, rural and remote dwellers, alternative religious beliefs, non-heterosexuals, etc.

The group development section was excellent, and a good basis for promoting improved group outcomes following facilitation of an adventure education program. The lessons presented were sequenced well, and could be applied in the practical setting very easily. It might have been nice to include an introduction to models of therapeutic adventure facilitation, but this may well have been beyond the scope of the volume.

The final section on the human-nature connection was a useful introduction to thinking in this area, with Australia's Peter Martin getting a guernsey, with a some useful ideas and models of how to introduce the 'nature as friend' concept that he has championed. Perhaps an additional chapter that introduces students to environmental sustainability pedagogy would have added a bit more depth.

One of the unfortunate consequences of such a tome labelled 'Best Practices' can be the stifling of critical inquiry. It might have been good to include a discussion of this aspect, and a section on promoting critical thinking.

In summary: a great reference for those that are conducting senior secondary and post secondary training in adventure education. It is still a useful volume for post secondary students, as the introductions to each section and chapters were an excellent synthesis of current thinking in the domains presented.

The volume fills a gap in the literature with regard to teaching and training outdoor adventure teachers,

Continued at foot of next page...

# Review: Deep Waters: Courage, Character and the Lake Timiskaming Canoe Tragedy

Scott Polley

I had been trying to get to this book for some time. I had read a few articles from James Raffan, knew that he had written some great books, and was fortunate enough to see him in action on his visit to Australia a couple of years ago. He spoke to a local private school about character and character development, and spent some time with the staff to facilitate discussion and ideas about how the school program might evolve. While he was here, he volunteered to come and speak to a group of students studying Outdoor Education at the University of South Australia. He left an indelible impression on them and on me. He was keen to dip a paddle in the water, so I volunteered to take him and his daughter for a short journey on the Port River to explore for dolphins and shipwrecks. It wasn't the greatest weather, but it was clear that this was a person who understood 'the song of the paddle'.

James Raffan is multi-talented, being an ex-professor, educator, musician, composer, paddler and a great writer. In this book he tells the story of the death of 12 boys and one leader who died on a school canoeing expedition of 27 boys and four leaders in 1978.

This book has appeal on many levels. At the core of the story is a gut-wrenching account about the death of a group of 11–13 year old boys on a Canadian waterway from immersion hypothermia. But it is also a story about education, adventure for youth, misguided philosophies, risk management, leadership and the long lasting impact of psychological trauma such as watching your friends die. James skilfully weaves all these aspects in what is also a cracking good book, written by someone that can tell a great story. So even if the sub-text and themes are not a focus for the reader, it is a thoroughly engaging read.

The story telling is underpinned by a lot of diligent research. As a result he richly describes the environment of Lake Timiskaming in a way that can only come with spending extended time there, infused with stories of other boat users and historical vignettes. He spends time with the survivors of the event, as well as family of those that perished, and manages to penetrate beyond superficial layers. He has researched the school's background thoroughly from a historical but also social/cultural perspective. His extensive knowledge of canoeing and boats has resulted in a deep analysis of the contribution of craft design to events that followed. As the facts are revealed, it is obvious that the tragedy could have been much worse. It would have been so easy to assassinate the character of the school and group leaders, but instead there is empathy, compassion and care.

This canoeing tragedy had a lot of parallels with the Lake Alexandrina Tragedy. Well meaning volunteers who were poorly trained, underestimating the environment, poor choices of equipment, poor or lack of leadership, lack of clear emergency response plan. But it is a much deeper analysis of the event than any of the reports that I have seen analysing Lake Alexandrina.

The final vignette is a haunting one: where a father of one of the boys dreams that some of the boys will die and prevents his son from participating just prior to departure.

It is a sobering tale, and probably ought to be compulsory reading for all leaders of young people on water, as well as school teachers that are attempting to develop character through expeditioning.

