



# Outdoor News

Journal of the Outdoor Educators' Association of South Australia  
Volume 28 No 2, July 2010

## From the Chairman

**Mike Meredith**

Greetings and welcome to the July edition of the Outdoor News. OEASA has had a very productive few months. This has included running a Risk Management seminar on 10 April at the Magill campus of Uni SA conducted by Deb Ajango (USA) and Tony Carden (VOEA) which drew 20 people from a wide variety of outdoor interest areas to hear some most measured words of advice on dealing with serious incidents in outdoor activities. The focus of the presentation was around dealing with the fallout from serious incidents rather than preventing them (although this was seen as most important also) and how to prepare for and deal with parents, media and other groups once there has been a significant incident in the field. This was a very interesting session and thanks to Rec SA and Uni SA for their valued support in running the presentation. If you would like to read Deb's book *Lessons Learned II – Using Case Studies and History to Improve Safety Education* it's a good read and can be purchased from the VOEA bookshop.

Another event that has been and gone is the Great Aussie Campout (GACO). A number of groups were involved from South Australia to get this inaugural event under way and feedback from the organisers suggest it should be an annual event, raising awareness of the joys and responsibilities of safe camping and use of our natural environments. We hope to get the Department of Environment and Heritage on board earlier for next year's event and see if they can tie it in with their Parks and visitor strategies to provide activities and acknowledgement of the event at parks across the state.

Colin Mortlock conducted a whirlwind tour of Adelaide on 10 June and for those who were able to hear him speak he was most inspiring, talking about his life and adventures and a proposed foundation 'An adventure for all children'. His philosophy on getting youth involved in adventure activities is dear to most of our hearts. Thanks again to Rec SA and Uni SA for their support in getting Colin over to Adelaide to spread his most inspired message. Rec SA and Uni SA also joined forces to host a Remote Area First Aid course which ran smoothly supporting the proposed changes to first aid requirements coming into effect later this year.



It was a great pleasure to catch up with many of our members at the annual Presentation Dinner on 18 June. As always this was a great night and I would like to congratulate the many winners of awards for their efforts in the outdoors that have gained them the accolades of their peers or mentors. It is great to be able to publicly recognise the efforts of people who demonstrate excellence in the way they go about their lives and endeavours in the outdoors. Awards were presented in the following categories and are detailed later in this edition: Year 12 Outdoor Education students, University of SA and TAFE Outdoor students. Recreation SA awards were presented to Errapa as an organisation and Andrew Govan as an individual demonstrating commitment to Outdoor recreation. Thanks to Grant Watkins for representing Rec SA

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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

A key event in OEASA's year is the annual presentation dinner, and this year's was held on 18 June, and features prominently in this issue with a list of award recipients and citations for the principal awards. Congratulations to all. (Not so many pictures this time: the lighting was difficult.)

The next major event will be the State Outdoor Conference on 1 November. There's some information on page 4, and two pages are taken up with the Call for Presenters and Expression of Interest form. If you're interested in contributing to the conference this is the form to send in.

The other major item in this edition is another paper from Tony Hewitson, this time looking at interdisciplinary studies, the ways in which outdoor education and other subjects can complement each other.

How to consistently, validly and fairly assess the competencies of would-be instructors is a constant question in outdoor (and other) activities. Scott Polley recently led a workshop for Canoe SA assessors, and his summary is the major part of 'The Paddling pages'. There are also a few pics from the sea weekend at Victor Harbor, postponed from March to May because of weather.

The annual Canoe SA Paddle Challenge is 23 and 24 October, with training days 19 and 26 September and 10 October. Details, including forms, etc. are available on the Canoe SA site: [www.sa.canoe.org.au/?page=8305](http://www.sa.canoe.org.au/?page=8305).

There's also news from Bushwalking Leadership and SA Rockclimbing Education.



At the AGM I showed a version of *Outdoor News* designed for on-screen reading, rather different from the A4 layout used for the print version. There will be a similar version of this issue available from the OEASA website at [www.oeasa.on.net/newsletter.html](http://www.oeasa.on.net/newsletter.html). Take a look at it and see what you think. Should it be the normal layout for the email edition? Please let us know. 



Would you buy anything from this man? Dave Rawson auctions an item at the Presentation Dinner

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## The Outdoor Educators' Association of South Australia

### Aims

- 1 To promote the development of Outdoor Education in South Australia
- 2 To represent Outdoor Educators on issues and matters concerning the use of the outdoors
- 3 To maintain the professional development of personnel working in the area of Outdoor Education
- 4 To maintain, support and develop the role of Outdoor Educators in South Australia
- 5 To promote the professional interchange of information between members and other related organisations through conferences, meetings, seminars and publications
- 6 To promote a philosophy of environmental awareness, preservation, conservation and positive attitudes towards the use of the outdoor environment
- 7 To act in an advisory capacity to community, government and non-government agencies

The Outdoor Educators' Association of South Australia supports these national ethical guidelines for outdoor educators:

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

### OEASA Committee 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

## From the Chairman

...continued

and presenting these awards and David Taylor from Errapa for making the long journey to receive the award. Community leadership organisations SAREA, Canoe SA and BLSA announced candidates who had gained awards in the past year. OEASA made presentations for the Kris Mosher environmental award to Noleen Sharrad and Service to Outdoor Education to Greg Allen.

The evening was made especially exciting by the great support from many organisations who donated prizes or items for the auction and OEASA would like to extend a huge thankyou to Paddy Pallin for taking the bookings and the following organisations for their valued donations for the evening: Paddy Pallin's, The Scout Outdoor Centre, Macpac, Mountain Designs, Mitchells, Vertical Reality Climbing Gym, Snowy's, Gondwana, The Duke of Edinburgh's Award, Griffin Wines, Wilderness Escape, Venture Corporate Recharge and Rock About. Without their magnificent support the evening would not have been such a success. As with all events someone needs to organise them and the following people must be thanked for their efforts: Nick Glover for doing all the preparation work, Phil, Tabitha and Toby Noble for looking after the door and finances, Dave Rawson for yet another sterling performance as auctioneer, Dan Polkinghorne for a splendid job leading us through the evening as MC and Andrew Govan and his team who did a great job seeking out the sponsors for the evening. Tom Shearer and Marc Breshi in particular must be thanked for their efforts here. Can I please encourage all of you to support the organisations that have so generously given us their support by giving them your patronage where possible?

