



Outdoor News

Journal of the Outdoor Educators' Association of South Australia

Volume 37 No 1, November 2019

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The front page pic

Top-roping on the plaque: see p 15

Credit: Anne-Marie

OEASA Directory 2018 – 2019

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Editor and webmaster: Peter Carter

Committee: Alicia Anson, Dani Bradley, Dave
Edwards, Mike Foot, Nick Glover,
Chris Hodgson, Luke Jansons,
Scott Polley, Rob Stilwell,
Nick Sward

Contacts

Secretary: Tash Howard
oeasa.secretary@gmail.com
Outdoor News: Peter Carter
pcarter@internode.on.net
Website: <www.oeasa.on.net>

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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

It's been a while... But here's the final issue of *Outdoor News* for the year.

Lead item lists the 2019 Award winners, then we have an account of the AABAT Forum, two writers share their experiences in the outdoors, one on a course, the other on a solo journey. Education-wise, there are two on learning in the outdoors, and we round out with more information.

The Waterways Guide project has been all-but abandoned here, and a new team has been working on Paddling Trails South Australia. The site at www.paddlingtrailssouthaustralia.org.au describes some 40 trails, with text and downloadable maps. Go take a look.

My current project is to photograph key parts of the Barker Inlet area from the air. It's a work in progress, which you can see at www.users.on.net/~pcarter/aerial.html.

, and it's linked from my Torrens Island map page. Pic below shows the upstream end of Broad Creek, with old hulk at left, the explosives wharf, and remains of an abandoned trimaran. There's another pic on p 26.

My compliments of the season to all.



Credit: Tracey Matzka



From the Chair

Micha Jensen

Welcome to Term 4! I know I am sitting here thinking where has the year gone and no doubt, I'm not alone in this sentiment. Firstly, I must apologise, this edition of *Outdoor News* has been well and truly delayed and for that I am truly sorry. There have certainly been a few challenges for the team who put this together and I for one have dropped the ball in this area. With the continuing development of the new (O)e-news we are conscious of the place of Outdoor News and we are keen to explore how these two can complement each other moving forward.

Term 2 saw the state's brightest new and some of the most dedicated within our profession publicly acknowledged at the state awards dinner. The attendance of this event has grown steadily over the last few years and 2019 was no exception. It was again a fantastic evening acknowledging the hard work put in by students, parents, educators and mentors. Well done to all the award recipients. A full list of awardees can be found later in this edition of ON. A huge thank you to all our generous sponsors and supporters this year. Your kind donations towards the auction or for prizes goes a long way towards the work that OEASA can do in SA. I must also say thank you to the

committee for their work towards the dinner with special mention to Tash and Rob for their efforts coordinating the sponsors. Joss for MC duties on the night, Mike and Scott for their work with awards and bookings and to Phil for his work balancing the books post the event. I know the food was again a highlight and Ben and his team again ensured we were all well fed!

OEASA have continued to take Professional Development on the road this year with two further sessions held after the initial session in Mt Gambier in Term 1. These were held at Pt Augusta and Morgan. It has been fantastic to see these sessions come together and witness the fantastic nature of sharing and collegiality within the South Australian community involved in Outdoor Education. A huge thanks must go to Scott Polley for his efforts coordinating these sessions.

I believe Outdoor Education has a fantastic future with Schools and Early Childhood centres embracing the research behind nature-based play and nature pedagogy and the numbers of students engaging in Stage 1 and 2 Outdoor Education growing. It seems that the world as a whole, is seeing the long-term value and benefit of Outdoor and experiential

learning. To me this provides a great opportunity to continue to develop more programs, experiences and opportunities across all year levels and ages so more people can experience the power of learning outside.

There are some exciting developments in the pipeline for OEASA in 2020 with a fantastic calendar of events and Professional Development planned which the committee hope will offer something for everyone. You may also notice early next year a few changes in the way you receive and pay your membership and a new members only online portal. These are exciting developments, and all designed to streamline and future proof OEASA moving forward. Further details will be made available once the new member system has been completely rolled out.

I hope the last weeks of the year finish well and I wish you and your family a safe and joyous festive season and I hope you get to enjoy some time enjoying the outdoors!



Awards 2019

These awards were presented at the annual dinner on 28 June

Peter Kellett Meritorious Service to Outdoor Education Award

Andrew Pope has taught Outdoor Education since 1989, having coordinated the Westventure Program at Westminster School for over 10 years and seen it transition to a world class, locally embedded educational experience that set high standards in middle year schooling. He also taught senior (Stage 1 and 2) Outdoor Education and helped establish Westminster School in achieving the highest academic results in Stage 2 that has continued to this day. Andrew embraced the adventurous spirit, undertaking a crossing of Bass Strait by kayak, coordinated the Bushwalking Leadership SA 'Wirrabarra' training program for many years, worked overseas in the UK running an Outdoor Education centre, worked in Canada coordinating a school outdoor program and then Peru for three years to coordinate Outdoor / Physical Education at an International School.

On return, after a short time at Westminster, Andrew became Director of Outdoor Education at Immanuel College. During his time there the Program has grown significantly, including the school now offering Stage 1 and 2. Andrew has mentored many other outdoor educators and exemplifies student-focussed and relationship orientated learning where Andrew



Andrew Pope

demonstrated how to respect and get to know kids on a deeper level to help them know themselves, others and the environment to a greater depth.

Lesley Pope has had a long and sustained career in Outdoor Education while managing the challenges of bringing up two children and being a partner to a highly accomplished Outdoor Educator in Andrew Pope. Lesley is an outstanding Outdoor Educator who has lectured in Outdoor Education at UniSA, ran the Outdoor Education program at Wilderness School, introduced Outdoor Education to Temple College and instructed on numerous



Lesley Pope

Westminster School programs. She recently has developed the Stage 1 and 2 Outdoor Education course at Immanuel College as an integral part of the Outdoor program. Lesley holds awards in bushwalking, rock climbing, surfing and kayaking. Lesley was a key leader in the Bushwalking Leadership SA's training program for many years, worked overseas in the UK running an outdoor centre, taught in Peru for three years and was an outstanding sports person in basketball. Lesley has been an amazing mentor to a generation of Outdoor Education students and Educators with her highly engaging, organised and respectful practice. Lesley inspires students to believe

Awards 2019

in themselves, care for each other while challenging themselves to be the best they can be. In particular, she has been an important figure among other female outdoor education mentors as a woman of substance with her selfless but strong approach.

The award also went to Cath Warnecke



Cath Warnecke

Secondary Certificate of Merit

Harry Bennet
Riley Chapman
James Gregory
Lachlan Hill
Holly Muecke
Emily O'Sullivan
Taylah Pitfield
Maia Schnaars
Millie Watson

Secondary Certificate of Excellence

Kate Crauford
Lucy Hammond
Tom Herbert
Matthew Lowe
Dan McArthur
Alex Page
Shae Partington
Matt Van Riel
Millie Young

Mark Auricht Award

Lily Brice-Marwood
Heidi Collins
Jessica Johnston
Olivia Pieck
Tom Taplin

TAFE SA Outdoor Recreation Award

James Taylor

Tertiary Certificate of Merit

Tessa Grant

Tertiary Outdoor Education Award

Louise Neale, UniSA
Billie Newton, Flinders Uni

Kris Mosher Environmental Education Award

Adelaide and Mt Lofty NRM Education

Kirinari Primary School — Primary Education/Educators Award:

Bellevue Heights Primary School: National Park Project



Margot Bradley, Bellevue Heights Primary School





Calendar 2020

Committee meetings

Friday evenings, 5:30pm (Venue: PAC RED Centre)

14 February (T1 Wk 3), 15 May (T2 Wk 3),
7 August (T3 Wk 3), 23 October (T4 Wk 2)

AGM and Dinner

Friday 28 Feb (T1 Wk 5)
Venue to be confirmed

Outdoor Presentation Dinner

Friday 26 June
Unley City Council (TBC)

Professional Learning 2020

Stage 1 and 2 LAP discussion Term 1

31 January Week 1 Term 1 5.30-7.30pm
RED Centre PAC (TBC)

NOEC: 28 September – 1 October Fairmont
Resort, Blue Mountains: www.noec2020.com.au

Fatality prevention in the Outdoors:

Dr Andrew Brookes TBC

Thursday 12 March: Evening workshop,
climbing focus

Friday 13: Day workshop: Preventing
fatalities
\$150 P/P

Monday 9 November: Day workshop:

Preventing Fatalities- \$150 P/P

Tues 10: Evening workshop: Paddling Focus

Aboriginal Skies: Friday 15 August (TBC)



The remains of a net tender at the intersection of Post Creek and the embankment channel

AABAT Forum Review 2019

Wayne Enright

At the recent Australian Association of Bush Adventure Therapy () Forum which was held near Mt Warning in northern NSW, I discovered that this field of endeavour was populated with an amazing diversity of individuals and organisations that are creating and doing some very inspiring, exciting, challenging, life changing projects and programs with a variety of client groups, using an expansive toolkit of approaches that provide a wide range of outcomes. I think I found my tribe!

