



# Outdoor News

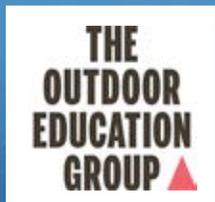
Journal of the Outdoor Educators' Association of South Australia

Volume 36 No 4, May 2019



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# Outdoor News

Volume 36 No 4, May 2019

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### The front page pic

Mangroves in Barker Inlet north of Barque Creek, Torrens Island in the background. The 7 knot speed limit is now in force in the Dolphin Sanctuary, with new signs on channel marks and other beacons

Credit: Peter Carter

## OEASA Directory 2018 – 2019

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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

## From the Editor

### Peter Carter

The welcome sound of rain as this issue was coming together. Not drought breaking yet, but a good sign, and a reminder to be ready for winter activities.

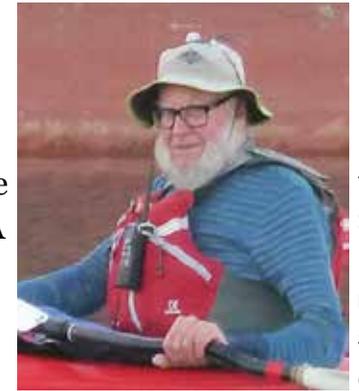
Three main items this time, the first covering the recent Childhood Summit held in Brisbane. Tash Howard gives us an overview of the presenters and their messages, with links so you can follow up.

There's a new national park in Adelaide's south, Glenithorne National Park, formed of a number of existing areas. Again, Tash Howard gives us the details.

Mental health now receives much more attention than it has in the past, and Louise Neale examines how nature therapy, being in the outdoors, has benefits not only for physical

well-being. Louise's essay is another in the series from the UniSA Outdoor, Wilderness and Adventure Education course.

A forthcoming major event is the annual awards dinner, so it's time for award nominations. This year nominations are online, at [https://docs.google.com/forms/d/e/1FAIpQLSdJLR3\\_aaNTQ9u-rruor7WwlpIFJMNFRFqYbi9AR7dIY4dRkQ/viewform?fbzx=-1956329821411043212](https://docs.google.com/forms/d/e/1FAIpQLSdJLR3_aaNTQ9u-rruor7WwlpIFJMNFRFqYbi9AR7dIY4dRkQ/viewform?fbzx=-1956329821411043212), but I've included the criteria in this issue so that you can refer to them as you consider nominations.



Credit: Tracey Matzka



Paddle SA has taken delivery of five new boats, three Safari H<sub>2</sub>O Dash and two Flow SOTs. The Dash touring boats replace old Acadias for a range of courses and the SOTs will be used mainly for Get into Paddling courses

## From the Chair

### Micha Jensen

Welcome back to term 2! I hope you managed some downtime over the school break and enjoyed some time with family and friends in the outdoors. If you are anything like me you probably finished last term thinking where did those eleven weeks go!? I certainly felt as though term 1 disappeared as fast as it arrived. OEASA has had a very busy start to the year in many ways. The AGM was well attended, and it was certainly great to catch up with a number of people as well as ensure that roles within the association are filled. There have also been several professional development sessions held in term 1 including our first “OEASA on the road” Sessions in Mt Gambier.

While we didn't attract a huge crowd to these sessions the value in connecting with those educators working in the South East face to face was invaluable. There was some fantastic discussion and I am certainly excited to see how OEASA can continue to provide opportunities and support those in regional areas across the state. We also held PD sessions with Dr Andrew Brookes with the focus of fatality prevention in the outdoors. Both sessions were well attended and certainly the day workshop was thought provoking especially given the subject matter. The committee are currently investigating the possibility of holding another workshop with Andrew later this year.



Term 1 also saw the launch of the new look (O)E–Update, a new way of communicating information outside the traditional *Outdoor News*. I trust you have enjoyed the new look and certainly if you want to contribute an article to the newsletter or the update please email it through to [oeasa.secretary@gmail.com](mailto:oeasa.secretary@gmail.com).

Term 2 will be another busy term for OEASA with a few events including our next “OEASA on the road” session to be held in the mid-north of the state. Term 2 is also your last opportunity to nominate individuals or organisations for an award to be presented at the OEASA dinner. The annual OEASA dinner will no doubt be another fantastic night to celebrate achievements within the outdoors in SA.

I hope you have a fantastic Term 2 and enjoy each opportunity to engage people in the outdoors in this fantastic time of year. 

