

# Outdoor News

Journal of the Outdoor Educators' Association of South Australia  
Volume 32 No 3, February 2015



Jim Townsend (without hat) sets out a task at the Assessment Day, 15 February. (Ask your geographer colleagues to explain the lenticular cloud in the background)

## Contents

From the Editor	2	On edge...	9
From the Chairman	3	Murray Lakes, Goolwa and Islands Navigation Guide	12
Minutes of the 2014 OEASA AGM	5	VCR now offering 'Megaswing' at Woodhouse!	13
Is your school/group interested in Trek 2015?	7	Notice to Mariners No 1 of 2015	14
Extended Adventure Expedition, New Zealand 2014	8	How can including regular Nature Play opportunities...	15

## OEASA sponsors

### Gold



### Silver



### Bronze

- Abundant Health
- Fassina Liquor
- Griffin Wines
- Loan Logic
- Prince Alfred College
- Snowy's Outdoors
- Step Outside Footwear
- Vertical Reality Climbing

## From the Editor

**Peter Carter**

Definitely summer: dry, 40°C days, and all that. Good weather for paddling, as we see in the cover pic from the recent Flatwater assessment workshop.

This being the issue before the AGM we have the agenda for the meeting and the minutes of the previous. The other key routine item deals with the OEASA Awards for 2015, with the listing and nomination form.

One of the outdoor events of Jubilee 150 in 1986 was Youth Trek, which ran for some time but faded away. Now there are moves to revive it, as you will read on page 7. On page 8, Michael Foot describes a walk, with other activities, by students of Golden Grove HS in NZ

What are the benefits of playing in the outdoors? Are there influences on cognitive and academic development? these are the themes explored by Georgina Sulley-Beales on page 15.

A couple of months ago as I dodged mangroves in a creek I was asked basic questions about edging by the paddler behind me, someone I thought was an experienced paddler. That led to a new resource for the Flatwater collection, reformatted for *ON* and on page 9. Also paddling related, and of interest to other groups who operate in the Murray Lakes area is the new chart from Carto Graphics.

Upstream of the Lakes there's work in progress along Katarapko and Eckert Creeks, as noted in the first Notice to Mariners of the year.

A few web links:

*The Conversation* discusses the lack of outdoor activity:

[theconversation.com/children-need-to-play-outdoors-but-were-not-letting-them-31295](http://theconversation.com/children-need-to-play-outdoors-but-were-not-letting-them-31295)

Thoughts on the myth of learning styles:

[www.sciencebased-medicine.org/brain-based-learning-myth-versus-reality-testing-learning-styles-and-dual-coding/](http://www.sciencebased-medicine.org/brain-based-learning-myth-versus-reality-testing-learning-styles-and-dual-coding/)

Effects of constant background noise: [www.theguardian.com/science/2015/feb/17/noise-pollution-is-making-us-oblivious-to-the-sound-of-nature-says-researcher](http://www.theguardian.com/science/2015/feb/17/noise-pollution-is-making-us-oblivious-to-the-sound-of-nature-says-researcher).



### **Outdoor News deadlines for 2015**

We plan to produce four editions each year. The deadline for submissions for inclusion is the end of term, aiming to publish early in the following term.

To this end dates for submission of articles are;

End Term 1, Friday 10 April for the May edition

End Term 2, 3 July for the July Edition

End Term 3, 25 September for October edition

End of Year, (16 January) for February 2016 edition. 

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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 2014-2015**

Chair: Mike Meredith

Assistant Chairperson: Chris Hodgson

Treasurer: Phil Noble

Assistant Treasurer: Andrew Stace

Secretary: Nick Glover

Assistant Secretary: Bel Emanuele

Editor and webmaster: Peter Carter

Committee: Scott Polley, Andrew Govan, Mick Dennis, Brad Newton, Bianca Newton, David Edwards, Jo Barton, Chris Hodgson, Andrew Stace, Micha Jensen, Nathan Doble, Dave Walker, Meriden Jensen

## From the Chairman

### Mike Meredith

Welcome to the first edition of *Outdoor News* for 2015. I hope you all had a very safe, restful and enjoyable break and are now back at work like me having forgot there was a holiday. Actually I hope you can remember it's just me with the bad memory I am sure.

During the break I was lucky enough to visit three very beautiful areas, the lower Murray and the Copper Triangle in good old SA and the Apple Isle over the waters. What great places they all are but if I was going to choose one that put me in a great place for environmental/outdoor reasons it would have to be Tasmanian. The natural beauty and accessibility of nature is unsurpassed in Tasmania, from towering mountain peaks, diverse forests, windswept mountain plains, great expanses of water and magnificent coastlines. It is not far from anywhere that you are immersed in natural areas and have an abundance of outdoor activities to choose from. Bushwalking Cradle Mountain–Lake St Clair and the remote SW, kayaking the many great lakes and rivers, surfing the East Coast and if all else fails you can eat your way around, there are just so many great food producing outlets. If it did not get so cold in winter I could almost consider moving there. If you have not visited Tassie I would heartily recommend a trip: it is a place full of adventure and natural wonder.

For those teaching in schools the Australian Curriculum has now been implemented to Year 10 and the pains of manipulating and changing old courses/practices is all too evident. It does however, provide opportunities to expand what has sometimes been a relatively narrow perspective of PE to incorporate Outdoor Education/Recreation within the HPE curriculum. Many schools have seen the chance to embrace new teaching and engage growing numbers of students in outdoor activity as a healthy means of getting young people active and healthy. The upcoming ACHPER international conference will include insightful perspectives on the HPE Australian Curriculum there will of course be some Outdoor Education/Activity focus sessions and these should provide interest to many of our members.

From early last year it was suggested that OEASA may be interested in resurrecting the Trek concept where groups of young people bushwalked sections of the Heysen Trail meeting up and handing over to the next group. From discussions held it was decided to hold an open meeting in March to gauge support for this proposal. Information on this meeting and proposal are detailed in this edition. I would encourage all secondary Outdoor Education teachers to consider getting on board and attending the meeting. Trek has so much to offer our youth and Outdoor Education in schools.

There are a number of other activities planned for 2015 some annual events and others new initiatives. The details of this year's major calendar activities are listed throughout this edition and will be available on the OEASA website. I urge you to mark them on your calendar now so you are able to attend and help make them

successful and worthwhile events.

I would particularly like to draw your attention to the following important events planned for this year:

#### OEASA SACE Stage 2 teachers meeting

A very successful meeting of Stage 2 Outdoor Education teachers was held on Friday 6 February. This meeting of Stage 2 teachers gave them a chance to come together discuss and share ideas on the course and task sharing for improving their course in 2015.

#### AGM 2015

The 2015 OEASA AGM will be held on Friday 13 March, 6:00 pm (for a 6:30 pm start) at The Astor Hotel, 437 Pultney Street

Agenda: Welcome  
Apologies  
Previous minutes  
Chairperson's report  
Secretary's Report  
Treasurer's report  
Election of office bearers 2015  
Fees for 2016  
AOB

We hope that people attending will stay for a chat, meal and drinks after the AGM. The Astor has a fine a la Carte menu for you to choose from. Once we have finished the AGM everyone is encouraged to stay for a meal and catch up with fellow outdoor enthusiasts. You will be well situated to make it a night on the town once we have finished.

#### Trek 2015

A meeting will be held on Wednesday 18 March at the Education and Development Centre Hindmarsh (Milner Street) to discuss the reinstatement of Trek.