There were many more topics and presenters at the recent AABAT Forum that I did not get to be a part of but I'd like to share some of the highlights from the sessions I was fortunate enough to attend.

BAT 101

This 1 day workshop provided and introduction to bush adventure therapy history, definitions, research evidence, theories, principles and practices.

An overview of Australian BAT programs was provided, including the range of target groups, models and practice frameworks that exist.

BAT is defined as:

‘The intentional use of adventure and outdoor environments for therapeutic outcomes.’

BAT includes a bio-psycho-socio-ecological approach to human health & wellbeing and can be applied anywhere along a continuum

from treatment of illness and dysfunction to enhancement of wellbeing and performance in life. BAT is not just focussed on therapy as defined by a medical treatment model but also encompasses self-improvement, personal growth and other therapeutic outcomes which are often the focus of the positive psychology, personal growth/self-discovery, Outdoor Ed and Environmental Ed movements.

Four Key Aspects of BAT include:

1. Contact with Nature
2. Experiential Adventure
3. Social Relationships
4. Therapeutic Frame

Key Components of BAT often include:

- Targeted or intentional aims — Intended learning, healing, growth outcomes.
- Holistic Safety Net — Physical, Psycho-emotional, Social, Spiritual, Environmental, Activity specific.
- Collaborative Design — Co-created with participants — transfer responsibility/ challenge by choice
- Reflective Experience — Journaling, Values Sculpture using nature items, solo time
- Stories to Connect: e.g. *Oh, The Places You'll Go* (Dr Seuss), *The Wizard of Oz*, *Jonathon Livingstone Seagull* or sharing personal anecdotes around the fire.

AABAT is a well organised and professionally run association of practitioners who are studying or working in any field related to what is labelled as ‘Bush Adventure Therapy’



but defined as encompassing anyone who is ‘intentionally using adventure and outdoor environments for therapeutic outcomes’, whether they be delivered in an educational, preventative context or an early-intervention, healing, treatment or recovery context for the improvement of holistic wellbeing. This includes therapists, educators, mentors, teachers, coaches, adventure activity instructors, outdoor recreation providers, support people, carers and other health professionals.

Definition For Bush Adventure Therapy

Bush: encompasses a whole range of environments, from small areas to vast expanses of natural bushland and coastal areas.

Adventure includes challenges of the mind, body and spirit, for people of all cultures, genders, ages and identities. Ancient definitions include ‘movement toward the unknown’. So adventure, often considered an outdoor pursuit can also include ‘inside’ experiences.

AABAT Forum Review 2019

Therapy goes beyond the medical treatment model, to include any modality that improves or restores the health and functionality of the recipient. Therapy is therefore inclusive of general and specific therapeutic outcomes with the intention of healing and enhancing wellbeing for individuals, families, groups, organisations and communities.

One of the aims of AABAT is to bring together complimentary professions who are all working towards similar aims using nature and the outdoors as a therapeutic, educational tool for improving health and well-being holistically. AABAT intends to form a team that will focus on this challenge of defining, promoting and advocating for BAT practitioners at a level that engages constructively and assertively with other health and education professionals, funding bodies and Government decision-makers to further the cause of this group of professionals.

Spectrums of practice include:

1. Prevention
2. Early Intervention
3. Treatment
4. Recovery
5. Continuing Care

BAT can thus be targeted to different individuals and groups depending on their needs, wherever they are along the spectrum from 'Illness to Wellness'. The intentional focus and modalities of practice may differ depending on what is needed. Outdoor Educators for example may be mostly focussed

on prevention, a program like Operation Flinders is focused on early intervention and prevention, whilst other programs such as a veterans PTS programs or a program such as Re-Generate which helps women dealing with domestic violence, may cover all parts of the spectrum with a more focussed attention to treatment, recovery and continuing care.

Depth of BAT Experiences

Can range from brief and isolated experiences to more ongoing and integrated experiences.

- 'Taster' activities to provide a safe 'dip your

toe in' experience to assist early engagement. These serve as an icebreaker, especially for those more reserved.

- Day Activities: interactive and experiential programs, walks, adventure experiences.
- Sequential programs: a mix of activities (indoor and outdoor) weekly, monthly.
- Overnight: multi-day programs which go into more depth.
- Expedition/journey type programs: may involve a range of activities including bushwalk, kayak, bike, navigation, team activities, camping, solo time, journal, etc.

Wilderness Equipment i-Shadow Tent

The Industry Standard for Outdoor Education Programs

It is easy to erect, has space for up to 3 persons and a large vestibule for gear. The heavy-duty zips, original easy-maintenance features and superior fabric coatings set this tent up for the longest possible service life.

- Single, transverse pole, 4-season, 2/3 person tent
- Integral pitch - pole in outer, inner attaches under, outer can be used alone
- Min Wt 2.85 kg
- Packed Wt 3.15 kg
- Floor Dimensions: 2.1m x 1.7m widest
- Outer Tent Fabric: 75d ripstop polyester, dwr face, tape-sealed, 3000mm PE back coating
- 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.
- Optional Ground Sheet

Call Luke or David for a Quote

228 Rundle St. Adelaide

Ph: (08) 8232 3155

Fax: (08) 8232 3156

TOLL FREE: 1800 039 343



Gear For Going Places!

AABAT Forum Review 2019

- Residential Programs: usually at a base, surrounded by outdoor areas for a combination of activities, group discussions and other therapeutic modalities.
- Community Programs: could include any combination of the above but more immersed in the community e.g. community service activities, drop-in centres, youth groups, community gardens, women or men's group connected to activities such as community shed, art and craft or garden, school community activities, scouting-type groups and service club activities or local government /community centre programs.

Also some programs such as Duke of Ed program have a community component.

Research Evidence

The credibility of our profession and the practices we use to achieve intended outcomes will always rest on the validity of the evidence-base we collect from program evaluations.

AABAT has collected a significant body of evidence now, upon which to base assertions about the effectiveness of Bush Adventure Therapy (BAT) and its many benefits.

BAT is based in nature or using nature as a key component. It includes experiential learning and adventure experiences, and is framed with a therapeutic intention, supported by a holistic safety net to keep participants safe while offering challenge by choice, in a way that is transformative, growth enhancing and therapeutic.

The evidence supporting the benefits of

Bush or Nature-based Adventure Therapy is significant and includes anecdotal, theoretical and empirical evidence.

“There is strong evidence that BAT programs benefit participants socially, behaviourally and psychologically. Furthermore, findings provide strong evidence that the social, behavioural and psychological benefits of (BAT) are comparable to the majority of efficacious treatments for patients across the age span reported in literature.” (Bowen 2015)

BAT participants have experienced benefits across 9 domains of wellbeing:

1. Physical
2. Mental
3. Emotional
4. Social
5. Behavioural
6. Cultural
7. Spiritual
8. Environmental
9. Economic

(Beddard 2003 & 2004, Pryor 2009, Baker 2011, George 2011, etc.)

