



Outdoor News

Journal of the Outdoor Educators' Association of South Australia
Volume 28 No 1, April 2010

From the Chairman

Mike Meredith

Greetings and welcome to the April edition of Outdoor News. I trust your year has been progressing nicely, if not a little fast if it is like mine. The weather so far this summer has been relatively kind and no doubt you have been able to get out and enjoy the many great outdoor places we have. Much of the material and processes that came out of last year's extreme weather has had some impacts on how we do business but hopefully for the better and we are more prepared for these extreme occurrences.

Thanks to those people who attended the AGM and enjoyed a pleasant night combining business and pleasure. Once the business end was done it was a great opportunity to catch up and listen to some fascinating stories by Joc Schmiechen on his 'Kimberly Capers'. For anyone who has visited the area his pictures and vivid stories added another dimension to a truly incredible place. For those who had not been there I feel sure it would have stirred a desire to venture north. Peter Carter also showed a new design format for the newsletter that you are or will be enjoying soon. He has done a great job with the newsletter.

At the AGM I gave a report on last year which is included in this edition. I thanked those whose efforts have benefitted OEASA and our many sponsors who helped out in many ways. It's very much like the outdoor community who are always ready to help out if needed and their efforts are much appreciated.

By the time you get this newsletter a few key events and activities will have taken place, in particular the Wilderness First Aid course at Scott's Creek in late March went well although I hear its organiser Phil Noble managed to miss the course as he had a 'medical emergency' of his own (congratulations to Phil and Tabitha on the birth of their son Toby!). A Risk Management seminar was held on 10 April at Magill campus of Uni SA conducted by Deb Ajango and Tony Carden and the GACO (Great Aussie Camp Out) will also have been and gone. I hope you took the opportunity to get involved.



Looking to the future the next major event is the jewel on OEASA's calendar, the Presentation dinner to be held on Friday 18 June. It will again be held at Unley Town Hall and will be a great night to get tother and celebrate the successes of those who work and study in our great Outdoor Community. I would ask you all to come along and make it a great night. If you have anyone you would like to nominate for an award please use the form in this newsletter to get them nominated.

Later in the year we will be holding a State outdoor Conference with Rec SA at the Education Development Centre Hindmarsh on Monday 1 November. We will be sending out an expression of interest for presenters soon so plan your session now!

It is as always a pleasure to be of service



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Outdoor News is supported by



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

From the Editor

Peter Carter

The recent OEASA event was the AGM, and this issue includes the minutes and reports of the meeting. If you missed the meeting you missed an intriguing talk by Joc Schmiechen. Joc was one of the pioneers of outdoor education in SA, and then, like a number of others, went on to other outdoor-related activities, in his case exploring aboriginal cave art in the Kimberleys.

Also in this issue are two items by Tony Hewison from *Outdoor Outlook*, vol 6 no 1, February 2010, the Journal of the Outdoor Education Group, <www.oeg.net.au>. Lots of interesting ideas, and our thanks to OEG for permission to reprint.

Scott Polley has been reading two new books from Human Kinetics, and reviews them in these pages. Human Kinetics has become one of the publishers of sport and outdoor-related books, and these continue the tradition.

The government plans to introduce a revised *Approved Code of Practice for First Aid in the Workplace* in December this year. As always with new rules, there are questions, and Scott has written to the departmental officer responsible for clarification. Scott's letter is on page 13, and when an answer is to hand we'll publish that too.

Several locals have given themselves some therapy by making a climbing expedition to Frog Buttress in Queensland. There were no captions with the accompanying pictures, so they'll have to wait.

As is the custom, we have news from Bushwalking Leadership, Canoe SA and SA Rock-climbing Education Association.



If you read the email version of *Outdoor News* on screen you will know that there are live links in the table of contents, the Contents link at the bottom of the page, and live Web links. That's how PDFs should work. The disadvantage is that if you look at a complete page the text is too small to read comfortably. Hit Command/Control + to enlarge it and you now have to scroll up and down to follow the text. That's tolerable with a single column layout, but not with more.

The solution is to turn the layout sideways, landscape mode. Now a whole page can be seen, and read, at once, without scrolling. If you'd like to see how it might look, download the trial version of the February issue from <www.oeasa.on.net/newsletter.html>. Apart from the forms, it's the complete issue, but with a front 'cover' pic and Bookmarks as well as the live table of contents and so on. See what you think, and if you'd like future issues of *Outdoor News* to be like this please let us know.

If you read only the print edition of *Outdoor News* because your email address is not in the Treasurer's database, now might be the time to let him know. One of the major costs of any organisation like OEASA is that of printing and mailing journals, so if that cost can be eliminated there's a considerable saving that can be spent on other things.



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: Belinda Buscumb

Editor and webmaster: Peter Carter

Committee: Andrew Govan, Brad Newton, Bianca

Barbon, Clay Hunter, Scott Polley, Peter Kellett, Mick

Dennis, Bethany Stewart, Danielle Meuring

Annual General Meeting, 19 March 2010

Minutes

The AGM was preceded by drinks and nibbles, and an introduction and demonstration of a new potential electronic format for *Outdoor News* by Peter Carter. This will be discussed further at the next committee meeting.

The AGM commenced at 7:05 pm

Apologies: Nerilee Flint, Cath Jenner, Kylie Pointon, Peter Thornton, Mick Dennis, Nicole Adam, Peter Vowles, Bob West

Present: Nick Glover, Mike Meredith, Peter Kellett, Phil Noble, Joc Schmiechen, Scott Polley, Meg Polley, Jim Townsend, Rob Hogan, Liz Liebing, Danni Meuring, Bianca Barbon, Brad Newton, Belinda Beisiegel, Peter Carter, Ian Heard, Belinda Buscumb

1. **Minutes** of the 2009 AGM were read by NG.

Moved: PK

Seconded: PN

2. The **Chairman's report** (appended) was read by Mike Meredith

3. The **Secretary's report** (appended) was not read by Nick Glover as it contained information already outlined by the Chairman

4. The **Treasurer's report** (appended) was read by Phil Noble

Moved: RH

Seconded: LL

5. **Election of officers:**

- Chair – Mike Meredith, declared by NG
- Vice chair – vacant
- Treasurer – Phil Noble, declared by MM
- Assistant Treasurer – vacant
- Secretary – Nick Glover, declared by MM
- Assistant Secretary – Belinda Buscumb, declared by MM
- Newsletter Editor – Peter Carter, declared by MM
- Webmaster – Peter Carter, declared by MM
- Sub editor – vacant
- Committee members: Andrew Govan, Brad Newton, Bianca Barbon, Clay Hunter, Scott Polley, Peter Kellett, Mick Dennis, Bethany Stewart, Danielle Meuring
- Rec SA rep: MM, SP
- CEASA rep: NG
- OEA rep: SP, MM, PK

Upcoming major events

- Presentation dinner 18 June at the Unley town hall
- State Conference at EDC Monday 1 November

AOB

MM motioned that member fees increase by \$10 to support the OEA network. Seconded: PK

AGM closed 7:50 pm



A fascinating presentation by Joc Schmiechen, seen above, followed the AGM and detailed his trips into the Kimberley region, and included many photographs of ancient Aboriginal cave art. The event concluded at 9:30 pm.

OEASA Chairman's report 2010

Mike Meredith

Welcome to the 2010 OEASA AGM. OEASA has had another busy year in 2009 culminating with a national conference in Perth (Jan 2010) and ongoing national discussions focussing in particular on the Nation Curriculum and Outdoor Education's role in it. The association has continued to represent its members and provide a valued service to outdoor professionals in South Australia. National outdoor representation has moved forward with ongoing developments with the national Outdoor Education Association and a heightened awareness of outdoor education's role in the Outdoor Council of Australia.

I would like to thank the committee members for their significant service and help throughout the year. Without their efforts little would be achieved and we as an organisation would provide limited service to you our members. Everyone has supported the organisation as best they can. I would particularly like to thank Peter Kellett who took the reins during my absence early in 2009, Nick Glover as secretary and Phil Noble who has continued his great work as treasurer. Andrew Govan and Daniel Polkinghorne for their efforts for the presentation dinner, Peter Carter for his efforts as editor and looking after the Web site. Without the help of such a wonderful committee we would achieve very little. Thanks and well done.

What has the OEASA committee been up to since the 2009 AGM?

- Last year's AGM was a well attended at EDCH (except me) and a great presentation by Dave Williamson on sea kayaking from New Caledonia to Australia.
- Continued discussions and cooperation with BLSA.
- Organised a very successful presentation dinner attended by 82 people with the presentation by numerous bodies of their leadership and achievement certificates. New venue at the Unley City Council rooms was very pleasant.
- Three newsletters distributed.
- Two editions of National Journal of OED distributed.
- Web site development has continued under Peter Carter's guidance: always after material to include.
- The committee has continued discussions with the other state Outdoor Education Associations for the incorporation of Outdoor Education Australia — A Network of OED associations.
- Discussions were also held regarding the running of the national conference in Freemantle WA January 2010. Attended by 13 SA members.
- Discussion regarding the national Secondary Curriculum and Outdoor Education's place in it.
- We have met regularly with Rec SA and they continue to sponsor two awards for the presentation dinner namely for an outstanding Outdoor Organization and for Individual / group promoting participation in OED.
- Participated in preparation for GACO on 17 April 2010 with REC SA and ACA.
- We have maintained membership of CEASA
- OEASA representatives attended the REC SA aquatic conference and awards
- Conducted a well-attended evening seminar on 30 Oct showcasing Outdoor Education in Chile by Andrew Pope, outdoor opportunities in the Solomon Islands by Mike Meredith and indigenous perspectives by Scott Polley and Peter Kellett.
- OEASA has maintained a healthy financial state and is in a position to maintain services.

I would like to thank our many sponsors for their valuable support including Paddy Pallin's for their help taking bookings for the presentation dinner, which is a much-appreciated, and also for their donation of items for the raffle. The Scout Outdoor Centre, Wilderness Escape, Corporate Venture Recharge, Adventure Outdoors, Adelaide Canoe Works and Vertical Reality must also be thanked for their generous donations and support for the presentation dinner. Griffin Wines deserve special praise for their continued donations for OEASA events. Please show your support to all these organisations with your patronage and help to repay some of their support. I would also like to acknowledge the support given by Prince Alfred College and Uni SA.

In summary I would like to once again thank the committee on behalf of the members for their efforts throughout the year and our many sponsors and people who have helped out.

I look forward to another exciting year in 2010 with another presentation dinner on the way, a State Outdoor

Conference in November and the OEA Network of working toward a truly national body and providing input into the national curriculum if Outdoor Education is recognised as a subject in its own right. I also hope 2010 is a good year for professional development opportunities for OEASA members.