If you are interested in getting the Trek concept up and going again this meeting is for you. Trek was run back in the mid 80s to early 90s with groups of young people walking sections of the Heysen Trail in a relay style format. Due to the great benefits this provided to students and schools OEASA would like to see it happening again. There will a general meeting for interested people representing schools and youth groups who would like to participate. Please read the information in this edition for more details on this exciting possibility.

#### ACHPER 29th International conference

This year ACHPER is hosting the 29th National HPE conference. It is being held at Prince Alfred College 13–15 April. A very interesting range of presentations are on offer at the conference being held during the first term holidays.



## From the Chairman

...continued

### Presentation Dinner

The Outdoor Presentation Dinner will be held on Friday 19 June, hopefully at the Unley City Council Chambers with the catering being provided by Frank and his crew. This evening recognises the achievements of those involved in the outdoor community and is one not to be missed. An Award Nomination form and award details have been included later in the newsletter if you have someone in mind.

### Outdoor Education Week

Outdoor Education Week (October) is another fixture on the calendar. This event run each year helps raise public awareness of Outdoor Education and by continuing will help in our ultimate goal of getting quality curriculum driven Outdoor Education experiences for all students in all year levels across the country. Any positive promotion of what we are doing with young people in the outdoors helps get the message out there. Check out the website: [www.outdooreducationweek.com.au](http://www.outdooreducationweek.com.au).

### GACO

The GACO (Great Aussie camp Out) is planned for 10 October and is intended to get people outside and involved in the great outdoors. The idea is to log on to the website indicating you are involved and get out that night in the back yard, caravan park, national park, etc. There is no cost involved and helps promote healthy and respectful use of outdoor places. Get involved and let your students/parents/teachers know about it as well.

### Outdoor Seminars

The Outdoor Seminar Series will be conducted in third and fourth term to keep members updated on exciting happenings in Outdoor Education. More on these later in the year but check the calendar of events and set the dates aside.

I look forward to catching up with as many people as possible at the AGM, Trek meeting, Outdoor Presentation Dinner or other activities planned throughout the year. If you have any comments or ideas for upcoming events please do not hesitate to contact either myself or one of your committee members or come along to a committee meeting, you would be most welcome.

It is as always a pleasure to be of service. Yours in the great outdoors



## OEASA 2015 AGM Details

Friday 13 March 2015 starting at 6:30 pm

Astor Hotel, 437 Pulteney Street

### Program

6:00–6:30 pm: Drinks and nibbles

6:30–7:00 pm: AGM

7:00–8:00 pm: Stay for a chat and order a meal from the menu

All members are encouraged to attend and support your association.

Calls are made for nominations from among our members to serve as office bearers of the association. Nominations with a seconder for the following positions may be made prior to or at the AGM. Chairperson, Assistant Chair, Treasurer, Assistant Treasurer, Secretary, Assistant Secretary, Sub-editor and committee members.

Nominations and RSVP for numbers if staying for a meal to Nick Glover on 0421 612 340 or [oeasa.secretary@gmail.com](mailto:oeasa.secretary@gmail.com) by Wednesday 11 March.

## ACHPER 29th International Conference

The President of ACHPER National, Graeme Quelch, and Shane Pill, President of ACHPER SA (the host branch), invite you to participate in the 29th ACHPER International Conference: Values into Action—A Brighter Future.

If you are an academic, health professional, educator or member of an association or government department associated with health and physical education, recreation or sport, this conference will be of special interest to you.

This conference offers 21st century thinking about how to deliver pedagogy in the HPE learning area, inclusive of sport, recreation, physical activity and health agendas.

Come and network, stimulate your professional thinking and engage with like-minded individuals on a personal level.

Registration and conference details are available on the conference website: [www.achpersa.com.au/wb/pages/professional-learning/2015-achper-international-conference.php](http://www.achpersa.com.au/wb/pages/professional-learning/2015-achper-international-conference.php)

## Bronze sponsors



# Minutes of the 2014 OEASA AGM

**14 March 2014**

**Present:** Nick Glover, Mike Meredith, Brad Newton, Bianca Newton, Scott Polley, Micha Jensen, Meridee Jensen, Andrew Stace, Jess Stace, Wayne Hooper, Libby Robertson, Chris Hodgson, Luke Duncan, Simon Wilson, Peter Carter, Matt Randell, David Edwards, Mick Dennis, Peter Kellett, Chris Detmar

**Apologies:** Tim Gill, Dave Walker, Kylie Pointon, Rob Hogan, Liz Liebig, Eve Craker, Phil Noble, Emma Lowing

**AGM opened:** 18:30

**Welcome** from the chairman and proceedings for the AGM

1. **AGM minutes from 2013** were read and accepted.

2. **Chairman's report** was given by Mike Meredith as follows:

**OEASA Chairperson's Report 2014**

Welcome to the 2014 OEASA AGM. OEASA has had another very busy year in 2013. Continued discussions and input have finalised the HPE Australian Curriculum and Outdoor Education's role in it. The final curriculum was released on line in February 2014 with very positive Outdoor Education opportunities. The association has represented its members as best possible and provided service to outdoor professionals in South Australia. A conference was co-hosted with ACHPER in April 2013. National Outdoor representation has continued with OEASA running the administration for the National Outdoor Education Association (OEA) which is still moving toward incorporation with funding being provided by most states OED bodies.

I would like to thank the committee members for their significant efforts and help throughout the year. Without their assistance and efforts little would be achieved and we as an organisation would have provided little to our members. Everyone has supported the organisation with dual hats helping out on the National Conference committee, a big task for all. I would also like to recognise Bob and Hazel West for their regular updates on the Riverland: they are much appreciated.

I would like to particularly thank Nick Glover and Phil Noble who have continued their work as secretary and treasurer respectively. Luke Duncan must be thanked for his efforts toward the presentation dinner, Peter Carter for his efforts as editor and looking after the website. Scott Polley has again made significant contributions to OEA, the National HPE curriculum and planning for the National Conference here in Adelaide in April 2014. Without the support of such dedicated people we would achieve very little. Thanks and well done. Thanks to Brad Newton, Meridee Jenson and Jo Barton for their years of valued service on the committee. They are not continuing this year.

What has the OEASA committee been up to since the 2013 AGM?

- Last year's AGM was attended by 22 members at the Astor Hotel and concluded with a great meal at the hotel.
- Continued cooperation with outdoor leadership organisations including BLSA, SAREA and Canoe SA.
- Organised a very successful Outdoor Presentation Dinner attended by 105 people with the presentation by numerous bodies of their leadership and achievement certificates. The Unley City Council venue was great again as was Frank's superb cooking.
- Four newsletters distributed. Thanks to Peter Carter for his excellent editorial work and PAC for printing.
- Two editions of National Journal of OED distributed.
- Website has been maintained by Peter Carter. Reminder we are always after material to include.
- Bianca Barbon has maintained an OEASA Facebook page.
- Bel Emanuele has continued the development of a new OEASA logo
- Discussions have continued with other state Outdoor Education Associations for Outdoor Education Australia—A Network of OED associations. We have been custodians of the finances and secretarial role in preparation for the 2014 National Conference.
- The National Conference Planning Committee representatives have held extensive discussions and detailed planning regarding the running of the 2014 National Outdoor Education Conference at PAC 14–16 April 2014. Thanks for your efforts to this ongoing and very time consuming task.
- Ongoing discussions regarding the Australian Curriculum and the place of Outdoor Education in the HPE Curriculum were concluded with the very significant inclusion of OED/REC opportunities evident in the ACARA online Curriculum. Scott Polley has played a vital role in seeing this to a most satisfactory conclusion.
- We have maintained membership of CEASA, OSA, ACHPER and OEA.
- Jo Barton as OEASA Board member to OSA attended meetings of this peak body for Outdoor Adventure in SA. OSA presented awards at the Outdoor Presentation dinner in 2013 and is planning to continue this in 2014. Whilst Jo has moved on to Victoria to take on fresh challenges we thank her for her valued efforts on the committee over a number of years.
- Partnered with ACHPER to run a very successful joint conference 15–16 April 2013. This combined conference had a very significant OED content. Well done to those that presented.
- Participated in Outdoor Education week 1–7 September 2013. Once again a significant contribution was made by SA schools and organisations to support this annual event.
- Participated in GACO on 12 October 2013 with ACA.
- Responded to numerous DENR requests for feedback and input into park proposals and draft management plans.

