



Outdoor News

Journal of the Outdoor Educators' Association of South Australia
 Volume 32 No 4, April 2015



Morning in Mount Dutton Bay. The calm is deceptive: winds had forced plans for a Sir Joseph Banks Islands expedition to be abandoned for one in Coffin Bay

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OEASA sponsors

Gold



Silver



Bronze

Griffin Wines
 Snowy's Outdoors
 Vertical Reality Climbing



From the Editor

Peter Carter

This issue is dominated by two items, the Minutes from the recent AGM and an article on advice on outdoor education as it relates to the Australian Curriculum. That item includes a number of tables, spread over several pages, and I've set one out of sequence to fit and then put some minor items in the gaps. Then we have an overview of a risk management model from OutdoorEd.com. The Outdoor Education Group of Victoria recently became a Gold sponsor of OEASA. Ben Lovell, OEG's Director of Schools, Victoria, describes a research program to examine the benefits of outdoor activity for young people. Along with the annual awards material it all adds up to a larger issue than usual.

The 29th National HPE conference was held during the holidays. I don't have any photos from the event so I've included a couple from something else running at the same time, the Canoe SA Holiday Program. The cover pic is from an expedition that finished up somewhere other than originally intended, thanks to the weather. But the Coffin Bay area has much to offer for outdoor education, even though it is a fair step from Adelaide.

The first drafts of Aus Canoeing's Participation Program, Paddle Oz, have appeared. There's still lots to come, but there is progress at last. In the meantime, both Canoe SA and Adelaide Canoe Club have junior-sized boats and equipment on order.

It's now common knowledge that Canoe SA's Development Officer, Ian Heard, will be retiring at the end of June. Ian has done much to further the activities of Canoe SA, and paddling in general, in his time as DO so

he will be missed. The process of recruiting his successor has begun and advertising will soon appear.

The first draft of the *South Australia Trails Master Plan 2015* has been released to limited circulation. Walkers, cyclists and horse riders are all considered but there is very little work for aquatic users so far. Another recent document is from the Aus Communications and Media Authority describing the new Aus Waters Qualification, a certificate of competency for recreational users of marine VHF radio. The direct URL is www.acma.gov.au/~media/Carrier%20Infrastructure%20and%20Monitoring/Information/Word%20Document/vhf_marine_radiooutcomes_paper%20docx.docx. The AWQ should be available late in the year, but as to who will offer it remains uncertain, perhaps only maritime colleges and TAFEs.

One event that missed the calendar listing is the Banff Mountain Film Festival, to be held at the Capri Theatre on Saturday 23 May, organised by the Climbing Club of SA. Tickets for members are \$23, non-members \$28. Contact the club at events@climbingclubsouthaustralia.asn.au for more info.



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, Bianca Newton, David Edwards, Micha Jensen, Dave Walker, Simon Wilson, Luke Duncan, Rob Stillwell, Ray Prideaux, Emma Lowing, Chris Hodgson

From the Chairman

Mike Meredith

Welcome to the second edition of *Outdoor News* for 2015. I trust you have all had an enjoyable first term getting yourself and young people out and about learning about themselves, each other and the wonderful environments we visit. Having had a mild summer with a few intense moments it will be good to get started on the winter activities we all love so much.

Many thanks to those who attended the 2015 AGM held on Friday 13 March at The Astor Hotel, Pulteney Street. The meeting was attended by a dozen people with a good number of apologies due to programs, however, a little down on our usual numbers. We will try a revamp for next year to encourage greater attendance. A few stayed for dinner making it a very enjoyable and social night. Minutes and reports from the evening are contained in this edition of the newsletter but in brief summary I remain as Chairperson with Nick Glover Secretary and Phil Noble Treasurer. Thanks to last year's committee for their tremendous efforts representing our members over the year. Many committee members have been re-elected and I look forward to working together in the coming year to help provide ongoing and valuable service to the Outdoor Education community.

ACHPER hosted a very successful 29th National HPE conference during the term 1 holidays. It was held at Prince Alfred College 13–15 April. A very interesting range of presentations were offered and more detailed post conference information is available from the ACHPER website.

There are a number of activities planned for 2015 and the details for this year's major calendar functions are listed in this edition and are available on the OEASA website. I urge you to mark them on your calendar now so you can ensure you are able to attend and help make them successful events. I would particularly like to draw your attention to the following events for 2015:

The Outdoor Presentation Dinner will be held on Friday 19 June at the Unley City Council Chambers, which has been a great venue with catering being provided by Frank and his wonderful crew. Frank has been catering for the dinner for over 10 years and his meals continue to be memorable. This evening recognises the achievements of those involved in the outdoor community and is one I would love everyone to attend. An Award Nomination form and award details have been included later in the newsletter if you have someone in mind.

Our first Outdoor Seminar Series "The Australian Curriculum—Learning through the Outdoors" will be held on Friday 4 September at PAC starting at 6:30 pm. This will be an opportunity to hear from others and discuss how Outdoor Education can benefit students in achieving the outcomes of the Australian Curriculum.

Trek 2015: A meeting was held on Wednesday 18 March at the Education and Development Centre Hindmarsh to discuss the reinstatement of Trek. A number of interested organisations attended to consider getting the Trek

concept up and going. 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. At the meeting a proposal to undertake nine stages through the Adelaide hills to Cape Jervis during September–October was discussed and at present we are waiting to confirm if there is enough interest to continue the project. Hopefully we can report at the Annual Outdoor Presentation Dinner that it is all systems go.

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

Outdoor Education Week (Date TBC in 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. We are waiting for OEA to confirm nation wide dates but check out the website from last year: <www.outdooreducationweek.com.au>.

Our second Outdoor Seminar Series "Learning through Outdoor Adventure" will be conducted on Friday 20 November at PAC starting at 6:30pm. At this stage we are hoping Kelly Thorpe will be able to present 'A Year without Technology'. More on this once details have been confirmed.

OEASA car boot sale and family day: A car boot sale and family day are being planned for Sunday 15 November at Canoe SA, Bower Road West Lakes. This will incorporate an opportunity to display and sell any unwanted and pre-loved outdoor gear whilst enjoying a BBQ lunch and recreational activities available at Bower Road, including the opportunity for a paddle and a ride on the local BMX track. This should be a pleasant opportunity to get together toward the end of the year.

I look forward to catching up with as many people as possible at the presentation dinner (which should as always be a wonderful event) or other activities planned throughout the year. If you have any comments or ideas for upcoming events please do not hesitate to contact



From the Chairman

...continued

either myself or one of your committee members: it is always good to hear from members. It is as always a pleasure to be of service.

Yours in Outdoor Education (learning of self, others and the environment)

Calendar

What's coming up soon...

OEASA Annual Presentation Dinner 2015

Friday 19 June 2015

At the Unley City Council Chambers, 181 Unley Road, (corner of Oxford St) Unley, 6:30 pm for 7:00 pm start

Cost: Buffet meal (three course) \$30 for members and full time students, \$40 for non members. Drinks will be available at the venue.