Secretary's Report

Nick Glover

OEASA Summary of Events 2009

AGM 2009

- 20 March: 20 members attended
- Guest speaker: Dave Williamson

Committee meetings:

- 6 February: 5 members attended
- 22 May: 4 members attended
- 31 July: 9 members attended
- 4 December: 4 members attended

Presentation Dinner:

- Held at the Unley Council Chambers, 21 August
- Over 80 members attended
- 14 awards presented

Seminar Evening

- Held at the EDC, 30 October
- 25 members attended
- Talks heard from Andrew Pope; Scott Polley and Peter Kellett; and Mike Meredith

Treasurer's Report 2009

Phil Noble

The 2009 year was once again a successful one for the Outdoor Education Association of South Australia (OEASA). Our membership database has 133 members, with 94 being paid financial members. The breakdown is as follows:

- Life Members: 6
- Individual Members: 20
- Student Members: 2
- Family Members: 2
- School Members: 33
- Corporate Members: 2
- Organisation Members: 7
- Award Winners: 7
- Complimentary Members: 15
- Unpaid Members: 39

The major event for OEASA for the year was the Award Dinner held at the Unley Council with 82 people attending this fantastic night. Throughout the night, raffles and the auction, with prizes kindly donated by several of our members raised \$1580.00.

OEASA started the year with \$27,815.32 in the bank. Throughout the year we had an Income of \$8,470.89 and Expenses of \$7,359.80. This saw us with a profit of \$1,111.09 and a closing bank balance of \$28,951.41. 

Are there unique student outcomes from Outdoor Education?

Tony Hewison AM FACE

Yes, there certainly are!

Reconnecting with nature

One of the areas of change, highlighted by the *Melbourne Declaration on Educational Goals for Young Australians*ⁱ, is the rapid and continuing advances in technology leading to a need to be highly skilled in information and communication technologies and to increase their effectiveness significantly over the next decade. In addition, through the Internet young people have been introduced to effective, and almost instant, means of communication, with most making constant use of social interaction on-line facilities such as Facebook and Twitter. Mobile telephones have become ubiquitous and technology now links these with the Internet. Devices such as iPods, again linked with mobile telephones and the Internet, provide virtually unlimited access to both music and film. All of this is in addition to DVDs and, with digitalised television and radio, to an exploding number of entertainment channels. There is a growing concern on the part of youth specialists, educationalists, parents and the public that many young people are retreating into a virtual world and are losing contact with reality, leading to social dislocation and isolation.

Outdoor Education is in no way anti-technology. In fact technology through developments such as satellite telephones has made possible outdoor journeys which would have been too risky in the past. Technology is very much a cornerstone of our lives. We depend on it for our public services, the effective delivery of medicine, the turning of the wheels of commerce, quick and effective communication and indeed education at all levels. It is the excessive reliance on technology which is perceived by many as a danger to young people. Outdoor Education enables a student to develop a capacity to evaluate the role of technology in modern life, with a particular emphasis upon how technology shapes our personal responses and relationships to the natural environment.

This radical change in the focus of many young people as a consequence of rapid technological development is accentuated by our increasing urbanisation. American author, Richard Louv, has written that "Not long ago, the sound track of a young person's days and nights was composed largely of the notes of nature. Most people were raised on the land, worked the land and were often buried on the same land. The relationship was direct." He talks of "nature deficit disorder"ⁱⁱ.

It has been argued that our separation from nature is an important factor in some of the rising ailments of some young people, including obesity and depression, higher rates of physical and emotional illness, attention difficulties, a diminished use of the senses which are necessary for learning and creativity, a decline of social interaction and a loss of spirituality.

Outdoor Education provides the only opportunity in the education of young people to reconnect with the natural

world. Students are immersed in it. They learn to feel comfortable in nature both day and night, learn about natural history and systems in order to maintain their comfort and are challenged to consider the role and place of humanity in the natural order of things. They develop an understanding of natural systems and are receptive to the benefits of nature to both health and the human spirit. Living outdoors for extended periods demands that students learn practical outdoor skills: survival depends on them. In the semi-wilderness outcomes of tasks are more immediate than they are in urban life. They carry consequences which are real. They demand ongoing initiative and evaluation. Students cannot 'just go home when the bell rings'.

Only in the semi-wilderness is it possible for students to be separated totally from all the clatter, distraction, confusion and dulling impact, intellectually, emotionally and spiritually, of contemporary urban life in a rapidly developing and changing technological society. Not only are students in the outdoors separated from their mobile telephones, iPods and so on, they are not even in reach of them. They are forced to come to terms with their absence. Instead they come to appreciate the lack of distraction, have the opportunity to learn more about themselves and their relationships with others. Reconnecting with the natural world is not about the realisation of some wild 'greenie' dream. It is essential to the well-being of this generation as it prepares to face the challenges of a nation, itself undergoing great change.

Immersion in the environment

Equally important is immersion in the environment, resulting in a deep personal understanding of and empathy with it.

There is no question that the most momentous issue which will face today's young people as they move into adulthood is environmental degradation, and especially global warming and climate change. Global warming and climate change is accepted as irrefutable by an overwhelming majority of world scientists. Its irrefutability is also accepted by the governments and leaders of most countries in the world, including those in Europe and China. It is only in the United States and Australia that scepticism on this issue is considered respectable. More serious, however, than scepticism is widespread apathy and its apparent growth. The Lowy Institute reports that in their polling in 2007 tackling climate change was ranked as the equal most important foreign policy goal. This year it ranked seventh out of ten possible goals, down ten points since 2008 and nineteen points since 2007. Out of twelve possibilities climate change ranked this year as the fourth most critical threat facing Australia, but this was down fourteen points since 2008. It is not as though climate change has not been in the first rank as a political issue and that the urgent need for action has not been well canvassed in the media. Generally scientists and writers have been shy of being alarmist, but the message is clear.

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The central issue is the role human activity has in causing or exacerbating global warming. The future of humanity depends on our collective capacity to understand the role humans must play on earth and to act accordingly. We must be able to make critically informed decisions which fully consider the importance of natural ecosystems as well as the needs of the human race. The current challenge of global warming will only be solved when the thinking of humanity has evolved, so that the interconnection of everyday living and choice and the resource and energy demands we place on the planet's ecosystem is genuinely understood, not just by experts or enthusiasts but by everyone.

Responses to environmental issues must be founded in solid scientific thinking and thus there are important roles here for Environmental Science and Geography. Their roles, however, are shaped properly by scientific method. When Geography and Environmental Science students go into the bush they observe from the outside. This is necessarily so, because their role is to act as objective scientific observers. They are outside looking in. Students in Outdoor Education are inside looking out. They are immersed in the environment. Their understanding of the environment is not simply cognitive, but also affective. Their learning about the environment combines both affective and cognitive modes of acquiring knowledge – while immersed in the environment they are both building and analysing their own relationship with the particular landscape where they are.

Western culture has historically seen itself as intruding on and subjugating nature. Young people need to understand themselves as part of nature, if they are to feel deeply the need to change our global lifestyle and practices in order to save the planet. Commonly Outdoor Education practice demands that students spend extended periods of time in somewhat remote natural settings, totally supported by the materials and food they carry in on their backs. Outdoor Education is the only aspect of schooling that gives young people this experience and then uses the resulting isolation from daily pressures of contemporary living as a means to come to an emotional as well as intellectual understanding of the ongoing human wrought damage to the natural world. A bushwalk in the hands of a skilled outdoor educator, for example, is an excellent vehicle for students to live and understand assumptions concerning issues such as technology, resources and our food demands in modern urban society.

The future of humanity depends on our collective capacity to understand the role humans must play on earth and to act accordingly.

In our daily lives what all of us do in practice relates only in part to academic learning. What we do is driven also by emotive resonances and even spiritual relatedness. Through Outdoor Education students learn to overcome the alienation from the environment that underlies much of contemporary urban understanding. They develop a

grasp of environmental and climate change issues at a deep empathetic level: they feel at one with the environment. Their relationship with the natural environment is direct and personal. It is developed through ongoing personal contact with the natural world.

If we are to have a nation of people genuinely determined to finding solutions to the problems of environmental and climate change, who are committed to recreating a sustainable world, we have to have cohorts of school graduates who have this symbiotic relationship with the environment and who understand at a deep inner level its needs. Faced with environmental degradation and global warming, this generation must have the educational foundations to cope with the greatest challenge of our and their time, a challenge which can only be met with the combined attention of several disciplines and all domains of learning. Outdoor Education has a unique contribution to make to this.

The assessment and management of risk

School leavers need to develop an awareness of risk, which they will have to face in their lives especially between the ages of 15 and 24, and how to manage it. There is great public concern at the failure of young people in their late teenage years and early twenties to comprehend the nature of risk and to act appropriately. This is illustrated by public alarm at the high level of drug taking, binge drinking and dangerous and irresponsible use of motor vehicles by young people. The goal of teaching risk assessment and safety management is that students should understand and practise forming astute judgements. To do this, students need to be able to assess their own level of competence as well as correctly to assess the hazards and the likelihood of changing levels of hazard in an environment. The processes underpinning astute judgement are consistent, whether the setting be in the bush, at the beach, driving a car on a wet night or at a party. Through lived experience adults learn how to weigh the seriousness of the hazards and the possible negative outcomes of proceeding against the achievement of whatever is the desired outcome. Young adults can be taught how to do this. Outdoor Education teaches students how to analyse risk and shape astute judgements. Outdoor activities necessarily contain an element of real risk. If there is no risk there is no challenge, and challenge is at the heart of Outdoor Education. Moreover it is not possible to go into remote areas without some degree of risk. It is, of course, the principal responsibility of the Outdoor Education provider to minimise risk within the context of carefully thought out outcomes. Indeed students need to be made aware of the risk minimisation planning and procedures, which have and are being followed by the organisers, as part of their own learning about risk. Risk minimisation is at the heart of good professional planning.

In the outdoors risk is immediate and has to be faced before an activity can proceed. It is not something that can be ignored. For example, if a group comes to a swollen river which they need to cross, there is clearly a risk which has to be assessed. It may be that crossing the

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river can only be avoided by an extra 20 kilometre walk in quite difficult terrain and an arrival at the destination two days late. The seriousness of the risk involved in crossing the river has to be assessed carefully as does the skill, experience and fitness of all members of the group. It then has to be weighed up against the effort and possible hazard involved in the 20 kilometre walk. Students have to learn from a situation such as this that a 'gung ho' approach of 'we can do it' without proper assessment will almost certainly lead to disaster. The risk is real, and it has to be assessed before the right way to manage the risk is decided. Of course most hazards are not as momentous as the situation in the example above, but there is an element of risk in a great many quite apparently mundane activities in the outdoors, such as cooking or having fun in a river.

There is no other subject area or school activity which confronts students with the assessment and management of risk in this way. Students take great risks in team sport, but they do so within a tight code of rules and practice. They are not required to assess risk, but rather to leave the issue of risk to those who have designed the game and to the umpires. A rugby player does not stand back and make a risk assessed decision before entering a scrum: he plunges in because his task is to help win the game. He is learning a lesson about physical courage, but not about risk.