## Minutes of the 2014 OEASA AGM

- Grant Henwood was presented with a Recognition of Excellence award at the CEASA World Teachers' Day celebrations.
- OEASA has maintained a healthy financial state and is in a position to maintain services into the near future.

I would like to thank our many sponsors for their valuable support during the year. In particular our Gold sponsors: Macpac, Paddy Pallins, Venture Corporate Recharge and Wilderness Escape; Silver sponsor, Scout Outdoor Centre and Bronze sponsors, Vertical Reality Climbing Gym, Snowy's Outdoors, Step Outside Footwear, Fassina Liquor, Prince Alfred College, Loan Logic, Griffin Wines and Abundant Health. All must be thanked for their generous donations and support of OEASA and the presentation dinner. Please show your support to all these organisations with your patronage and help to repay some of their support. I would like to acknowledge the support given by Prince Alfred College throughout the year in producing the newsletter.

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 supporters and people who have helped OEASA.

I look forward to another busy year in 2014 with the NOEC 14–16 April at PAC, the presentation dinner on 20 June, the OEA—Network moving to better represent a strong national body, and providing ongoing input into developing suitable OED content for the Australian HPE curriculum. I hope 2014 will be a good year for all and that activities and programs being run by or for OEASA members are enjoyable and successful.

It is as always a pleasure to be of service.

Yours in the outdoors., Mike Meredith

### 3. Treasurer's Report 2013

The 2013 year was once again a successful one for the Outdoor Education Association of South Australia (OEASA). Our membership database has 142 members with 60 being paid financial members. The breakdown is as follows:

- Life Members: 5
- Individual Members: 24
- Student Members: 2
- Family Members: 3
- School Members: 46
- Electronic Members: 11
- Organisation Members: 10
- Award Winners: 15
- Complimentary Members: 36
- Gold Sponsors: 4
- Unpaid Members: 37

The two major events for OEASA for the year were the Award and Alumni dinners. Both events were held at the Unley Council with Francesco once again providing some fantastic food.

Award Dinner had 102 people attending this great night.

Throughout the night raffles the auction and prizes kindly donated by several of our members and sponsors raised \$2361.15.

Thirty nine people returned to the Alumni dinner to catch up and reminisce about the good old days, share stories of the now and speak about future projects on the horizon.

OEASA started the year with \$27,772.45 in the bank. Throughout the year we had an Income of \$13,400.73 and Expenses of \$12,544.89. This saw us with a profit of \$855.84 and a closing bank balance of \$28,628.29

Phil Noble, OEASA Treasurer

### 4. Election of officers

Officers were elected as follows:

- Chairperson: Mike Meredith returned
- Vice Chairperson: Chris Hodgson returned
- Treasurer: Phil Noble returned
- Assistant treasurer: Andrew Stace returned
- Secretary: Nick Glover returned
- Assistant Secretary: Bel Emanuele returned
- Newsletter Editor / Webmaster: Peter Carter returned
- Sub-editor: not filled
- Committee: Scott Polley, Mick Dennis, Bianca Newton, David Edwards, Micha Jensen, Dave Walker, Simon Wilson, Luke Duncan
- OSA rep: Mike Meredith returned
- OSA rep to OEASA: Gordon Begg returned
- CEASA reps: Nick Glover and Mike Meredith returned
- OEA: Scott Polley and Mike Meredith returned

### 8. Outdoor Education Australia

Scott Polley gave an update on the national curriculum, which had been released but not ratified. He expected that the HPE area was not controversial and was therefore likely to go ahead as is. Scott also provided a short history of OEA and its current progress, including funding arrangements by state associations.

A progress update was provided by Scott in relation to the 18th National conference. As at this day registrations were at 100, and estimated to grow, providing at least a covering of costs.

### 9. 2014 events

A list of confirmed 2014 OEASA events was provided to all present, which was not different from that already distributed to members earlier in the year.

### 10. AOB

Nick Glover advised that a dinner would be held for the UniSA OE Alumni and past or present OE staff, following on from the inaugural dinner in 2012. It is intended that this dinner will continue biannually. Details are yet to be released.

Wayne Hooper suggested OEASA give serious consideration as to how best to use its current funds. Peter Kellett raised the opportunity of re-starting 'Trek', a program he and others were involved with some years ago. PK has a

## Is your school/group interested in Trek 2015?

OEASA would like to get Trek up and running again! Interested? Then please read on...

A little background

In 1986 the Jubilee 150 Youth Trek was one of many events celebrating 150 years of official South Australian settlement by whitefellas. It was conducted under the auspices of the Education Department.

The Youth Trek centrepiece involved 26 separate groups of young people from secondary schools and youth groups walking in a sequential relay from Mt Babbage in the Northern Flinders Ranges to Cape Jervis, following the Heysen Trail where it existed. As far as was reasonable, groups were self-reliant, that is, they were unaccompanied but with appropriate monitoring by their teachers or leaders.

The event stimulated Outdoor Education (OE) in schools that had little history of this. Student groups needed training, so preparation started well in advance. Supervising teachers also became involved in organisational and leadership training.

Stages varied in length, duration, remoteness and level of difficulty. This provided opportunities for skilled senior students to undertake the more remote northern sections, and younger, less skilled junior secondary students to undertake easier, shorter stages. The minimum trip was two full days of walking, but groups were also expected to camp with the groups coming before and after them to do a hand over. This involved a journal, and objects, and even sharing meals.

The Jubilee 150 Youth Trek was seen to be a huge success and the subsequent Trek 88 and Trek 90 were conducted under the auspices of the Office of Recreation and Sport. These became larger each time, adding the Kangaroo Island coast and paddling the length of the River Murray in SA to finish at The Bluff. There was even one stage completed on horseback in 1990. However, funding was withdrawn and Trek ceased to exist.

Trek 2015

OEASA is keen to see a revival of the Trek concept as a means of stimulating OE in South Australian secondary schools and has resolved to commit some resources to it.

OEASA will be hosting a meeting of teachers and youth leaders who may be interested in leading a group along a section of the Heysen Trail between Kapunda and Cape Jervis in third term, 2015. There could be up to nine sections (stages) available for groups in 2015, ranging from two to four days walking. If there is sufficient interest it is hoped that Trek will grow each year and provide more opportunities for participation in the future.

Due to the short lead in time for Trek 2015, it is unlikely that many groups will be sufficiently trained to walk unaccompanied along the Heysen Trail. It will be the responsibility of teachers/leaders to determine the degree of supervision which is appropriate.