## OEASA Calendar

Committee meetings

5:30 pm at the PAC RED Centre Gym, McBride room

Friday 17 May (T2 Wk 3), Friday 9 August (T3 Wk 3), Friday 25 October (T4 Wk 2)

Outdoor Presentation Dinner

Friday 28 June, 6:30 pm for 7pm start  
Unley City Council

Professional Learning

Micro Bat Evening: Scotts Creek outdoor Centre, Morgan (TBC)

Early Term 4: Saturday evening. Discover the world of Micro Bats that call the Murray home

Ngaut Ngaut

September 21: Tour and understanding traditional landcare techniques and methods. TBC

Outdoors October

October: any time

Share your outdoor learning activities with the community

# Sharing Professional Development

## The Childhood Summit hosted by Nature Play Qld, Brisbane, 28 – 30 March

*Tash Howard*

**N**ature Play Queensland is a state-based organisation that is part of the National Nature Play Network of not-for-profit organisations in Australia who share the same mission: “For unstructured outdoor play, ‘nature play’, to become a normal part of every child’s life, so that they can develop into resilient, healthy, happy, and creative members of the community” <<https://www.natureplay.org.au/>>. Our state-based organisation is Nature Play SA <<https://natureplaysa.org.au/>>.

I would like to pose a question to you as members of OEASA, an association grounded firmly within the outdoors by the nature of its work, and as outdoor educators or providers who are continually working with people in the outdoors in a variety of ways: What are your thoughts when you contemplate the notion that in recent years there has been the establishment of a national network, and associated state-based organisations, to increase the time Australian children spend in unstructured play outdoors and in nature? I am genuinely interested to know what you think. If you have a moment and would like to share your thoughts about this please send me an email [tashjoyhoward@gmail.com](mailto:tashjoyhoward@gmail.com).

The 2019 Childhood Summit <<https://www.childhoodsummit.org.au/>> was a ‘first-

of-its-kind’ three day summit that intends to continue on an annual basis moving around Australia. The location for the 2020 Childhood Summit is currently in planning stages but is yet to be confirmed. To use Nature Play Qld’s description, the inaugural Childhood Summit “brought together thought-leaders, gatekeepers, key influencers and practitioners across the Australian community, to contribute to the international conversation and movement towards actions that will protect our children’s overall health, wellbeing, life satisfaction and the planet”.

The summit was designed to be authentic and innovative and had five interwoven streams to encourage the diversity of attendees to communicate and collaborate or as articulated by Richard Louv’s “Children & Nature Network” <<https://www.childrenandnature.org/>> “working together not as stars, but as a constellation”. The five streams were: Environment, Health, Community, Education and Infrastructure. The first keynote speakers were some of the most engaging and real speakers I have ever had the pleasure of listening to at a PD event. If you would like to listen to their wise, insightful and powerful speeches, or if you are in need of bolstering your optimism for the future by listening to four spokespeople from the younger generation, then please follow this link <<https://www.childhoodsummit.org.au/>



<[speakers-resources](#)> and go to the section titled “Child’s Voice Speakers” and look for Sarah (aged 10), Kiama (aged 10), Violet (aged 8) and Tom (aged 11). In education, we often speak of authentic student engagement through concepts such as student voice, agency, contribution and/or activism. This was achieved by this summit throughout its program, beginning with these four representatives of modern childhood. However as outdoor educators the reality of allowing the space for genuine student engagement, voice, agency and activism is a complex and time-consuming process and sometimes we just don’t have the time to do it. When we do create the space for the student voice and the time to truly listen, we often don’t receive the results that we were hoping for. But what do we learn from engaging in this process? What insights do we gain into our students? How do we facilitate empowered and engaged students? How do we shift from an education model of teacher-student to co-learners and what does this mean for learning?

Sometimes PD events can leave you with more questions than answers but they can also plant the seed of an idea about how we can all make a difference through our own unique spheres of influence, whatever that may look like for you. We all have the capacity to drive changes that will result in better outcomes and lasting

## Sharing Professional Development

impact for children and young people and subsequently our future wellbeing as a society.

It was these ideas around spheres of influence and the nature of our responsibilities that a following keynote speaker, Mac Macartney, explored in a very profound and enlightening speech (full recording of keynote link <<https://www.childhoodsummit.org.au/speakers-resources>>). As outdoor educators, people who are deeply connected with our earth and who care deeply for it, I encourage you to find the time to listen to Mac's speech. It will bring new insights to your work and possibly re-frame what you do and how you do it. There is too much to try and share here and he did leave us with many questions, two of which I would like to share with OEASA as a representative association and with OEASA members as individuals working in Outdoor Education. Firstly, what are your gifts and how can you grow them and share them? Secondly, what are your deepest and most profound responsibilities and what does this mean for your thinking and your practice?

The remainder of the keynotes and contributors were also insightful and informative but, depending on the areas within which you specialise, the sessions listed below may or may not bare relevance to your work. I have provided a summary of their main messages in case there is one or more that you would like to pursue further:

### 1. Hyahno Moser (Nature Play QLD): "The Childhood Summit Concept"

Hyahno is involved in devising, facilitating, teaching and leading young people through world-class, outdoor education programs, using adventure and nature to teach children vital life-skills. Hyahno is passionate about nature play and believes the Nature Play program is a positive and practical way to ensure children participate in unstructured play in nature, delivering the myriad of benefits this type of play offers their physical and emotional health.