Payment and bookings need to be made by Tuesday 16 June (late fee \$35 or \$45 respectively).

Booking and payment can be made at Paddy Pallins: 228 Rundle Street Adelaide, 8232 3155.

Supporters and sponsors are welcome to be acknowledged for contributing prizes and gifts for either award winners or use on the night in support of OEASA and its aims.

The presentation dinner is a great opportunity to recognise those who have excelled in their field, be it study, outdoor leadership, environmental care or involvement in outdoor activities. Outdoor leadership organisations are invited to present certificates to successful candidates from their courses and other outdoor community organisations are able to present suitable awards at the dinner.

We invite members to nominate those from the outdoor community who they believe worthy using the nomination form in this edition. The various categories and criteria for OEASA awards are included in this edition and are available on the OEASA website.

Nominations to OEASA Secretary, Nick Glover by Wednesday 20 May 2015: c/- 80 Price Ave Clapham 5062, or oeasa.secretary@gmail.com

The Great Aussie Camp Out, 10 October

The GACA 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 campsite, 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 coordinates a one night 'camp-out' across the country with the aim of introducing people to the fun and adventure of camping out. People are 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.

Log on and check it out at www.greataussiecampout.org.au.

Outdoor Education week 2015

Outdoor Education week (Date TBC in October) plans to raise public awareness of how Outdoor Education helps individuals learn about themselves, other people and groups with whom they work and about the environment that they are spending time in.

Through this week it is hoped to encourage young people to be actively learning outside the classroom and to advertise this to the wider community.

How can Teachers and Outdoor Education Providers get involved?

- Plan for your school, organisation or centre to get involved
- Create your own Outdoor Education Week event and share it with others
- Promote your event/outdoor education experience in the local media/community.

How can anyone be involved?

Go for a walk with your group in the outdoors (outside) during the nominated week. Ask the group to stop three times and observe three things. They share these observations with other group members.

1. What do I notice about myself? (e.g. I've got heaps of energy)

More on page 8...

Bronze sponsors



GRIFFIN
ADELAIDE HILLS



Minutes of the 2015 OEASA AGM

Astor Hotel, 13 March 2014

AGM opened: 18:50

Present: Nick Glover, Mike Meredith, Scott Polley, Wayne Hooper, Libby Robertson, Peter Carter, David Edwards, Peter Kellett, Kelly Thorpe, Rob Stillwell, Emma Lowing, Bel Emanuele

Apologies: Chris Detmar, Andrew Stace, Micha Jensen, Bianca Newton, Tim Gill, Dave Walker, Kylie Pointon, Rob Hogan, Liz Liebig, Phil Noble, Mike Foot, Matt Randell, Cath Warnecke, Ben Lovell, Nick Sward

Welcome from the chairman and proceedings for the AGM.

1. AGM minutes from 2014 were read and accepted by DE, seconded by WH.
2. Chairman's report was given by Mike Meredith as follows:

Welcome to the 2015 OEASA AGM. OEASA has had another very busy year in 2014.

The association has represented its members as best possible and provided service to outdoor professionals in South Australia. A national conference was conducted in April 2014. National Outdoor representation has continued with OEASA running the administration for the National Outdoor Education Association (OEA) until the National conference now handing over to QOEA, who are hosting the 2016 national conference.

I would like to thank the committee members for their significant efforts and help throughout the year particularly with their work on the conference. Without their assistance and efforts little would be achieved and we as an organisation would provide little to our members. Everyone has supported the organisation with dual hats helping out on the National Conference Committee which was a monumental task for all.



Nick Glover



Mike Meredith

Bob and Hazel West have moved on from the Riverland and Bob was granted life membership at the annual presentation dinner. We will miss the regular updates on the Riverland.

I would like to particularly thank Nick Glover and Phil Noble who have continued their work as secretary and treasurer respectively. Luke Duncan, Marc Breschi and Micka Jensen must be thanked for their fantastic efforts toward sponsorship for the presentation dinner, Peter Carter for his efforts as editor and looking after the website. Scott Polley has again made significant contributions to OEA and work on the National HPE curriculum. Thanks and well done.

What has the OEASA committee been up to since the 2014 AGM?

- Last year's AGM was attended by 20 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
- Successful running of the 2014 National Outdoor Education Conference at PAC 14–16 April 2014, attended by 165 people and a very successful event. Thanks to the organising committee for a splendid job. 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
- Organised a very successful Outdoor Presentation Dinner attended by 85 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
- Major Awards presented at the dinner to Phil Noble and Nick Glover for service to OED, Life membership to Bob West and David Doherty was awarded the Kris Mosher Award

Minutes of the 2015 OEASA AGM

- Three newsletters and e-news were 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 face book page
- Bel Emanuele nearing completion 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 and have now handed over to QOEA who are hosting the 2016 National Conference
- We have maintained membership of CEASA, OSA, ACHPER, OEA and links with RecSA
- Facilitated attendance of 15 members at a presentation by Andrew Lock "14 summits"
- Participated in Outdoor Education week, 26–31 October 2014. Once again a significant contribution was made by SA schools and organisations to support this annual event, which coincided with Outdoors October
- Participated in GACO on 11 October 2014 with ACA
- Responded to numerous DENR requests for feedback and input into park proposals and draft management plans
- Phil Noble was awarded 'Recognition of Excellence' award at the CEASA world teachers' day celebrations
- Conducted a viewing of Nature Play *Project Wild Thing*, with donation made to Trees for Life
- Ran a SACE Stage 2 teacher meeting on 6 February 2015 attended by 12 teachers
- Initiated meetings for the reintroduction of Trek 2015
- 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, Outgrow, Paddy Pallins, Venture Corporate Recharge and Wilderness Escape, Silver sponsor Prince Alfred College and Bronze sponsors: Vertical Reality Climbing Gym, Snowy's Outdoors and Griffin Wines. 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, supporters and people who have helped OEASA.

I look forward to another busy year in 2015 with the International ACHPER conference 13–15 April at PAC, the presentation dinner on 19 June, a possible Trek 2015 and the OEA: Network continuing to represent a strong national body, and providing ongoing input into developing OED content for the Australian HPE curriculum. I hope 2015 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.