OEASA's role

It is important to point out that Trek 2015 is **not** an OEASA event! OEASA will be acting in a facilitation role only; calling for expressions of interest and hosting the initial meeting, providing information about each stage based on earlier Treks, and providing some other printed resources. It **will not** be involved in selecting groups, allocating stages or taking responsibility for other administration. Participating groups will need to coordinate Trek 2015 and should ensure that their own insurances are in place as required.

The initial Trek 2015 meeting will be held at: The Education Development Centre Hindmarsh (Milner Street, Hindmarsh) Wednesday 18 March 2015 at 6:00 pm.

Please indicate your interest by RSVP to: Nick Glover Secretary, Outdoor Educators' Association of South Australia, 0421 612 340, [oeasa.secretary@gmail.com](mailto:oeasa.secretary@gmail.com)

OEASA will provide drinks and nibbles.



### Minutes of the 2014 OEASA AGM

range of planning material from previously running this event, and Wayne Hooper and Libby Robertson voiced interest in creating a sub-committee with Peter to investigate again running a Trek program.

11. Next AGM to be held in mid-March, 2015.

AGM closed 7:30pm.

How to have fun on a hot day, by rolling a boat over and over. (Supervising (?) adults were on shore. Compare this with the item on page 13)

# Extended Adventure Expedition, New Zealand 2014

## Extending the skills of Golden Grove High School Outdoor Education Students

*Michael Foot*

The Golden Grove High School Outdoor Education Curriculum has never been in better shape. The year 2015 will see the school provide opportunities for more students than ever to study the subject with two one-semester classes at Year 10, three full year classes at Year 11 and two full year classes at Year 12. This will see approximately 150 students studying Outdoor Education at the school in 2015.

With this surge in popularity comes the inclusion into our program of the Extended Adventure Expedition (EAE) to the North Island of New Zealand. The expedition targets Year 11 students moving into Year 12 who are wanting to extend and consolidate their skills in new and challenging environments. In its inaugural year, running over 15 days in December of 2014, nine students and two leaders took up this fantastic opportunity with spectacular results.

The expedition was challenging but within the reach of the students' abilities, consisting of two journeys and several activities and cultural components. The journey component consisted of walking the 45km Northern Circuit within the Tongariro National Park and cycling the 42km Timber Trail in the central west of the North Island.

The walk is one of the nine 'Great Walks of New Zealand' where the students experienced the unpredictability of walking in an alpine environment. They were well prepared with the correct equipment and clothing, carried tents and walked above the snow line. The weather was on our side during the walk, the best the area had experienced over the past month. The walk lasted four days in good weather however the group planned for a fifth in the event of poor weather (which didn't eventuate). By the completion of the walk all students demonstrated significant gains in their navigation skills, risk management, camp craft and leadership with highlights including the summiting of Mt Tongariro and the completion of a portion of the walk as a self-reliant group in preparation for Year 12.

The 42km Timber Trail was a real test with some epic climbs followed by long and fast descents. We navigated our way along an historic rail line once used during the logging period. The trail crossed four spectacularly high suspension bridges which tested the nerve and skill of the individual crossing. The confidence gained from the journey was priceless, a real sense of achievement.

Our activity and cultural component included mountain biking, white water rafting, indoor rock climbing, lugging, jet boating, Maori Hangi and volcanic/thermal education. For two and a half days the group rode the famous and world class Redwood Trails in Whakarewarewa State Forest while learning valuable trail riding skills along the way. The white water rafting was a day on the Kaituna River in Rotorua where the group braved Grade 5 rapids and a terrifying seven metre waterfall drop. The indoor



rock climbing, lugging and jet boating were valuable rest day activities allowing time for the group to bond and develop lasting relationships while the Hangi (dinner) and thermal springs gave all an appreciation for the cultural and natural history of the area.

Joining me on the leadership team was the faculty coordinator Nick Sward, who I would like to thank for contributing his valuable experience and insights into enriching the experience for the students. Thanks also go to Jamie at the Scout Outdoor Centre and Chris at Macpac for supplying the expedition with equipment and clothing. As the leader I was continually impressed by the manner of conduct, attitude to learning and self-discovery shown by individuals and the group as a whole. In my opinion the expedition was a resounding success and will now form a permanent biannual fixture on the Outdoor Education calendar at Golden Grove High School.



# On edge...

**Peter Carter**

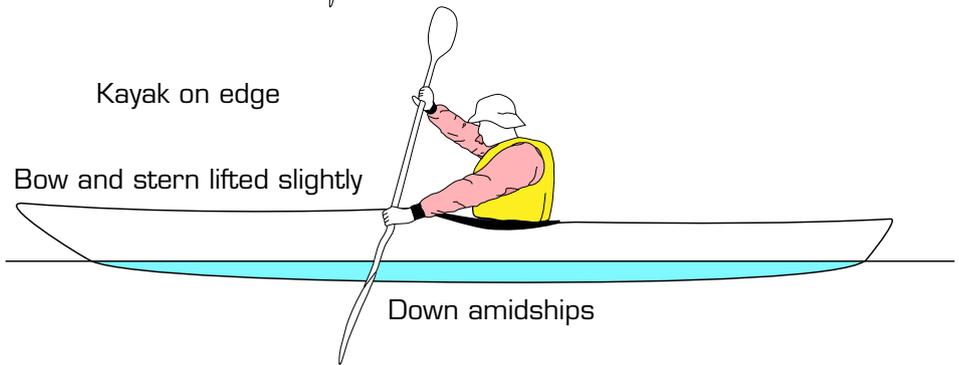
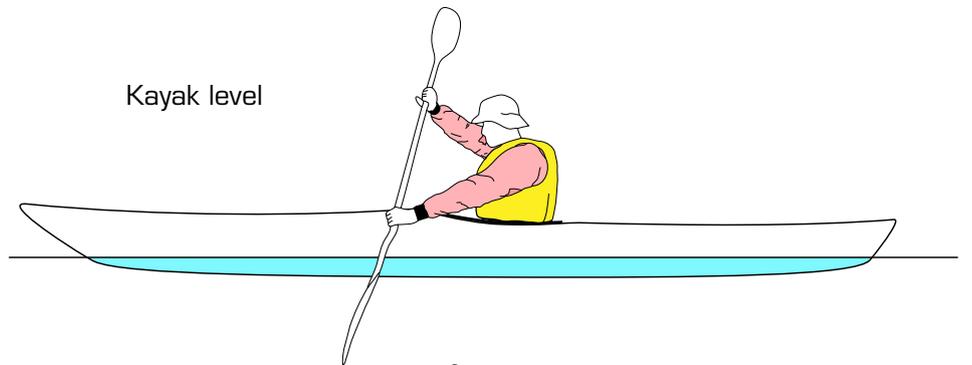
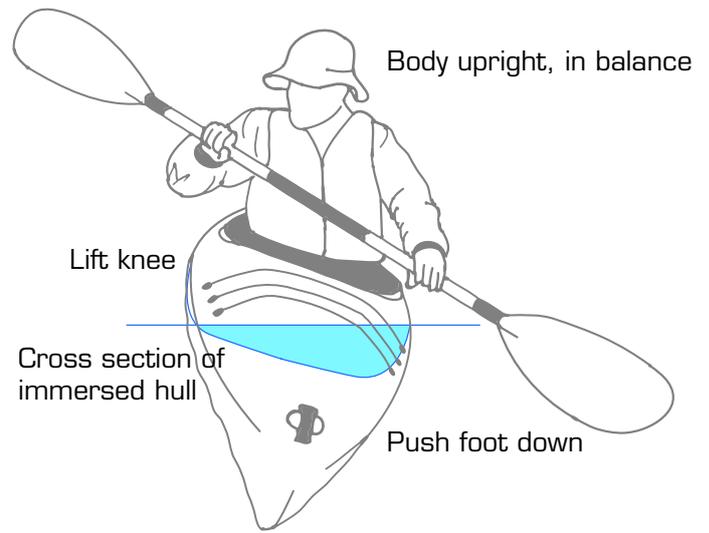
Shape matters. It's the shape of a kayak hull, as with any other craft, that determines how it will perform and behave. A short, rockered craft will turn easily but not be fast, while a longer, straight-keeled vessel will be faster but slow to turn. Is it possible to turn one into the other?