On other matters, Outdoor Education Australia (OEA) has undergone steps to become incorporated in Victoria and this will give us a national representation at last. The efforts to have Outdoor Education included in the National Curriculum continue but ACARA have not made final recommendations at this stage. Through

OEA there has been a move to hold a 'National Outdoor Education week' this year 30 August–3 October. This was mentioned in the first newsletter and more information should be available soon, but it would be good in the meantime to be prepared to showcase Outdoor Education at your school or your company with activities within the local community as a means of heightening people's awareness of the benefits Outdoor education and activity has for our youth and the not so young.

The 2010 State Outdoor Conference is being run later this year in conjunction with Rec SA at the Education Development Centre Hindmarsh on Monday 1 November. This year's conference is a one-day event starting after lunch and ending in the evening. 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 expressions of interest from presenters are being made now and are available on the OEASA website or in this edition of the Outdoor News, so please consider what you could present and get your forms in. Please set the date aside in your diaries and help make it a successful event to finish off a very busy 2010.

On a sad note one of our former members Rosie Brink passed away recently after a somewhat short illness. Rosie taught many primary students over the years and always engaged them in a love of the outdoors. Many would remember her from her time at 'Out North' which she coordinated with such vigour and enthusiasm, bringing outdoor experiences to many disadvantaged youth from the Northern suburbs or like me from a kayaking or bushwalking trip where her love of the outdoors was evident and alarmingly contagious. From the Outdoor Community we pass on our condolences to her husband Yoss, family and friends on their and the outdoor community's loss.

Yours in the outdoors...



## Narrative Therapy workshops

Sign up to Evolve's 2010 Narrative Process & Bush Adventure Therapy workshops!

If you work with young people as a counsellor or are simply interested in learning more about the discipline of Narrative Therapy, we invite you to attend.

Facilitated by our CEO and highly qualified Narrative Therapy practitioner, Paul Stolz, this workshop will be a broad introduction to Narrative Process and how it can be adopted to Bush Adventure Therapy (BAT).

Topics include:

- Philosophy of Narrative Therapy and its social and cultural context
- Applications of power in a Narrative context and implications for BAT
- Applied practice in narrative process
- Elements of Narrative Therapy applicable in BAT



- Examples of concrete practice to strengthen Narrative outcomes for BAT.

Duration: two days, 9:00 am to 3:30 pm

Dates: Mon 2 and Tue 3 Aug (Melbourne, Vic)  
Mon 15 and Tue 16 Nov (Melbourne, Vic)

Cost: \$330 inc GST for two days

Evolve: <[www.evolve.org.au](http://www.evolve.org.au)>

3 Alexandra Parade  
Collingwood Vic 3066  
1300 723 317  
(03) 9416 2322  
info@evolve.org.au

### State Outdoor Conference 1 November 2010

OEASA and Rec SA have combined forces to present the 2010 State Outdoor Conference at the Education Development Centre Hindmarsh on Monday 1 November. Running over the afternoon and evening, it is hoped the conference will offer a wide variety of presentations on Education, Recreation and Adventure in the great outdoors. The three strands of education, recreation and adventure are planned to run throughout each session offering everyone who attends something of interest with a choice in each session. Presentations should reflect the diversity of the outdoor community and offer insight into activities, programs and research within the three strands.

The next edition of *Outdoor News* will contain final information on the conference as will the OEASA and Rec SA websites which will be updated with conference details as they become available. Please set the date aside so we can make this combined conference a very successful opportunity to network and gain professional insight into the various fields of the Outdoor Community.

If you would like to receive email or mailout updates please ensure you are on the OEASA or Rec SA mailing lists. To check or add your details contact one of the following:

Mike Meredith, 37 Burwood Ave Nailsworth SA 5083,  
(08) 8269 5693 or mimeredith@esc.net.au

Ian Dewey, Rec SA, Unit 2A 900 South Rd Edwardstown  
SA 5039, (08) 83512644, Fax (08) 83512633 or ceo@recreationsa.org

Please mark your diaries with this date straight away and keep the date free for the conference.

### Alexis Soyer's Magic Stove

The Magic Stove was first patented in 1849, and was the forerunner of today's camping stoves. According to *Cabinet* magazine:

'Explorers took the stove with them on their expeditions. In 1850, the Admiralty ordered some Magic Stoves for Captain Horatio Austin's expedition to the Arctic in search of Sir John Franklin, prefiguring Amundsen's use of the Primus stove on his journey to the North Pole.

'Soyer wanted his stove to be a "must-have," an irresistible gadget that would look great "in the parlour of the wealthy, the office of the merchant, the studio of the artist, or the attic of the humble." (Its successor, the better-known Primus developed by the Swedish inventor F. W. Linqvist, did not come on the market until the end of the nineteenth century.) Newspapers praised it and found it "so certain in its operations that a gentleman may cook his steak or chop on his study table, or a lady may have it among her crochet or other work." Outdoor use was advo-

### Sponsorship

We are looking for sponsors who can help out with components of the conference so if any organisations or individuals are interested in being involved please speak to one of the OEASA committee members or contact Ian Dewey at Rec SA to get detailed information on sponsorship options. Your participation would be greatly appreciated.

### Presenting at the Conference

Expressions of interest are sought from individuals, groups or organisations to present at the 2010 State Conference. Teachers, educators, recreation leaders, outdoor facilitators, adventurers and others involved in the outdoor community are asked to consider presenting at the conference. If you have an outdoor program, theme, area of expertise, research or activity that you could share with others then we would be interested in hearing from you.