### 2. Griffin Longley (Nature Play WA): "The state of outdoor play across Australia: Where have we come from? Where are we now? Where are we going?"

Griffin encourages everyone who works with children and young people, regardless of industry, to collaborate on the key concerns of modern day childhood that are starting to be identified increasingly more through research as being intrinsically linked to the reduction in time that children spend outdoors.

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- Inner Tent: Light Grey 40d air-permeable ripstop nylon, Black 40d nylon mesh door screens.
- Floor: Deep, unstressed tub, 100d nylon with 8,000mm HH PE coating
- Poles: 1 x 7071-T6 HT aluminium, 10.2mm, insert-tube type.
- Pegs: 8 x Hooked top HT Aluminium pin type.
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## Sharing Professional Development

3. Dr Bruce Hurst (Faculty of Education–University of Melbourne): “What do we mean by ‘voice’? Rethinking what it means to collaborate with children about their play spaces”.

Dr Hurst jokingly started his keynote by saying that he would have to rename it to “Tom stole my keynote” in reference to Tom from the Child’s Voice keynote section delivering a speech about student voice and how to authentically listen and respond to it. He discussed the foundational framework for all work with children: The United Nations Convention on the Rights of the Child of which Australia is a signatory (see link <https://www.humanrights.gov.au/convention-rights-child>) and encouraged all attendees to reflect on their own work in relation to this framework.

4. Dr Desiree Silva (Head of Paediatrics at Joondalup Health Campus and the University of Western Australia): “Nature Connectedness and Health: The Origins Project–Understanding the implications of the early environment for children’s long-term health and wellbeing”

The Play & Grow Study and the Origins Project: Dr Silva has a strong interest in nature connectedness and improving mental and physical health. She has recently published the ADHD GO-TO GUIDE for parents and teachers. She spoke about her research results and other significant studies that have proven the direct relationship between time spent in nature/outdoor environments and the

seriously negative effects for children who spend little or no time outside from birth (with a specific focus on microbiome and the connection between bacteria, immune systems and brain development). If you want to be better informed (possibly a little scared) by current trends that exist outside our bubble of Outdoor Education, check our Dr Silva’s keynote or her Origins Project news article at <https://thewest.com.au/lifestyle/health-wellbeing/loss-of-connection-with-nature-could-impact-a-childs-health-ng-b88922157z>.

5. Robyn Monro-Miller (President of the International Play Association and first Australian to hold this position): “Tread Softly. Children at Play”:

What really is play and are the efforts of well meaning adults placing it on the endangered list? Drawing on international perspectives and examples Robyn explored the concept of play and challenged attendees to reflect on the role of adults as advocates and how best to deliver effective advocacy that protects and promotes play. Akin to Dr Hurst, Robyn framed her speech with the UN Convention on the Rights of the Child (predominately Article 31) and challenged us to reflect on whether we embed children’s rights in our work, whatever our work is.

6. Dr Mari Swingle (Brain researcher and author of “i-Minds: How Cell Phones, Computers, Gaming and Social Media are Changing Our Brains, Our Behavior, and the Evolution of Our Species”):

“Back to Nature - The Other Side of the Techno Eclipse”

This was heavy. Spend some time listening to Dr Swingle if you want to know the evidence-based truth about screens and brain development. She advocates for balanced use, informed choice and explicitly teaching children about self-regulation of use of technology and why that is important.

7. Prof Sharon Goldfeld (Paediatrician and Deputy Director, Centre for Community Child Health): “Foundational Community Factors for Early Childhood Development: what is it about where you live that makes a difference for children?”

The Kids in Communities Study (KiCS) set out to investigate the potential influence of community-level factors in five domains on early childhood development. These domains are the physical environment, social environment, socio-economic factors, access to services, and governance. According to the UN Convention on the Rights of the Child, every child has the right to equality across multiple domains of life. If you are interested in social justice, this is a keynote that you will gain beneficial insights from. How do we ensure as Outdoor Educators or Outdoor Education providers that we are considering every child regardless of socio-economic background, CALD background, disability, ASD or any other area of difference that brings potential barriers to participation in Outdoor Education?

## Sharing Professional Development

8. Jason Smith (Principal of 2018 Australian Primary School of the Year (Govt)–Australian Education Awards, educational innovator, contemporary leader and community developer influencing child-centric learning): “Student-centred learning”

Tamborine Mountain State School is revolutionary and has completely shifted and evolved its pedagogy to align with current thinking and evidence-based best practice. It is a proven working model of how our education system has the potential and opportunity to be better and to do better. “The school’s teaching and learning environment is shaped by our Student-centered approaches to learning to maximise what we know about HOW students learn! My philosophy is that personalised learning STARTS with the LEARNER, which echoes the research reported by R.Marzano, J.Hattie and C.Dweck” (Jason Smith, 2019).