James Raffan, *Deep Waters: Courage, Character and the Lake Timiskaming Canoe Tragedy*, HarperCollins, Toronto, 2002

## Alternative reviews

[www.bedard.com/level1/stjohns/bquarry.html](http://www.bedard.com/level1/stjohns/bquarry.html)

[www.ottertooth.com/che-mun/109/109-9.htm](http://www.ottertooth.com/che-mun/109/109-9.htm)

## Available from

University of South Australia library

[www.amazon.ca/Deep-Waters-James-Raffan/dp/0002000377](http://www.amazon.ca/Deep-Waters-James-Raffan/dp/0002000377)

[www.nbc canoe.com/index.php?main\\_page=product\\_info&products\\_id=612](http://www.nbc canoe.com/index.php?main_page=product_info&products_id=612)

[www.ottertooth.com/che-mun/109/109-9.htm](http://www.ottertooth.com/che-mun/109/109-9.htm)

[www.harpercollins.ca/books/9780002000376/Deep-Waters/index.aspx](http://www.harpercollins.ca/books/9780002000376/Deep-Waters/index.aspx)

[www.chapters.indigo.ca/books/Deep-Waters-Courage-Character-Tragedy-James-Raffan/9780002000376-item.html?pticket=wf1bhr45fvwx2345kowe4i553okLccc1eE50yV7XCCYE5SFleaQ%3d](http://www.chapters.indigo.ca/books/Deep-Waters-Courage-Character-Tragedy-James-Raffan/9780002000376-item.html?pticket=wf1bhr45fvwx2345kowe4i553okLccc1eE50yV7XCCYE5SFleaQ%3d)

[www.alibris.com/search/books/author/Raffan,%20James](http://www.alibris.com/search/books/author/Raffan,%20James)



---

## Review: Teaching Adventure Education Theory

...continued

guides, leaders and facilitators. I found lots of useful ideas in this book. I wouldn't have included the label 'best practices' in the title, as clearly the context of practices plays a large part in what is 'best'. Perhaps 'Good practices' would have been better. I would love to see a similar volume from some of Australia's tertiary educators.

Stremba, B and Bisson, C (Eds), *Teaching Adventure Education Theory: Best practices*, Human Kinetics, Champaign, 2009



# The paddling pages

*Peter Carter*

South Australia has no whitewater to speak of, but it certainly has moving water, in the Murray backwaters and the tidal creeks of Barker Inlet for example. That can lead to problems, especially with novice paddlers.

Australian Canoeing's Education and Safety Technical Committee, acting on a suggestion from Victorian groups who deal with similar waters, has put together a Moving water endorsement for Flatwater Guides and Instructors. The schedule is shown below as an extract from the *Award Scheme Handbook*. On the next page are extracts from the associated resource module and something recently added to the Knots resource.

If you lead or instruct on moving water, this endorsement is worth having.

## Flatwater Skills/Lifeguard courses

We held a very successful FWS/Lifeguard course in April and are planning another for October. If you want to gain a qualification to lead and instruct, this is the course to start with.

If you're interested, contact Canoe SA's new DO, Ian Heard, on 8240 3294, or watch [www.sa.canoe.org](http://www.sa.canoe.org).

## Flatwater Guide and Instructor: Moving water endorsement

This award is designed for Flatwater Guides or Instructors leading groups of paddlers on Grade 1 water that is clearly moving and has hazards such as strainers and a degree of risk, but less than that of a Grade 2 river.

### Prerequisites

Flatwater Guide or Instructor

Four trips on moving water

### Skill component

Guide groups in Grade 1 moving water, with the following in addition to the Flatwater Guide or Instructor Skill component:

Personal skills

– model flatwater skill set efficiently and safely in both the bow and stern positions of the boat  
Conduct moving water kayak or canoe activities, including trips on Grade 1 water:

- successfully and consistently demonstrate forward and reverse ferry gliding
- successfully and consistently demonstrate breaking in and out
- manage rafting-up
- demonstrate swimmer tows and craft tows
- demonstrate single craft rescues
- manage group in-water rescues
- manage the launch and land a group into flowing water
- manage groups around other craft and other water users such as skiers
- extract and recover a pinned craft from obstacles.