The three general strands of the conference are Education, Recreation and Adventure. Within these major strands are opportunities to present on many areas of interest eg environmental, indigenous, special programs, methodology, youth at risk, fitness and health, adventure tourism, land use conflicts, leadership programs, ecology, ecological footprints, interest group forums, risk management, outdoor equipment, outdoor activities, research findings, etc. Please submit on the Presenters expression of interest sheet in this edition of the *Outdoor News* or visit the OEASA website to obtain a form. These need to be submitted by 4 September to either Mike Meredith or Ian Dewey.

cated as well for "the sportsman on the moors, or the angler by the side of the mountain stream." The stove was small enough, it was said, that it could be carried in one's hat.'

More at [www.cabinetmagazine.org/issues/37/vanleewen.php](http://www.cabinetmagazine.org/issues/37/vanleewen.php)



## OEASA Awards 2010

The following people were presented with awards or recognised for their leadership achievements at the annual OEASA presentation dinner held on Friday 18 June at the Unley Council Chambers. Congratulations to all on the splendid examples you set for others.

### Secondary Awards, presented by Mike Meredith

**Tara Warden-Flood:** Certificate of Merit (Westminster)  
She achieved 18/20, is currently working toward the Gold Duke of Edinburgh award. She is an outstanding expeditioner and adventurer with a good environmental understanding.

**Will Mildren:** Certificate of Merit (Westminster)  
He achieved 18/20 and has completed a Gold Duke of Edinburgh award. He has outstanding expeditioning and leadership skills in a variety of outdoor activities and demonstrates a great environmental ethic being involved with trees for life.

**Bec Eldridge:** Certificate of Merit (Westminster)  
She achieved 18/20 and has completed a Gold Duke of Edinburgh award. She is an outstanding expeditioner and leader in a range of outdoor activities demonstrating an exemplary environmental ethic.

**Richard Strapps:** Certificate of Merit (Westminster)  
He achieved 19/20 and has completed a Gold Duke of Edinburgh award. He is an outstanding expeditioner and leader in climbing and walking demonstrating a high environmental ethic working with trees for life.

**Will Toms:** Certificate of Merit (Westminster)  
He achieved 19/20. He is an outstanding expeditioner and leader in climbing and sea kayaking demonstrating a good environmental understanding.

**Daniel Smith:** Certificate of Excellence (Thomas More)  
He achieved a Merit in Outdoor Education I and II showing outstanding practical and theory work. Demonstrated outstanding leadership and environmental ethic throughout the course.



Two award recipients: L-R Richard Strapps, Nick van den Berg

**Peter Valle:** Certificate of Excellence (Thomas More)  
He achieved a Merit in Outdoor Education I and II. Demonstrated outstanding practical skills and exemplary leadership skills throughout the course. He is a passionate environmentalist.

### Mark Auricht Award

**Nick Van den Berg:** (Westminster)  
He was recognised as equal top student receiving a 20/20 for Outdoor and Environmental Studies, and has completed a Gold Duke of Edinburgh award. He has demonstrated outstanding practical and leadership skills in a variety of outdoor pursuits and completed VET units. He has demonstrated an outstanding environmental understanding.

**Tahali Kikuchi-Miller:** (Westminster)  
He was recognised as equal top student receiving a 20/20 for Outdoor and Environmental Studies, and completed a Gold Duke of Edinburgh award. He has demonstrated outstanding practical and leadership skills in a wide range of practical activities and completed VET units. He has demonstrated an outstanding environmental understanding.

### TAFE Awards

**Luke Williams:** Has been an outstanding student in all aspect of his work. He has been dedicated and resourceful in achieving excellent result.

### Uni SA Awards, presented by Peter Kellett

**Daniella Librandi:** Certificate of merit  
**Phil Burke:** Certificate of Merit  
**Kelly Thorpe:** Certificate of Merit  
**Jessica Howland:** Certificate of Merit  
**Jessica Moyle:** Certificate of Merit  
**Mathilda Moore:** Certificate of Merit  
**Kara Lucas:** Certificate of Merit  
**Hannah McConnell:** Certificate of Excellence. Achieved the highest GPA in the Uni SA course.

### Recreation SA Awards, presented by Grant Watkins on behalf of Rec SA

**Organisation:** Received by David Taylor on behalf of Errappa

**Individual:** Awarded to Andrew Govan

### OEASA Awards

#### Kris Mosher Environmental Award, presented by Richard Geytenbeek

**Noleen Sharrad:** Kris Mosher Award presented in memory of a passionate environmentalist

#### Service to Outdoor Education, presented by Scott Polley

**Greg Allen:** Service to Outdoor Education

## Recreation SA Award for an Organisation demonstrating outstanding achievement in Outdoor Recreation and Education

**Errappa** Blue Light Outdoor Adventure has demonstrated high standards of operational excellence and has made a valuable contribution to SA by engaging youth in worthwhile outdoor programs over a number of years.

### Mission Statement:

**Errappa aims to work** in partnership with young people, the wider community and agencies to promote leadership, team building, self-esteem and a sense of responsibility and respect for one's self and others in the community.

### Vision Statement:

To be recognised as the state's premier youth camp for improved citizenship and character development.

### Purpose

Officially opened in December 1996, as part of Blue Light SA, Errappa follows the Blue Light ethos of tackling the growing problem of youth crime by providing wholesome and well supervised recreational activities for young people. Being located 55km from Whyalla in the heart of Iron Knob's historical mining fields places participants in a unique environmental setting, ideal for personal and interpersonal development.

Errappa's programs are driven by the philosophy of partnerships between police and participants at a social level to break down the barriers to develop positive relationships and reduce youth crime.