One of the challenges of the Bush Adventure Therapy (BAT), Experiential Learning (EL) and Outdoor Education (OE) professions is coming to agreement on a simple but well articulated definition of what it is we do, what benefits we offer and for who?: These three groups of associated professions have overlapping interests and are represented by their individual associations but AABAT welcomes all practitioners who contribute to

the health and wellbeing of communities and the environment using nature and adventure for therapeutic outcomes, regardless of their pathway into this field.

Associations for BAT, OE and EL professionals:

- Australian Association of Bush Adventure Therapy (AABAT)
- Outdoor Education Australia (OEA) and state associations such as Outdoor Education Association of SA (OEASA)
- Association for Experiential Education. (AEE)
- International Adventure Therapy (IAT)

If you are an Outdoor Educator or a psychologist or counsellor, you might have already locked into a specific practice applying your qualifications and experience to a specific group of clients in a school or a clinical practice. However, there is a growing trend toward combining these skill sets either by diversifying one's qualifications or working together in partnership with other professionals who have complimentary skills and experience.

To see photos from this year's AABAT Forum, please go to this link: <https://dukealbada.passgallery.com/-aabatforum2019/gallery>

South Australian Reps for AABAT in 2020 will be Wayne Enright and Will Dobud.

Contact: wayne@aabat.org or will@aabat.org.au

AABAT Forum Review 2019

AABAT News: Coming Soon

The next National AABAT Forum will be in Hobart Tasmania on the first weekend in May 2020, with a pre-forum program to be announced in the preceding week.

Mark Auricht AABAT Scholarship: This scholarship will fund an emerging young OEASA leader to attend next year's AABAT Forum. The Mark Auricht AABAT Scholarship will be funded by proceeds from Wayne Enright's publication in memory of Mark Auricht: *The Spirit of Adventure Calls—A Compass for Life, Learning and leadership*.

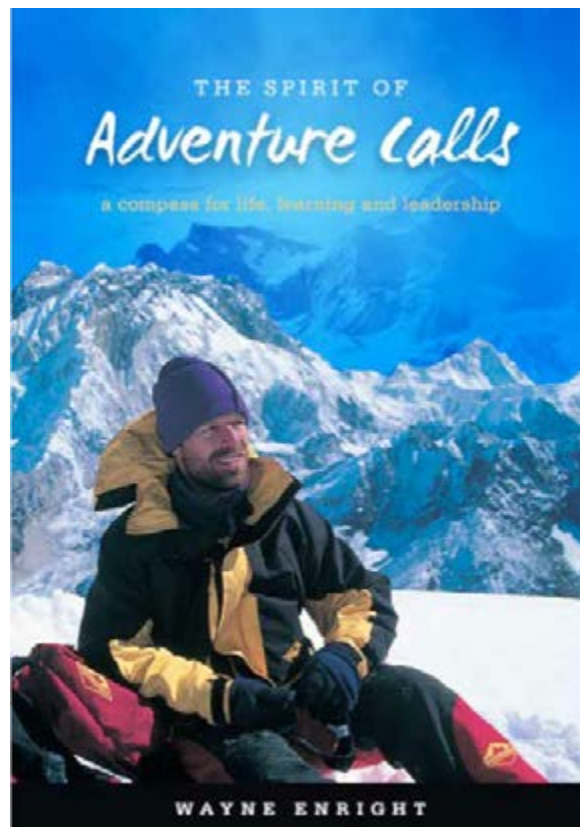
Available at Dymocks Rundle Mall and Glenelg or order online: <https://www.openbookhowden.com.au/product/the-spirit-of-adventure-calls/>

International Adventure Therapy Conference, Norway June 21–26, 2021: <https://9iatc.internationaladventuretherapy.org>

Bush Adventure Therapy Grad Certificate 2020: Griffith University, School of Human Services and Social Work (Amanda Smith and Anita Pryor)

Online program plus two x five day intensives. (Does not include certification in outdoor activity instruction quals) but will certify outdoor practitioners as trained in the principles of Bush Adventure Therapy, thus outdoor rec qualifications will also be helpful.

Contact: a.smith2@griffith.edu.au



Highlights from other Forum sessions I attended

An early morning 'Nature Journaling' session with Paula Peeters, Ecology PhD, author of 'Stories from the Wild World' and facilitator of Nature Journaling workshops which bring science, art and nature together through writing, drawing, nature sculptures and mindfulness practice in nature.

Mark Collard's session on 'Connection Before Content: a pathway to wellbeing', demonstrated the power of play, fun, laughter and group collaboration as a therapeutic/educational modality that is sorely missing

in a lot of education and health settings. See <https://www.playmeo.com/activities> or email Mark: hello@playmeo.com

Silkwood Independent School Tour

Silkwood is an accredited Prep to High School located in a stunning bushland setting in the Gold Coast Hinterland. Silkwood has developed The Silkwood Way, an educational approach that places individual student learning plans at the centre and uses student interest, innovative learning styles, flexible timetables and the Australian Curriculum to intentionally enhance every child's learning adventure.

We sat in a meeting circle on stools made of tree stumps, as a couple of the graduates of the school introduced us to its values, ethos and methodology with the support of one of the teacher/mentors. The girls lead the whole tour and took turns explaining the environments we walked through and the philosophy behind the way the school is put together. This took us on a beautiful stroll along a bush path bordering a babbling brook, with little waterfalls, sub-tropical and temperate plants, with the smell of wild herbs and eucalyptus in the air. It was so peaceful you could feel yourself relaxing and feeling revitalised. I also noticed the atmosphere in the playground was very calm and the young ones were going about their play and social interactions with an ease that I have not seen in many school environments. For more information: <https://www.silkwood.qld.edu.au>.

AABAT Forum Review 2019

Silkwood Youth Ambassadors: Keynote

The girls and three other friends who were also graduates from the school gave a very professional and thought-provoking talk, punctuated by some inspiring stories and videos they had produced about the environmental conservation projects they were involved in outside of school: trips to places to improve the health of the ecosystem /environment and learn about environment and culture.

The program includes conservation expeditions which they plan and execute themselves with the guidance of mentors. They are responsible for scoping a project, planning the logistics and raising the funding from sponsors and donors, as well as volunteering on project activities such as:

- Clean ups
- Nursery work
- Re-generation and restoration
- Wildlife & pollution surveys
- Cultural exchange activities

For more info: <<https://wildmob.org/youth-ambassadors-program/>>

Get wild, do things that matter

Educaring: An Integrated Learning and Healing Model

Prof Judy Atkinson, Aboriginal Elder from Jiman and Bundjalung Country (QLD and NSW)

Judy's book *Trauma Trails — Recreating Songlines: The transgenerational effects of trauma in Indigenous Australia*, provides context to the life stories of people who have been moved from their country in a process that has created trauma trails.

Judy emphasises the changes that can occur in the lives of people as they make connection with each other and share their stories of healing. Educaring is an integrated learning and healing model.