In a way, yes. The changes can be subtle, but worthwhile, and made by edging the kayak, that is, by heeling it while remaining in balance. In the diagram we see that the paddler has edged the kayak to his left by lifting his right knee and pushing down with his left foot. With a slight weight shift, he is still in balance, upright. (If he were leaning he'd have to keep upright with a support stroke.) Note how the cross section of the immersed part of the hull has changed,

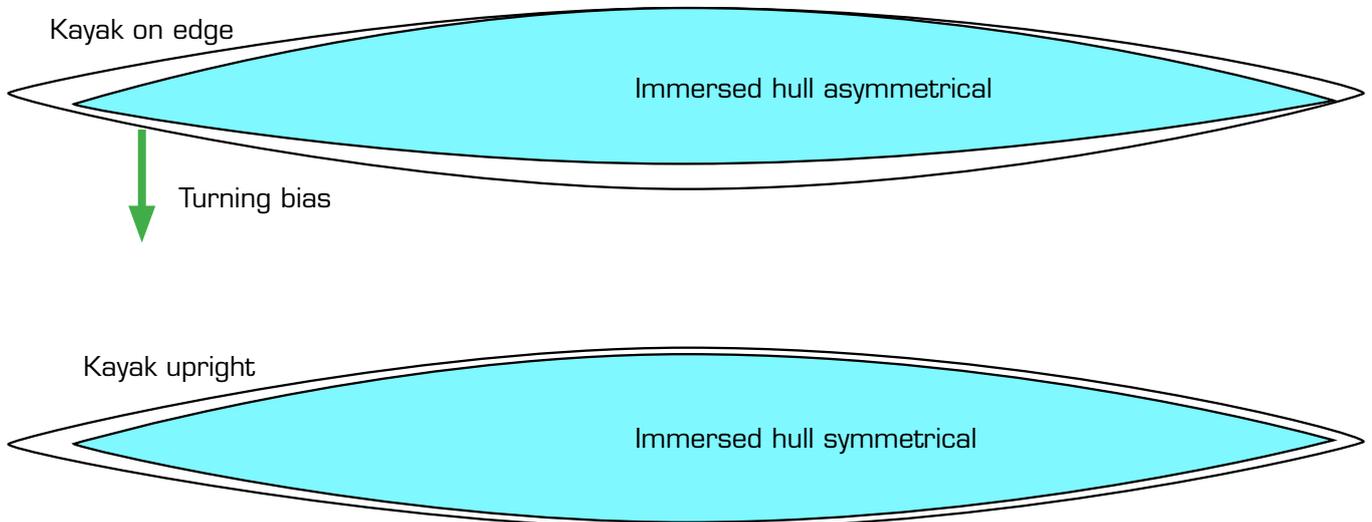
Looked at from the side, we see the edged kayak goes down in the middle and up slightly at the ends: the rocker has increased. Turning will be easier. It will react more readily to sweep strokes.

To turn while stationary or moving slowly edge the kayak towards the paddling side, in fact you can get some support from the sweeping blade (which makes it something of a lean). That does mean that if you're alternating forward and reverse sweep strokes you'll also need to reverse the edging at each stroke.

From beneath, we see that the shape of the immersed part of the hull is no longer symmetrical: one side is straighter, closer in shape to the keel, while the other follows the curve of the gunwale.



Immersed volume, i.e. displacement, constant



## On edge...

A kayak moving forwards will tend to turn towards the higher side: in other words, to turn left, edge the kayak to the right. (The opposite of banking a bicycle or aircraft.)

Kayak designs being what they are, all different, their behaviours will vary and you'll need to experiment. Swedish-form kayaks (those with maximum beam aft of the centre) generally respond more, and whether the hull has rounded or sharp chines will also make a difference.

On flat, calm water with minimal breeze, paddle at cruising pace then stop paddling, gradually so as not to induce yaw. Put the boat on edge and see what happens. Try several times each side so that you understand how it behaves. With a bit of practice you will be able to control your direction mainly by edging, with sweep and rudder strokes only for coarse changes of direction. That paddler on page 1 is turning to his right while simply paddling forwards.

These principles are used in other craft. Solo canoes are edged slightly away from the paddling side to make it easier to go straight with fewer J or trail strokes. Similarly, Venetian gondolas go straight while being rowed only on the starboard side because their hulls are asymmetric.

## Whitewater boats

For short, rockered whitewater boats, things are different. On edge, the greater curve is that of the keel, with the gunwale being straighter. These boats therefore tend to turn inwards, towards the lowered edge, as in the low brace turn for entering or leaving an eddy. The general rule is always to turn the body and edge towards the local downstream side. You want the flow to go under the boat, not over it. Again, experiment and practise.

## Crossed controls

The low brace turn in a touring or sea kayak is a useful edging and bracing exercise but it's not an efficient turn, as it is for whitewater boats. Edged to the inside of the turn the boat tends to turn away, against the drag of the skimming paddle blade.

By balancing one force against the other to go straight you can use it to slow down, perhaps as you approach a landing. (For a sharp turn, try a bow rudder with the boat edged outwards.)



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Book a half day High Ropes program with us in Term 1 or 2, 2014 and receive a **FREE** Orienteering program *(Conditions Apply)*



## Submission guidelines

Contributions on any and all Outdoor Education and related matters are welcome in *Outdoor News*, and may be submitted directly to the editor at <[pccarter@acslink.net.au](mailto:pccarter@acslink.net.au)>.

The first line of a file is to be the item's title, the second, the author's name (without 'By'). Include captions for any accompanying images, with details of who, which, what, when, where, etc.

Text may be as text file (.txt), RTF (.rtf) or Word format. If your file is a Word .doc or .docx, or RTF, please use appropriate styles for headings, list items, etc. (See 'Wordprocessing right and wrong', *ON* Vol 28 No 3, October 2010, p 14.)

Photographs must be submitted as image files, JPEG or TIFF, and **not** embedded in Word files (ever). Line art may be submitted in TIFF, EPS or Illustrator format. Where there are several images they may be sent as a ZIP archive.

Advertisements from sponsors or other organisations must be submitted as PDFs. Half page advertisements may be one column or landscape. Payment, where applicable, must be made through the OEASA Treasurer.



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## OEASA Supporter levels

### Gold: \$1500+

- 1 12 months OEASA membership
- 2 Front page logo acknowledgement as Gold Supporter
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- 4 Verbal acknowledgement at all conferences, dinners and meetings
- 5 Visual acknowledgement at OEASA dinner
- 6 Provision for banners, merchandise or other at OEASA Dinner
- 7 Complimentary catering for one member at all OEASA functions

### Silver: \$750+

- 1 12 Months OEASA membership
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### Bronze: \$350+

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### Green: \$150+

### Blue: <\$150

# Murray Lakes, Goolwa and Islands Navigation Guide

Peter Carter

For a major waterway, the lower Murray and the Lakes have not been well charted in recent years. True, there are the *BIASA South Australia's Waters: Atlas and Guide* and the *River Murray Pilot*, but the last proper charts were those from the then Dept of Marine and Harbors in 1986, long out of print. The new *Murray Lakes, Goolwa and Islands Navigation Guide* from Carto Graphics is therefore most welcome.