The main purpose of Errappa is to host youth camps. The camp manager is responsible for preparing and maintaining the camp program, which generally includes physical and challenging obstacles (e.g. high ropes course), and other positive self-improvement activities. The aim of this program is to contribute to the well being of the youth (and thus the future of our State) by:

- Increasing self awareness, self worth and confidence;
- Encouraging, assisting and developing social skills and personal competence;
- Enhancing sense of social responsibility;
- Providing an opportunity to develop links between community groups;
- Creating trust, motivation and leadership;
- Enhancing police/youth perceptions and relationships

Throughout the camp a code of conduct is promoted and duty of care is exercised. The program incorporates a combination of physical obstacles, motivational challenges and structured exercises designed to build teamwork, self-esteem, leadership and citizenship. This allows participants to recognise their value as individuals and accept responsibility in making decisions about their future.

Errappa's supervisors are South Australian Police who are fully qualified camp facilitators. These officers with their expertise in outdoor challenge activities are fully accredited and continually updating their qualifications to be at the forefront of their field.

### Activities

The adventure styled programs incorporate both indoor and outdoor activities which are both physically and mentally challenging that require some problem solving through teamwork and individual effort to achieve goals.

Errappa's programs are designed to meet the specific needs of each group. The camp program continues to evolve through the addition of different elements and the ongoing education of the staff in new adventure based activities:

- Initiative, trust, team building, icebreaking type games, including problem solving and co-operative situations to bring people together and get to know others.
- High ropes course: a series of 13 challenges involving climbing to heights of between 6 and 14 metres on challenging activities. These activities all involve belaying the participant through a climbing harness.
- Team Rescue Challenge: teams have one person strapped into a rescue stretcher whilst team members 'save' the stretchered person through a purpose built series of challenging obstacles, working together to save their team-mate.
- An orienteering type course: participants form teams and challenge themselves and others through planning and executing a demanding orienteering type exercise. This involves fitness and observation skills while adhering to a strict set of guidelines and rules.
- Ground based team challenges: a set of problem solving obstacles for teams to work together to solve puzzles that are both physically demanding while involving skill, initiative and co-operation.
- Rock Climbing and abseiling at local cliff faces.
- Bush walking.

Errappa has enjoyed a diverse range of young people in its 13 years of operation, from teenagers living with cancer thru Canteen and Camp Quality, indigenous youth from the Pitjantjatjara lands, special education groups as well as schools from all over the state. In recent times we have had at risk youth from St Vincent De Paul's and a special program through the Wiltanendi project has seen members of the infamous 'Gang of 49' in Adelaide attending at the camp, breaking down social barriers and working with Police. Over 20,000 young people have so far attended camp at Errappa.

Senior Constable First Class David Taylor is Manager of Errappa Blue Light Outdoor Adventure  
Iron Knob SA 5601  
<[www.errappa.com.au](http://www.errappa.com.au)>  
[errappa@activ8.net.au](mailto:errappa@activ8.net.au)  
8646 2109, 0438 452 748



David Taylor

## Recreation SA Award for an individual Encouraging Participation in Outdoor Recreation

**Andrew Govan** has been working in and for the Outdoor sector for over 10 years. Andrew left a teaching career to start up and operate a business in the personal and team development sector using adventures in the outdoors.

Andrew and his partner Curtis operated Wilderness Escape in 1991. It was conceived as an eco-tourism firm, with sidelines in disability care and youth leadership, but the ratio has reversed over time. Recognising that his company's 'focus was too broad', fate brought on the next change when Andrew and Curtis bought Venture in 2001. Andrew is passionate about working with people with a disability and Wilderness Escape is an organisation that has been providing school camps and adventure activities to thousands of people including hundreds with a disability to destinations throughout Australia.

Andrew's is the largest employer of Outdoor instructors in Adelaide and the largest outdoor education provider in SA. He readily gives of his time on various boards in SA ranging from Rec SA, Bushwalking Leadership and OEASA.

### **OEASA Service to Outdoor Education Award, presented by Scott Polley**

**Greg Allen** started as a Physical Education and Science teacher at Thomas More College in 1984, and completed a Graduate Diploma in Outdoor Education and Leadership under the guidance of Rob Hogan. Teaching Physical Education has always been an enjoyable passion for Greg where he saw a need for students to be challenged and exposed to the surrounding environments. He was running a Christmas Holidays Aquatics camp for many years and saw the rewards of this in many of his students. Outdoor education was a natural progression and with the support of John Hyland the principal at the time and with David Goodwin on the staff at Thomas More College they provided great support in developing the Outdoor Education program. From humble beginnings the Outdoor Education Program at Thomas More College has grown to include classes at Stage Two, Stage One and in Year 10. Usually three to four classes at Stage One and two at Stage Two. The Year 10 program is starting in 2011 with four classes.

Greg has been very heavily involved in aquatics based interests over the years as well as his obvious passions of family and spending time together on their property in Houghton or anywhere in the outdoors. Being a Vet's son in the country Greg was bought up around farms and with a love of animals. This has probably been an underlying influence in his love for the outdoors and exposing others to it.

Greg's best memories of OE: "There have been so many with so many different groups and different expeditions and locations. The thing that stands out is when you meet up with students and staff from past trips and relive the laughs and experiences and you then know how much impact you have on the lives of others through your program".



Andrew Govan, at right, with Grant Watkins

Andrew is a ready sponsor for many outdoor events, conferences and training sessions. Andrew also has vast experience (which he is keen to share) in areas of hard skills (kayaking, trekking, caving, cycling, ropes courses, etc) to the ever important soft skills (adventure and wilderness therapy, experiential education, youth work, adult training, group dynamics, motivation and goal setting). Through his businesses he has made a significant difference to young people's lives through outdoor experiences and has made profound outdoor experiences happen for many.

Regrets: "The hardest part of being an OE teacher is the time away from home. I have missed a great deal of time with my family and particularly during my children's younger years. You miss birthdays and special events. I need to thank my wife Sharon, son Jesse and daughter Brooke for their unconditional support and understanding over the years".

Greg sees the future of Outdoor Education as very bright. "It seems I'm chatting to someone every few weeks who is enquiring about OE and possibilities it holds for their students. We need to get our students back into the environment and surround them with it without the distractions of modern life and electronics. We need them to solve problems for themselves and not just stop and go home at the end of the day. They need to live with each other and the decisions they make. It is not just a subject but a personal development journey for our students".