### Knowledge component

Demonstrate the knowledge to plan and conduct a moving water trip, with the following in addition to the Flatwater Guide or Instructor Knowledge component:

International River Grading

Hazard identification and risk management program for a moving water trip (including expeditions): snags, strainers, mud, overhanging trees and other hazards associated with the area, such as river height for forecast weather predictions.

### Experience component

Produce a verified log showing over the previous two years at least:

Four guided moving water activities of several hours duration as an observer under training or as an assistant Guide

One over night program as an observer under training or as an assistant Guide.

### Communication component

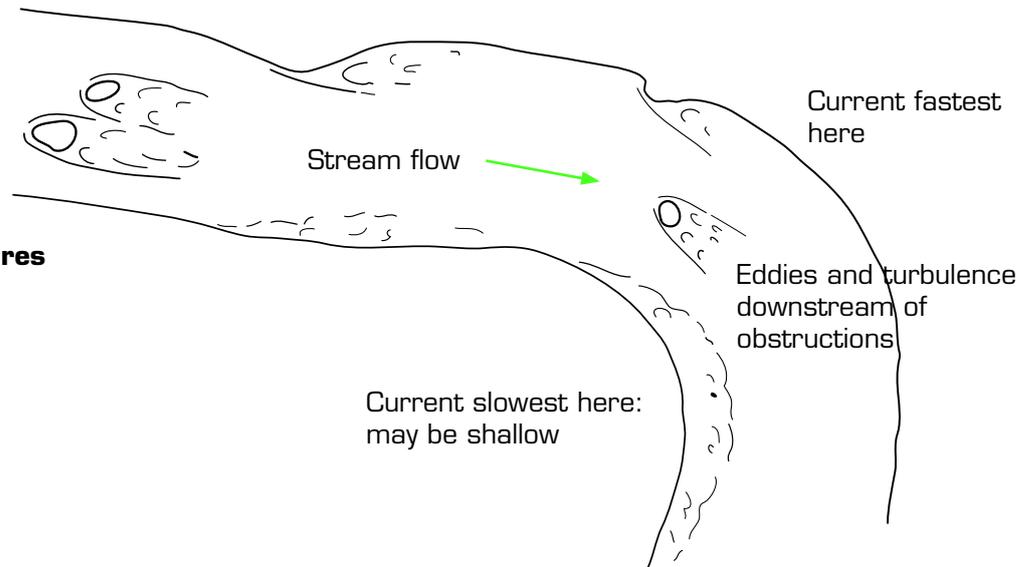
Demonstrate the Flatwater Guide or Instructor Communication component on moving water.

### Leadership component

Demonstrate the Flatwater Guide or Instructor Leadership component on moving water.

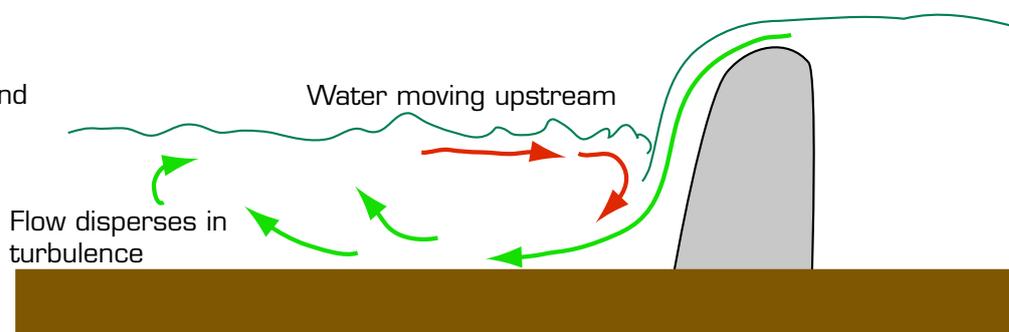
## Diagrams from the Moving water endorsement resource