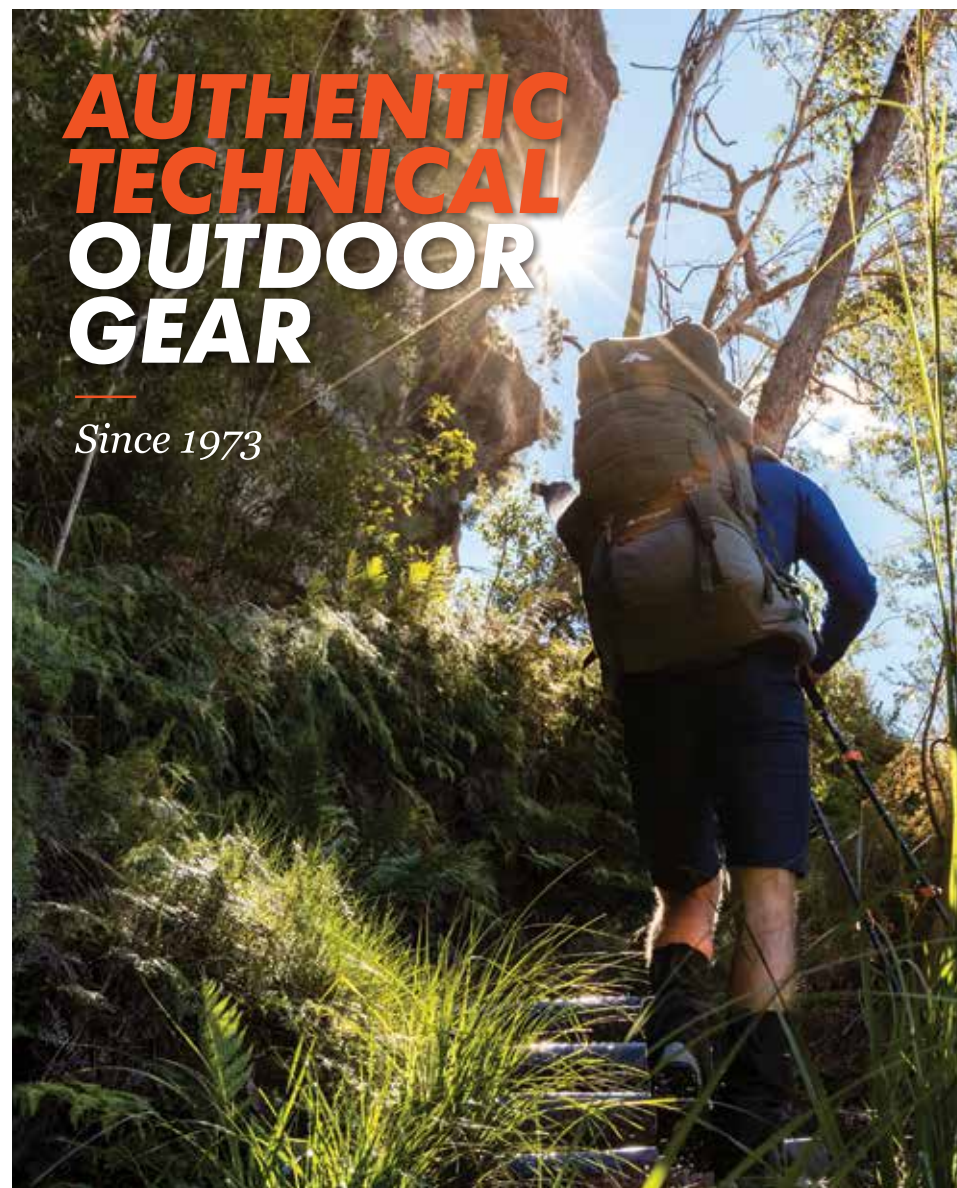
“The country sings to those who listen

The best path to reconciliation is to have the local indigenous people walk with you during your programs and to share their stories”

For more info: <Wealli.com.au> or contact Judyatkinson1@me.com

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AABAT Forum Review 2019

Leighton: New Heights Youth Outreach
Initial Engagement/assessment phase

One to one interview, followed by 1:1
adventure sessions ‘tasters’ to build rapport
and trust

Group Program: 10 weeks

New Heights ‘Explore’ is an exciting and
engaging adventure program specifically
designed for young adults with Autism
Spectrum Disorder.

Outdoor Adventure Activities — used as
metaphors — linked to life lesson themes.

Friday Night Hangout

Church funded drop in centre: Young people
come, youth group runs it

Supplemented by funds raised by participants:
Carwash

Friday Night Schedule

4pm Hangout: Games and challenges
(slacklining)

6pm Live Music Café

6.30 Fri Night food

7.30 Inspirational/faith talks

9pm Close

Leighton (L8N) shared an inspiring
collection of interviews he conducted with
an Autistic young man, as a record of his
progression through the sessions they did—
very emotional—funny and touching. His
comments included: “I finally found a place
where there were no more masks”, “genuine
smiles”, “people take me for who I am”,

“happiest I have ever been in my life”, I’ve felt
the chains falling off me”.

L8N has a group of videos and podcasts
sharing participants’ experiences.

Website: <www.youthoutreach.com.au>,
youthoutreach@nhom.com.au

Human Nature Adventure Therapy

RECRE8 Program: Andy Hamilton (multi-
faceted program)

1. Intake: Intensive intake and assessment
phase
2. Prep Phase and camp
3. Expedition, 10 days
4. Reunion Camp
5. Followup support and debrief
6. Family support
7. Corporate support: sponsoring and
mentoring

If we want to get engagement we need to
make it appealing and empowering.

Connection: Therapeutic alliance vs divide
and conquer — we need to build trusting
relationships.

Chris Darmody: Narrative Walks

Come with a ‘problem story’, leave with an
‘alternative story’

Three questions: How long, triggers, impact?
(20 mins each as you walk with the question)

1. Reflection while you walk
2. Share your story: listen to others
3. Journal your insights

Components of Narrative Walks

- Intro: icebreaker
- Intro to track
- Elders story
- Midway ceremony: Let go of problem
- find item from nature: Metaphor (disidentify
from self—externalise)
- rename your problem
- introduce it to the group
- when is it strongest/weakest?
- a time when you could challenge it?
- when does it feel like its not around?
- replace it with a strong beneficial story
- replace nature object with river stone for
return journey
- return same way: see from a different angle
- re-authoring: letter to self
- share your intention with the group
- how do you intend to strengthen it?
- graduation ceremony
- message from elders
- shared meal

Chris is happy to share his training package for
those who are interested in Narrative Walks.
Contact: hello@embarkpsych.com

Re-Generate, a program for women
dealing with/recovering from domestic
violence

Gentle progression through stages:

1. Tasters (2 hour activities/meet and chat)
2. Group Adventure Activity Days
3. Overnight Camps
4. Integrated Counselling

For more info: <[https://regenerate.
adventureworks.org.au](https://regenerate.adventureworks.org.au)>

AABAT Forum Review 2019

The Therapeutic Alliance: Will Dobud
Sh*t happens and magic happens in life

Which therapy works best when the ‘manure hits the Mistral?’

Humanists would say: “Yours is good sh*t”

Play Therapists: “Playing with your sh*t helps”

The Behaviourists: “Sh*t happens after the bell rings”

Cognitive therapists ask you to “Think about your sh*t”

Freudian Therapists: “Your mother makes sh*t happen”

Jungian Therapists: “Write about the sh*t that happens in your dreams”

Which is the best therapy? The truth according to a meta-analysis of therapy outcomes by Smith and Glass, findings that have been replicated by others over and over again, seems to suggest that all therapies can get results and there isn’t any significant difference in the therapeutic outcomes between different types of therapy. It seems that Degrees don’t matter as much as the relationship between the therapist and the client.

So, can the couch be just as healing as the mountain?

Will’s global study of adventure therapy programs has also brought him to the conclusion that we need to look at the practitioner’s relationship with the client, not just the methodology of a particular therapy, when evaluating the efficacy of programs.

“It is only the client’s perspective that matters... ask them how they are doing at different points during the journey and seek their honest feedback about their relationship with you, how they feel about it and themselves... They will know at some level, how they are progressing and will be able to give you valuable insights into what they need from you.”

Bordin explores this in his writings about the ‘Therapeutic Alliance’ (Bordin 1979)

Key ingredients for an empowering therapeutic alliance:

- Connection before correction
- Affirmation of their strengths and self-esteem
- Support and encouragement
- Firm and fair behavioural boundaries
- Expectation that they gradually take on self-responsibility
- Treating young people as a developing adults — they will rise to this expectation
- Respectful communication, even when you have to give them corrective feedback
- How we are ‘being’ ‘like the mentor waiting at the finishline, cheering them on’

Once trust and respect is established, seek Feedback from participants

If you’re brave enough, ask them this question: ‘If you were to provide me with anonymous feedback, what would it be?’

‘If you could have me re-do this first five days, what would you have me do differently?’

We need to consider how and why we do things? What impact does how we are ‘being’

and what we are ‘doing’ have on the morale of the participants and our connection with them.

Our ‘reality’ might be that we think everything we do is for their own good

African proverb:

Until the lion has his own storyteller, the hunter will always have the best part of the story

We need to focus on the stories told from the participants point of view

Pathways to re-moralisation (building morale) vs demoralisation:

1. Positive experiences
2. Validation and Encouragement
3. Success and mastery
4. Respect
5. Positive use of confrontation
6. Firm and fair boundaries, supported by respectful feedback

Humans naturally right themselves if we give them the freedom to explore, develop problem-solving skills and to experience success.