"I hope SACE Year 12 OE finds its place and is considered a viable subject for many in 2011. But with only four subjects required I am concerned some may not take the opportunity to experience the program. Only time will tell."

Where to: "I still feel I have a great deal to do at Thomas More College. I have been lucky to have great admin and staff support at the College which has been the reason for the success of our program. One person does not run OE. A wishbone will not replace a backbone. So we just keep working at making things better rather than wishing for things to happen."

We congratulate Greg on his commitment to Outdoor Education over the years and in particular his involvement as Chief Moderator from 2006–2010 where he has had such a profound influence over the development of the new SACE course.

## **Kris Mosher Award: Noleen Sharrad**

### **Jenny Lewis**

I have no hesitation in nominating **Noleen Sharrad** for the Kris Mosher award for Service to Outdoor Education.

Noleen has made a significant contribution to Littlehampton Primary School over a long period in her work to promote and lead Environmental Education in our school.

Over a period of years, Noleen has initiated the interest of other staff members, demonstrated commitment planned and led projects, collaboratively planned and taught lessons to classes, organised Clean Up Australia days, KESAB involvement and recycling projects. She has written submissions for funding, liaised with personnel from Environmental organisations such as KESAB, and ensured that Environmental & Green Programs have happened in our school. During some of this time Noleen has had a formal leadership role (Coordinator 12 Environment), and established programs for improvement which are still in operation. She has continued a high level of involvement in keeping programs on track while not in a formal leadership role. Noleen's leadership in this school has been so great that Environment and Sustainability programs are considered a key feature of our school, and this is recognised by our local community. The programs which she established will be maintained, even when Noleen leaves our staff. Her involvement in developing student action teams who manage the recycling and monitor energy use in our school means that her philosophy of environmental awareness has been adopted by students who are eager to make a contribution and take on the values of sustainability.

Noleen lead in the development and implementation of sustainability programs here at Littlehampton. This has involved:

- Setting up, explaining and demonstrating sustainability and recycling initiatives to teachers
- Involving outside organisations such as KESAB in waste audits and other programs
- Taking the initiative with energy audits, including

ETSA audit which involved students in the audit of our power use... and getting them to follow through in action through the Power Savers Action Group, and recent Green Energy Audit



Noleen Sharrad

- Writing submissions for solar panels, water saver toilets and urinals and taps, rainwater tanks and vegetable gardens
- Organising a biologist from University of South Australia to do a flora and fauna audit of Coppins Bush and Mt Barker Summit. She has maintained links between Friend of Coppins Bush (a nearby natural environment), taking classes on visits, using the resources developed by the biologist to monitor flora and fauna, photographing, and involving students in weeding programs
- Organising Environmental camps to Arbury Park, and maintaining networks with other environmental teachers
- Breeding the Gorse Spider Mite in her class room — an environmental pest control.

Noleen has maintained the high profile of outdoor and environmental programs in our school, promoted environmental awareness, preservation, conservation and positive attitudes towards the environment. She has maintained networks of Environmental educators such as Arbury Park teachers, and KESAB personnel. She has developed a reputation for excellence in Environmental Education and is well known in this area.

Jenny Lewis is Principal, Littlehampton Primary School 

## **Supporters of OEASA 2010**

**OEASA thanks the organisations supporting it in 2010:**

**Duke of Edinburgh's Award Scheme**

**Griffin Wines**

**Gondwana**

**Macpac**

**Mitchells**

**Mountain Designs**

**The Omni Group**

**Paddy Pallin**

**Rock About**

**Scout Outdoor Centre**

**Snowy's**

**Venture Corporate Recharge**

**Vertical Reality**

**Wilderness Escape**

# Interdisciplinary studies: Outdoor Education and other subjects

**Tony Hewison AM FACE**

The days of integrated studies are over. It was made clear in the Australian Labor Party's pre-election policy in 2007 that in the proposed National Curriculum the humanities, which had often been beaten into a rather flavourless omelette under names such as Studies of Society and Environment, would be taught as discrete subjects. This has been confirmed by the National Curriculum Board and its successor, the Australian Curriculum, Assessment and Reporting Authority (ACARA) in the development of new curricula. On the other hand both the Ministerial Council on Education, Early Childhood Development and Youth Affairs (MCEECDYA) and ACARA strongly encourage the development of Inter-Disciplinary Studies. "Rather than being self-contained or fixed, disciplines are interconnected, dynamic and growing, and a discipline-based curriculum allows for cross-disciplinary learning that broadens and enriches each student's learning."

Where Outdoor Education is part of an inter-disciplinary study, it does not just provide a method by which another discipline can be taught. In an inter-disciplinary study the study or two or more separate disciplines is enriched by the recognition of their inter-connectedness.

This article looks at two very different examples of where Outdoor Education is a partner in an inter-disciplinary study. In one Outdoor Education works with Art; in the other with Biology and to a lesser extent Information Technology, Environmental Studies, Indigenous Studies and History. The two schools are both independent co-educational schools. The first is small (about 400 students) in the Southern Highlands of New South Wales. The second is large (about 1300 students) in an inner suburb of Melbourne.

## **Years 11 Art Camp: Oxley College, Bowral**

Oxley College, [www.oxleylearning.org/portal](http://www.oxleylearning.org/portal), has an extensive Outdoor Education programme and its students are familiar with living in and journeying through the bush. The decision to make use of Biloela was not surprising, because Biloela is less than 30 kilometres south-west of the school. Biloela is the unique Outdoor Education Centre developed by the Outdoor Education Group on 200 acres of land, surrounded by 20 square kilometres of state forest, including the extensive Bangadilly Forest: [www.oeg.net.au/whatwedo/locations/biloela](http://www.oeg.net.au/whatwedo/locations/biloela). It is rough unspoilt bush country with magnificent granite and sandstone cliffs and outcrops. Through its valley runs the Wingecarribee River, which surrounds the property on three sides. Students live in groups of 20 in 'huts without doors', which bridge the gap between outdoors camping and hatted camps. They prepare and cook food out of doors, they collect their own water and fuel and use their huts as bases from which to venture on challenging journeys.