Risk assessment and management in the bush can be taught and learned and includes how judgements can be impaired by the influence of peer pressure, fatigue or haste. Outdoor Education teaches risk assessment as a process in a safely monitored context, but one where real consequences are evident and feedback mechanisms are strong to facilitate effective learning. The provision of properly trained staff who are also educators accompanying each group is important from a risk minimisation point of view, but also so that students can be properly educated in coping with risk as and after they confront it.

There is real transfer of the lessons learnt in Outdoor Education to students' wider and future lives. The highest ratio of accidental death occurs in the 15 to 24 age group. In 2008 70% of all deaths in the 15 to 24 age group were found to be due to non-natural causes. This compared with 5% of all deaths in those 25 years old and over. 31% of all deaths in the 15 to 24 age group resulted from transport accidents, but only 1% of those over 25 and over. Rates of deaths and serious harm requiring hospitalisation were higher than for any other age group.^{iv} A significant proportion of young people leaving school lack the maturity and experience to recognise the dangers in driving, drug taking, binge drinking and recreational risk taking. "Youth is a period characterised by rapid psychological and physical transition, where young people progress from being dependent children to independent adults. This transition period has been made more complex by the social, economic and technological changes that have occurred in Australia over recent decades. In this stage of life, people may be vulnerable to the influences of peer pressure and popular culture, and

may be inclined to experiment, push boundaries and take risks that could impact on their immediate and longer term health and wellbeing."^v Outdoor Education is the best medium to teach young people the ability to recognise, assess and manage risk in their daily lives.

Bush awareness in the adult population

Every Australian requires an understanding of the dangers inherent in entering and carrying out activities in the bush and of how to prepare for them and to manage the risk involved, so that they might as adults safely carry out activities in the outdoors.

It has been understood at least since the publication of Russel Ward's *The Australian Legend*^{vi} that white Australians were one of the most urbanised peoples in the world, but maintained the myth, at least before the changing of Australian society by post-war immigration, that they were really country people who were forced to live in cities and that their natural home was the bush. It is perhaps this heritage which has led to the love of Australians for the outdoors and the wish to lose themselves (sometimes literally) in it. Thus the exodus of thousands from the cities at holiday time and at the weekend. Many of these set up camp in the bush or go to the beach and take part in water activities. What has not accompanied this view of Australians of themselves has been the acquisition of bush skills, especially the assessment and management of risk. A great many urban dwellers go bushwalking, climbing, abseiling, rafting and canoeing poorly equipped, without proper navigation and survival skills, with scant knowledge of weather conditions and of the fickleness of the weather and without telling anybody of their plans. A great many also swim, surf or boat without any real understanding of the risks involved. It is unlikely that this exodus to the outdoors as a feature of Australian national behaviour will change, because it is largely a consequence of large cities situated in the context of a sparsely populated continent and the ease of access to the semi-wilderness from the cities. The beaches will continue to attract an increasing number of Australians, because of the proximity of most Australians to the sea, our climate and the excellence of our beaches.

Every Australian requires an understanding of the dangers inherent in entering and carrying out activities in the bush

The goal of bush awareness is that adult Australians should know first, how to recreate safely in the outdoors and second, how, to survive when they find themselves at risk. Outdoor living skills, respect for the environment, navigation skills and survival skills can be taught in a classroom setting, but they do not become engrained in people without actual experience under guidance in the outdoors. Only Outdoor Education can provide this learning. Given the perceived relationship Australians have with the bush, the geographic and demographic nature of Australia and the Australian attitude to outdoor recreation it is irresponsible for an Australian education system not to ensure that every Australian entering adult-

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hood has these necessary skills. The heavy migration into Australia since the Second World War reinforces the need for this education. Twenty five percent of the present Australian population was born overseas and 26% has at least one parent born overseas. For them the bush is even more foreign than it is for other urban Australians: yet they very quickly adopt the Australian attitude to the outdoors.

These are unique outcomes. There are also, however, outcomes which are not unique and which can be achieved through other disciplines and activities, but which are best achieved through Outdoor Education.

Personal development

Students in the semi-remote wilderness are confronted by their inner selves. Isolation from every day circumstances for an extended period of time leads to self-reflection, and students begin to make realistic assessments of their own personal strengths and weaknesses. They begin to develop a better understanding of who they are and where they have come from and in some cases where they are going. Isolation from the distractions of contemporary urban life creates the circumstances where self-examination and self-reflection is a natural consequence. Of course personal development courses and counselling and sometimes elements of some subjects, such as English, can all lead effectively to this kind of self-awareness, but in a busy school week such opportunities for self-discovery are unlikely to get more than a half hour of the student's attention. No-one would suggest that these aspects of a student's life should be removed, but Outdoor Education, allied with these other school activities is the most effective way of promoting this essential growth in self-awareness.

In general, personal values are developed and enriched by Outdoor Education activities. It encourages students to come to terms with others and with the environment. The need for truthfulness, charity, tolerance and modesty is reinforced by the close proximity over an extended period with others isolated from the rest of the world. It is difficult also to sustain inappropriate sexist or racist attitudes and other personal prejudices when forced to co-operate closely with others.

For them the bush is even more foreign than it is for other urban Australians: yet they very quickly adopt the Australian attitude to the outdoors.

The personal attributes, which we think of as character, are strengthened in Outdoor Education. Students learn to analyse difficult circumstances, to appropriately endure hardship without complaint and to press on when the going is tough, because there is no other alternative. No-one would choose to hike through the bush in pouring rain for a week, but in a well facilitated setting students can come to terms with the unpredictability of the weather and to carry on, at least at times, cheerfully. Experiences such as these teach a sense of perspective. There are other opportunities in other aspects of school

life, such as sport, to learn these lessons, but none of them are as effective as Outdoor Education, because the experiences are short-lived, and there is a choice of giving up, a choice which does not exist in the bush.

Allied with the development of character are the qualities of self-reliance and the ability to meet challenges. Students are encouraged by the reality of their circumstances to realise that they can do better than they thought they could. They learn to make improved judgments and to develop coping strategies. Such attributes and abilities can well be transferred to other settings, especially under effective guidance by teachers. Thus Outdoor Education leads to greater personal resilience in wider life.

The awakening of an awareness of spirituality is largely neglected in school curricula. In religious schools the chapel or its equivalent in religions other than Christianity, and religious services can have a deep impact on young people. Where teachers are themselves spiritually aware, they can help students recognise spiritual reality through poetry and other work in English, perhaps also in music, art and dance. In many schools such opportunities are rare, and where they do exist the general context of school life limits their effectiveness. They do not compare with a young person's coming to terms with the glory and immenseness of the Australian bush: a coming to terms which is strengthened by a protracted period of exposure. Nothing can compare with the wonderment of young people, sitting on the top of a mountain at dawn and surveying the landscape before them. Similarly such experiences make young people aware of the power of silence and the true nature of beauty.

Group development

Teamwork is a major outcome of a great many aspects of school life: sport, drama, music performance, class group work to name a few. Each of these is highly effective in teaching teamwork through experience. None of these activities work properly without teamwork. Thus there can be no suggestion that these are not all important aspects of a young person's learning development.

Outdoor Education, however, builds on these lessons and adds a new dimension. Unlike activities which are school based, in the outdoors the consequences of a lack of teamwork are immediate and possibly dangerous. Teamwork in the semi-wilderness is often a question of survival of the group. In the bush everyone is forced to accept that they can and must work as a team. As with other activities Outdoor Education cannot operate without teamwork, but unlike other activities teamwork is required all day every day and the consequences of a lack of teamwork are immediate and often serious. At the same time students learn an understanding of the necessity for group endurance, where individuals gain strength from the group, and where the stronger help the weaker, the competent the less competent and the stout the discouraged.

Outdoor Education develops social competence within a group, simply by bringing together separate persons

Are there unique student outcomes from Outdoor Education?

in the context of isolation and challenge over a period of time. Without social competence the group will not be able to meet its objectives. It also develops a real respect and empathy with others, to whom an individual may not at first feel attracted.

Generic skills and general capabilities

There is a number of other skills which are developed well by Outdoor Education and which have transferability to other activities and to life. Planning for practical work is absolutely essential to successful outdoor expeditions. There are all the aspects of the planning of the whole exercise, which involves, for example, assessment of terrain, determination of routes, preparation for expected and unexpected weather conditions, bringing together and preparation of equipment, the drawing up of menus and the purchase of supplies. Students are often personally responsible or responsible with a small group for much of this. Then there is the day to day planning on the expedition itself. Students involved in producing their own drama production, for example, are faced with an equally challenging need for effective planning in circumstances just as complex as those in Outdoor Education and also with serious consequences should the planning be inadequate. But in other activities usually only a small number of students are involved in planning. On an Outdoor Education activity everyone has the potential to be involved, especially in the case of individual and small groups in matters to do with gear and food.

Schools provide opportunities for leadership, but these opportunities are available only to a minority. Training in leadership is an essential part of Outdoor Education and is experienced by all. The leadership of a group may be changed every half day. The leader is forced to assess situations, make decisions and face the real consequences of mistakes. Through Outdoor Education students learn to be resourceful and develop innovative skills. There is no shop around the corner where if a piece of equipment is broken it can be repaired or a new piece purchased. In these and many other circumstances, students are forced back on their own resources.

By binding a group together through successful common experience in challenging circumstances, Outdoor Education helps to create a positive school culture. Groups return to school with a positive attitude which affects the whole school. At the same time when teaching staff accompany groups into the outdoors, new relationships develop between students and staff. Students see teachers in a new context, which is very different from every day life at school. They see them as part of the team and acknowledge them as people. This bonding of staff and students has a deep impact on the culture of the school.

An understanding of indigenous culture

In recent years very much more has been done in schools to help non-indigenous young people gain some understanding of indigenous cultures. Not only have studies of indigenous cultures been included in wider curricula, but students have been given greater understanding through

Outdoor Education can offer an alternative way of learning—experiential learning—to complement their regular schooling and to make it more relevant

the visits of aboriginal representatives and groups. The tendency in the past has been to present Australian history as aboriginal history up to white settlement and white Australian history since then. In fact indigenous people have continued to be part of the history of our land, and have been changed by their contact with and living amongst non-indigenous Australians, who have also learnt something from their contact with the original inhabitants of the land. This is now widely acknowledged in curricula and in the approach to indigenous cultures in schools. In addition, however, non-indigenous young Australians need to begin to learn how to think as indigenous people think, to feel as they feel and to enter as far as they are able into their cultures if there is to be true reconciliation. Of course, it can only be a beginning, but non-indigenous Australians can begin to listen and learn rather than work on their own assumptions and only impose and instruct. Indigenous cultures have developed through centuries of close identification with the land and the Australian natural environment, a sense of country and a storied landscape. This relationship of indigenes with the land is complex. Outdoor Education makes it possible for students to be immersed in and form connections with the environment and has the potential to help them draw parallels to a deeper level of understanding landscape evident in indigenous cultures.