### Typical stream features



### Weir cross-section

Why you should keep well clear, upstream and downstream

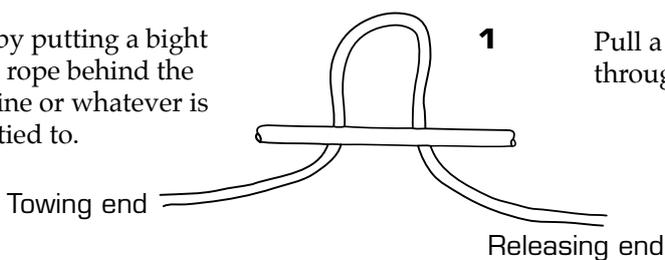


## A new hitch in the Knots resource

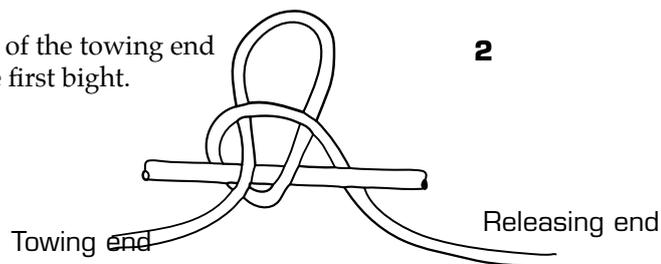
### Highwayman's hitch

Once said to be used to secure horses, but have them quickly released for a quick getaway, this hitch can be used to make a towline from any suitable length of rope, perhaps a throwbag.

Start by putting a bight of the rope behind the decliner or whatever is to be tied to.



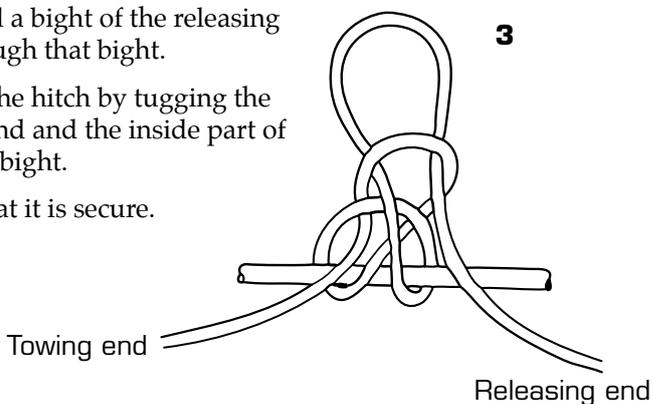
Pull a bight of the towing end through the first bight.



Now pull a bight of the releasing end through that bight.

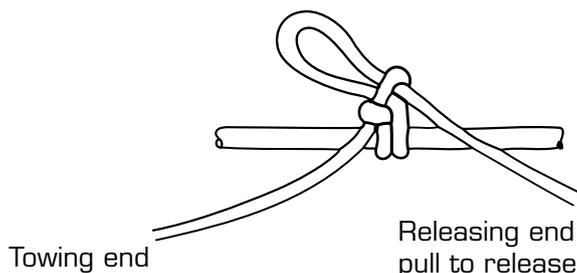
Tighten the hitch by tugging the towing end and the inside part of the third bight.

Check that it is secure.



To release, pull the release end and the hitch will collapse.

With the hitch at both ends, there is a quick release at both ends, useful in a towline system.



# 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 3 July. To be presented at the Certificate Presentation Dinner in August.

**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, PO Box 411 Oaklands Park 5046

**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	<input type="checkbox"/>	New member	<input type="checkbox"/>
Individual \$60			<input type="checkbox"/>
Student \$45 (with AJOE)	<input type="checkbox"/>	\$20 (without AJOE)	<input type="checkbox"/>
School/Organisation/Corporate/Family \$70	<input type="checkbox"/>		

(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