Other ideas shared by Will

Parenting webinar (5 min) while participants are away

Relapse is part of the process: plan for it (Awareness — Plan — support)

Back to old patterns in old environment

Followup should be part of program planning



Reflections on my experiences during an Introduction to Outdoor Activity Leadership

Students undertook Introduction to Outdoor Activity Leadership as part of their outdoor studies. They explored the roles and responsibilities of leaders and a range of pedagogical implications for promoting outdoor spaces and activities as an avenue for learning. Over the course of ten weeks they engage in practically based workshops to explore theoretical concepts as well as undertaking a range of climbing experiences in Adelaide and Victoria. One part of their journey is to consider the concept of leadership and observe a range of leaders that they interact with during the topic as well as undertaking a range of leadership roles under supervision. Ann-Marie is a current student studying a Bachelor of Behavioural Science (Psychology) with electives in Outdoor Education and this is her response when reflecting on this.

—Joss ...

Anne-Marie ...

This semester has brought an experience I'm unlikely to get the opportunity to delve into in such an intensive manner again. The course module pertains to leadership and has been constructed around rock climbing. This outdoor activity has provided me with the opportunities to explore a subject requiring high technical skill, while also providing opportunities to expand one's mental and

emotional boundaries, through experiential learning. Its main focus was the many aspects of leadership, giving myself and the other participants a chance to develop the different skills to manage a group effectively. There were several different instructors, giving us as the participants, a marked comparison between individuals leadership techniques and of how different methods might be actioned.

During my time in this module I have faced many emotions. Being a member of a species, that's whole life is reflected in emotional fluctuations, is it any wonder that I have experienced a sense of elation,

fear, enthusiasm and stress (mainly the positive type). I have entered activities with apprehension (first time abseiling). I have been energised, optimistic and grateful about attending the weeklong adventure in climbing. I've attempted to increase my physical and technical skills, by building on conceptual understandings that were presented to me by leaders from the outdoor industry, that brought with them a passion and inspiration that was contagious. I am also proud of the achievements of my fellow students and although I felt the feelings of frustration, fatigue and concern at times, not once was I



The group

Reflections on my experiences during an Introduction to Outdoor Activity Leadership

discouraged. Instead, I was able to maintain much needed focus. Finding a sense of peace while evaluating my own achievements, as I absorbed the beauty that nature has to offer, from the edge of an outcrop that we took refuge on, before proceeding further up the cliff face.

As leadership and the management of group activities is such a large part of the outdoor adventure environment it should perhaps be mentioned that the role of the leader is to give the participant a safe space to learn to operate and expand their skills, whilst the participant is encouraged to work through tasks they may be unfamiliar with. During the learning phases, the leader should remain available for the student to ask questions and gain guidance, while also finding different ways of introducing the concepts in ways that the participant can best grasp the concepts. At the end of the activity and in some cases during, the leader needs to be able to give feedback in a way that the participant can learn from. This might be done by letting them know the areas they did well in, as well as pointing out areas that could be improved, supplying them with examples of how they might attempt to do that.

Although the rock climbing itself held moments where overcoming fear was necessary. the biggest fears for me were around leadership and having to take responsibility for the safety and direction of others. Even now I still internally cringe at the word 'leadership', as I have a long standing

past mental attribution to the word that denotes more of a dictatorship (by a singular individual or organisation) than of the role of a guide or person seeking to open up unseen perspectives and avenues to the person that is seeking answers.

Through the course of the unit, I have been able to identify my own mental and emotional triggers and lessen their impact on my reactions to the word. This has helped to reduce the defensiveness I feel towards those who would utilise very direct or coercive leadership practices. Although I am comfortable with taking responsibility for my own actions and the consequences that might arise from my own personal directive, I feel that it is not my place to make decisions for others but instead show them different perspectives and let them decide for themselves what is in their best interests. I am most likely to employ Affiliative, Democratic or Coaching versions of leadership as they rely on understanding the emotions the team bring to the situation and invest time in bringing about outcomes evolving from the integration of the whole teams' ideas and visions of the final product.

Although I have in the past worked in areas that require giving different forms of guidance



Joss and Alicia

within a workplace setting, it is rare for me to stipulate the exact method for others to finalise the outcome. Looking directly at leadership in an experiential setting (instead of only conceptual/theory based) has changed the way I've evaluated the leadership experience; it has allowed me to deconstruct how each style might be best engaged with, but also how I might integrate forms of leadership that I wouldn't naturally gravitate towards into my own toolkit.

One leader that I have observed this semester operated predominantly between two leadership styles: Coaching and Coercive (Commanding) (Goleman, Boyatzis, and McKee, 2002). She was very forth right in the

Reflections on my experiences during an Introduction to Outdoor Activity Leadership

way she directed the group, giving very set directives in a firm and commanding manner. She had precise ideas on what she was wanting those around her to achieve and created very firm boundaries for participants to work with. She was also very forthcoming with explanations on why such precise technical aptitude was required, giving the much needed What, When and Why to support technical skills.

A second leader observed used of a range of leadership styles, including Authoritative (Visionary), Affiliative, Coaching, Coercive (Commanding) (Goleman, Boyatzis, and McKee, 2002). He was more flexible in his directives, explaining what he wanted achieved, giving demonstration and providing alternatives for the same thing. If people had questions or uncertainty, he was a master at providing an environment that felt safe and encouraging, addresses emotional needs, but also delivering a sound understanding of technical skills. I found him approachable and enthusiastic, providing encouragement and well-balanced feedback. I also witnessed his interactions with the other instructors and during these interactions I would describe the leadership qualities as those of the democratic leader working in a more collaborative style. He has the ability to alter his approach to the group and individuals according to the circumstance and its requirements, making him effective in a wide range of applications and situations.



At the Organ Pipes

The question is now what future leadership looks like to me. In this reflection I have only really focussed on the six leadership styles set out in the book “Primal Leadership” (Goleman, Boyatzis, and McKee, 2002). There are however many different views on what constitutes a good leader and what categories those leaders may fall into. Cultural factors help define those categories and Australian versions of leadership differ from much of the literature, as they are expressed from a very American viewpoint. There are cultural

constructs within our society that contribute to the different ways that leadership is displayed and accepted (Rymer, 2008). If we recognise that Australians are driven by underlying traits, such as that of giving everyone a fair go or even mateship, the impact of these thoughts alone change how we display and interact with those in leadership roles. So, the key learning I take with me are those of observation and behavioural understanding. We each come with pre conceptions of what leaders should look and act like, and rather than attempting to emulate others, my own journey is to learn what is most needed in each circumstance and either become the leader the participants need, or assign the tasks to others that employ those traits and capabilities. Leadership is not about being able to be everything to everybody, but instead being able to recognise what each person and the group as a whole needs and being able to allocate or bring together the best people, circumstances or practices to bring the best out of the individuals as members of the group.

References

- Goleman, D, Boyatzis, R, and McKee, A, (2002) *Primal Leadership*
Rymer, C, (2008) *Leadership in Australia—How different are we?* Lismore, NSW: Southern Cross University



Alone, but not Lonely!

Madeleine Manning

In the recent July school holidays, I found myself alone in the heart of Australia on a quest to find 'home'. All I had with me was a pack full of hiking essentials, a pair of solid boots and 223 km of trail to navigate. I wasn't sure what was ahead of me or what I was searching for, but I was ready for a challenge. In the 14 days of hiking that followed, I learnt so much about myself and the world around me. To give some context to this adventure, let me first tell you how I got there.

I am currently a Year 12 student at Mt Barker Waldorf School. Each year at my school every Year 12 student undertakes a year long independent project, the topic of which is completely their choice. Each year I have watched older students undertake this task, and quite naturally wondered what I would do. This year when finally it was my turn, I knew from the beginning that I wanted something that would be challenging and push my boundaries. So, I did just that.