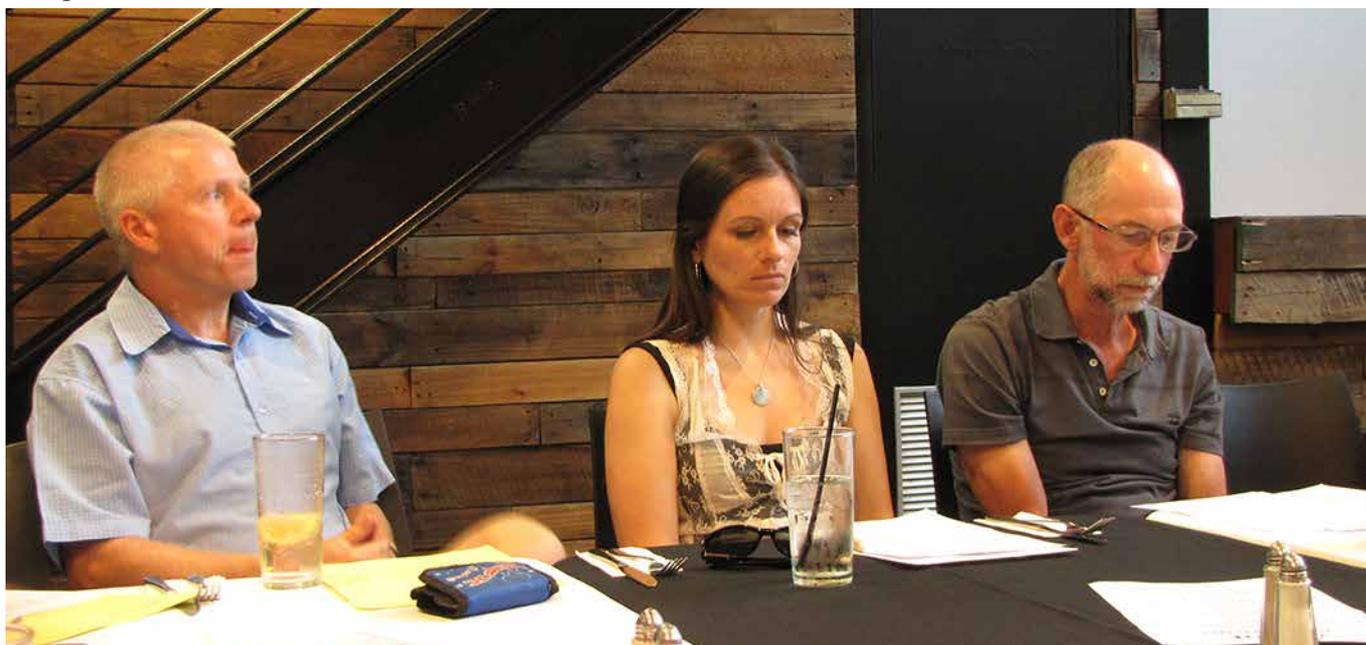
Yours in the outdoors,

Mike Meredith

13/3/15

3. Secretary's Report 2014

The past year has proved to be not dissimilar to recent years at the secretary's desk. The major tasks undertaken continue to be the dissemination of relevant information to the OE community, as well as assisting in coordinating OEASA calendar events.



Lost in thought... Scott Polley, Bel Emanuele, David Edwards

Minutes of the 2015 OEASA AGM

Late last year a couple of new initiatives were undertaken, including firstly an e-news. This was mainly to be able to distribute a number of newsworthy points in one hit, but a smaller amount of content than is usually presented in ON, and this may be useful in the future between ON editions if the need arises.

Secondly, a survey of the membership was undertaken to better understand how the committee might be of service to them. The responses were overwhelmingly positive in their support of what we currently do, and popular suggestions included to coordinate some social outdoor activities for members and their families such as walks and rides; and also to facilitate trade in pre-loved outdoor gear via a car-boot sale, and/or listings in ON. Stay tuned.

I recently met with representatives from OEG, and we welcome them as a new gold level supporter of OEASA, alongside Macpac, Outgrow, Paddy Pallin, VCR and WEOA.

It is a pleasure to continue to fill this role for OEASA.

Nick Glover
OEASA Secretary

4. Treasurers Report 2014

The 2014 year was once again a successful one for the Outdoor Education Association of South Australia (OEASA). Our membership database has 141 members with 69 being paid financial members. The breakdown is as follows:

Life Members:	5
Individual Members:	32
Student Members:	4
Family Members:	4
School Members:	41
Electronic Members:	14
Organisation Members:	9
Award Winners:	5
Complimentary Members:	22
Gold Sponsors:	4
Unpaid Members:	37

The two major events for OEASA for the year were the Award dinner and the NOEC Conference.

The Award Dinner had 84 people attending this great night. Throughout the night raffles the auction and prizes kindly donated by several of our members and sponsors raised \$1983.50.

The NOEC conference took up most of our time in the first part of the year and was a huge success. Throughout the week we had a number of great speakers and concurrent session with our dinners and auctions raising some vital funds. We were able to donate \$500 to the Fred Hollows Foundation and \$1000 to the Wilderness Society. We ended up with a profit of \$5,472.68 to be split with the OEA for the next conference.

OEASA started the year with \$28,628.29 in the bank. Throughout the year we had an Income of \$83,586.29 and Expenses of \$76,956.08. This saw us with a profit of \$6,630.21 and a closing bank balance of \$35,258.50.

Phil Noble

OEASA Treasurer

4. Election of officers

Officers were elected as follows:

- Chair person: Mike Meredith returned
- Vice Chair person: 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, Bianca Newton, David Edwards, Micha Jensen, Dave Walker, Simon Wilson, Luke Duncan, Rob Stillwell, Ray Prideaux, Emma Lowing, Chris Hodgson
- 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 status of the national curriculum.

9. 2015 events

A list of confirmed 2015 OEASA events was provided to all present, which was not different to that already distributed to members earlier in the year.

10. AOB

A debate was had on how OEASA can best support the outdoor sector by maintaining relationships with other organisations representing this same sector, namely Outdoors SA and Recreation SA. As a first step it was proposed that reinstating membership with RecSA would be positive. Further discussions are to be had at the next committee meeting.

11. Next AGM to be held in mid-March, 2016.

AGM closed 7:50pm.



The Outdoor Youth Program Research Alliance

Ben Lovell

The Outdoor Education Group

The Outdoor Youth Program Research Alliance (OYPR) is an Australian group looking at documenting the benefits of outdoor programs for young people. The Alliance was founded in 2009 with the aim of developing a long-term program of high quality research that evaluates the potential benefits of outdoor, camping and nature-based programs on the resilience, learning and wellbeing of young Australians. The team includes representatives from the outdoor industry, the health research sector, government bodies and non-profit community organisations.

OYPR has developed a program of research that seeks to build on the Australian evidence of benefits to young people taking part in outdoor programs, as well as identifying the key ingredients of effective programs that might contribute to positive outcomes. The project takes place over three distinct phases, as well as a literature review:

Phase One: National Audit of Outdoor Programs

This study established the types of outdoor programs being provided nationally, who takes part in these programs and what benefits are sought. This was completed in 2011.

Phase Two: CANOPY Study—online survey examining the effects of existing outdoor programs.

A large community study was undertaken of the experiences of young people participating in existing structured outdoor and nature-based programs to examine self-reported benefits. This was completed in 2014, with the results due to be published mid-2015.

Phase Three: Design, delivery and formal evaluation of a new Outdoor Youth Program

The Alliance will undertake one of the first ever studies to formally evaluate the impact of structured outdoor and nature-based programs on young people's resilience, learning and wellbeing, using a large community sample

and employing a randomised control trial (RCT) design. The first of four intervention programs will begin in October 2015.