9. Doug Fargher (Founder of Bush Kinder in Australia, board member of the International Association of Nature Pedagogy (IANP) and on the steering committee of the Early Childhood Outdoor Learning Network (ECOLN)): “Bush Kinder–Growth and Potential”

Evidence informs us that children who spend more time outdoors in nature are happier, healthier, stronger, smarter, kinder and more social. There are hundreds of bush kinders and other nature based programs operating across Australia and the number is rapidly growing. What does Outdoor Education look

like in Early Childhood? This is it. Nature Pedagogy and nature based programs are in existence from as early as babies in childcare and early learning centres, but only if they have educators who are innovative and aligned with the current research. What future role do representative associations like OEASA play in this wonderful new world where Outdoor Learning and Nature Pedagogy are experiencing rapid uptake and are so firmly aligned with Outdoor Education?

10. Maggie Dent (Child and Family Psychologist “Queen of Common Sense”) & Dr Rachael Sharman (Senior Lecturer/ Researcher Psychology at USC): “How can we ensure that outdoor play remains?”

Discussions around the modern day trends in childhood and the barriers for outdoor activity in childhood today. Challenged everyone within their different settings and industries to think about practical ways in which we could contribute to enhancing children and families connection with nature and the outdoors

11. Marcus Veerman (Founder and Director of Playground Ideas): “Play Space Creation: Focusing on the child from consultation to creation”

Authentic and child-centric engagement, planning and development of infrastructure to maximise resultant engagement with the space being created.

Playground Ideas has now impacted over one million children in 143 countries, by

supporting communities to create their own playground using locally sourced and recycled materials and tools.

12. Gregor Mews (Founder and Director of Urban Synergies Group): “Urban Infrastructure for Social Inclusion”

Greg provides strategic policy advice in international context and advocates for better design outcomes in urban systems for example as a Steering Committee member of UN-Habitats World Urban Campaign. He is also an active member of the General Assembly of Partners to UN-Habitat, International Play Association and the Planning Institute of Australia.

In the spirit of genuine collaboration, Nature Play Qld have provided free access to all summit resources via their event website. If you would like to hear or read more about the other keynote speeches or peruse the resources to see if there is anything that you may be able to adopt or adapt for your setting then please click on this link <<https://www.childhoodsummit.org.au/speakers-resources>>. If you would like to know more about any of the other aspects of the summit that are not available via the links provided then please send me an email: [tashjoyhoward@gmail.com](mailto:tashjoyhoward@gmail.com).

In everything that we do in our professional practice, in small ways each and every day, and the more we listen and work together towards a better future for children and young people, then the greater chance we

## Sharing Professional Development

have to be able to reflect back in years to come and say we authentically and collaboratively did our best to ensure positive outcomes for the future wellbeing of our community and the environments within which we work and play.

“Social change takes time, but when we look back, I won’t be surprised if this proves to be a pivotal moment for our movement. A time when changemakers from key sectors came together to set agendas and explore ways to evaluate progress—working together not as stars, but as a constellation.” (Children & Nature Network <<https://www.childrenandnature.org/>>)

May we all be a part of the constellation.



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## Encouraging ‘free-range kids’

The ABC has reported on Nature Play’s pilot program, funded by the Queensland Government, in two Caboolture suburbs.