In addition the education of aboriginal young people continues to be one of the major problems, indeed shames, in Australian society. Undoubtedly part of the problem is a feeling of alienation on their part from the western method and style of education. Outdoor Education can offer an alternative way of learning—experiential learning—to complement their regular schooling and to make it more relevant.

Outdoor Education has an highly significant role to play in the education of Australian young people. It is significant that Singapore, as a densely populated urbanised island state with a population of only 4,000,000, perhaps the least likely of nations to promote Outdoor Education, has adopted a dynamic policy as part of its education system. Outward Bound has operated under government sponsorship since 1967. There are government provided Adventure Activity Centres on the island itself attended by about 56,000 students a year. Regular expeditions are run off-shore in the neighbouring country, Malaysia. In the words of Mr Hawazi Daipi, Senior Parliamentary Secretary, Ministry of Education: "These experiences are what count in nurturing in our youth a flexible and robust outlook to life, so that they can thrive in an environment of change"^{viii}.

Unlike Singapore Australia has one of the largest outdoor classrooms in the world. It is important that as a nation we recognise the unique student outcomes of Outdoor Education.

News and notes

Annual Presentation Dinner

Friday 18 June 2010

At the Unley Town Hall, 181 Unley Road, (corner of Oxford St) Unley

6:30 pm for 7:00 pm start

Cost: Buffet meal \$25 members, \$35 non members and \$20 for full time students.

Payments due by 15 June. Late fee \$35

Bookings and payments at Paddy Pallins: 228 Rundle Street Adelaide (08) 8232 3155

The presentation dinner is a great opportunity to recognise those who have excelled in their field, be it outdoor leadership, study, environmental care or involvement in activities. Outdoor leadership organisations may present certificated to successful candidates from their leadership courses.

We invite members to nominate anyone from the outdoor community who they believe is worthy in the various categories shown below.

Nominations to Nick Glover:

PO Box 411

Oaklands Park

SA 5046

<nicks_mailbox@yahoo.com>

See p 21 for OEASA Award categories and criteria

Are there unique student outcomes from Outdoor Education?

...continued

This article is based upon the paper 'Student Outcomes—the Place of Outdoor Education in the National Curriculum' by Tony Hewison and Peter Martin.

It is reprinted from *Outdoor Outlook*, vol 6 no 1, February 2010, with thanks to Outdoor Education Group

Notes

- i Ministerial Council on Education, Employment, Training and Youth Affairs, *The Melbourne Declaration on Educational Goals for Young Australians*, December 2008, p 5
- ii Richard Louv, *Last Child in the Woods: Saving Our Children from Natural Deficit Disorder*, Algonquin Books 2005
- iii Fergus Hanson, *The Lowy Institute Poll 2009 — Australia and the World, Public Policy and Foreign Policy*, Lowy Institute for International Policy 2009, pp 12–13
- iv Australian Bureau of Statistics, *Australian Social Trends 2008*, 4102.0, Risk Taking by Young People
- v *Ibid*, p 1
- vi Russel Ward, *The Australian Legend*, Oxford University Press, 1958
- vii Australian Demographics, <www.about-australia.com/facts/demographics>
- viii Address at the opening of Moe Dairy Farm Adventure Centre and the Inaugural Outdoor Education Conference, 5 November 2004 <www.moe.gov.sg/media/speeches/2004/>

The 2010 State Outdoor Conference

This year's conference is a one-day event on Monday 1 November at the Education Development Centre Hindmarsh. Once again we will be working with Rec SA to present a wide range of interesting presentations putting on show: people leading the way in the outdoors. Calls for presenters' expressions of interest will be made next term, so please consider what you could present.

OEASA Database

OEASA Treasurer, Phil Noble, who handles the membership database, notes that many members have not lodged an email address for the database.

These days lots of course, training and general information is sent to OEASA via email and all members whose email details are listed receive this. The newsletter is also now electronic.

Please email your details to add to the database and gain access to all the information out there: Phil Noble <pnoble@pac.edu.au>.

Australian Camping Association on risk

Many of you will be aware of the recent tragedy involving a 12 year old boy drowning at a camp in Victoria. A tragic incident like this inevitably affects all of us who work in the camping and outdoor education sector. Our thoughts and sympathy go out to the young man's family, his school community and the camp staff. All are obviously struggling to come to terms with this incident.

A tragedy like this also impels us to objectively and without judgement of the accident that has just occurred, question our own practice and raise our risk consciousness. One facet of this reflection is to find out about and actively discuss the relevant principles of risk management and supervision in the light of what we know about this accident, and apply these principles to other risks.

In this spirit, we at the ACA will reflect on our accreditation system in light of this incident in order to seek any avenues for improvement and consider whether we can provide any further advice or training to our members that may help to prevent accidents into the future.

As you reflect on your risk management practices, expect your clients to raise concerns with you about risks and how you manage them. I'd encourage you to acknowledge risks but not to let camping or outdoor education be portrayed as 'risky'. You could talk about the training you and your staff undertake to manage risks and some of the strategies that you deploy and that regulatory frameworks like the ACA accreditation system require. It can also sometimes be useful to place these risks in the context of other familiar risks, such as risk of disease or risk of road accidents. Importantly, I'd encourage you to remember and to feel confident to convey to your clients that participating in camps and outdoor activities is a highly valuable experience, particularly for young people as they develop their relationships with themselves, others and the natural world.

David Petherick 

Outdoor Education and the National Curriculum

Tony Hewison AM FACE

England, Wales and Northern Ireland have one, New Zealand has one: most of Europe and countries around the world have National Curricula. What makes the design and implementation of a National Curriculum especially difficult in Australia is our federal system and the fact that each of the States has its own school system deeply imbedded in the past, right back to colonial days.

That there should be a National Curriculum is not at issue: both sides of politics advocated it before the last election, although there was disagreement as to the way such a curriculum should be implemented. There have been attempts to create a National Curriculum in the past, which have come to nothing. This time the National Curriculum is a reality. The then Ministerial Council for Education, Employment, Training and Youth Affairs, made up principally of all the relevant federal and state and territory ministers, since replaced by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA), issued the Melbourne Declaration on the Educational Goals for Young Australians in December 2008. It set out eight learning areas within which individual subject disciplines were to be developed. It was determined that Phase 1 in the implementation of the National Curriculum should contain English, Mathematics, Science and History, Phase 2 the Arts, Languages Other than English and Geography and Phase 3 all other subjects. The curriculum drafts of the Phase 1 subjects are now ready for widespread consultation and the process for developing curricula in the Phase 2 subjects is under way. Despite its heavy responsibilities in developing assessment and reporting policies, structures, criteria and implementation procedures, the Australian Curriculum, Assessment and Reporting Authority (ACARA) has kept in the main to its timeline. Public consultations on the Phase 1 K10 curriculum will be from February to May 2010 with publication in August. Implementation will begin in 2011 and will be well under way by 2013. The implementation sequences for the senior secondary years' curricula will be determined during 2010. The Phase 2 subject sequence will be one year behind, so that the implementation of the Phase 2 K10 curriculum should be well under way by 2014.ⁱⁱ

No decisions have been made as yet with regard to the Phase 3 curriculum, and this, of course, is what is of interest to Outdoor Education. It has not even been decided what the subjects in Phase 3 will be, but it is expected that ACARA will make a recommendation to MCEECDYA in March. It is unlikely that Phase 3 curriculum will be implemented before 2018. Until the National Curricula is implemented the existing State and Territory curricula remain in place.

The concern for Outdoor Education is that it should find a place in its own right as a separate discipline in the National Curriculum. The profile of Outdoor Education in the minds of senior educational administrators, politicians and curriculum writers regrettably has always been

low. Their understanding of what it is, what it achieves and how widespread it is tends to be minimal. Part of the blame for this undoubtedly must lie with the Outdoor Education profession itself. What is more there is a great variety of Outdoor Education practice in the various States and Territories and major differences between systems and schools. Perhaps then it is not surprising that there is no specific mention of Outdoor Education in the Melbourne Statement. On the other hand there is much else that is not mentioned as well. Both the Melbourne Statement and The Shape of the Australian Curriculumⁱⁱⁱ are full of learning outcomes and objectives which relate directly to the practice of Outdoor Education. Outdoor Education clearly belongs in the Health and Physical Education learning area, but it must do so as a separate and distinct subject.

With the endorsement of Outdoor Education Australia, the national network of the State and Territory outdoor education professional associations, consultations have been held with individual members of the ACARA Board, senior members of the ACARA staff and some ministerial advisors, and three papers have been distributed. The first of these—Outdoor Education and the National Curriculum—sets out the argument for Outdoor Education's inclusion in the National Curriculum. The second—Problems in Practice—Outdoor Education and the National Curriculum—looks at the practical difficulties raised by some to the implementation of an Outdoor Education curriculum: the provision of trained educators, the crowded curriculum, the financial cost to systems and schools and problems of risk management. The third—Student Outcomes—the Place of Outdoor Education as a Core Discipline in the National Curriculum—identifies student outcomes from Outdoor Education, which are not achieved through any other discipline. Outdoor Educators are in some ways their own worst enemies. They know the value of Outdoor Education. They have experienced it themselves and they have observed its impact on hundreds of students. Because its benefits seem to be self-evident they have not put effort into converting others, especially the decision makers in our society. In fact it is not hard to establish that Outdoor Education provides experiences and produces outcomes, which make it vital that it is part of every young person's education in Australia. At present there is a disturbing disproportion between the experiences in this regard of those who are fortunate enough to attend high fee independent schools and those from schools serving low socio-economic areas.

Outdoor Education is defined in many different ways, but at its core, as declared by the Outdoor Education Group, are "student outcomes which focus on self, others and the natural world and the interaction between these three elements"^{iv}. Outward Bound lists as one of its core values "responsibility to self, others and the environment".^v The Curriculum Council of Western Australia puts it well: "Through interaction in the natural worlds, Outdoor Education aims to develop an understanding of our relationship with the environment, others

Outdoor Education and the National Curriculum

and ourselves. The ultimate goal is to contribute to a sustainable world^{vi}.

It is sometimes claimed that Outdoor Education is nothing more than a sub-division of Physical Education. In its practice, however, Outdoor Education has little in common with Physical Education. Outdoor Education is adventure based and experiential. It is a learning process that draws upon experiences encountered during outdoor journeys or through specific activities. Challenge is at the heart of Outdoor Education activities. The challenge can encompass physical, social, emotional and intellectual dimensions of experience. The final element is the 'transfer' of learning into everyday situations. There is no congruence here with Physical Education.