Literature Review: Key components of Outdoor Youth Programs: A review of empirical literature

Unlike other reviews that have examined outcome studies of camping programs, this review will look at evidence of the effectiveness of key components of outdoor programs in promoting positive youth development (e.g. resilience, teamwork, leadership, etc). This study will synthesise evidence about the importance of the ingredients of effective outdoor programs, with results due to be published by the end of 2015.

The all-important third phase of OYPR's program of research involves the design, delivery and formal evaluation of a new outdoor youth program, drawing in best practice about what works. Following success in attracting federal government interest in the work through the Australian Research Council's Linkage Grants scheme, the team has been working away at preparing for this significant study. Across 2015 and 2016 the group will be working with a small number of secondary schools to take part in the purpose-designed outdoor program, which seeks to maximise health and wellbeing benefits to young people. Students taking part in the study will complete surveys both before and after the outdoor program. Using a novel research design, the research team will be able to track any benefits to students that can be directly attributed to their participation in the camp.

The OYPR project is truly a first for the outdoor sector in Australia and with support from key outdoor organisations, as well as the University of Melbourne, the Murdoch Children's Research Institute and the Victorian Government, the results from all of the above work done to date are eagerly anticipated. Stay tuned for further updates as the year progresses and please contact Dr Ian Williams, the lead research member of the Steering Committee, for further information: ian.williams@mcri.edu.au



Calendar

...continued

2. What do I notice about other people? (e.g. Steve looks a bit sad today)
3. What do I notice about this place? (e.g. I wonder what that bird is? It sounds amazing)

If you can do these things, you're on your way to doing some Outdoor Education!

Log on to <www.outdooreducationweek.com.au> check out last year's and previous events. Once the dates have been confirmed we will let you know.

Newsletter deadlines for 2015

We plan to produce four newsletters each year. The deadline for submitting articles, etc. for inclusion is the end of term, aiming to get the newsletters out early in the school term.

To this end dates for submission of articles are:

- End Term 2 Friday 3 July for the July Edition
- End Term 3 Friday 25 September for October edition; and
- End of Year 2015 (December/January 16) for February 2016 edition.

Your assistance in getting interesting articles, etc. in to the editor, Peter Carter, would be greatly appreciated.

OEASA Committee meetings

5:30pm at PAC 'Red Centre' Gym (McBride room)

- Friday 22 May (T2 Wk 4)
- Friday 7 August (T3 Wk 3)
- Friday 6 November (T4 Wk 4: end of year drinks)



Advice on outdoor education in the Australian Curriculum

The Australian Curriculum recognises that schools organise learning depending on student learning requirements, local needs, resource availability and timetabling structures. The content from the Australian Curriculum can be organised and delivered in a range of ways and through a number of different school subjects. This document provides advice on how content from the Australian Curriculum can be organised and delivered through outdoor education in schools.

Rationale for outdoor education

Opportunities to develop positive relationships with the environment, others and ourselves through interaction with the natural world can be achieved through outdoor education. These relationships are essential for the wellbeing and sustainability of individuals, society and our environment. Outdoor education engages students in practical and active learning experiences in natural environments and settings typically beyond the school classroom. In these environments, students develop the skills and understandings to move safely and competently while valuing a positive relationship with natural environments and promoting the sustainable use of these environments.

Outdoor education is uniquely placed to address the general capabilities and cross curriculum priorities of the Australian Curriculum, in particular personal and social capability, critical and creative thinking, ethical understanding, Aboriginal perspectives of land and country and sustainability. Outdoor education can be instrumental in the teaching of self-reliance, interdependence and leadership, the development of an adventurous spirit, managing personal risks, safe journeys in nature, the value of life-long outdoor recreation for enjoyment, health and well-being, understanding nature through direct experience and for developing deeper human-nature relationships.

Any learning experience that can be undertaken in the outdoors or in a natural setting can contribute positively to a range of learning areas. The unique and specific outcomes that outdoor education can contribute to a student's education include:

- Providing direct personal contact with nature (the outdoors)—in ways that promote enjoyment of outdoor activity and nature. Such enjoyment can be the basis for ongoing outdoor recreation and nature experiences through their lifespan, supporting personal health and wellbeing and providing the foundations for ecological literacy.
- Enabling perspectives on contemporary living and human to nature relationships. Through the provision of outdoor experiences students are provided with opportunities to reflect on healthy alternatives for everyday living and lay vital foundations for sustainability and stewardship into the future.
- Developing competence and safety management in the Australian outdoors—for all Australians—and being especially relevant for those in urban settings or born overseas. This outcome includes how outdoor educa-

tion can teach students to assess risk and make judgements about their management of it.

- Enhancing well-being through guided reflection on involvement in group and individual activities that are challenging and adventurous.
- Developing essential personal and social capabilities such as communication, resilience, self-confidence, leadership, teamwork, goal setting, personal autonomy and initiative.

Outdoor education in the Australian Curriculum

Elements of learning in outdoor education will draw on content from across the Australian Curriculum including health and physical education, geography and science.

The primary content drawn from health and physical education will be in the areas of outdoor recreation and the influence of connection to place and communities on health and wellbeing. In health and physical education, outdoor recreation refers to recreational activities, or the act of engaging in recreational activities. These are typically associated with outdoor, natural or semi-natural settings. These activities are an important part of learning in the health and physical education curriculum as they promote lifelong physical activity. They also contribute to health and wellbeing through direct personal experiences and connections with natural environments. Outdoor activities provide a valid environment for developing movement competence, promoting a sense of wellbeing, enhancing personal and social skills, and developing an understanding of the concept of risk versus challenge.

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world. Outdoor education programs provide opportunities for students to learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future. In geography, students examine why places have particular environmental and human characteristics, explore the similarities and differences between them, investigate their meanings and significance to people and examine how they are managed and changed. All of these concepts can be developed, understood and applied through outdoor learning experiences.

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, Science's contribution to our culture and society, and its applications in our lives. Outdoor education programs support students to develop and apply scientific knowledge, understanding and skills to make informed decisions about local, national and global issues related to their immediate school environment and environments that they may access through natural journeys or camps.

Models of delivering outdoor education in schools

The curriculum recognises that schools organise learning depending on local needs, resource availability and timetabling structures. In secondary settings in particular, the

Advice on outdoor education in the Australian Curriculum

content from the health and physical education, geography and science curricula can be organised and delivered in a range of ways and through a number of different school subjects, including outdoor education.

Content related to outdoor education in the Australian Curriculum can be delivered in a range of ways.

As a sequential stand-alone subject

Students in secondary schools elect to undertake outdoor education as a stand-alone subject, taught by teachers from within the school. Students learn through direct teaching in the classroom enhanced by personal experiences outside the classroom in local environments and journeys to and through nearby natural environments.

As an annual, sequential field trip and camps program that may allow components of other learning areas to be taught

Students achieve deep learning through a planned sequence of year level camps programmed each year. In the early primary years students may take part in a sleepover with parents on the school grounds, followed by residential and under-canvas camps, culminating in a more extensive journey to a nearby natural environment. The camps include delivery of a range of learning from different learning areas.