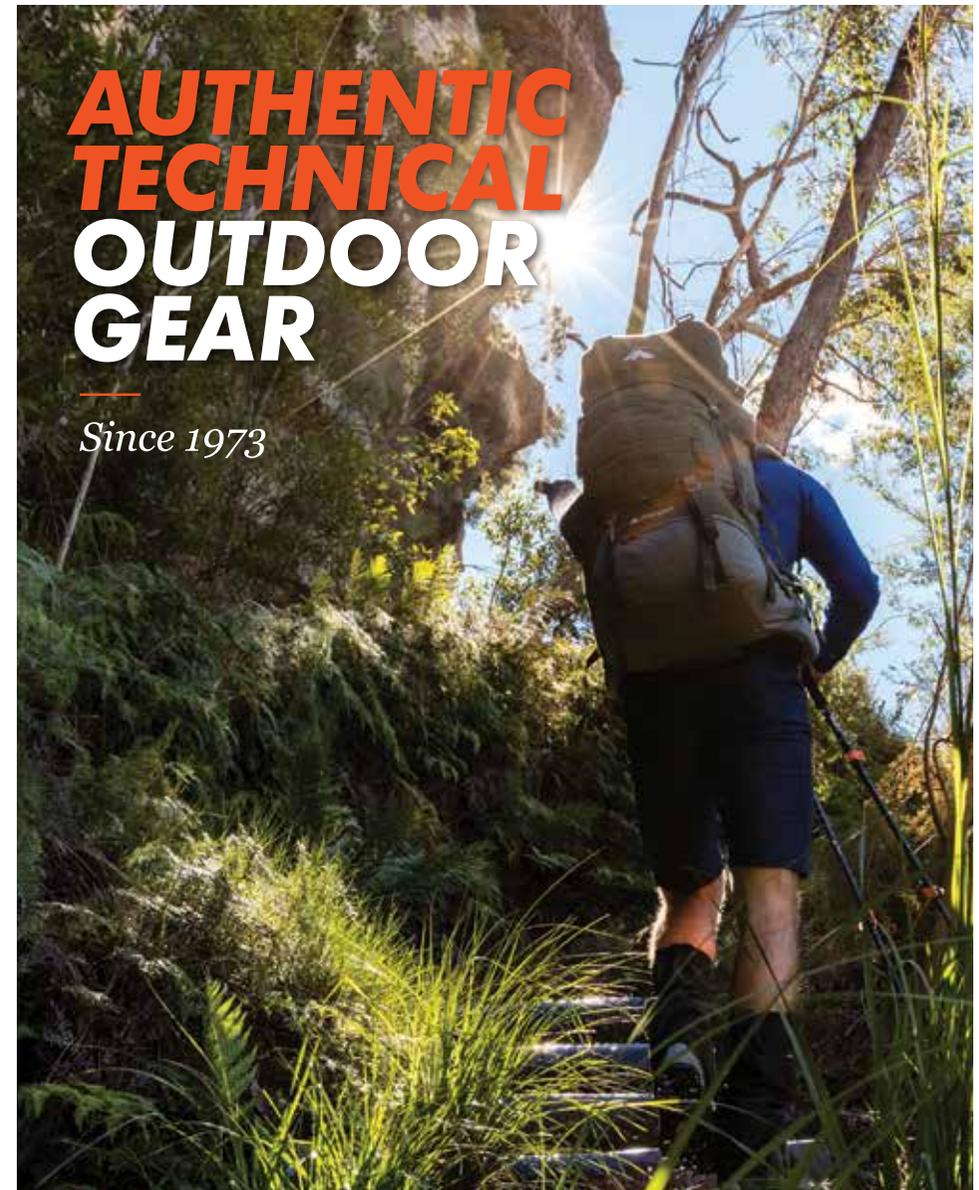
Statistics showed only 8% of children play outside each day, and about 20% don’t get enough exercise, and the program was designed to recreate the childhoods of a generation ago when children roamed free with their friends.

Part of the problem is parents’ fear, so there were workshops to reduce those concerns of traffic, child abduction, etc.

Read about it at <<https://www.abc.net.au/news/2019-04-24/outdoor-play-free-range-kids-nature-play-pilot-screen-time/11041350>>.

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# Glenthorne National Park: An Update

**Tash Howard**

“The creation of Glenthorne National Park is a once-in-a-lifetime opportunity to preserve and revitalise a large area of existing open space in our southern suburbs and turn it into a thriving environmental and recreational precinct for the whole community.”

**T**he total area that Glenthorne National Park encompasses is 1500 hectares and it is nestled within the southern suburbs of Adelaide on diverse and beautiful lands and it is important to acknowledge that the traditional owners of these lands are the Kurna people. Many important Indigenous, ecological, heritage, geological and recreation precincts will come under the declaration of Glenthorne National Park which not only secures the conservation of these areas into the future but provides immense opportunities for everyone to engage with these environments in various ways and for generations to come. At the centre of the park will be a newly established southern National Park ranger station, including a volunteer ranger program, which will be situated adjacent to Majors Road at O’Halloran Hill. Community ‘Open Days’ were held on 5, 6 and 7 April and over 3500 people came through the gates. A video summary of these open days can be viewed here <<https://www.youtube.com/watch?v=8PtqIZrZIQs>>.

A highlight of the Open Days was Corey Turner, a local Kurna man, who led

the Welcome to Country ceremony and the accompanying smoking ceremony. Community feedback was gathered via a ‘Feedback Hub’ on the Open Days to accompany the initial community feedback that was gathered prior to the Open Days via digital and offline methods.

The Minister for Environment and Water, David Speirs MP, recently announced in one of his electorate email updates that the coming weeks will focus on the development of the Master Plan for the new National Park. This process is being led by the Glenthorne Partnership, a group of local people from the Kurna community, local R-12 school, environmental/outdoor learning, local business, research community, ‘Friends Of’ groups and City of Marion Council. The members of the Partnership Group were asked by Minister Speirs to steer the creation of the park from the grassroots up, which is a unique and innovative model. The Partnership Group is collaborating with community consultation experts, landscape architects and the Department of Environment and Water to ensure that the voice of the community and the environmental needs of the area are at the heart of the Master Plan and ultimately, at the heart of Glenthorne National Park. The Partnership Group will also work to engage with any grassroots organisations who will have a relationship with Glenthorne National Park, of which there are many and includes representative bodies such as OEASA. David Attenborough once said that



## National Parks South Australia

“no one will protect what they don’t care about; and no one will care about what they have never experienced”. Glenthorne National Park represents an opportunity to help all people experience outdoor environments, with significant planning for inclusivity and accessibility. The park represents a special opportunity for urban children and families who have/had minimal, if any, contact with National Park environments (refer to Richard Louv’s research on “Nature Deficit Disorder” <<https://www.childrenandnature.org/about/nature-deficit-disorder/>>). If these experiences facilitate a sense of connection to these places then maybe we have an even bigger opportunity on our hands to not only use this park for our own enjoyment but grow a community of people who care about these environments and take action to protect them.