The Australian Council for Health, Physical Education and Recreation has called upon the Australian Government "to formally acknowledge":

- HPE is **the** area of the curriculum that provides education for children to learn how to lead healthy lifestyles now and in the future...
- HPE is the area of the curriculum that is directly concerned with the development of skills, knowledge, understandings, values and attitudes that will counter so called lifestyle diseases...
- HPE is the area of the curriculum that engages students in learning related to contemporary, adolescent health issues.^{vii}

While some may see this as something of an ambit claim, there is no need to dispute it. Both Health and Physical Education are important subjects in a school curriculum, and there is a strong case to argue that they have not been treated in schools as important enough. Neither Health nor Physical Education, however, is concerned with "our relationships with the environment, others and ourselves". Nor is their "ultimate goal to contribute towards a sustainable world". Nor is their learning process in any way similar to the unique process at the heart of Outdoor Education.

It is important that Outdoor Education be acknowledged as a separate discipline within the National Curriculum. It is true that where the National Curriculum is silent, state based curricula will continue to apply. Moreover schools, which provide semi-wilderness experiences for their students outside the curriculum, will continue to be able to do so. In practice, however, where there is a National Curriculum, systems, schools, teachers, students and the public tend to give priority to learning within the National Curriculum at the expense of learning outside it. At best a two tier system begins to develop: subjects and activities outside the National Curriculum come to be seen as second class. In some cases they disappear altogether. The National Curriculum in the United Kingdom was introduced as a result of the Education Reform Act 1988. The inclusion of Design and Technology in the National Curriculum led to a huge and exciting growth in this subject with state of the art facilities being built around the country and schools undertaking incredibly exciting enterprises. On the other hand in contrast the

exclusion of Outdoor Education seems to have led to a serious decline with activities being forced out of the school curriculum into co-curricular voluntary clubs^{viii}.

Outdoor Education is adventure based and experiential. It is a learning process that draws upon experiences encountered during outdoor journeys or through specific activities. Challenge is at the heart of Outdoor Education activities.

The beginning of the introduction of the Australian National Curriculum sends us a clear message. It is the most momentous revolutionary development in the history of Australian education. Eventually all school learning activity will be encompassed by the National Curriculum. Nor will there be much time and teacher energy for activities outside the classroom. Yet those who know the truly remarkable benefits to individual young people and to the nation of Outdoor Education cannot countenance its decline. Instead they are only too aware of the large proportion already of Australian students, who are denied access to the unique outcomes of participation in Outdoor Education.

Notes

- i Ministerial Council on Education, Employment, Training and Youth Affairs, *The Melbourne Declaration on Educational Goals for Young Australians*, December 2008
- ii See ACARA Update, www.acara.edu.au/acara_update
- iii National Curriculum Board, *The Shape of the Australian Curriculum*, May 2008
- iv <www.oeg.net.au> "Philosophy"
- v <www.outwardbound.org.au> "Mission and Fundamentals"
- vi Outdoor Education, the Curriculum Council of Western Australia, March 2008
- vii Australian Council for Health, Physical Education and Recreation, *The ACHPER National Statement on the curriculum future of Health and Physical Education in Australia*, May 2009, p 2
- viii Williams, AP, 'Outdoor Education and Physical Education in the National Curriculum', *Journal of Adventure Education and Outdoor leadership*, 1994, vol 11, No 4, pp 12-14 (Abstract).
Reprinted from *Outdoor Outlook*, vol 6 no 1, February 2010, with thanks to Outdoor Education Group 

First Aid Code of Practice

Scott Polley

This is the text of a letter sent on 30 March to Annette Kappler, Policy Officer of the Department of Premier and Cabinet

Dear Annette,

I have been referred to you by the SafeWork SA hotline, who suggested that you were the person to clarify the implications of this document, as you were the person responsible for the consultation and then production of the Code. If this is not the case, I would be pleased if you could refer me to the appropriate person.

I am writing to you as an individual, but with the interests of the following organisations that I am a member of:

- Board Member South Australian Rock-climbing Education Association SA
- Board Member Bushwalking Leadership SA
- Committee Member of the Outdoor Educators Association of SA
- Committee Member Canoe SA Education
- Lecturer in Outdoor Education, University of SA
- Curriculum Leaders Group, Outdoor Education, SA Certificate of Education

I have made this letter available to all these organisations for publication, and will publish any response you provide to these groups.

In South Australia, around 90% of secondary schools offer outdoor journeys of some kind, usually as part of an Outdoor Education program, integrated into a Physical Education program or as part of an intervention program for youth at risk (Pickett, 1999). Typically, this will involve taking small groups for an outdoor journey for the purposes of education about self, others and the environment. In addition, South Australia has a healthy Outdoor Recreation industry, encompassing adventure tourism. Senior First Aid is a currency requirement for leadership awards held by outdoor teachers, leaders and guides in Rock-climbing, Bushwalking, Kayaking and Canoeing.

Questions have been raised through my involvement in the above outdoor leadership organisations about the requirement for Remote First Aid as a result of the recently released document 'First Aid in the Workplace—Code of Practice' (SafeWork SA, 2009). This code of practice was launched December 10 2009 and will be enacted December 10 2010.

In the first instance, I would like to commend the overall production of this Code of Practice, as it is a simpler, easier document to use and uses a common sense approach to first aid that is in line with current research and is more consistent with interstate guidelines.

There are few points that may require clarification for outdoor teachers, leaders and guides.

1. The first is the classification of 'remote' provided:

"**remote**" means a **workplace** that is more than a 20 minute drive away from:

- a) an SA Ambulance station that is staffed by paid paramedics; or
- b) an **occupational health service** capable of mounting an emergency response; or
- c) a hospital or medical centre capable of mounting an emergency response.

(SafeWork SA(a), 2009, p 2)

This classification would mean that much of the outdoor education and recreation activities currently conducted by outdoor teachers, leaders and guides in well used areas are not 'remote' (perhaps 'semi-remote?'). That is, the **site** is 20 minutes drive from SA ambulance, OHS service or hospital.

It should be noted that there are a **number of locations within the site** that would be more than 20 minutes drive from such services.

Action 1: Could the interpretation of 'remote' be clarified by SafeWork SA.

2. The second definition that may need clarification is:

"**high risk workplace**" means any **workplace** where it is reasonably foreseeable that a person at that **workplace** *may* be exposed to a **hazard** or hazards that could result in a **serious and sudden injury or illness** that would require not only immediate **first aid** but also:

- (a) further assessment or treatment by an **emergency department**; and/or
- (b) may cause permanent disability or disfigurement, or death.

(SafeWork SA, 2009, p 2)

The use of the word '*may*' might be reviewed. This term could apply to activities of daily living, or sleeping. 'May be exposed' might be replaced by SafeWork SA with 'is at high risk of exposure'.

Outdoor teachers, leaders and guides conduct risk assessments, and use a risk management plan to implement controls to mitigate the likelihood of serious injury or death. Although a risk remains (as it does with daily living) the resultant risk is usually 'low' or 'medium', and not 'high'.

Action 2: Could the interpretation of 'may' be clarified by SafeWork SA.

3. Later in the document, there is reference to the level of qualification required of first aiders, and the term 'very remote' and 'high risk' is introduced.

Very remote and high risk workplaces

3.12 If a workplace is **remote** and has:

- (a) less than 100 **employees**; and
- (b) is a **high risk workplace**; and
- (c) there is likely to be a major delay in accessing an

emergency department (for example where aero-medical evacuation would be required); then so far as is reasonably practicable, any **designated first aider** appointed should be trained as a **remote first aider**.

(SafeWork SA, 2009, p 14)

To assist Outdoor leaders, teachers and guides the terms 'very remote' and 'very high risk' might be clarified in the earlier definitions section to enable effective decision making as to whether they will require a 'Remote First Aider' qualification (SafeWork SA, 2009 and Safework SA, 2010).

Action 3: Could the terms 'very remote' and 'very high risk' be clarified by SafeWork SA.

4: Requirements for Remote First Aider—a guideline for outdoor teachers, leaders and guides.

Although there are a number of points that might require clarification, from reading the entire document 'First Aid in the Workplace—Code of Practice' (SafeWork SA, 2009), it would appear that the implications for outdoor teachers, leaders and guides are:

- **A risk assessment of each outdoor activity should be conducted, and outdoor activities assessed as to whether they are low, medium or high risk.**
- **Outdoor teachers, leaders and guides require Senior First Aid when conducting low to medium risk outdoor activities in 'remote' areas.**
- **Outdoor teachers, leaders and guides should, as far as reasonably practicable, obtain Remote First Aid if they conduct low or medium risk activities in 'very remote' areas, or conduct 'high risk' activities in 'remote' or 'very remote' areas.**

BLSA News

Gordon Begg returns at the beginning of Term 2. With the bushwalking season beginning, a reminder of assessment details is worthwhile.

Dave Rawson is working on a limited basis as the secretary for BLSA. He can be contact on blsa@bushwalking-leadership.org.au or 0412 158 302.

BLSA certificate assessment

Call your advisor to ensure your log book is up to date and assist in planning out the steps to complete your log.

The log book outlines all the areas you need to complete before you can arrange a group assessment. The area in which most trainees get stuck is with completing the BLC certificate:

- not completing the walk planning project and submitting this to BLSA for assessment
- not getting on to the Seminar Day, or completing the course work book
- not planning a head and getting on the Technical skills assessment early in the year.
- and finally, not completing the written assessment.

All of the above must be completed before submitting your application for assessment. With your application

Action 4: Could the above statement be confirmed by SafeWork SA.

Many thanks,

Scott Polley, RN, BEd, MEd

Lecturer in Outdoor Education

South Australian Rock-climbing Education Association

Lead Climbing Instructor, Assessor and SAREA Board member

Bushwalking Leadership SA Advanced Leader, Assessor and BLSA Board member

Australian Canoeing Flatwater, Sea and Whitewater Instructor, Assessor and Canoe SA Education committee member

Outdoor Educators' Association of South Australia Life Member

Yachting Australia Sailing Instructor

Recreation SA Outdoor Standing Committee member

References:

Pickett, B, 1999, *An investigation of the current nature and scope of Outdoor Education in South Australian secondary schools*, honours thesis, University of South Australia

SafeWork SA (a), 2009, *First aid in the workplace — code of practice*, <www.safework.sa.gov.au/uploaded_files/FirstAidCodeofPractice.pdf>, downloaded 29/3/2010

SafeWork SA (b), 2010, *First aid training information sheet*, <www.safework.sa.gov.au/uploaded_files/FirstAidTraining_InfoSheet1.pdf>, downloaded 29/3/2010



for assessment you must submit the completed form, payment and a **completed log book** signed off by your advisor. Remember, they must be satisfied that you have completed all aspects prior to any group assessment being organised.

Get in early so that a group assessment can be planned and actually occur in the walking season. If you have any questions you can contact Andrew Govan on 0412 719 716 or <andrewg@venture.net.au>.