As a teaching methodology learning in, about and for the outdoors drawing on content from a range of learning areas

Each learning area examines how they might use outdoor learning as part of the delivery of their curriculum. This may include using outdoor journeys as ways to engage in local environments to explore concepts that have been investigated in the classroom. This might involve one or more learning areas combining to achieve linked outcomes. Students plan and complete an outdoor journey as the culminating experience to demonstrate their learning for a range of learning areas.

Safety considerations in outdoor education

Identifying and managing risk in outdoor education needs to address the minimum standards of planning, personal protective equipment and qualifications or experience of teachers and leaders. It covers all necessary aspects of health, safety and injury prevention and, in any outdoor education context, the use of potentially dangerous equipment.

Outdoor Education experiences may involve potentially hazardous activities. It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students and that school practices meet the requirements of the Work Health and Safety Act 2011, in addition to relevant state or territory health and safety guidelines.

When state and territory curriculum authorities integrate the Australian Curriculum into local courses, they will include more specific advice on safety.

For further information about relevant guidelines, contact your state or territory curriculum authority.

Organisation of learning in outdoor education

In order to maximise the effectiveness of any outdoor education program delivered in schools, learning should be sequential and with clearly aligned themes and specific learning outcomes. This learning can be summarised under the following organising ideas:

1. There is a range of skills and knowledge required to be active and safe in the outdoors.
2. Individuals need to work together to achieve common goals in outdoor activities **or** Through outdoor experiences and journeys individuals work together to achieve common goals.
3. An individual's experience in natural environments enhances human-nature relationships.
4. Ecological, cultural and personal knowledge of, and experiences in, places enhances decision making about conservation and sustainability.
5. Being in nature promotes health and wellbeing.
6. Experiences and journeys in natural environments promote personal growth and development.

Relationship to the learning areas of the Australian Curriculum

The following table identifies the key concepts, organising ideas and content descriptions from across the Australian Curriculum that could be addressed through a sequential outdoor education program.

The content descriptions and curriculum codes are directly from the Australian Curriculum for Health and Physical Education, Geography and Science.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), downloaded from the Australian Curriculum website on 28 March 2015.

Resources

This section includes links to teacher support materials, policy documents and curriculum resources that support the teaching of outdoor education.

Teacher resources and support materials

Journey with a purpose—NSW Department of Education and Training: <www.educationoutside.org/resources>
<www.educationscotland.gov.uk/Images/OutdoorLearningSupport3_tcm4-740875.pdf>
<www.educationscotland.gov.uk/Images/OutdoorLearningSupport4_tcm4-740876.pdf>

State and territory education department policies and procedures

<<https://www.education.tas.gov.au/documentcentre/Documents/Procedures-for-Planning-Off-Campus-Activities.pdf>>
<www.decd.sa.gov.au/docs/documents/1/CampsandExcursionsGuide.doc>

Continued on page 12...

Advice on outdoor education in the Australian Curriculum

Foundation to Year 6

OI.1 There is a range of skills and knowledge required to be active and safe in the outdoors.

Foundation–Year 2	Year 3–Year 4	Year 5–Year 6
<p><i>In health and physical education Foundation</i> Identify people and demonstrate protective behaviours that help keep them safe and healthy (ACPPS003) Identify actions that promote health, safety and wellbeing (ACPPS006) Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli (ACPMP008) Participate in games with and without equipment (ACPMP009)</p> <p><i>In health and physical education Year 1–2</i> Practise strategies they can use when they need help with a task, problem or situation (ACPPS017) Explore actions that help make the classroom a healthy, safe and active place (ACPPS022) Perform fundamental movement skills in different movement situations (ACPMP025) Create and participate in games (ACPMP027)</p>	<p><i>In health and physical education Year 3–4</i> Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035) Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040) Practise and refine fundamental movement skills in different movement situations (ACPMP043) Perform movement sequences which link fundamental movement skills together (ACPMP044) Practise and apply movement concepts and strategies (ACPMP045)</p>	<p><i>In health and physical education Year 5–6</i> Investigate community resources and strategies to seek help about health, safety and wellbeing (ACPPS053) Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058) Practise specialised movement skills and apply them in different movement situations (ACPMP061) Design and perform a variety of movement sequences (ACPMP062) Propose and apply movement concepts and strategies (ACPMP063)</p>

OI.2 Individuals need to work together to achieve common goals in outdoor activities, or through outdoor experiences and journeys individuals work together to achieve common goals.

Foundation–Year 2	Year 3–Year 4	Year 5–Year 6
<p><i>In health and physical education Foundation</i> Practise personal and social skills to interact with and include others (ACPPS004) Cooperate with others when participating in physical activities (ACPMP012) Test possible solutions to movement challenges through trial and error (ACPMP013)</p> <p><i>In health and physical education Year 1–2</i> Describe ways to include others to make them feel like they belong (ACPPS019) Recognise similarities and differences in individuals and groups and explore how these are celebrated and respected (ACPPS024) Use strategies to work in group situations when participating in physical activities (ACPMP030) Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)</p>	<p><i>In health and physical education Year 3–4</i> Describe how respect, empathy and valuing difference can positively influence relationships (ACPPS037) Adopt inclusive practices when participating in physical activities (ACPMP048) Apply innovative and creative thinking in solving movement challenges (ACPMP050)</p>	<p><i>In health and physical education Year 5–6</i> Practise skills to establish and manage relationships (ACPPS055) Investigate and reflect on how valuing diversity positively influences the wellbeing of the community (ACPPS060) Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067) Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMP068)</p>

Advice on outdoor education in the Australian Curriculum

OI.3 An individual's experience in natural environments enhances human–nature relationships

Foundation–Year 2	Year 3–Year 4	Year 5–Year 6
<p><i>In Science Foundation:</i> Science involves exploring and observing the world using the senses (ACSHE013)</p> <p><i>In science Year 1:</i> Science involves asking questions about, and describing changes in, objects and events (ACSHE021)</p> <p><i>In Science Year 2:</i> Science involves asking questions about, and describing changes in, objects and events (ACSHE034) People use science in their daily lives, including when caring for their environment and living things (ACSHE035) Science inquiry skills: Questioning and predicting; Planning and conducting; Processing and analysing data and information</p>	<p><i>In science Year 3:</i> Science involves making predictions and describing patterns and relationships (ACSHE050)</p> <p><i>In Science Year 4:</i> Science involves making predictions and describing patterns and relationships (ACSHE061) Science knowledge helps people understand the effect of their actions (ACSHE062) Science inquiry skills: Questioning and predicting; Planning and conducting; Processing and analysing data and information</p>	<p><i>In Science Year 5:</i> Science understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives (ACSHE083)</p> <p><i>In Science Year 6:</i> Science understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives (ACSHE100) Science inquiry skills: Questioning and predicting; Planning and conducting; Processing and analysing data and information</p>
	<p><i>In Geography Year 3:</i> The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (ACHGK019)</p> <p><i>In Geography Year 4:</i> The importance of environments to animals and people, and different views on how they can be protected (ACHGK022)</p>	<p><i>In Geography Year 5:</i> The influence of the environment on the human characteristics of a place (ACHGK028) The influence people have on human characteristics of places and the management of spaces within them (ACHGK029)</p> <p><i>In Geography Year 6:</i> The effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places (ACHGK036)</p>

Field studies in geography provide an excellent opportunity to create human nature relationships and to develop aspects of personal growth and development whilst explicit geography learning also takes place.