As Outdoor Education folk, we are some of the loudest and greatest advocates for the great outdoors. We all derive multiple benefits from it both personally and professionally (or perhaps even commercially if you are a provider or operator). Subsequently, we are all aware that we have a deep and profound responsibility to be part of the conservation and protection movements that are linked with the environments within which we reap

our benefits. What places do you work, play or operate in? What Indigenous, conservation or environmental groups exist in those areas, if any? Because you are someone who knows those places so well, what do you think the future protection of those places looks like? Are you already involved in protecting those places and is what you are doing a wonderful model that could be adopted elsewhere therefore warrants sharing with the OEASA network? Or are there opportunities for you and your students/organisation/company to collaborate with any other existing groups who are working to protect those places and could you be a part of their work? It would be great to have these conversations with each other and share the great work that we are doing to protect the places we love and connect others with those places in the hope that they too will feel the same and be the environmental stewards that our future needs.

If you have any feedback from a personal or a professional perspective in relation to Glenthorne National Park then please send it to [tashjoyhoward@gmail.com](mailto:tashjoyhoward@gmail.com)

More information about Glenthorne National Park is available here <https://www.glenthorne.sa.gov.au/home>.



Location of Glenthorne National Park and its constituent parks

# How can nature therapy contribute to mental health and wellbeing?

## What practices can support or hinder these outcomes?

**Louise Neale**

This essay will explore how nature therapy (NT) is used to treat mental health (MH) and what will hinder or support this process. NT is the application of therapy which takes place in a natural setting and creates an opportunity for a person to engage with the natural environment (Berger 2010). It is important to also have a full understanding of what MH is and how NT helps or hinders someone's MH. The World Health Organization (2018) and states that MH is a state of wellbeing where an individual is able to cope with everyday processes of life and for full their potential. Thus, MH is more than just the presence of a mental health condition; it is a state of wellbeing which includes cognitive, emotional and social functioning (Beyond Blue Ltd 2018; World Health Organization 2018). There are many examples of how NT has been successful in improving mental health; however there are unique challenges to be aware of when using NT which can harm someone's MH. Further research is challenging the origins of several MH conditions and their link to nature (or lack thereof) which presents an interesting concept the developing world may face.

The use of NT as a tool to improve MH can be challenging, unpredictable and put people at risk of more harm. There are two common limitations when using NT: physical barriers

and psychological barriers (Berger 2010). Mental Health is unique to each individual case and based upon experiences, the psychological response and MH condition. Thus one outdoor setting may be therapeutic for one person and harmful for another which is a psychological barrier (Berger 2010). Another psychological barrier is that NT is unpredictable and working with the natural environment is out of our control (Berger 2010). This can be particularly difficult for individuals who need structure or a sense of control, thus can have a negative impact on their MH (Berger 2010). The weather, wildlife, other people, or construction are a few examples of how the nature environment can be unpredictable, uncontrollable and create negative psychological experiences. The physical barriers includes the type of setting and its access (Berger 2010). For example some natural environments which are desirable to use for NT may only be access by hiking, kayaking or travelling long distances. This can be very challenging or impossible for those who are physically disabled, the elderly, or young children (Berger 2010). Not only so, but if the psychologist underestimates the difficulties of accessing a desired location, or the mental state of an individual and takes an individual or group on a journey to reach it, it can create a very negative experience and cause more harm both mentally and physically. Thus NT can bring about more

MH harm to people due to the physical and psychological barriers and create a negative emotional response or reactivate a trauma if used without care and consideration of the individual, natural setting and MH condition.

Using NT as a tool to improve MH conditions by providing an appropriate setting and using it effectively can help with stress reduction, mood elevation and increase in physical activity (Reddon & Durante 2017). Louv (2005) argues that the nature environment is widely accessible, cost effective and free of ill side effects. Additionally, the physical barriers mentioned earlier can become a strength for MH treatment, as Berger (2010) found that when patients with a physical disability could participate in NT they began to process and work through their psychological issues which stemmed from their physical limitations, but that one must consider the site and persons abilities when selecting a natural setting. Moreover when patients could select a natural setting themselves this gave them control resulting in a positive MH change as they began to broaden their perspectives and had reduced anxiety (Berger 2010). Frederick Olmsted (American landscape architect) observed that NT provides the mind with effortless enjoyment with the absence of worry, resulting in the whole mind and body feeling refreshed and reinvigorated (Reddon & Durante 2017). Further Florence

## How can nature therapy contribute to mental health and wellbeing?

Nightingale recorded her observations of patient's health and wellbeing when exposed to nature and found that there was improved health and wellbeing compared to those without this exposure (Reddon & Durante 2017). Nightingale then became inspired by hospital designs which incorporated natural environments into its architecture as a therapeutic recovery tool (Reddon & Durante 2017). Therefore when NT is used with careful consideration of the individual, nature environment, and MH condition it can have profound breakthroughs for reducing anxiety, improving MH conditions and have a positive physiological response helping the individual feel relaxed and refreshed.