The chart, and it is a chart with latitude and longitude not a map with UTM grid, has the Lakes on one side at 1:100 000 and Goolwa and the Islands at 1:50 000 on the other. As well, there are inset charts of Goolwa at 1:25 000 and Wellington to Pomanda at 1:50 000. In the Coorong, coverage extends to just past Lambert Point.

As a marine chart, this one has all the channel and other marks in place, along with a lot of other detail, including clearance heights for powerlines, and hazards like submerged fences. Depths are shown by shading.

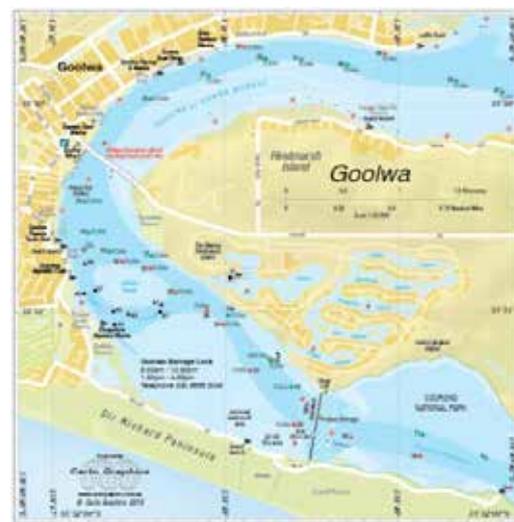
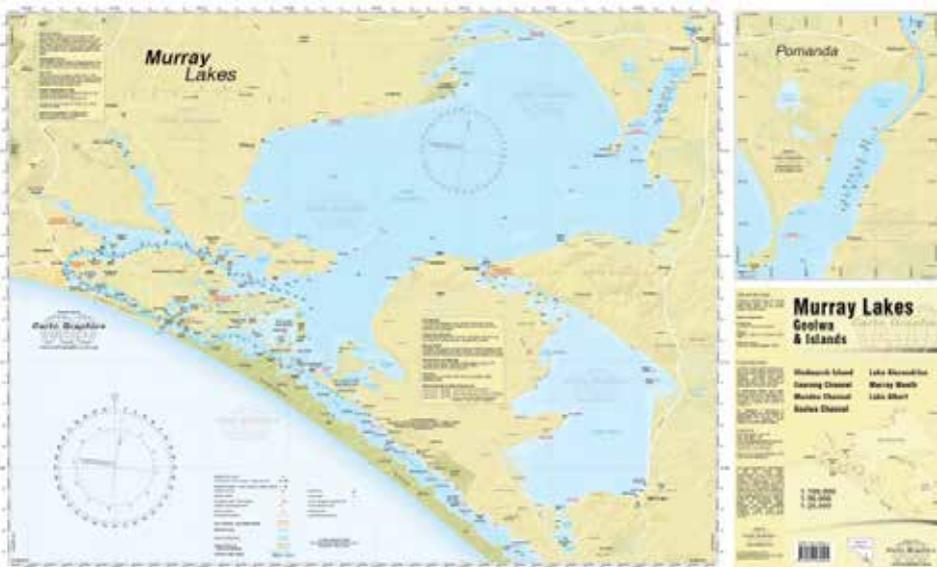
Various notes deal with hazards of the area, beginning with the effects of wind on Lake Alexandrina. In any decent blow, this has a nasty short, sharp chop.

A curious note refers to 'Marine Emergency Radio Frequencies'. It lists the two prime channels, 16 and 67, together with their frequencies, 156.800 and 156.375 MHz. Curious, because noone ever bothers with the frequencies, only with the channels. More curiously, the local repeater, Channel 83, is listed with only one of its two frequencies, 161.775 MHz. (The other is 157.175 MHz.)\* The local Sea Rescue Victor Harbor is mentioned but not Coast Radio Adelaide.

If I have any complaint, it is that the contrasts between land and water and water depths are not great. In good lighting that will not be a problem but in dim lighting some detail may be hard to see.

Although it is classed as a paper chart, it is in fact printed not on paper but Stone-Paper, formed of finely ground calcium carbonate (limestone) bound with photo-

\* Repeaters are generally duplex, that is they have two frequencies, one for transmission, the other for receiving. With the repeater station on high ground, they give wider coverage than is possible without.



Images from Carto Graphics website

degradable polyethylene. It's therefore waterproof and tear resistant, definitely an advantage on the deck of a kayak.

Overall, this is a fine piece of cartography. Credit is due to cartographer Steward Aiden and researcher Alex McGregor, aided by the Goolwa Regatta Yacht Club. The chart is available at Carto Graphics, [www.cartographics.com.au](http://www.cartographics.com.au), and outdoor shops, RRP \$27.60.

# Venture Corporate Recharge now offering 'Megaswing' at Woodhouse!

*Simon Wilson*

Venture Corporate Recharge have recently completed construction of an 18m high, three person giant swing called the 'Megaswing'. The Megaswing is the first giant swing in Australia equipped to accommodate one, two or three riders, and was designed and constructed here in SA!

The Megaswing, located alongside VCR's existing Facilities at Woodhouse in Piccadilly is similar to a traditional high ropes giant swing but much bigger. The riders are attached to the swing by a harness and the rest of the team work together to haul the swing up into its release position (with the riders about 15m above the ground).

The riders then pull a cord to release the swing and the fun begins.

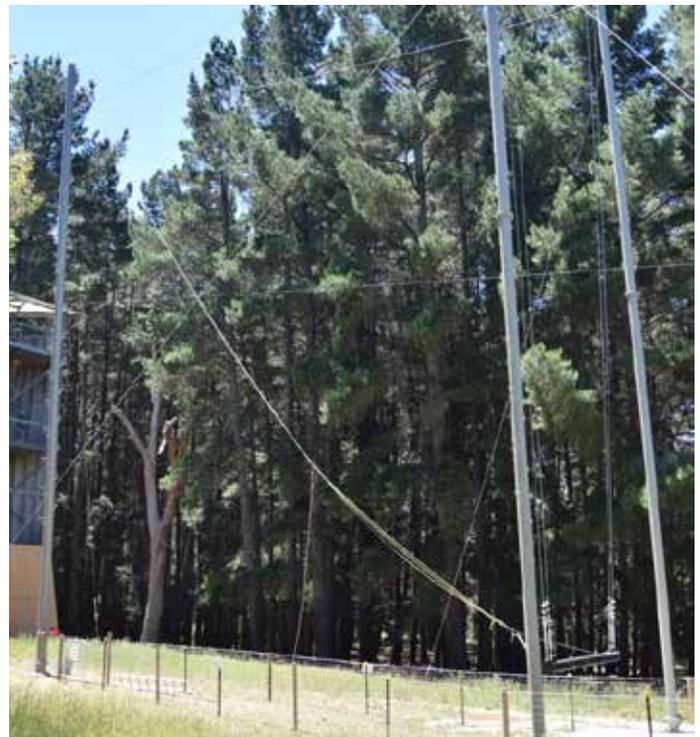
Whilst there is an enormous fun factor, there is much more to the Megaswing. It allows us to facilitate a variety of powerful learning outcomes: related to themes such as overcoming fear, trust and trustworthiness, supporting other, working together, sharing feelings and emotions and celebrating success.