Resources

...continued

Research articles

Gray, T. (2012). Vitamin N: The Missing Ingredient in the 21st Century Curriculum: <learning21c.wordpress.com/2012/07/15/vitamin-n-the-missing-ingredient-in-the-21st-century-curriculum/>

Gray, T. (Dec 2013) Overcoming Ecophobia Wildlife Australia pp 42-44. <https://www.academia.edu/5471946/Overcoming_Ecophobia_December_2013>
<learning21c.wordpress.com/2013/04/08/children-nature-and-the-future-of-our-species/>

Children and Nature Network. 2008. Research and Studies, Volumes I–VI.<www.childrenandnature.org/parkweb.vic.gov.au/_data/assets/pdf_file/0018/313821/HPHP-deakin-literature-review.pdf>

Outdoors Council of Australia (OCA) Dickson, T., Gray, T. and Mann, K (2008). Australian Outdoor Adventure

Activity Benefits Catalogue <outdoorcouncil.asn.au/doc/OutdoorActivityBenefitsCatalogueFinal270808.pdf>

Outdoor education related websites

Connection to Nature: Australian Students interview Richard Louv (5 part series) by NSW DEC: <www.youtube.com/watch?v=XJRQRDNliNE&list=PL4OaBCdO34bCqGmYtAskZqvtvi0uMuYnef>

<projectwildthing.com/>

<blog.childrenandnature.org>

Children respond to call of the wild: <www.smh.com.au/national/education/children-respond-to-call-of-the-wild-20100509-ulqv.html>

<treeday.planetark.org/about/health-benefits.cfm>

Advice on outdoor education in the Australian Curriculum

Ol.4 Ecological, cultural and personal knowledge of, and experiences in, places enhances decision making about conservation and sustainability

Foundation – Year 2	Year 3 – Year 4	Year 5 – Year 6
<p><i>In science Foundation:</i> Living things have basic needs, including food and water (ACSSU020) Daily and seasonal changes in our environment, including the weather, affect everyday life (ACSSU0030)</p> <p><i>In Science Year 1:</i> Living things have a variety of external features (ACSSU017) Living things live in different places where their needs are met (ACSSU211) Observable changes occur in the sky and landscape (ACSSU019)</p> <p><i>In Science Year 2:</i> Living things grow, change and have offspring like themselves (ACSSU030) Earth’s resources, including water are used in a variety of ways (ACSSU032) Science inquiry skills: Questioning and predicting; Planning and conducting; Processing and analysing data and information</p>	<p><i>In Science Year 3:</i> Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)</p> <p><i>In Science Year 4:</i> Living things have life cycles (ACSSU072) Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU073) Earth’s surface changes over time as a result of natural changes and human activity (ACSSU075) Science inquiry skills: Questioning and predicting; Planning and conducting; Processing and analysing data and information</p>	<p><i>In Science Year 5:</i> Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)</p> <p><i>In Science Year 6:</i> The growth and survival of living things are affected by the physical conditions of their environment (ACSSU094) Science inquiry skills: Questioning and predicting; Planning and conducting; Processing and analysing data and information</p>
<p><i>In Geography Foundation:</i> The Countries/Places that Aboriginal and Torres Strait Islander Peoples belong to in the local area and why they are important to them (ACHGK003)</p> <p><i>In Geography Year 1:</i> The ways the activities located in a place create its distinctive features (ACHGK007)</p> <p><i>In Geography Year 2:</i> The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connection to particular Country/Place (ACHGK011)</p>	<p><i>In Geography Year 4:</i> The natural resources provided by the environment, and different views on how they could be used sustainably (ACHGK024) The sustainable management of waste from production and consumption (ACHGK025) The types of natural vegetation and the significance of vegetation to the environment and to people (ACHGK021)</p>	<p><i>In Geography Year 5:</i> The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHGK027)</p> <p><i>In Geography Year 6:</i> The effects that people’s connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places (ACHGK036)</p>



A race around the bridge pylons at the Canoe SA Holiday Program

Advice on outdoor education in the Australian Curriculum

OI.5 Being in nature promotes health and wellbeing

Foundation–Year 2	Year 3–Year 4	Year 5–Year 6
<p><i>In Health and Physical Education Foundation:</i> Identify actions that promote health, safety and wellbeing (ACPPS006) Participate in play that promotes engagement with outdoor settings and the natural environment (ACPPS007)</p> <p><i>In Health and Physical Education Year 1–2:</i> Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018) Explore actions that help make the classroom a healthy, safe and active place (ACPPS022) Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023)</p> <p><i>In Geography Foundation:</i> The places people live in and belong to, their familiar features and why they are important to people (ACHGK002)</p>	<p><i>In Health and Physical Education Year 3–4:</i> Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040) Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments and health and wellbeing (ACPPS041)</p>	<p><i>In Health and Physical Education Year 5–6:</i> Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058) Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (ACPPS059)</p>

Field studies in geography provide an excellent opportunity to create human nature relationships and to develop aspects of personal growth and development whilst explicit geography learning also takes place.

OI. 6 Experiences and journeys in natural environments promote personal growth and development

<p><i>In Health and Physical Education Foundation</i> Identify personal strengths (ACPPS001) Identify and describe emotional responses people may experience in different situations (ACPS005)</p> <p><i>In Health and Physical Education Year 1–2:</i> Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015) Identify and practise emotional responses that account for own and others feelings (ACPPS020)</p>	<p><i>In Health and Physical Education Year 3-4:</i> Examine how success, challenge and failure strengthen personal identities (ACPPS033) Investigate how emotional responses vary in depth and strength (ACPPS038)</p>	<p><i>In Health and Physical Education Year 5–6:</i> Explore personal and cultural identities and how they change and adapt to different contexts and situations (ACPPS051) Examine the influence of emotional responses on behaviour and relationships (ACPPS056)</p>
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Field studies in geography provide an excellent opportunity to create human nature relationships and to develop aspects of personal growth and development whilst explicit geography learning also takes place.

Advice on outdoor education in the Australian Curriculum

Years 7–10

OI.1 There is a range of skills and knowledge required to be active and safe in the outdoors.