Above all, Biloela is a magical place. Wherever you are, you look out at the bush onto the hills opposite or down

the slopes to the valley or to the river or to the multi-coloured granite and sandstone cliffs. Wherever you look, the greens, the blues and the purples of the bush shade into one another, and as the light moves you catch a new shade for the first time. The gums astonish in their variety and by their white, grey, brown and sometimes yellow and red trunks. The immediate bush is the home of kangaroos, wallabies, wombats, koalas and echidnas. Platypodes live in the river. Rosellas, black cockatoos and gang-gang flash, sing and soar through the trees.

Sophie Lampert, head of Art at Oxley, recognised the possibility of combining in this remarkable place the outdoors living, journeying and navigation skills of her students with creative work in Art. Year 11 students—15 in all last time—go to Biloela for three days to complete the sculpture and installation unit of their subject. To emphasise that they are leaving their usual work and entering a new world, their identities are stripped away by wearing for the time of the camp white overalls. They choose a suitable quotation for the back of their overalls and during the camp in spare moments they decorate them so that by the end they have become artworks in their own right.

Students work in groups of four. They use their navigation skills to venture into the neighbouring bush to gain ideas and inspiration. For their installation works they are not allowed to bring in foreign materials. They have to work with the materials they find around them: tree branches, twigs, leaves, rocks, earth. From this emerge the most wonderful works of art, which are photographed to be included in their folios. Then, being also Outdoor Education students, everything must be put back exactly where they found it!

Sophie Lampert carries huge art books into the bush containing the work of British environmental artist, Chris Duffy; English land artist, sculptor and Turner prize winner, Richard Long; and Andy Goldsworthy, whose art involves the use of natural and found objects to create both temporary and permanent sculptures which draw out the character of their environment. This she does, because this camp is not an exercise in self-indulgence but part of serious academic study.



Biloela (OEG)

## Interdisciplinary studies: Outdoor Education and other subjects

In 2008 she tried a new experiment. Instead of installation art, students, inspired by the environment around them, undertook huge group paintings and individual pieces of work, which astonish by their freshness, originality and quality.

Remarkable side benefits of these camps are the remarkable influence on the work of these students at Year 12, the bonding which develops between them as they enter their last vital year at school and the trust which they come to have in their teacher.

### Year 10 Barrier Reef Programme: St Michael's Grammar School, St Kilda

St Michael's, [www.stmichaels.vic.edu.au](http://www.stmichaels.vic.edu.au), has sent students on this programme to North Queensland every year for 10 years, and 54 Year 10 students will take part in 2010 in two groups of 27 under the leadership of Leesa Gallart and Harry Leather. St Michael's has a twenty-five year history of challenging sequential Outdoor Education. The Barrier Reef Programme was devised to make use of the school's sophisticated information and communication system and students' outdoor skills in undertaking a challenging exercise in academic research in the field. The students are away for four weeks. During the programme they complete Unit 2 of the Victorian Certificate of Education Biology course. Unit 2 would normally be undertaken in the second semester of Year 11. While they are away they also complete all the work in their other school subjects on-line from the school. This is made possible by the school's individual notebook programme. Curriculum has been made friendly to on-line delivery and staff back at the school are committed to the Barrier Reef Programme as well as the staff who accompany the students.

Staffing on the programme is, of course, not easy. Twenty staff will take part in 2010, most of them spending two of the four weeks with the students. Some of them are past students, three or four years out of school, who have themselves normally taken part in the programme as students and there are also sometimes some Deakin University fourth year students, undertaking their Deakin Associate Teacher Programme.

St Michael's is partnered in this programme by James Cook University. Nineteen days are spent at James Cook University's Research Station on Orpheus Island, [www-public.jcu.edu.au/oirs](http://www-public.jcu.edu.au/oirs), and it is here that students complete in 14 days their Biology studies and their other school subjects on-line. The Research Station is in an isolated part of the island in the middle of a National Park, and during their stay students have contact only with one another and staff. The university refurbished the Research Station in 2004. There is a lecture theatre and students have access to most of the research facilities. These include both a wet and a dry laboratory. The wet laboratory is where animals and plants are dissected and samples sorted. Students spend much time in the dry laboratory, which is set up for microscopic analysis of specimens, chemical preparation and use and data input. The microscope room houses a variety of microscopes



and a larger room has Internet connection for data input and analysis, and areas for microscope use and chemical preparation. There are boats suited to work on the Reef.

During the whole programme there are five assessment requirements, and three of these apply to the work done on the island. Students undertake a series of practicals and then choose a specific organism on which to make a case study. They are assisted not only by the school staff, but by a post-graduate marine biologist supplied by the University. He or she also gives lectures on issues such as management of and human impacts on the Reef. Most of the practical work is done by snorkelling in the waters around the island, and many students spend several hours every day in the water. They quickly learn that there is hard work involved. They observe their organisms intensely and combine work from the Internet with their work on the Reef. There are also group presentations on six different issues: the impact of fishing, global warming and the Reef, the impact of diving, water quality, diversity of species and the effects of tourism. Presentations are made in different forms with PowerPoint presentation being popular. The assessment is carried out on the island.

The time on the island is broken up by a one day visit to Hinchinbrook Island to see a very different environment, and three days on the far side of the Outer Reef led by a marine biologist. There is also a visit with indigenous guides to Palm Island where students are brought face to face with the appalling legacy of past government policy and to the former leper colony on Fantome Island.

During the programme the group spends three days in Townsville, attending lectures on marine archaeology and history. At Tully they come under the care of Ernie Grant, respected elder of the Jirrbal people, at the Echo Adventure Centre, [www.echocreek.com.au](http://www.echocreek.com.au), who talks with them about the indigenous way of thinking and the connection of his people with the land. He also



## Interdisciplinary studies: Outdoor Education and other subjects

speaks from personal experience of the environmental degradation, which has occurred during his lifetime. They undertake a day long bushwalk up to Echo Creek Falls through the river and ochre pits with indigenous guides. At Paluma they see the effects of agriculture and connect this with the degradation of the Reef. There is an assessment task at Tully and they sit an examination in Townsville on Unit 2 of the Victorian Certificate of Education Biology course.