Calendar of courses

Wirrabara: 5–11 July,

Seminar Day: This has been moved to August

Day Walk Leaders first Course to be scheduled for 5, 6 June

GMT Dates for first priority are 8–15 July, with back up date Sunday 26 Sept–Sat 2 October

Steep Terrain: 15 May or to be added to the GMT program as an additional Day

Tech Skills: 29, 30 May for the first one and the second one to be 28, 29 August



A mid-life crisis—lessons in learning to cope

Michael Hillan

A mid-life crisis (MLC) is a heavy burden to bear but with therapy, perseverance and the support of friends and family, one can learn to cope. Luke, Greg, Paul and I are variously affected and find it a continual struggle to keep on top of this debilitating affliction. MLC has many manifestations, typically striking middle-aged men who then buy fast cars, seek career changes or even chase younger women to mask the symptoms. Luke has tried fast cars with limited success, Greg has had a change of job without visible improvement, and I have it on good authority that chasing young women is not without its side-effects. With few options left, we have ramped up our climbing in its various forms to provide a modicum of relief. But it is a bitter pill to swallow. MLC medication requires ever-increasing dosages so we mix it with increasing amounts of travel in a valiant attempt to sweeten the taste.

The four of us (and Adam Sabic) returned from Switzerland and France in late August having endured three weeks of forced therapy, climbing in the Bregaglia (Piz Badile and Val Albigna), the Valais (Matterhorn), near Chamonix (Dent du Géant), and in central Switzerland (various crags). Adam, being somewhat younger than the rest of us, is an experiment in progress as we watch his behaviour for early signs of MLC.

Sadly, within two weeks of our return, Luke suffered a serious relapse which caused me (the weak person that I am) to go out in sympathy. We panicked and immediately booked flights to Brisbane for three days of climbing at Frog Buttress. Adam volunteered to come to check on our condition, and he in turn could stay under our watchful eyes lest he developed symptoms. I was so desperate to get away that I confess I flew Business Class. Unfortunately, Greg had been caught by the lure of the new job and Paul had caught a boulder on the Dent du Géant so had to be left behind. So now you have a glimpse into the misery of MLC: it causes friends to abandon friends. Yes, it's shocking, and Luke and I are not proud of our selfishness but what else could we do?

Frog is about an hour to the south-west of Brisbane and is recognised as one of the best crack climbing crags in Australia. The crag is a pleasant 10 minute walk from the car park and camping area. It extends for a couple of hundred metres either side of the descent gully. There are nearly 400 routes ranging in grade from 6 to 32 and spaced every couple of metres along the cliff face.

All routes were onsighted with the exception of Gladiator, a pumpy crack requiring a couple of precise technical jams at mid-height and an unrelenting top half. We will have to go back to get it clean and perhaps push ourselves harder.

Rack: We had three racks and usually carried the full range of cams plus doubles or triples of several sizes as suited the climb. Some cracks widened from bottom to top so you take the full range and just plug it up starting with the smallest cam and using the largest as you top out. A set of offset nuts and half a dozen draws and short slings proved adequate.

Bolts: Not many.

Rap stations: Chains at bolts or slings around trees above most routes.

Weather: A tad warm in late October but nothing that a midday snooze or trip to the local coffee shop couldn't fix. Perhaps try a month earlier.

People: We didn't see many.

Wildlife: Rat bastards ate a hole in my tent to get to our bread. One small kangaroo run over on the way to the pub (he hopped away).

In Switzerland, we found that sunny weather, fresh mountain air, beer, pizza, fine Italian food and wine worked well at keeping the symptoms of MLC at bay. Carefully structured days comprising an hour's drive to a new crag, coffee and cake for morning tea, climbing, lunch, then more climbing had a recuperating effect. However, things were different at Frog. We were forced to improvise and make do with nightly visits to the Dougandan Pub at Boonah where beer, steaks, roasts, hot vegetable dishes and chips we forced on us. Decisions about the type of steak, its size, how you wanted it cooked and whether you wanted the mushroom, Dianne or pepper sauce were handled with casual confidence indicating that the therapy was working.

We're fearful of MLC sneaking up again, so we'll continue with the weekly trips to the gym and the local crags. As a precautionary measure, a monthly trip away commencing with Arapiles later in November and the Grampians between Christmas and New Year will be added to this standard therapy. The Larapinta Trail (NT), Mt Geryon (Tasmania), Nowra and the Blue Mountains will be added into the mix next year to add some variety. We will probably not get away for a lengthy overseas therapy session in 2010 as has been our habit in recent years but we will gain strength from thoughts of Denali (Alaska) or Frey (Argentina) in 2011. We can always scoot over to Yosemite or Squamish for a week or so if MLC takes us unawares.

We don't ask for pity. A touch of sympathy, good wishes and companionship at the crags will suffice. 

Book reviews

Redmond, K, Foran, A and Dwyer, S, 2010, *Quality lesson plans for Outdoor Education*, Human Kinetics, Champaign Scott Polley

“Warning: Extreme risks exist in outdoor activities, and serious injury or death could result”.

With this opener on p xii, *Quality Lesson Plans for Outdoor Education* is launched. Whilst I was a little surprised at such an unhelpful blanket statement on the risks of outdoor journeys, I was reminded quickly of the increasingly cautious and cover-my-A approach to Outdoor Education that is bogging us down. I just hope my line manager doesn't read the statement, as it will only provide more justification for over management!

Human Kinetics continue to support the development of outdoor education and recreation literature with well produced volumes that have international appeal. So when I saw the title of the book from this publisher it was an instant 'must read'. The idea of some good lesson plans to assist with teaching sounded very attractive, if only to get some new ideas or confirm that what was current practice was sound and reasonable.

I have a confession (bless me father for I have sinned?) I did not read all the chapters (lightning bolt noise here). I skipped through the ones on alpine skiing, fly-fishing and archery as I don't know much about these areas. OK, I'll admit to skimming some of the other 641 pages too: it is tough to make the time to read every detail these days. The CD provides a copy of the book (which has the first 429 pages) plus the extra chapters to keep the size of the tome down.

The book is a result of efforts by the authors—high school teachers, outdoor guides and university professors (their biographies are amazing)—to develop 'a comprehensive resource to use in preparing our classes'. This is a sentiment we can all appreciate, as I am sure most of us feel that we are always preparing new materials. I praise them highly for their efforts for attempting the task, let alone achieving a complete volume.

A problem is always going to arise with the concept of generic Outdoor Education lesson plans. It is a field which does not have a unified definition, and is sometimes a subject and sometimes a way of teaching. The activities might have similar names, but due to different curriculum guides, educational outcomes, the places in which they are taught, constraints such as teacher skills and knowledge, time, funding, weather, age and maturity of participants and a host of other variables, lesson plans and sequencing vary greatly. The educational focus for the authors is personal development and emancipation. Do not expect to find lesson plans or many strong ideas to develop human-nature relationships, sustainable existence concepts, socially critical approaches, development of community, active citizenry or promoting social justice. Mostly, the book provides lesson plans for successful participation, development of knowledge and skill in outdoor activities for enjoyment, health and well-being.

Perhaps 'Lesson Plans for Outdoor Activities within Physical Education' might have been a better title for much of the content of the book in the Australian context.

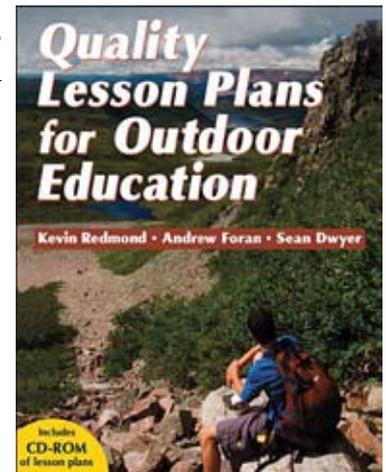
Overall, I liked this book, and accept the above limitations willingly. I will use it extensively as a prompter for planning: particularly in the context of developing basic skills. The book gave me a lot of great fodder that I will be able to use instantly, and a lot of other material that I can adapt. As one would expect, you can never quite 'pick up and go' with another person's lesson plan unless they share a similar teaching context.

The authors clarified their philosophy of Outdoor Education at the start, and the text reflected these statements well. They use experiential learning extensively, with the use of Project Adventure style activities to reinforce the teaching points in many chapters. The embedding of sensory experiences to encourage connection to the natural environment in most chapters was commendable. I really liked the terminology sections of each chapter, which provide a good overview of the language and technical terms associated with each activity. The embedding of risk management considerations, no doubt reflecting the current state of play with Outdoor Education in North America, was useful to raise awareness of potential risk issues. The lessons read like they would be fun and enjoyable.

There were a number of stand-out units for me personally. The white-water canoeing, white-water kayaking, risk management, staying safe and comfortable units were a good foundation for my teaching and as a resource for outdoor education teachers, leaders and guides.

The teaching sequence in white-water canoeing and kayaking gave good food for thought, with some excellent diagrams, photos and good general tips for skill development and learning. I think I will stick to teaching rolling and water confidence before taking people on moving water, however.

The risk management section had some good ideas, and the concept of generating a safety and emergency plan resonates strongly with the 'safety code of practice' that my colleague has been using for some time. There was a very long story about an incident and how it was managed, which was interesting but perhaps might have been shortened to maintain interest. I would have preferred more ideas on wilderness first aid (read remote first aid response), which was very brief.



The staying safe and comfortable unit was an excellent overview of the prevention of hypothermia, hyperthermia and common injuries on the trail. Great diagrams and well presented information.

The 'connecting to the natural world' section of the Environmental Ethics chapter included this gem: 'In its simplest application for outdoor education practices, ethics is what a person will do when no-one is looking.'

The leadership and group development had an experiential and activity based approach that was stimulating also. The discussion of needs of the group, and activities that reinforced students' awareness of these might be integrated into a range of lessons.

There are a number of areas that I would be critical. But, as they say, opinions are like bottoms and everyone has one, and I am no exception.

I struggle with authors that use the words 'should', 'must' and 'essential'. These terms imply 'rules', and these can restrict creativity and development, as well as imply that one cannot break these 'rules' and still be conducting outdoor education. (It must be the slowly-shrinking-with-age-anarchic streak in me that gets rankled.) The 'rules' probably work fine for a focus on the skill development/ personal development possibilities of outdoor education. Given the increasing focus on human-nature relationships, sustainable existence concepts, socially critical approaches, development of community, active citizenry and methods for promoting social justice in outdoor education in Australia, the 'rules' may not fit. Outdoor Education, as I perceive it to be practised in Australia, is not reflected well in this volume.

There is a bit of overlap in information, particularly with 'core camping skills', the 'staying safe and comfortable in the outdoors', 'risk management' and a number of other units. Although not necessarily a bad thing, it might have been better to cover some of the topics once, and then refer to other sections.

The sea kayaking unit lacks depth, with a number of issues with the information presented. The chapter is not extensive, so it may be that the authors were constrained by space. The teaching sequence for the roll here is not nearly as useful as the one presented in the white-water kayaking section: ironically with pictures of sea boats rolling. I would still argue that one -on -one in a shallow swimming pool is likely to deliver competence sooner.