Year 7–8

In Health and Physical Education:

Practise and apply strategies to seek help for themselves or others (ACPPS072)

Use feedback to improve body control and coordination when performing specialised movement skills situations (ACPMP080)

Compose and perform movement sequences for specific purposes in a variety of contexts (ACPMP081)

Practise, apply and transfer movement concepts and strategies (ACPMP082)

Year 9–10

In Health and Physical Education:

Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (ACPPS091)

Perform and refine specialised movement skills in challenging movement situations (ACPMP099)

Evaluate own and others' movement compositions and provide and apply feedback in order to enhance performance situations (ACPMP100)

Develop, implement and evaluate movement concepts and strategies for successful outcomes (ACPMP101)

Field studies in geography provide an excellent opportunity to develop and practice the skills to be safe in the outdoors, create human nature relationships and to develop aspects of personal growth and development whilst explicit geography learning also takes place.

OI.2 Individuals need to work together to achieve common goals in outdoor activities, or through outdoor experiences and journeys individuals work together to achieve common goals.

Year 7–8

In Health and Physical Education:

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)

Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)

Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPMP086)

Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087)

Year 9–10

In Health and Physical Education:

Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)

Critique behaviours and contextual factors that influence the health and wellbeing of their communities (ACPPS098)

Devise, implement and refine strategies when working in groups or teams that demonstrate leadership and collaboration skills (ACPMP105)

Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106)



Impromptu Polo

Advice on outdoor education in the Australian Curriculum

OI 3 An individual's experience in natural environments enhances human–nature relationships

Year 7	Year 8	Year 9	Year 10
<p><i>In Science Year 7:</i> Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions (ACSSU111)</p> <p><i>In Geography Year 7:</i> The influence of environmental quality on the liveability of places (ACHGK045) The strategies to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047) The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041)</p>	<p><i>In Geography Year 8:</i> The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049)</p>	<p><i>In Science Year 9:</i> Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176)</p> <p><i>In Geography Year 9:</i> The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069)</p>	<p><i>In Geography Year 10:</i> The human induced environmental changes that challenge sustainability (ACHGK070) The environmental world views of people and their implications for environmental management (ACHGK071)</p>

Field studies in geography provide an excellent opportunity to develop and practice the skills to be safe in the outdoors, create human nature relationships and to develop aspects of personal growth and development whilst explicit geography learning also takes place.



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Advice on outdoor education in the Australian Curriculum

OI.4 Ecological, cultural and personal knowledge of, and experiences in, places enhances decision making about conservation and sustainability

Year 7	Year 8	Year 9	Year 10
<p><i>In Science Year 7:</i> Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon (ACSSU115) Some of Earth's resources are renewable, but others are non-renewable (ACSSU116) Water is an important resource that cycles through the environment (ACSSU222)</p> <p><i>In Geography Year 7:</i> The ways that flows of water connect places as it moves through the environment and the ways that it affects places (ACHGK038) The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041)</p>	<p><i>In Science Year 8:</i> Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales (ACSSU153)</p> <p><i>In Geography Year 8:</i> The different types of landscapes and their distinctive landform features (ACHGK048) The geomorphic processes that produce landforms, including a case study of at least one landform (ACHGK050) The ways of protecting significant landscapes (ACHGK052) The management and planning of Australia's urban (ACHGK059)</p>	<p><i>In Science Year 9:</i> Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176)</p> <p><i>In Geography Year 9:</i> The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060) The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069)</p>	<p><i>In Science Year 10:</i> The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence (ACSSU185)</p> <p><i>In Geography Year 10:</i> The human induced environmental changes that challenge sustainability (ACHGK070) The environmental world views of people and their implications for environmental management (ACHGK071) The application of human-environment systems thinking to understanding the causes and likely consequences of the environmental change being investigated (ACHGK073) The application of geographical concepts and methods to the management of the environmental change being investigated (ACHGK074) The application of environmental, economic and social criteria in evaluating management responses to the change (ACHGK075)</p>

Field studies in geography provide an excellent opportunity to develop and practice the skills to be safe in the outdoors, create human nature relationships and to develop aspects of personal growth and development whilst explicit geography learning also takes place.

This table out of sequence

OI 6: Experiences and journeys in natural environments promote personal growth and development

Year 7	Year 8	Year 9	Year 10
<p><i>In Health and Physical Education:</i> Investigate the impact of transition and change on identities (ACPPS070) Analyse factors that influence emotions and develop strategies to demonstrate empathy and sensitivity (ACPPS075)</p>		<p><i>In Health and Physical Education:</i> Evaluate factors that shape identities and analyse how individuals impact on the identities of others (ACPPS089) Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)</p>	

Field studies in geography provide an excellent opportunity to develop and practice the skills to be safe in the outdoors, create human nature relationships and to develop aspects of personal growth and development whilst explicit geography learning also takes place.

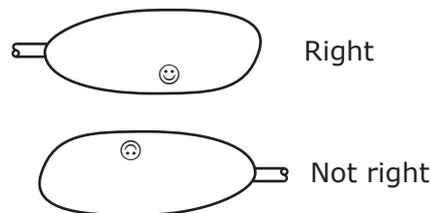
Advice on outdoor education in the Australian Curriculum

Ol.5 Being in nature promotes health and wellbeing

Year 7	Year 8	Year 9	Year 10
<p><i>In Health and Physical Education Year 7–8:</i> Plan and implement strategies for connecting to natural and built environments to promote health and wellbeing of their communities (ACPPS078) Participate in physical activities that develop health-related and skill-related fitness components and create and monitor personal fitness plans (ACPMP083) Participate in and investigate the cultural and historical significance of a range of physical activities (ACPMP085)</p>		<p><i>In Health and Physical Education Year 9–10:</i> Plan and evaluate new and creative interventions that promote their own and others’ connection to community, natural and built environments (ACPPS097) Design, implement and evaluate personalised plans for improving or maintaining own and others’ physical activity and fitness levels (ACPMP102) Examine the role physical activity, outdoor recreation and sport plays in the lives of Australians and investigate how this has changed over time (ACPMP104)</p>	
		<p><i>In Geography Year 9:</i> The perceptions people have of place, and how this influences their connections to different places (ACHGK065)</p>	<p><i>In Geography Year 10:</i> The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076)</p> 

Which way is up?

Beginning paddlers are often confused by asymmetric blades. One way to prompt their correct orientation is with a smiley face, or even just the smile on the blade.



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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>.

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

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Silver: \$750+

- 12 Months OEASA membership
- Front page logo acknowledgement as Silver Supporter
- Visual acknowledgement at OEASA dinner

- Verbal acknowledgement at all conferences, dinners and meetings
- Provision for banners, merchandise or other at State Dinner

Bronze: \$350+

- 12 months OEASA membership
- Front page logo acknowledgement as Silver Supporter
- Visual acknowledgement at OEASA dinner
- Verbal acknowledgement at all conferences, dinners and meetings
- Provision for banners, merchandise or other at State Dinner

Green: \$150+

Blue: <\$150

Risk Assessment and Safety Management (RASM): The Complete Risk Management Model for Outdoor Programs

RASM has been in use in the outdoor education industry for more than a decade. Developed by Rick Curtis, founder of OutdoorEd.com, as a tool for outdoor programs to manage risk from the field staff to the board room RASM presents a comprehensive model for assessing and managing risk in all aspects of your programming. Along with this article there are a variety of free resources for you to implement RASM in your program including a detailed PowerPoint presentation for staff, sample accident scenarios for analysis and the complete article. The RASM model has been presented at conferences around the world.