The Megaswing can be run with groups of five or more, however to take advantage of the swing's full potential (three passengers) the recommended group size is 15 to 30.

The project caps off a big year for Venture which has seen not only construction of the Megaswing but also construction of their new Facility at Douglas Scrub, which includes High Ropes (both continuous and belayed elements) a 12 rope 9m high climbing tower, low ropes and their exclusive 'Double' leap of faith.

The Megaswing will be available to book from Jan 2015 onwards. Call the team at Venture on 8165 2033 or email [info@venture.net.au](mailto:info@venture.net.au) for more details.

Simon Wilson is Operations Manager of Venture Corporate Recharge



## No spin

City officials in Brooklyn, NY have welded merry-go-rounds and other playground equipment to make them immobile. They said it was necessary to keep kids from injuring themselves: [boingboing.net/2014/12/12/playground-equipment-welded-to.html](http://boingboing.net/2014/12/12/playground-equipment-welded-to.html) and [www.dnainfo.com/new-york/20141205/park-slope/parks-dept-puts-stop-spinning-playground-equipment-after-injuries](http://www.dnainfo.com/new-york/20141205/park-slope/parks-dept-puts-stop-spinning-playground-equipment-after-injuries).



# Notice to Mariners No 1 of 2015

Thursday, 8 January 2015

## South Australia—River Murray—Regulator Construction

Mariners are advised that from 1 January 2015 until 31 July 2015 construction work will be undertaken at various locations on creeks off the River Murray.

Sites	Zone 54 H Easting	Northing	Latitude	Longitude
Bank K	461,827	6,203,016	-34.3134006°S	140.5851104°E
Bank N	461,976	6,203,660	-34.3075983°S	140.5867582°E
South Arm Road Crossing	460,997	6,202,115	-34.3215323°S	140.5869182°E
Eckert's Creek Log Crossing	458,237	6,200,517	-34.3357986°S	140.5459715°E
Katarapko Creek Stone Weir	458,708	6,198,906	-34.3503457°S	140.5510145°E
Eckert's Creek Bridge	460,491	6,202,536	-34.3176793°S	140.5705681°E

An Aquatic Activity Licence has been issued to the Department of Environment Water and Natural Resources (DEWNR) to restrict access by all personnel and aquatic craft to the vicinity of each site. Blocked Channel marks will be displayed either side of each site.

Mariners are advised to navigate with caution in the area.



Rescue practice in the Whyalla marina during a December Flatwater course

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# How can including regular Nature Play opportunities in the primary school curriculum aid development of students while also improving academic results?

Georgina Sulley-Beales

Urbanised society is now heavily influenced by technology and the population that may be most affected by this are children. A recent episode of *Catalyst* (ABC, 2014) stated that recent research has found that the average Australian child spends 52 hours a week in front of a screen and just 40 minutes playing outside. The worrying concern is how this technology-oriented lifestyle affects the development of children. Learning opportunities posed by outdoor environments may assist greatly in the physical, cognitive, social, emotional and cognitive development of children and this is being missed while sitting in front of a television screen (Fjortoft and Sageie, 2000). Children are simply not going outdoors. In response to concerns about the lack of time spent outside the concept of nature play may be gaining popularity in kindergartens and primary schools. Within the crowded curriculum and pressure for students to succeed academically in assessments such as NAPLAN, there may be concerns that increased time in nature may impact negatively on cognitive development. This paper investigates the place of nature play in the curriculum and suggests how academic results may benefit from it.

## Nature deficit disorder

Nature play is described as an “unstructured outdoor experience in a natural environment with minimal guidance of an adult” (Catchpole and Catchpole, 2012, p. 10). This can occur in nature reserves, parks, forests or beaches, or simply away from man-made influences. In an educational setting, nature play is used by taking children from the classroom to a local area where they have the opportunity to explore (ABC, 2014). Children can engage in activities such as climbing up a tree or crawling over rocks, all without an adult directing the situation or structuring the play. Francis, Paige and Lloyd, (2013) suggest that this may be increasingly rare, with many children not experiencing unsupervised or unstructured play. Engaging in unstructured play in the outdoors has been found to ‘ignite the imagination, engage the senses, create social bonds and inspire a sense of awe and wonder’ (Haas and Ashman, 2014 p. 13). Comparatively, those children who sit inside at a computer or watching a television may be negatively affected by minimal engagement with the outdoors in terms of health, concentration, creativity and wellbeing. The absence of nature experiences is sometimes referred to as Nature Deficit Disorder (Francis et al, 2013). There may be a link between interactions with nature and a decline in basic life skills (ABC, 2014). Regular nature play experiences that connect with the classroom curriculum, may be a useful antidote to technology based schooling.

## Physical and motor control development

Leaving the man-made landscape and engaging in nature play allows participants to take many incremental risks which, over time, positively aid growth and development

in a sequential manner (ABC, 2014). Physically, much is to be gained in the outdoors from a young age. Fjortoft et al (2000) found in a study of 5–7 year old children that engaging in nature play benefited the development of key motor skills over a nine month period. Compared to the control group, the children could balance on a variety of surfaces, had the muscular strength to aptly climb over any obstacle, had increased muscle flexibility and could co-ordinate these movement patterns with ease (Fjortoft et al, 2000). Also, aerobic fitness improved and the children were less likely to injure themselves with these positive developments. It was noted that these children had exceeded the expectations of development during the nine month period and could be considered at an advanced stage of physical development for their age group (Fjortoft et al, 2000).

## Social development

Aside from the physical benefits of outdoor play, there are also social benefits that can be experienced. Mainella, Agate and Clarke (2011) state that skills such as co-operation, awareness of self and others and group work cannot be learnt playing PlayStation™. These skills, as well the concepts of sharing and respect, are developed in outdoor play situations. By comparison, it was found that constant individual play on computer games diminishes social capacity (Mainella et al, 2011). Social skills are developed through engaging in imaginative games in the environment or helping a peer to participate in different activities. For young students (i.e. reception), the general abilities needed to play with other people and to make friendships are new and unfamiliar, and are quickly developed in a nature play activity, as is the confidence to try new things (Mainella et al, 2011).

## Emotional development

Strongly linked to social development is emotional development. For example, a partner sensory walk through an outdoor area challenges students to put their trust in a peer while being led through an unfamiliar environment. In this activity, students learn about themselves and can begin to emotionally connect to an environment while socialising with a peer (ABC, 2014). This emotional connection can be further developed through repeated visits to the same outdoor environment; children begin to feel emotionally attached to familiarity. This was evident in the 2000 study by Fjortoft and Sageie when it was found that during the nine month period, children named aspects of their local environment and were always eager to check on their ‘special place’. Similarly to physical development, the emotional and social benefits experienced from regular outdoor interactions are experienced at a greater rate when compared to children without nature play opportunities.

## Cognitive development

Cognitive development also occurs as a result of regular nature play opportunities. In a traditional playground

## Nature Play opportunities

consisting of a swing, ladder and a slide, once an individual has learned how to structure movements to be successful in the environment, play can become automatic and simple. Comparatively, in the challenging and diverse outdoor environment, no two trees are the same and as a result each action must be cognitively sequenced. Even though the action is similar, children still have to think about movements before completing them (Fjortoft et al, 2000). Therefore, children experience cognitive development as they learn to quickly adjust to changing environments and store movements for recall at later times. Furthermore, in a nature play setting, children are encouraged to structure their own play, rather than relying on adult instruction, so are challenged to play by themselves (Fjortoft et al, 2000). Aside from developing initiative and skills in sequencing movements, nature play has been found to improve a child's capacity to pay attention which is both beneficial in general life and in the classroom (ABC, 2014). This occurs by creating a relaxed and informal play setting, decreasing stress and improving mood to in turn improve ability to concentrate for an extended period (Francis et al, 2013).