A consideration of overhead branches and trees in the campsite selection section of the unit 'Core Camping Skills' was a major safety omission. Group management considerations in campsites, such as tent locations and bush toileting, and lesson plans for mixed gender groups might have been useful.

Amazingly, the navigation section spent more time on GPS and compass use than explaining how to interpret a map. I might have expected more diagrams of features you might find on a map. I am surprised they did not discuss charts, either.

More depth with the ethical practices in the wilderness lesson as part of the hiking and backpacking unit would be good, broadening from ensuring that the LNT (Leave

No Trace) principles had been followed. Examples might have been sustainable practices including ecological and carbon footprint; cultural sensitivity during outdoor journeys, conflicting views of different user groups and access issues, and others.

The unit on rock climbing appeared might have better been labelled 'indoor rock climbing'. The chapter was limited to top roping and bouldering. But what was there was pretty solid. I know this book was intended for college seniors, but not to include discussion on rock climbing in natural environments, lead climbing and methods of descent was very surprising. And I remain lukewarm to the use of equalising anchors. I did pick up a new catch-cry that I will use: 'check or deck'!

Mountain biking was an excellent overview for day trips, and should prove an excellent resource for this purpose. A useful addition might have been lesson plans to prepare for bicycle touring journeys.

The telemark skiing section was a good introduction to backcountry travel, with attention to safety, preparation and group management issues. Surprisingly, the section on the actual skiing was not the strongest section. Some pictures or diagrams supporting the teaching points made would have been useful, and a sequence that promotes looking down the fall line might be considered next time. It would have also been useful to have more diagrams to use in a teaching context that visually portrays avalanche danger and methods of checking the snow pack. I could find little detail in the entire volume regarding pitching tents in the snow.

Although the chapter on leadership and group dynamics gave some good ideas, I struggled with a number of aspects. The simplistic descriptions of the three main leadership styles did not acknowledge the range within each. I'd suggest that most teachers, leaders and guides use an autocratic leadership style at times, but would not agree with the black and white description of this style:

"Autocratic leaders order people to do things. They are domineering, invite no feedback, and do not listen to listen others' ideas. An autocrat is a leader who possesses absolute and unrestricted authority" p 660.

My guess is that leadership is mostly taught in context of the activity anyway, where the methods and styles used are examined with more shades of grey.

A chapter (or embedding within chapters) exploring Indigenous approaches to land, survival and travel would be a useful contrast to the very westernised and technocratic approach to outdoor journeys described in this book. Although Native Americans approach to country might be different from Australian Aboriginals, they lived sustainably for many thousands of years and there might be something to learn from that. But this is a book of lesson plans, and not a book on 'how to teach outdoor education', as the authors appear to have decided that they will not explore pedagogy in any depth.

Finally, reflecting a personal bias perhaps, as fly-fishing, archery and alpine skiing were included (I am not so sure these activities would match my definitions of outdoor

education, but it is an interesting debate), perhaps surfing, sailing, windsurfing, rafting and snorkelling might have been given the nod also.

But don't take these criticisms and suggestions as reasons not to buy this book. It is a lot easier to criticize than to provide a better alternative. There is a lot of experience and work that has gone into this volume that could assist greatly with lesson preparation for a range of activities.

Stevens, CA, 2008, *Service Learning for Health, Physical Education and Recreation*,

Human Kinetics, Champaign

Scott Polley

Service-learning is a term used in the United States to mean 'a class-based, credit-bearing experience in which the students participate in an organized service activity that meets a particular need of a community.' In the context of the volume, the term is applied to a project to improve an aspect of a community.

The personal development outcomes that can occur through serving others are highlighted, including development of life-long skills, increased sense of satisfaction with their lives, and improved self-esteem, knowledge and skills to enter the workforce.

The idea of including service within an education context is not new, with Outward Bound, Duke of Edinburgh's Award and extended stay outdoor education programs all including service for the purposes of personal and community development. Although I did not do background research, a reasonable assumption is that service learning might be an effective tool for engagement, examining values, enhancing learning outcomes, and developing solution based tools for change.

With an increasing focus on developing human-nature relationships within Outdoor Education, service learning may would appear to be an important pedagogical tool to focus on their relationship with the environment. In the programs I have been involved with, students have engaged more deeply with environments when they have been able to make a contribution towards their rehabilitation, improvement or other remedial work. They report in their field trip evaluations that their relationship to places they have 'served' develops, their attention changes, they are more likely to take action to help as they see the results of their efforts, and are more likely to have custodial feelings towards these sites. Having been involved in a couple of small projects involving tertiary students and high school students from lower socio-economic background, I have also been made aware of the potential for service to deliver stronger social justice outcomes. Recently, small projects involving other cultures such as Indigenous communities have provided strong indications that this is the most effective way of promoting and engaging in socially critical discussions and debate. It is with this background that I was attracted to Stevens' volume, and offered to review it.

Stevens' book provides much for the novice or experienced Outdoor Educator that seeks to include service within a program. The book is written for physical education and/or recreation college students in the US

I am not sure that outdoor education teachers, outdoor leaders and guides should or must buy this volume: to use the terminology in the book, but it is a lot of good information in one parcel that I would happily pay for. (But thank you for the review copy, Human Kinetics!)

Lastly, don't forget to do the right thing when no-one is looking.

and is logical and well written. She alerts the reader to a number of aspects of planning and management that can enhance learning and outcomes for those that are served, and highlights potential issues that might reduce the effectiveness of any such project.

Stevens advocates a systemic approach that reflects good project management practice. That is: 1. Launching the project; 2. Building an effective team; 3. Planning the project; 4. Implementing the plan; 5. Finishing the project. The approach appears to be based in action-research principles, but there is surprisingly little acknowledgement of this.

A strength of this book is the acknowledgement of the need for a group of people to work together effectively towards common goals if a service project is to deliver what it aims to do. If I think about the projects that I have been part of that have not been successful, it has been the poor group dynamics that have been the major cause of this lack of success. Stevens provides a number of practical ideas to combat this problem, and suggests that some basic interpersonal skill development and group dynamics knowledge can enhance the process. From experience, we all know that in groups it is often the few doing all the work. Stevens empathetically suggests a number of strategies to combat this that I will be trying on the next project.

There are a number of concrete suggestions on how to enhance the learning outcomes, including transferability of the skills and knowledge learned. Not surprisingly, one of the suggestions is the use of a journal, and her suggested framing of this could be adapted nicely for a range of projects. It might have been useful to explore other reflective tools in more depth, particularly for those with less literacy.

The focus on the process of service learning projects is complemented nicely with the focus on tasks that contribute to successful completion of projects. There are a number of tasks that I have forgotten or not applied with past projects, so again this will prove useful for the next project.

I like Appendix A 'Designing a needs assessment and evaluation surveys'. Although mostly focussed on addressing social needs and outcomes, some of the ideas can be applied to analysing needs of environments. Evaluation continues to be an important tool for educators to determine the success or otherwise of the service learning, as well as useful in providing evidence to external stakeholders.

SAREA News



Scott Polley

It has been a pretty good summer for rock climbing, so for those with a bent for the vertical have enjoyed the generally excellent conditions.

Lead Climbing Instructor Award

After workshopping the revised Lead Climbing Instructor award, it is pretty close to a final product that SAREA is happy with, so hope to have it available in the second half of the year for prospective candidates.

Top Rope Instructor course 2010

The Top Rope Instructor course will commence in July, and potential candidates should check out the SAREA Web page <www.climbingclubsouthaustralia.asn.au/sarea.html> in the first instance. So far seven trainees have registered, with space for more.

Thirty Year Celebration 2010

To celebrate 30 years of SAREA in 2010 there is a planned 30 year re-union of SAREA instructors and founders on 13 October, so watch this space for details. The Robin Hood looks like the most likely venue.

Assistant Instructor Award

The Assistant Instructor award—a guideline for assistant instructors—has received strong support from instructors who seek to ensure that the nominated assistants are safe, competent and with adequate experience for the role. A number of organisations are using it as a guide for their training of novice instructors, and the feedback has been positive so far. It is an award that is non-VET, with the documentation able to be filled in by any qualified SAREA instructor. Although candidates can pay SAREA a fee for registration as an Assistant Top Rope Instructor, it has been used mainly as a benchmark only.

Pusik care

And a word of warning on some of the newer stiffer 6mm prusik cord that is coming through: there have been a couple of incidences of 'classic' prusik knots sliding, and even one case of a klemheist knot grabbing. A good reason to make sure that you have a knot in your rope a metre or two below your prusik to back up in case of any sliding, and to look for softer more pliable prusik cord. A number of instructors are using 5mm cord knowing the decreased strength considerations to increase the ability of the cord to 'bite'.

Service Learning for Health...

...continued

In summary, some useful tools and frameworks to construct service learning projects, and to stimulate the thinking of those currently doing or considering including service within their programs.

Scott Polley is Lecturer in Outdoor Education, University of South Australia, and holds a range of outdoor instructor and assessor qualifications.



Re-Registration Workshop

A re-registration workshop is planned later in the year to allow lapsed instructors to take part in a peer workshop to ensure currency with current units of competence. Subject to obtaining minimum numbers, this will take place of a weekend, and will include all the requirements for the group management, technical skills and rescue assessment. If you would like to register your interest please contact SAREA via the email on the Web site, or contact Scott.Polley@unisa.edu.au.

Ratios

SAREA has long held the ratios of 1:4 in a top rope situation. This ratio can be up to one instructor per 12 students with two competent assistants who meet the SAREA guidelines for assistants (details available on the SAREA home page).

These ratios may be slightly different from either the appropriate Adventure Activity Standard, company or organisational policy.

The 1:4 ratio is the guideline for SAREA instructors when top roping, and instructors who flout these ratios are not working within the SAREA guidelines. SAREA reserves the right to endorse only those instructors who follow the guidelines set by the organisation, with instructors that exceed these ratios risking the possibility that their qualification will be cancelled by SAREA. If you are an instructor in the position where you have too many for the guidelines, then usually the best option is to split the group and for a competent leader to take part of the group for a bushwalk for a period of time away from the climbing site, and then swap over with the climbers.

The ratios have been established to ensure safe supervision, minimise environmental degradation and ensure quality of instruction.

The lead climbing ratios are lower, and can be found in the SAREA log book on the Web site.

Blackberry, olives and other weed removal

The Climbing Club of South Australia, SAREA instructors, members of the Friends of Morialta, DEH and private individuals have been slowly pegging back the blackberries and other weeds at Morialta. You are welcome to bring secateurs to trim (a dose of Roundup® on the stalk within three seconds is ideal) or some leather gloves to pull out from the roots (shake the soil and leave the removed blackberries in a pile to dry out and be removed later). Blackberries are tenacious, so it is more a matter of restricting their spread rather than eradication. A number of native birds have adapted to blackberries for habitat and food, but they are so wide spread that it is unlikely that they will suffer too much from removal from sites such as the climbing crags. Removal of blackberries has allowed some revegetation to take place, and for a number of dormant seeds to shoot, with the result that a number of native grasses and shrubs have been able to re-establish. The scourge remains the olives, and are easiest to remove when they are new shoots. So if spotted, feel free to yank them out! If you are not sure if it is a weed, however, best leave it in case you remove a native plant.