In many ways we have been limited by these definitions of risk as a negative concept. We see risk as this thing we have to battle against, we have to “manage” risk because it is the “enemy of safety.” There are other definitions of risk. In the financial industry risk is both the potential of losing something of value and also the potential for gaining something of value. In this definition either action or inaction can lead to both positive risk and negative risk. This is a much more dynamic definition of risk and perhaps more applicable to our field.

-R: the potential for loss/injury/illness

+R: the potential for gain/growth/development

We all know about the negative model of risk, what is the positive side of risk in our industry? Risk is an underlying

principle in all of outdoor and adventure education. The fundamental philosophical principles of Kurt Hahn and others is that the exposure to risk/challenge is what impels people to personal growth.

Inherent: -R: exists in outdoor adventure activities

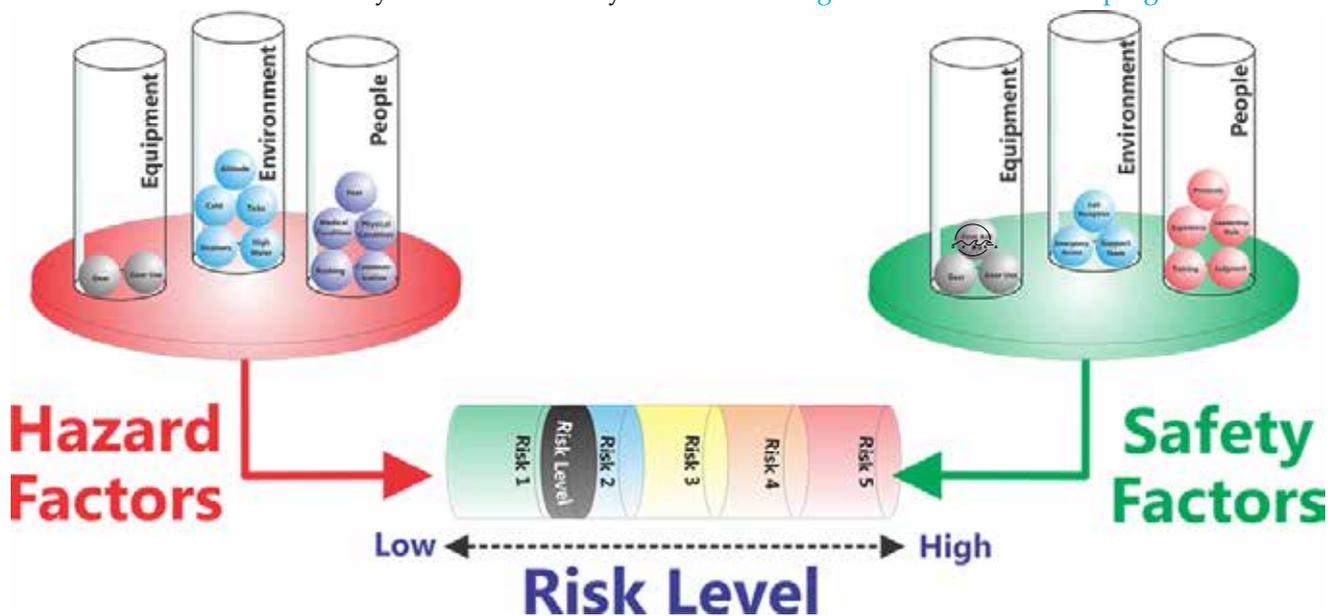
Expected: -R can occur at any time – expect the unexpected

Integral: -R and +R are essential parts of our program

Manufactured: we plan programs with the understanding that there is -R

Somehow we have to reconcile these two very different concepts of risk – risk as the destroyer and risk as the creator. Without trying to be overly philosophical, there is, perhaps, a kind of Yin-Yang relationship between risk as creator and risk as destroyer. Perhaps, it is not possible for risk to act as a creative (growth) force unless there are also potential negatives that can take place. The negatives are the whetstone that sharpens the blade of creativity. How do you look at risk globally and integrate -R and +R into your program? I hope that might be an interesting discussion to have some time within your organisation.

Read more at <https://www.outdoored.com/articles/risk-assessment-safety-management-Rasm-complete-Risk-management-model-outdoor-programs>.



OEASA Awards

- 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.

OEASA Awards

OEASA Awards are presented annually at the Certification Presentation Dinner.

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

The application should state:

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

Conditions:

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

Awards:

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

Categories:

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

- b. Secondary Education (Stage 2 Outdoor 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.

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The South Australian Rockclimbing Education Association

SUPPORTED BY REGENCY INSTITUTE OF TAFE

What is SAREA?

SAREA is the South Australian Rock Climbing Education Association and has been serving South Australia since 1981. It was established to assist competent rock climbers in gaining skills and accreditation to become competent guides and instructors. The SAREA rock climbing instructor program will not teach you how to climb. Experience and knowledge must be gained prior to commencement of this course.

SAREA 2015 Programs:

Top Rope Climbing Guide

Qualified to oversee clients at a top-rope cliff environment. No lead climbing required.

Top Rope Climbing Instructor

Qualified to instruct clients in the areas of belaying, climbing, independent set up practices and seconding.

Multi Pitch Lead Climbing Instructor

Qualified to guide and instruct clients in all of the above areas, as well as on multi pitch climbs.

Application for Top Rope Guide:

Before you consider applying, please read the SAREA Candidate Information Booklet available at:

<http://climbingclubsouthaustralia.asn.au/sarea/area-download/>

To apply, you must submit a Candidate Application Form and your logbook to the coordinating assessor prior to 29 May, 2015.

Application for Top Rope Instructor and Multi Pitch Lead Instructor:

To be eligible for TRI/MPI, it is expected that you already hold the lower SAREA qualification or equivalent. For more information contact the Coordinating Assessor.

Important Dates 2015

18 February	SAREA Panel / Board Meeting
8 April	SAREA Panel / Board Meeting
29 May	Applications close for Top Rope Guide Course
16 June	Top Rope Guide Intro Night
17 June	SAREA Panel / Board Meeting
25-26 July	Top Rope Guide practical training days at Morialta Conservation Park
19 August	SAREA Panel / Board Meeting
21 October	SAREA Panel / Board Meeting
31 Oct - 1 Nov	Rescue Assessments
2 December	SAREA Panel / Board Meeting
5-6 December	Personal Skills Assessments
29 March 2016	End date for Top Rope Guide Course

SAREA Co-ordinating Assessor: Dan Barry Ph: 0417 803 191 Email: sarea@climbingclubsouthaustralia.asn.au

Outdoor Educators Association of South Australia

Outdoor Education Award

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

Nominations to be received by 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 New member
- Individual \$70
- Student \$45 (with AJOE) \$20 (without AJOE)
- School/Organisation/Corporate/Family \$80
- Electronic Member ((Newsletter and emails) \$20

(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