### Improved academic results

“Studying nature outside of the classroom is regarded by some scholars as the most effective, and at the same time, the most pleasurable way of teaching children” (Drissner et al, 2010 p 10). The academic benefits for children who are exposed to learning in the outdoors are also important to consider, particularly when looking at including regular nature play in the primary school curriculum. The television show *Catalyst* (ABC, 2014) presented research that showed students who participated in nature play activities regularly had enriched work and overall greater academic results. As nature play activities were linked to tasks in the classroom, students experienced first-hand learning and therefore applied themselves more to school work. Drissner et al. (2014) also noted the benefits of first-hand learning, particularly in the knowledge students gained about local environments and environmental issues, which is important to learn even at a young age. Instead of being able to identify general animals (i.e. a lion), students soon learnt about animals from environments closer to home and the importance of them in the environment. Also, as previously stated, nature play activities decreased stress levels and increased students' capacity to concentrate in class, again improving quality of work (ABC, 2014). Improved concentration also has a positive impact on classroom behaviour and this in turn benefits the entire class as less misbehaving children means less children distracted from their learning (Mainella et al, 2011). Academic results were also positively benefited from increased attendance at school; students with regular absences before nature play was introduced began attending regularly and engaging themselves in learning tasks (Fjortoft et al, 2000). Finally, as a result of regular nature play activities during school, students change their attitude to learning and approach schoolwork in a different manner (Dismore et al, 2005).

### Nature play in the curriculum

Nature play clearly has individual development and academic benefits to warrant its inclusion in the primary school curriculum; however the question is where exactly it belongs. Nature play allows students to engage in the seven forms of unstructured play and through these varieties, different learning outcomes can be achieved if the activity is directed in the right manner (Francis et al, 2013). Adventure and exploration play stimulate creativity and this can be captured for learning in the arts. Students can be asked to use items from the bush to create pieces of bush art while in the environment, or can create paintings back in the classroom to replicate their experiences (ABC, 2014). Fantasy play can initiate learning in the English and Literacy bracket (Francis et al, 2013). For younger primary students, books or stories set in similar environments can be read to the class before or after nature play activities. Also, students can write their own stories based on play. For older primary students, a reflective journal can be kept based on their experiences in the outdoors. This is also a way to reflect on the emotions experienced, which can also connect to health and wellbeing subjects. Journals and other reflective tasks assist in developing a connectedness with the environment and an improved self-esteem (Cosgriff, 2011). Animal ally, hunting/gathering and exploration play can be linked to learning in the science area whilst in the classroom. Students can learn about specific animals both before and after experiences in nature play and this is particularly beneficial if students see a 'new' animal and then learn about it in class (Fjortoft et al, 2000). Furthermore, students learn about the biodiversity and ecology of different environments. Numeracy is another aspect of the curriculum that can be experienced in the outdoors. The basic concepts of counting, statistics and drawing graphs can be included in nature play activities, although these require more structuring by teachers. Students can be asked to count how many different birds or animals they spot in an outdoor session and then in the classroom, learning can focus on drawing graphs to display this information. Overall, there are many ways in which classroom learning can be coupled with nature play and the age and experience levels of the children in the classroom must be considered when selecting outcomes for each session.

### Conclusion

In conclusion, Children in today's urbanized world spend a lot of time with screen based technology, and little time in natural settings. Nature play appears to be a highly effective way of reconnecting children of the current generation with natural environments. The unstructured style of play is beneficial to development and can evoke positive changes in social, cognitive, physical and emotional development. In addition, students appear to be more engaged in the curriculum and more in touch with natural environments, with increased academic performance. In order to achieve these broad benefits, nature play might be considered part of the curriculum, and used within teaching of all learning areas.

## Nature Play opportunities

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**Tangaroa Blue Foundation** is a not-for-profit organisation focused on the health of our marine environment, and coordinates the Australian Marine Debris Initiative, an on-ground network of volunteers, communities, organisations and agencies around the country monitoring the impacts of marine debris along their stretch of coastline.

In Maori and Polynesian mythology, Tangaroa is one of the great gods, the god of the ocean. He is the son of Ranginui and Papatuanuku, Sky and Earth. Tangaroa is the father of many sea creatures and his breaths are the tides. Tangaroa made laws to protect the ocean and its sea creatures "Tiaki mai i ahau, maku ano koe e tiaki" ... If you look after me, then I will look after you..."

The organisation was named Tangaroa Blue Foundation to highlight the importance of protecting our oceans and creating programs and resources to help communities look after their local coastal environment.

See [www.tangaroablue.org](http://www.tangaroablue.org) for more.

## 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.

## OEASA Awards

- b. Secondary Education (Stage 2 Outdoor Education)  
Nominated by teachers of Stage 2 Outdoor Education
    - i Achieves a result of 20 (pre-scaling) for Stage 2 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 Chief Moderator/SACE Board, Outdoor Education.
    - i Achieves the highest mark for Stage 2 Outdoor Education
    - 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.



## The Great Aussie Camp Out, 10 October

**G**ACO brings together thousands of Australians for one big night where they share the experience of camping out under the stars... in their back yards, on a river bank, in a camp, a National park, a caravan park, in fact, anywhere they might feel like!

With the long term goal of promoting healthy active lifestyles by encouraging individuals, families, friends and clubs to enjoy the great outdoors, GACO will coordinate a one night 'camp-out' across the country with the aim of introducing people to the fun and adventure of camping out. People will be encouraged to stay at a residential camp or caravan park, pitch a tent, sleep under the stars, grab a barbie, organise some games and get away from their normal weekend routine. It is anticipated that a range of come'n'try activities will also be offered on the day of the GACO by community groups such as Scouts and Guides, bushwalking clubs, canoeing clubs. Residential camps will also be able to offer activities such as high ropes, etc. National Parks could arrange to have Park Rangers on duty to conduct interpretation activities for the night. In this way participants will be able to sample adventure activities and experiences in the outdoors in a controlled and supported environment.

There will be more information about the Great Aussie Camp 2014 so stay tuned: [www.greataussiecampout.org.au](http://www.greataussiecampout.org.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 20 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"/> |                               |                          |
| Life Membership                  | <input type="checkbox"/> |   |                          |                               |                          |

#### Statement Addressing Criteria

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

#### Address to

OEASA Secretary: Nick Glover, <oeasa.secretary@gmail.com>, c/- 80 Price Ave Clapham SA 5062

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

**Recommendation:**      Accept/Not Accept

**Comments**

**Outdoor Educators' Association Of South Australia**

**ABN 26 588 063 701**

**Membership form**

**Membership subscription for period 1 March 2015 to 28 Feb 2016**

**Type of Membership:**

Renewal	<input type="checkbox"/>	New member	<input type="checkbox"/>
Individual \$70			<input type="checkbox"/>
Student \$45 (with AJOE)	<input type="checkbox"/>	\$20 (without AJOE)	<input type="checkbox"/>
School/Organisation/Corporate/Family \$80	<input type="checkbox"/>		
Electronic Member ((Newsletter and emails) \$20	<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.

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  
21 Flinders Street  
Kent Town SA 5067

0418 854 474  
pnoble@staff.pac.edu.au