With the insightful research which argues that NT improves MH conditions and state of wellbeing, this also brings about a new argument which questions where MH conditions originate from. Louv (2005) and Reddon and Durante (2017) identify that perhaps MH conditions are not in fact illnesses but rather a set of symptoms which develop due to a lack of time spent in nature. Louv (2005) noticed that NT reduces the symptoms of attention deficit hyperactivity disorder (ADHD) and that if this is so then the opposite could also be true in that ADHD is not a MH condition but rather a set of symptoms which arise due to the lack of natural exposure. Further, over the winter period a lot of people begin to experience sad emotions and decreased moods, cognition and energy that which could be associated with depression or other MH conditions. However

these could also be symptoms which arise due to insufficient nature exposure over the winter periods rather than a MH condition (Reddon & Durante 2017). Additionally, Reddon and Durante (2017) state that even with nature exposure during the winter months these symptoms decrease and thus it is not associated with seasonal changes but rather due to insufficient nature exposure as a whole.

I believe that time spent in a natural environment improves MH and that due to an every growing developing world people struggle more with MH conditions due to reduced contact with nature. My personal experience of nature exploration for relaxation and to improve my MH includes kayaking, hiking and bike riding. However I have learnt that if any of these activities begins to challenge me too much (beyond my abilities) it can have a negative long last impact on my MH. Thus the setting and activity needs to be appropriate to each person's ability in order to have positive results. When partaking at an appropriate and comfortable level these activities have physical benefits and reduce my anxiety. That which I used to associated with a busy university schedule, work and family commitments. However I have noticed that moving from a country location to a small unit in the city that my stress levels and anxiety has increased. One could argue that my anxiety could be as a result of so much changing in my life (moving, new university, new job), instead what I have noticed is that over time I have adjusted to my new way of life and yet still experience anxiety. Interestingly I have

noticed that when I return to the country or partake in outdoor experiences my anxiety reduces. Equally if I do not take time to explore nature over time my anxiety begins to increase (even with minimal university commitments or workloads). I agree with Louv (2005) who states that time spent in nature is time well spent to maintain good MH. However I believe that it is particularly important to choose the setting and ensure that the activity is at an appropriate level to suit the individual's abilities whilst considering their mental state to avoid causing harm.

The use of NT can be successful in treating MH conditions and improving MH states if done well considering aspects such as: the individual, the setting, the activity, and the MH condition as well as acknowledging that the natural environment is beyond our control and thus poses some challenges. Failure to do so can place people at risk of harm by having a negative experience or by reactivating a trauma. It is clear that exposure to nature and natural environments has been used in the past to improve MH states and conditions and has had positive results as symptoms are reduced. However due to the reduction in symptoms this also questions the origin of MH conditions and if the symptoms arise as a result of lack of exposure to nature in an ever growing developing world. In conclusion it is clear that time spent in nature by choice or through the use of NT will improve MH states, reduce anxieties and provide the body and mind with a positive stimulating experience. 

# 2019 Bushwalking Leader Training Calendar

Rod Quintrell

## Bushwalking Leadership Program

### Bushwalking Leadership Assistant Course

Course 2

Evening session: 4 June, Q & A session,

Conducted in Central Adelaide

Overnight: 22, 23 June, Workshop #1,

Conducted in Para Wirra Recreation Park

3 x days: 12–14 July, Expedition, Conducted in Deep Creek Conservation Park

Overnight: 27, 28 July Workshop #2,

Conducted in Mt Crawford Forest

### Technical Skills Assessment Weekend

Course 1

Sat 25, Sun 26 May, Location: North of Burra

Course 2

Sat 24, Sun 25 August, Location: North of Burra



### Day Walk Leadership Program

#### Day Walk Assistant Leadership Certificate

Course 1

Tuesday 21 May, Theory Workshop

Tuesday 28 May, Equipment Workshop at the Scout Outdoor Centre

Saturday 1, Sunday 2 June, Practical Training in Adelaide Hills locations

Course 2

Tuesday 10 Sept, Theory Workshop

Saturday 15 Sept, Equipment Workshop at the Scout Outdoor Centre

Saturday 21, Sunday 22 Sept, Practical Training in Adelaide Hills locations

#### Advanced Bushwalking Leadership Course

12–19 July, Practical Training and Assessment in remote areas

Full Details: <[www.bushwalkingleadership.org.au/courses/upcoming-courses/](http://www.bushwalkingleadership.org.au/courses/upcoming-courses/)>