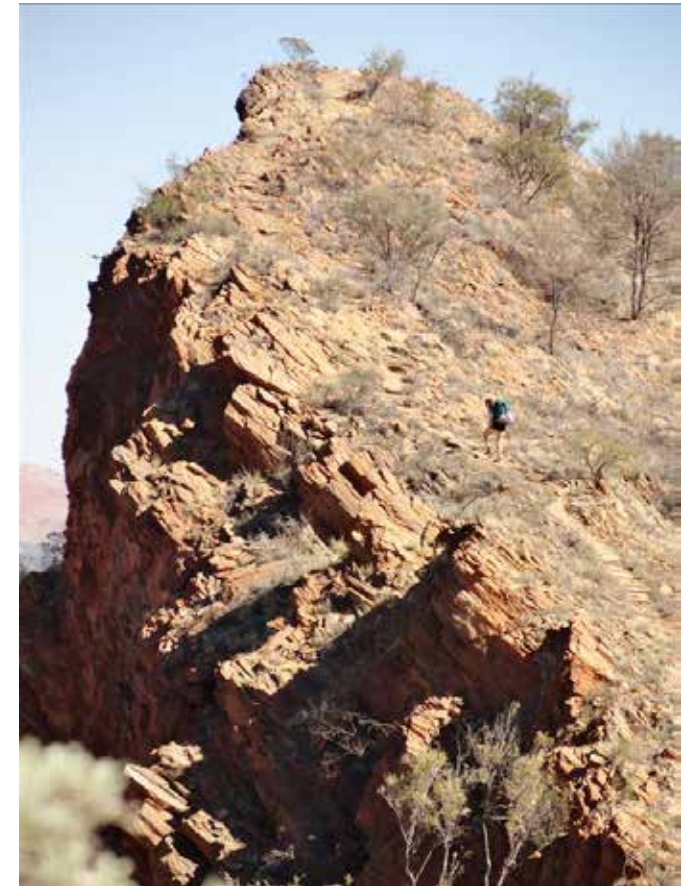
I have been very lucky through my schooling to have had the opportunity to take part in a fantastic outdoor education program. Taking inspiration from past experiences, I wanted to try something new that would extend and exercise my physical and mental capacities. I chose to hike alone in the most typical Australian landscape: the red centre. This is a landscape in which I have never been very comfortable, having come from the lush green

forests of New Zealand. The route I chose was the Larapinta trail, which stretches west from Alice Springs across the MacDonnell Ranges.

I love hiking but I had never hiked alone. At first, I had some concerns about this because I am a young female; however, because I had gone through so much research and meticulous planning, these worries were soon replaced by excitement.

After several months of preparation, I was finally on the trail. For the first three days my family hiked with me; after that I was alone. It is a completely different experience hiking alone because you do not have the responsibility of others to worry about, and you are free to walk at your own pace. Slowly over time, you begin to relax into your own rhythm; immersed in nature, the structure of the fast-paced city life falls away. There are no clocks and artificial lights, so you go to sleep and get up with the sun. Gradually I felt myself slow down and open up to the world around me. I had no distractions to separate me from my environment, because I consciously chose not to take my phone and my camera decided not to work after the first few days. I also had no literature, no podcasts, no music. All I had was pen and paper... and people. I had never really noticed how important people are, and I remember vividly the moment when I realised this.

Late in the afternoon on the day I had left my family to continue the hike alone, I was hot,



Re-hiking a hill with mum's pack day one tired and hungry. My pack was heavy after refilling my food and water at a food drop and I was emotionally drained. The terrain was steep and anxiety struck in all its intensity: I was a paralysed, emotional wreck in the middle of nowhere. I couldn't go forward and didn't want to go back. Then I heard voices and two young men appeared over the top of the hill. They were the most hilarious pair: one was carrying a huge oversized pack and the other a tiny 40 L green thing with no waist strap. I spent the next two days walking with

Alone, but not Lonely!

them and they were honestly the best company: bringing books of poetry, a sense of humour and cameras! I honestly don't know what I would have done if they hadn't turned up: I may well still be sitting there now.

Despite realising the importance of other people, I cannot describe how wonderful it was to spend the rest of the time hiking solo. There is nothing better than the feeling you get when you descend from a ridge in that quiet, early morning hour. The world is spread out before you and the shadows are chased away as the first rays of sun turn the orange rocks of the ridgeline a gentle pink. There is a calm sense of solitude that connects you to everything you see.

Self-care was also very important because I wanted to give my body the best chance for success. Each night I ate one of my delicious, home-made dehydrated meals with the addition of a small nutritious handful



Home-made re-hydrated meal: Mexican chicken with sprouts and chips



The boys and me at the top of Brinkley's Bluff (from left: Aiden, Tom and Madeleine)

Credit Tom Nixon

of sprouts which I grew in a water bottle while I hiked. I had created my own first aid kit (much cheaper than a bought one!) and applied ointment and bandages to my aching feet each evening before I went to bed. I also kept a journal during my hike which gave me a chance to express myself creatively through poetry and prose reflections on each day.

Overall, it was an incredible adventure that I am so lucky to have had the opportunity to undertake. I would strongly encourage any young person considering a solo hike to start with the Larapinta trail, because it is an incredibly safe and well set up trail. All the people I met on the trail were so supportive and lovely. I met challenges along the way but at every step I learnt something. It allowed me time and space to breathe amongst the hard work and chaos that is Year 12, and it reminded me how important it is to do just that. I feel it is only when we travel beyond the bounds of our comfort zone that we really grow. It is so valuable in our fast-paced society to reconnect with nature and experience its benefits.

Alone, but not Lonely!



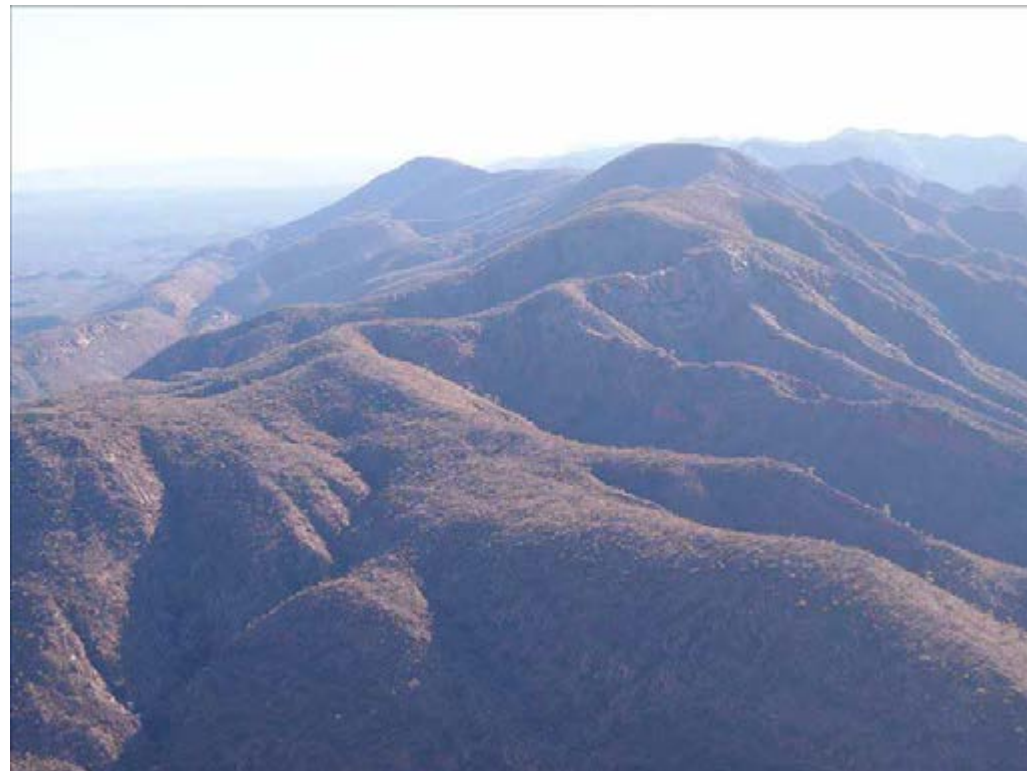
Aiden and I on a ridge somewhere

Credit Tom Nixon



A sunset dinner

Credit Tom Nixon



The view from Brinkley's Bluff

Credit Tom Nixon



Day 10: Admiring the view of Mt. Giles

Education in the Landscape

Giulius Canteri

On this continent young people have traditionally learned and become members of society in the landscape for aeons. Their sense of who they are in relation to the people around them and the place that they call home develops through their life experiences. When young people's education takes them into the landscape, connecting them with its inhabitants and features, their sense of who they are based on their experience of life around them grows. In 2018 a class of 28 twelve-year-olds, two teachers and two parents from Trinity Gardens School ventured into the landscape surrounding the River Murray Gorge for four days, based at Ngaut Ngaut Conservation Park, Kroehns Landing.