Point 65°N Nemo

Peter Carter

Sooner or later Canoe SA and other groups are going to run out of old Dancer and Corsica kayaks used for training courses. As it is, Corsicas in particular need constant maintenance to footrests and handholds (which I usually replace with toggles).

While it is true that there are similar boats made by European manufacturers, there is a body of opinion that whitewater play boats such as the Dancer and Corsica are the wrong boats for students who will never paddle whitewater or surf, and that they would be better off in touring boats. The idea has merit, although I would still want to see would-be Instructors with the ability to handle the manoeuvrable boats competently.

What is needed is a kayak of compact size with predictable handling, well made, and with features that allow rolling and other techniques to be taught. Those requirements point to what is now known as a 'day touring kayak', usually less than 4 m in length, and with at least one bulkhead. Most manufacturers offer one, and the two that finished at the top of my list were the Prijon Capri and the Nemo, by the Swedish Point 65°N company. It was the Nemo that Roger Carlson (Access Canoes, 8296 8549) was able to supply, so that's what I have.

The length is 3.5 m, with a beam of 63 cm, little bigger than the boats it would replace. The cockpit is 83 cm by 46 cm, which therefore needs what seems like 3 ha of spraydeck, but there are fairly secure thigh grips and the seat and backstrap are padded. The footrests are the Sea-Dog type, easily adjusted while seated, even on the water. There is ample room for taller paddlers, even in a boat that will suit smaller students.

The aft bulkhead is the usual polyethylene foam type, bonded in, and there is another block of the stuff in the bow as buoyancy. The aft hatchcover is a black synthetic rubber affair. There is not a lot of space in the aft compartment, but then, this is not a boat for expeditions. There is space forward of the footrest, and I've added

Nemo. The bow toggle and transverse loop in custom fittings are extras some inflatable buoyancy to make rescues easier. I've also added a bow toggle and a transverse loop of 8mm rope as a handhold mid-way between bow and cockpit.

The boat is well built and put together, and some careful thought has gone into the design. There's ample bulk in the cockpit area, but the foredeck is cut away at the sides to allow easy paddle entry. Amidships, the section is gently curved, with prominent, but rounded chines, fairing into deep V at bow and stern. There's a web of shock cord on the foredeck, and another immediately behind the cockpit.

On the water, the Nemo cruised at 3.1 kn over 2.9 nm on Barker Inlet one day, with maximum speed of 4 kn. (In a sea boat in the same area my speeds are around 0.5 kn faster.) There were no surprises in the handling, and the boat is well balanced in wind and wave. There is ample lateral stability without the excessive beam of many 'recreational' kayaks. Students will have no trouble with it: certainly those who have paddled it so far have coped without problems.

The price in Australia is under \$1000, which is reasonable. With rudder (totally unnecessary on a boat this size, in my view) it's around \$200 more. Seven colours are offered: this one is Skerry Grey. There is also a larger, 4.5 m, version, the Picnic, which looks like being a good choice as a touring boat for schools and groups. Point 65°N's Web site is at www.point65.com.



Internal view of Sea-Dog footrests and added airbags



In action on West Lakes

OEASA Awards

OEASA Awards are presented annually at the Certification Presentation Dinner.

The following awards may be approved by the OEASA committee, following submission of an application for selection of an appropriate award.

The application should state:

- 1 Candidate's full name, address, phone number and email if applicable
- 2 Nominator's full name, address, phone number, fax number, email and institution(s) they are associated with
- 3 The Award that the candidate is being nominated for.

Conditions:

- 1 One candidate nomination per application
- 2 Nominator may nominate multiple candidates
- 3 The nominator does not need to be an OEASA member
- 4 The decision to accept the nominator's recommendation lies with the OEASA committee
- 5 Successful awardees will be advised by OEASA, and invited to attend the certificate presentation dinner
- 6 Awards may not be awarded in all categories every year.

Awards:

- 1 A certificate will be issued by OEASA, signed by the chair, bearing the OEASA logo
- 2 The award will be posted out to candidates that are unable to attend the certificate presentation dinner
- 3 Awardees will be provided with state OEASA membership for 12 months
- 4 Mark Auricht Award, Tertiary Award and Krish Mosher Award students will be offered membership to the Australian Outdoor Education body, including receipt of the national journal
- 5 Mark Auricht Award, Tertiary Award and Kris Mosher Award will be provided with a small prize
- 6 All awardees and their friends and family are invited to attend the OEASA Certificate Presentation Dinner, at OEASA member rates
- 7 The committee may from time to time provide awardees with limited means with financial assistance to attend
- 8 The OEASA tertiary award will also be recognised by Uni SA Alumni in the graduation ceremony
- 9 All senior secondary, tertiary and professional awardees will be invited to join the OEASA committee.

Categories:

- 1 Student
 - a. Primary Education
Open nomination, including teachers, principals, volunteers and others.
 - i Significant application to outdoor or environmental education
 - ii Involvement in outdoor journeys and/or environmental action
 - iii Role model for other primary outdoor or environmental education students.

- b. Secondary Education (Stage 2 Outdoor and Environmental Studies or Outdoor Education)
Nominated by teachers of Stage 2 Outdoor and Environmental Studies or Outdoor Education
 - i Achieves a result of 20 (pre-scaling) for Stage 2 Outdoor and Environmental Studies or Outdoor Education
 - ii Demonstrates application to outdoor journeys and/or environmental action
 - iii Is a role model for other Outdoor Education students.
 - c. Mark Auricht Award
Nominated by the SSABSA Chief Moderator, Outdoor and Environmental Studies.
 - i Achieves the highest mark for Stage 2 Outdoor and Environmental Studies
 - ii Demonstrates application to outdoor journeys and/or environmental action
 - iii Is a role model for other Outdoor Education students.
 - d. VET/TAFE Outdoor Recreation award
Nominated by the Program Director, Diploma of Outdoor Recreation.
 - i Achieves a high academic standing within the Diploma of Outdoor Recreation
 - ii Demonstrates application to outdoor journeys and/or environmental action
 - iii Is a role model for other Outdoor Recreation students.
 - e. Tertiary Outdoor Education Award
Nominated by the Outdoor Education study stream coordinator.
 - i Achieves a high academic standing within studies of Outdoor Education
 - ii Demonstrates application to outdoor journeys and/or environmental action
 - iii Is a role model for other Outdoor Education students.
 - f. Certificate of Merit in Outdoor Education (all students)
Open nomination, including teachers, principals, volunteers and others.
 - i Demonstrates a high level of application to Outdoor Education studies
 - ii Demonstrates application to outdoor journeys and/or environmental action
 - iii Is a role model for other Outdoor Education students.
- 2 Professionals and Volunteers
 - a. Service to Outdoor Education
 - i Demonstrates significant and sustained application to the provision and improvement of Outdoor Education and/or Outdoor Recreation
 - ii Demonstrates significant and sustained impact on the provision, quality or development of Outdoor Education in South Australia
 - iii Is a role model for other Outdoor Education/Outdoor Recreation/Environmental Education professionals or volunteers.

- b. Krish Mosher Environmental Education Award
 - i Demonstrates significant and sustained contributions to Environmental Education and/or Earth Education and/or Environmental Action
 - ii Demonstrates significant and sustained impact on the provision, quality or development of Environmental Education and/or Earth Education and/or Environmental Action
 - iii Is a role model for other Environmental Education and/or Earth Education and/or Environmental professionals or volunteers.
- 3 OEASA Life Member
 - i Demonstrates significant and sustained service to the Outdoor Educators' Association of South Australia
 - ii Is a role model for other Outdoor Education/ Outdoor Recreation/Environmental Education volunteers or professionals.

Recreation SA Awards

As part of a commitment to build stronger relationships with other industry bodies, recognise best practice and or excellence in the outdoor community Rec SA make available two Awards to be presented at the OEASA Presentation Night.

The Award for Encouraging Participation in Outdoor Recreation

The recipient of this Award will have achieved significant success in encouraging participation through innovative program development and/or marketing.

Nominees for this Award may include organisations or individuals who have facilitated increased participation in outdoor recreation for either the general population or specific client groups through one or more of the following:

- a innovative program design to attract a broader client group
- b program modification to target a selective client group
- c the marketing of their programs
- d effective program delivery.

The Paddling page

Peter Carter

Page? Well, paragraphs... Now that SACE courses are tapering off, and various national championships are over, it's time for other things.

Education meeting

Canoe SA: Education members will meet Thurs 20 April, 7:30 pm at Canoe SA to discuss future courses and other matters. Qualified instructors are welcome to attend.

Assessor meeting

Assessors are to meet Thurs 6 May, 7:30 pm at Canoe SA. It's the first time for some time that assessors have met. Ongoing progress with ACAS 2008 and assessment standards will be key parts of the discussion.

In developing the nomination, the following questions should be considered:

- 1 What are the specific achievements that would set the individual/organisation above all others in this category?
- 2 What are the positive outcomes resulting from the nominee's initiatives within this category and the significance of the increased participation?
- 3 How do the nominee's actions and achievements benefit the organisation and/or the greater outdoor community?
- 4 What can others learn from these innovative initiatives implemented by the nominee?

The Award for Outstanding Achievement (Organisation)

This category is open to clubs, organisations and enterprises who can be characterised as possessing professionalism and high standards of conduct, that have made a valuable contribution to the outdoor community at large. The Awardee will set themselves apart through their dedication to best practice and high standards in the delivery of outdoor recreation.

Nominees for this Award may have demonstrated excellence:

- a by providing a contribution which has achieved significant outcomes, or
- b by displaying dedication and commitment to the broader Outdoor Recreation community over and above what their role requires.

In developing the nomination, the following questions should be considered:

- 1 What is the significance of the nominee's professionalism and outstanding achievement to the broader outdoor recreation industry?
- 2 Why does this nominee stand out above all other candidates as the industry's top achiever?



Sea Weekend

With forecasts for 20–30 knot winds for the weekend, the Sea Weekend was postponed, and will now be held 22, 23 May, at Victor Harbor. Training from beginner to Instructor level will be available.

Canoe SA Paddle Challenge

This year's Challenge will be held 23, 24 October, based at Roonka, north of Blanchetown. It's a form of orienteering, with camping overnight at Roonka. Training days are 19 and 26 Sept and 10 Oct at West Lakes.

For full details, see <www.sa.canoe.org.au/?Page=8305>.

For further information on these, and other events, contact the Canoe SA Development Officer, Ian Heard, 8240 3294 <canoesa1@canoesa.asn.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 14 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: Nick Glover, <nicks_mailbox@yahoo.com>, PO Box 411 Oaklands Park SA 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 2010 to 28 Feb 2011

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