### Murray River and Wetlands

Katarapko, Chowilla, Loch Luna, and all Riverland waterways

Support for all school kayak/canoeing activities:  
Outdoor education • Camps • Kayak/Canoe Camping



- **Quality craft:** single kayaks, double kayaks, Canadian Canoes
- Assistance with **route planning**, including **current information** on backwater navigability and suitable campsites. Our own laminated **maps** - accurate and up-to- date
- **DECD registered canoe instructors**
- **Contingency plans & vehicle back-up** for emergencies
- Checklists, procedures, safety instructions, risk assessment and gear lists
- **Vehicle/bus relocation** for **one-way trips**.
- Fully **outfitted** multi-day canoe/kayak **camping** trips
- Coordinating visits from local **environmental & cultural** specialists.

Call Kym: 04211 676 45 [canoeadventure.com.au](http://canoeadventure.com.au)  
**Canoe Adventures—Riverland**



## What is SAREA?

SAREA is the South Australian Rockclimbing 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 2019 Programs

### TRG: Top Rope Climbing Guide

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

### TRI/SPG: Top Rope Instructor/Single Pitch Guide

Qualified to instruct belaying, climbing, independent set up practices and seconding. Also to guide clients on single pitch climbs.

### Multi Pitch Lead Climbing Instructor

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

### Application for Top Rope Guide

Before you consider applying, please read the Candidate Information Booklet, which can be found on the SAREA Website: <[sarea.org.au](http://sarea.org.au)>

To apply, submit a Candidate Application Form and your logbook to the Coordinating Assessor prior to 01 July 2019.

### 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.

The cost of the course is \$990 with full payment required by 1 July.

SAREA Co-ordinating Assessor: Dan Barry, 0417 803 191, [ca@sarea.org.au](mailto:ca@sarea.org.au)

## Important Dates 2019

**12 June** SAREA Panel/Board Meeting

**01 July** Applications close for Top Rope Guide Course

**20–21 July** Top Rope Guide practical training days at Morialta Conservation Park

**14 August** SAREA Panel/Board Meeting

**02 October** SAREA AGM  
SAREA Panel/Board Meeting

**02 &/or 03 Oct** Personal and Rescue Assessment

**14 &/or 15 Nov** Group Management Assessment

**04 December** SAREA Panel/Board Meeting

# 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 UniSA 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.

## OEASA Awards

- 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. Peter Kellett Meritorious Service to Outdoor Education Award
- 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.

### Nominations

Nominations are online, at [https://docs.google.com/forms/d/e/1FAIpQLSdJLR3\\_aaNTQ9u-rruor7Wwlp1FJMNFRFqYbi9AR7dLY4dRkQ/viewform?fbzx=-1956329821411043212](https://docs.google.com/forms/d/e/1FAIpQLSdJLR3_aaNTQ9u-rruor7Wwlp1FJMNFRFqYbi9AR7dLY4dRkQ/viewform?fbzx=-1956329821411043212).



The isolated danger mark in North Arm, refurbished and with new speed sign. In the background, the remains of the *Santiago*, the oldest vessel in the Graveyard and the last to be placed

# The back page

## OEASA Supporter levels

Gold: \$1500+

- 1 12 months OEASA membership
- 2 Front page logo acknowledgement as Gold Supporter
- 3 Half page advert in *Outdoor News*
- 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
- 2 Front page logo acknowledgement as Silver Supporter
- 3 Visual acknowledgement at OEASA dinner
- 4 Verbal acknowledgement at all conferences, dinners and meetings
- 5 Provision for banners, merchandise or other at State Dinner

Bronze: \$350+

- 1 12 months OEASA membership
- 2 Visual acknowledgement at OEASA dinner
- 3 Verbal acknowledgement at all conferences, dinners and meetings
- 4 Provision for banners, merchandise or other at State Dinner

## OEASA Membership

**The membership year is from 1 March to 28 Feb of the following year**

### Rates

Basic Membership = \$20 (Electronic access to (O)E News updates, *Outdoor News*, member discounts)

Full Individual Membership = \$70 (Electronic access to (O)E News updates, *Outdoor News* and national *JOEE*, PD support, member discounts)

Full Family/School/Organisation = \$80 (Electronic access to (O)E News updates, *Outdoor News* and national *JOEE*, PD support, member discounts)

The membership form is on the website, linked from [www.oeasa.on.net/joining.html](http://www.oeasa.on.net/joining.html).

## Outdoor News deadlines

Submissions for *Outdoor News* are due at the end of each term:

End of year for February 2019 edition

There is always space in *Outdoor News* for your contribution



## 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 <[pcarter@acslink.net.au](mailto:pcarter@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 .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.)

Do not embed Web URLs in Word hyperlinks: list them in full.

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 are to be submitted as PDFs. Half page advertisements may be portrait (135 \* 185 mm) or landscape (275 \* 93 mm). Payment, where applicable, must be made through the OEASA Treasurer.