Ngaut Ngaut is a 49 hectare Conservation Park for Indigenous Heritage with ancient rock engravings in its limestone cliffs, 115 km east of Adelaide, on the East Bank of the River Murray. The significance of Ngaut Ngaut and its custodians is profound and highly under-utilised by regional educators. Visitors learn about the cultural significance of the site as a camp, ceremony ground and meeting place, the meaning of the engravings, as well as local Nanguraku culture and traditional political ties. This can certainly be tailored to special interests upon request, leaving audiences with a rich and real picture of indigenous life based on this experience.

That 2018 camp supported the Astronomy, Australian History, Geography and Geology curriculum with real life experience. To get a sense of the landscape, we drove from the Trinity Gardens school through the hills via Castambul, where gold was discovered in 1846. Then we followed the water pipeline from adjacent Kangaroo Creek Reservoir, through the towns and countryside, and diverged to visit the Herbig Family Tree, an ancient indigenous shelter, at Springton. Finally we descended onto the Murray plains to the Walker Flat ferry, the closest crossing point to Ngaut Ngaut.

The three nights at Ngaut Ngaut gave us all the opportunity to learn about the Nganguraku people and the landscape, as well as the life on the river since European settlement and the celestial sphere. There is something vividly authentic about learning on the land, about the life of the land and its inhabitants, with custodians who embody the human culture that has survived there for hundreds, if not thousands, of generations. Ngaut Ngaut is a traditional meeting place where human beings have congregated and traded for millenia. It is a place where young people have learned from their elders about the landscape and their coexistence with it as responsible members of society who carry the future in their actions.

We enjoyed several cultural tours and talks, camping in tents, sitting around the campfire, star gazing, preparing our own food, fossicking for fossils, visiting Shell Hill (6 m high section

of Oyster Shells 5 million years old), a short-walk at Marne Gorge, drawing the Proud Mary (river cruise and former paddle boat), a tour of the Murray Princess (river cruise paddle boat), visiting Mannum Museum, drawing Cowirra granite quarry, and exploring Mannum Falls. Students were left with a sense of being at home in the landscape, its age and a familiarity with some patterns of the stars above.

Henry Adams wrote: "A teacher affects eternity; he can never tell where his influence stops." What influence do you want to have in the lives that you come in contact with?

The camp was made possible by the willingness and generosity of the hosting Nganguraku people who manage Ngaut Ngaut, the attending teachers and parent-volunteers, as well as the generosity, trust and goodwill of the parents of the class.



Carving of a dolphin in the cliff

Credit: Phil Noble

Bellevue Heights Primary School: A Collaborative and Student-driven

'National Park' Project

Margot Bradley

This story is really about what happens when a few people get together with a shared passion. It's a story of community and student voice that promotes sustainability.

Last year I made a connection with two retired gentlemen, Bernie and Charles, through a Rotary fair. They volunteer as friends of Shepherds Hill Recreation Park. They were keen to come to our school and share their expertise with children.

I found four keen students who spent a lesson per week for about six months with them, studying the native plants on our grounds. The group discovered that we had several Greybox gums along one side of our yard. In this area there had been several different initiatives over previous years to revegetate the area with natives and butterfly friendly plants.

Bernie informed us that the Greybox, along with its understory is an endangered local habitat and restoring this habitat had been a focus of their volunteer work. After some thought about restoring this habitat, the idea for Bellevue Heights National Park was born. It would have benefits for children, the land and native animals.

Developing our approach

At Bellevue Heights we have a strong Year 7 leadership program in sustainability,

gardening, student well-being, SRC and intercultural awareness, so this year we reorganised the roles and created a new role: 'The Park Rangers'. We asked for applications of interest. Four leaders were selected along with four apprentices from Year 6.

We knew we would need money so I applied for a grant from NRM and another teacher applied for a Woolworths Junior Landcare Grant. Both were successful! We also ran a cake stall as a group.

We now had money, students and helpers on board.

So this year and next year, every Friday, we meet for one lesson to work on our dream.

We are really lucky at Bellevue Heights because we have very large grounds. Also, we are situated between Shepherds Hill and Sturt Gorge. We have been able to claim a 600m² strip of land that includes the Greybox gums and several established natives. We have made temporary fences, weeded, designed paths, shopped at Greybox day and we took our team to Belair National Park Nursery to buy their own plants. So far we have planted and mulched about a quarter of the space.

Our next plans are to run a working bee to fence the whole area with a permanent natural fence. Then we can plant further and define our paths. Our team loves seeing the plants progress and keeping the weeds back.



Over the next 2 – 3 years we will open the space to children. We will educate them in how to behave in a national park. We are going to make backpacks for the kids to use at playtimes that contain things like magnifying glasses, clipboards, special questions, etc. Part of our design is to incorporate quiet spaces for children to sit.

We will also include the whole school in a naming competition for the park, and in designing signage. Another idea is to create a stile for children to climb to enter the park as well as a scrubbing area to remove seeds from shoes.

We might even get our frog pond installed in connection with our camps at Monarto Zoo, but that's for later. (The National Park is yet to be named by the students: watch this space).

Margot Bradley is Co-ordinator and Teacher

Bellevue Heights Primary School: A Collaborative and Student-driven 'National Park' Project