Students who go on the programme are required to undertake a preparation course, which begins at the start of the school year. They have to be physically fit and fully competent in First Aid. They are constantly called upon to use and extend their Outdoor Education skills especially in the sea. They must be experienced in risk awareness and management. They cook all their food. They are divided into catering groups of seven and each group takes it in turns to prepare meals for the whole party.

It is a challenging experience, but one with which they cope with surprising ease. Because they are captivated by what they are doing and what they are learning and by the experience of living and sharing together, they do not seem to mind meeting all that is required of them, including their work in other subjects from school. Many

work from 7:00 am to 9:00 pm with breaks for meals and chores without complaint. They are confronted by issues which have been previously academic at best and meet and learn from people quite foreign to their background. Interestingly, as with the Art students at Oxley College, the number of students taking Year 12 Biology is out of proportion to other subjects and the results are extraordinarily good.

As one student wrote afterwards: "Because I absorbed the information about the reef with much less effort than I would have if I had learnt it at school, I was able to understand the biology we were taught. I think the reason I was able to learn quickly was that I, like most people, am more interested in knowing what I can see and feel and experience...than something which I can only read about and see pictures of. I also think we learnt a lot about the reef just from snorkelling and observing, and because we saw it for ourselves, we were more likely to remember it than something about which we were just told."

Young people learn best through experience, and experience in Outdoor Education enhances learning in other subjects.



## Sea Weekend 2010

Right: Phil Doddridge demonstrates Greenland supports



Left: So much for rudders—this one has fallen off

Below: Groups set out for the Sunday paddle



# The Paddling page

## Canoe SA Assessor Group

Teaching Assessment Workshop 20 June 2010

### Scott Polley

Canoe SA held an assessor workshop at Garden Island on Sunday 20 June to conduct a workshop on the assessment of teaching skills at Flatwater Instructor level.

In attendance were Libby Robertson, Wayne Hooper, Ian Dewey, Ian Hume, Clay Hunter, Phil Noble, Peter Thiele, David Mausolf, Scott Polley, Phil Doddridge, and Peter Carter. Apologies were received from Jim Townsend, Iean Ellery, Mary-Anne Stacey, Kyla Young, Bill Jeffrey, Bob West and Heather Miller.

The workshop was restricted to assessment of teaching skills, with workshops on other aspects of assessment (Planning and Organisation, Flatwater Skills, Expedition Leadership) to follow. Canoe/Kayak Lifeguard and Flatwater Guide were not considered at this workshop, but will be followed up at a later date.

It was a pleasant winter's day, with no wind and dolphins playing in the background. The workshop was thought to be highly valuable for assessors to discuss good practice by candidates and assessors, and to clarify a range of points about the assessment of on-water teaching.

The following summarises key thoughts about assessment of teaching skills by the group that should guide assessors and assesses when candidates present for this phase of their Flatwater Instructor Program.

1. Any relevant paperwork such as session plan, risk management plan, float plan (if applicable), client information is to be presented to the assessor well before the teaching episode, ideally at least seven days.
2. The assessor is to check the log book prior to conducting the assessment, ideally at least seven days, to gain a good understanding of the candidate's background.
3. If candidate changes lesson or does not follow the original plan because of change of context (weather, group, equipment issues) this is considered good practice.
4. The role of the assessor is to provide every opportunity to complete the Flatwater Instructor (FWI) Award.
5. If teaching skills to the level of FWI cannot be demonstrated due to the candidate's skills or the context of the assessment not providing adequate opportunity, then Flatwater Guide (FWG) or Canoe/Kayak Lifeguard (CKL) should be explored until another opportunity for assessment presents itself.
6. The candidate must demonstrate the ability to teach for independent practice, the standard for independent practice being Flatwater Skills (FS). If

- the candidate is unable to demonstrate on-water that day due to assessment context, the assessor can refer to log book and use question-and-answer to identify candidates ability to do this in another context.
7. Professional standards are expected to be modelled by candidates at all times.
8. A good understanding of the relationship between the equipment used and how it used and paddling skill development is required.
9. It is expected that the candidate undertake a safety summary prior to getting on-water that was consistent with the context of the assessment. The candidate should check for understanding by the clients.
10. Safety briefings might be done at several stages prior to and/or during the off water instruction. Some aspects of a safety briefing and practice are non-negotiable, such as ensuring medical and consent forms are checked, PFDs are worn on water, ensuring clients are informed of likely risks and hazards, the actions on if such hazards and risks are encountered, and the emergency response plan.
11. There may be minor details about instruction that the candidate has not covered. The assessor can provide minor prompting at the time, or candidate might be questioned or asked to demonstrate an example to the assessor following assessment.
12. The methodology used to teach skills is not as important as the purpose of each activity during the teaching session being clear.
13. The activities chosen need to be purposeful and sequential.
14. The candidate must show evidence of the ability to observe client group members paddling skills and practices to detect any areas that are not safe practice or not consistent with a skilful paddler, provide feedback for correction, and check for competence following feedback.
15. The candidate is required to demonstrate a foundational knowledge of the biomechanics of paddling through teaching, or might be asked questions following completion of the assessment.



Some of those at the assessor workshop: L-R Phil Noble, Clay Hunter, Ian Hume, Scott Polley, Wayne Hooper

## Canoe SA Assessor Group

...continued

16. Ideally, Instructors would demonstrate a good understanding of the range of activities that are described as kayaking and canoeing.

It was recognised by the group present that standards and expectations for Canoe/Kayak Lifeguards and Flatwater Guides would be different, but were beyond the scope of the workshop on the day. The next workshop planned will look at Planning and Organisation for Flatwater Instructors.

Scott Polley is Coordinator of the Canoe SA Assessor group

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## Ral Ral Creek Guide

The Ral Ral Creek Guide has been compiled and published by Riverland Leisure Canoe Tours to complement the current series of Canoe Guides to the Riverland. It covers the area from Chowilla Homestead south to Lock 5, including the creeks and backwaters associated with Ral Ral Creek. It shows river mileage markers, distance between points, boat ramps and the Calperum station camp sites. A variety of information and contacts is also included on the back. It's A3 folded to DL size, waterproof and tear proof.

This map is ideal for anybody with an interest in the waterways above Renmark i.e. dinghy enthusiasts, canoeists, houseboats, fishermen, campers, etc.

Copies can be obtained direct from Riverland Leisure Canoe Tours (08) 8595 5399 or [kayaks@riverlandcanoes.com.au](mailto:kayaks@riverlandcanoes.com.au), numerous outlets in the Riverland and Canoe SA in Adelaide. Cost: \$10.00 (GST inc) + P&P



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## SAREA News

SAREA has been busy on a number of fronts the first half of the year.



A course commences this July with six candidates sent an offer of enrolment. A little down on the numbers from last year, but TAFE have been kind enough to allow the course to run with lower numbers.

The lead instructor assessment is still in the final stages of revision: it has taken some time to get the detail right. As soon as it is finalised, the revised version will be put up on the SAREA website.

The 25 year re-union has not progressed as far as we would like, but plans remain intact to run such an event in October. No further details as yet.

Instruction at local and interstate crags appears to remain steady, with many groups taking to the cliffs as part of school curricular and extra-curricular programs, and instructors reporting strong demand for their services.

The blackberries are on the march again at Morialta, so if you are heading that way don't forget to take your snips and gardening gloves to help stem the tide.

Finally, congratulations to Bec Salvado and Ben Williamson, SAREA instructors who recently gave birth to young Julian.



## BLSA News

Gordon Begg has returned, and with the bushwalking season well under way a reminder of assessment details is worthwhile.



### 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 ahead 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 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](mailto:andrewg@venture.net.au).

### Calendar of courses

#### Day Walk Leaders first Course

Dates: 1, 7 and 8 August

Venue: To be advised (Adelaide Based).

Become an accredited Day Walk Leader with this nationally recognised course. Run over one day and one weekend, the basics of safely and professionally managing a dependant group are covered. Ideal for teachers, youth workers, personal trainers, potential day walk leaders and interested bushwalkers.

Contact: Gordon Begg, 0428 974 759  
[blsa@bushwalkingleadership.org.au](mailto:blsa@bushwalkingleadership.org.au)

#### Tech Skills: 28, 29 August





# OEASA and Rec SA State Outdoor Conference

**1 November 2010**

**Education Development Centre Hindmarsh**



## Call for Presenters

The Outdoor Educators' Association of South Australia and Recreation SA are calling for expressions of interest from individuals, groups or organisations who wish to present papers, workshops, forums or presentations at the 2010 State Outdoor Conference.

### Who and what we are looking for:

Teachers, Educators, Recreation leaders, Outdoor facilitators, Adventurers and others involved in the outdoor community are asked to consider presenting at the conference. If you have an outdoor program, theme, area of expertise, research, interest or activity that you could share with others then we would be interested in hearing from you.

The three general strands of the conference are Outdoor Education, Outdoor Recreation and Outdoor Adventure. Within these major strands are opportunities to present on areas of interest to others, e.g. environmental, indigenous, special programs, methodology, youth at risk, fitness and health, adventure tourism, land use conflicts, leadership programs, ecology, ecological footprints, interest group forums, risk management, outdoor equipment, outdoor activities, research findings, etc.

Please submit the Presenters Expression of Interest sheet by 4 September to one of the following for consideration:

Mike Meredith, 37 Burwood Ave Nailsworth SA 5083 or [mimeredith@esc.net.au](mailto:mimeredith@esc.net.au)

Ian Dewey, Rec SA, Unit 2A 900 South Rd Edwardstown SA 5039 or [ceo@recreationsa.org](mailto:ceo@recreationsa.org)

The conference organising committee will contact you by the end of September to confirm if your presentation has been accepted.

### Presenter Registration options:

- Participating only for the duration of your session: free, join in for catering either before or after your presentation

### Note to presenters:

- All presenters are requested to provide a copy of their presentation or notes for inclusion in an electronic summary of proceedings.



**Outdoor Educators'  
Association of South  
Australia**

**OEASA and Rec SA  
State Outdoor Conference**

**1 November 2010  
Education Development Centre Hindmarsh**



## **Presenters Expression of Interest**

### **Your details**

First name \_\_\_\_\_ Family name \_\_\_\_\_

Organisation \_\_\_\_\_

Telephone: Work \_\_\_\_\_ Home \_\_\_\_\_ Mobile \_\_\_\_\_

Postal Address \_\_\_\_\_  
\_\_\_\_\_

Email \_\_\_\_\_

### **Co-Presenters**

First name \_\_\_\_\_ Family name \_\_\_\_\_

Organisation \_\_\_\_\_

Email \_\_\_\_\_

First name \_\_\_\_\_ Family name \_\_\_\_\_

Organisation \_\_\_\_\_

Email \_\_\_\_\_

**Presentation Title and Abstract (max 100 words for inclusion in conference promotional materials)**

**Outline of presentation (Indication of the manner and style of the presentation, e.g. practical, lecture, etc)**

**Presentation requirements (e.g. laptop, projector, screen, Internet access, open space, DVD, etc)**

**Availability: Afternoon**  **Evening**  **Either**

**Time preferred: 45 minutes**  **60 minutes**  **90 minutes**

Please submit the Presenters Expression of Interest sheet by 4 September to one of the following for consideration:

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Ian Dewey, Rec SA, Unit 2A 900 South Rd Edwardstown SA 5039 or [ceo@recreationsa.org](mailto:ceo@recreationsa.org)

The conference organising committee will contact you by the end of September to confirm if your presentation has been accepted.

**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