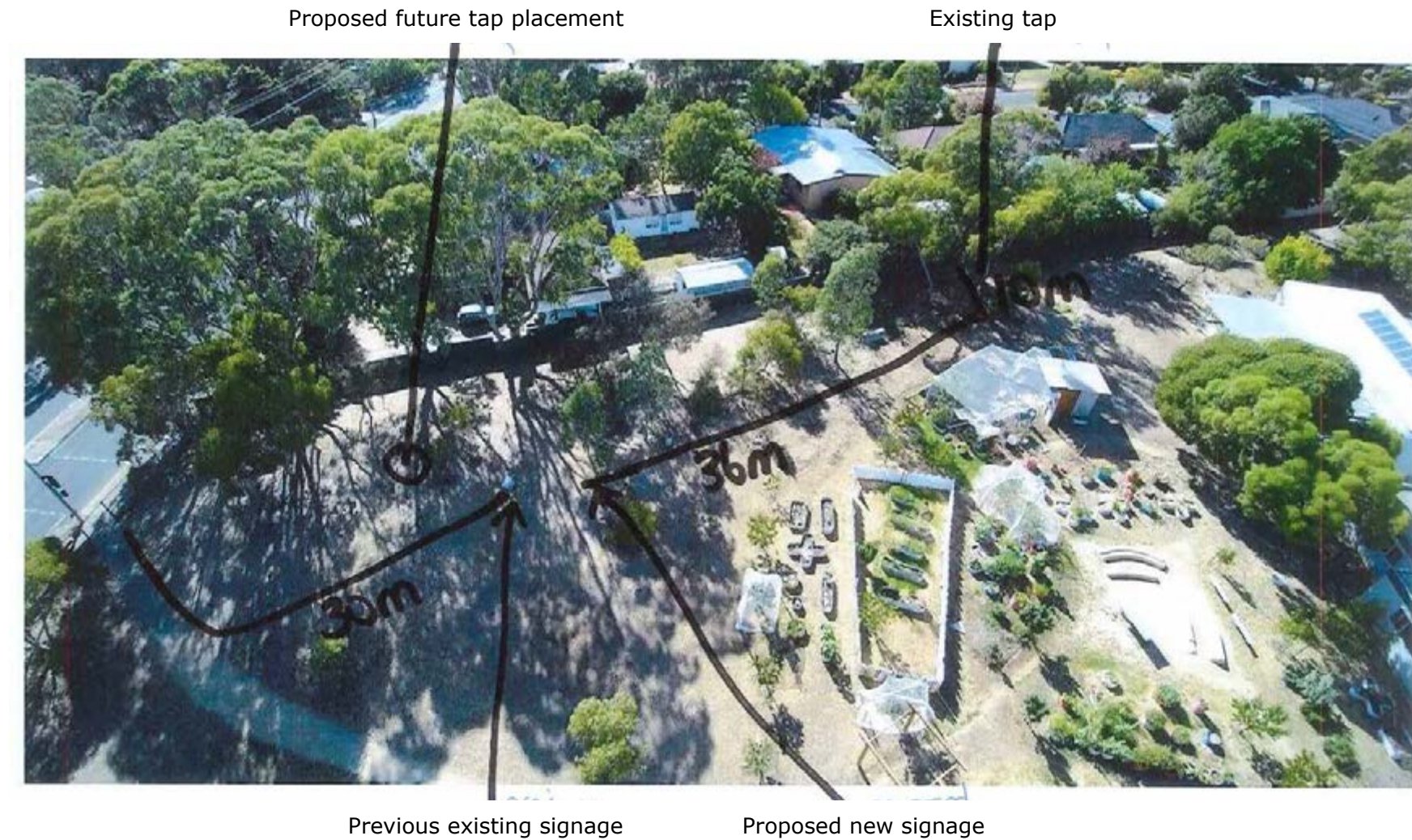


A Year 7 National Park student leader carefully plants seedling species identified as being native to the local area



A Year 7 National Park student leader watering newly planted native seedlings

Bellevue Heights Primary School: A Collaborative and Student-driven 'National Park' Project



Aerial view of the BHPS existing Garden Patch with the newly developed National Park area marked out

Outdoors in the media

Why suburban parks offer an antidote to helicopter parenting

Well-designed suburban parks could be an antidote to helicopter parenting. As well as giving kids much-needed time outdoors being active, suburban parks offer kids opportunities to decide what activities they do, new research shows. It's an ideal opportunity for parents to let go of their task-focused daily agendas, even if just for a little while.

In *The Conversation*: <<https://theconversation.com/why-suburban-parks-offer-an-antidote-to-helicopter-parenting-115155>>

Cotton wool parenting and nature deficit disorder are prompting schools to bring in mud play

Muddy shoes and grubby school uniforms were once part and parcel of life for the average Australian primary school student, but it's becoming increasingly rare in the age of screens and organised indoor play.

But once a week students at a primary school in Australia's southernmost capital, students are making their own fun in a dedicated mud play pit, where splashing, flinging and squelching are commonplace.

From the ABC: <<https://www.abc.net.au/news/2019-06-08/school-mud-play-days-encourage-creativity/11192324>>

How modern life is transforming the human skeleton

From the emergence of a spiky growth at the back of some people's skulls to the enigmatic finding that our elbows are getting narrower, our bones are changing in surprising ways.

Shahar thinks the spike explosion is down to modern technology, particularly our recent obsession with smartphones and tablets. As we hunch over them, we crane our necks and hold our heads forward. This is problematic, because the average head weighs around 10 pounds (4.5 kg) — about as much as a large watermelon.

From the BBC: <www.bbc.com/future/story/20190610-how-modern-life-is-transforming-the-human-skeleton>

(This has been disputed. – Ed)

Spending at least 120 minutes a week in nature is associated with good health and wellbeing

Abstract: Spending time in natural environments can benefit health and wellbeing, but exposure-response relationships are under-researched. We examined associations between recreational nature contact in the last seven days and self-reported health and wellbeing...

From *Nature*: <<https://www.nature.com/articles/s41598-019-44097-3>>

Why forests and rivers are the most potent health tonic around

'The longer the trip, the more healing occurs,' says the geologist Peter Winn, who has been leading expeditions down the Colorado River in the Grand Canyon since the 1960s. 'Healing happens for people almost without exception.'

From *Aeon*: <<https://aeon.co/essays/why-forests-and-rivers-are-the-most-potent-health-tonic-around>>

Five ways parents can help their kids take risks—and why it's good for them

Many parents and educators agree children need to take risks. In one US study, 82% of the 1,400 parents surveyed agreed the benefits of tree-climbing outweighed the potential risk of injury.

Parents cited benefits including perseverance, sharing, empowerment and self-awareness. One parent thought it allowed her son to learn what his whole body was capable of.

From *The Conversation*: <<https://theconversation.com/five-ways-parents-can-help-their-kids-take-risks-and-why-its-good-for-them-120576>>

Stay a bit angry — the world will be better for it

The first time I really understood the meaning of 'transcendence' I was 33 and standing in front of a Rover Thomas painting of the West Australian landscape, and realised I wasn't

Outdoors in the media

just seeing this beautiful indigenous artwork,
but feeling it too.

It happened again on Tuesday, far off the
Queensland coast in a small outcrop of the
Great Barrier Reef...

In *The Sunday Mail*, October 13 2019, p 65

How Paddling Provides Stress Relief And
Anxiety Relief

High-Tech Fixes To A Low-Tech Problem

In Apple's App Store, I recently came across
Wildfulness: Unwind in Nature. For \$2.99,
the app will pair "beautiful on-screen
animations reflecting natural scenes, such as
winter mountains and spring mornings, with
forest sounds." Wildfulness promises to help
its users "relax from your busy day." No need
to ever step outside.

Paddling Magazine: <<https://paddlingmag.com/stories/columns/bow-lines/paddling-stress-relief-and-anxiety-relief/>>

(But stepping outside for real must be better
still. –Ed)



Sawmill Creek, Murray River
National Park

See 'Katarapko Access
Update' next page



Out from Barque Creek there is an isolated mangrove. (And yes, the drone is waterproof and happy to operate in that environment)



Katarapko Access Update

Kym Werner

Works are currently being conducted along parts of Katarapko Creek to construct a blocking bank, regulatory structures and a better access road. It is anticipated to finish in the first half of 2020. This project is part of SARFIIP and is part of the Basin Plan, and aims to “enable the Pike and Katarapko floodplains to be sufficiently inundated with relatively modest water flows of 10,000 – 15,000 ML/day to South Australia. The same level of inundation would otherwise only occur with much higher flows of 70,000 – 80,000 ML/day.”*

What does this mean for you? Well, besides the long term benefits of improved ecology, there are short term implications during the anticipated 18 months of the works: Access to parts of the park, by car, is restricted. Campsites 1 – 17 and the areas around them is a restricted zone.

The good news

The good news is that:

- 1) Katarapko Creek is still open for kayaking, and is still a great overnight kayaking trip.
- 2) Campsites 18–39 are still open and bookable online: <<https://www.parks.sa.gov.au/booking/details#/accom/83204>>.
- 3) If you wish to camp sooner than reaching campsite 18, you can camp on Katarapko Island (anywhere) or Clarks Sandbar (the first 30m from the river is public land)

- 4) You can still portage around the Stone Weir (most easily done on the right when travelling downstream) however you are requested not to wander around there: simply portage and move on.
- 5) When the project is completed even more wonderful paddling trails will be available during managed inundations. Stay tuned!

What else do I need to be aware of?

- 1) Flows in adjoining creeks—Eckerts, Widewaters, The Splash—will vary during this time and may occasionally become too challenging for inexperienced paddlers. Please check with us if you’re planning a trip along them.
- 2) Vehicle access is still possible along Eckert Creek, at the Widewaters, and on The Splash 300m past the Katarapko Section information bay.
- 3) During blocking bank construction Sawmill Creek (pic previous page) is closed and Jarrett Creek does not have sufficient flow for paddling.


* Ref: <https://www.naturalresources.sa.gov.au/files/sharedassets/sa_murraydarling_basin/water/2016-sarfiip-faq-may-v2-gen.pdf>

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Origin of the Wedge Rescue

Peter Carter

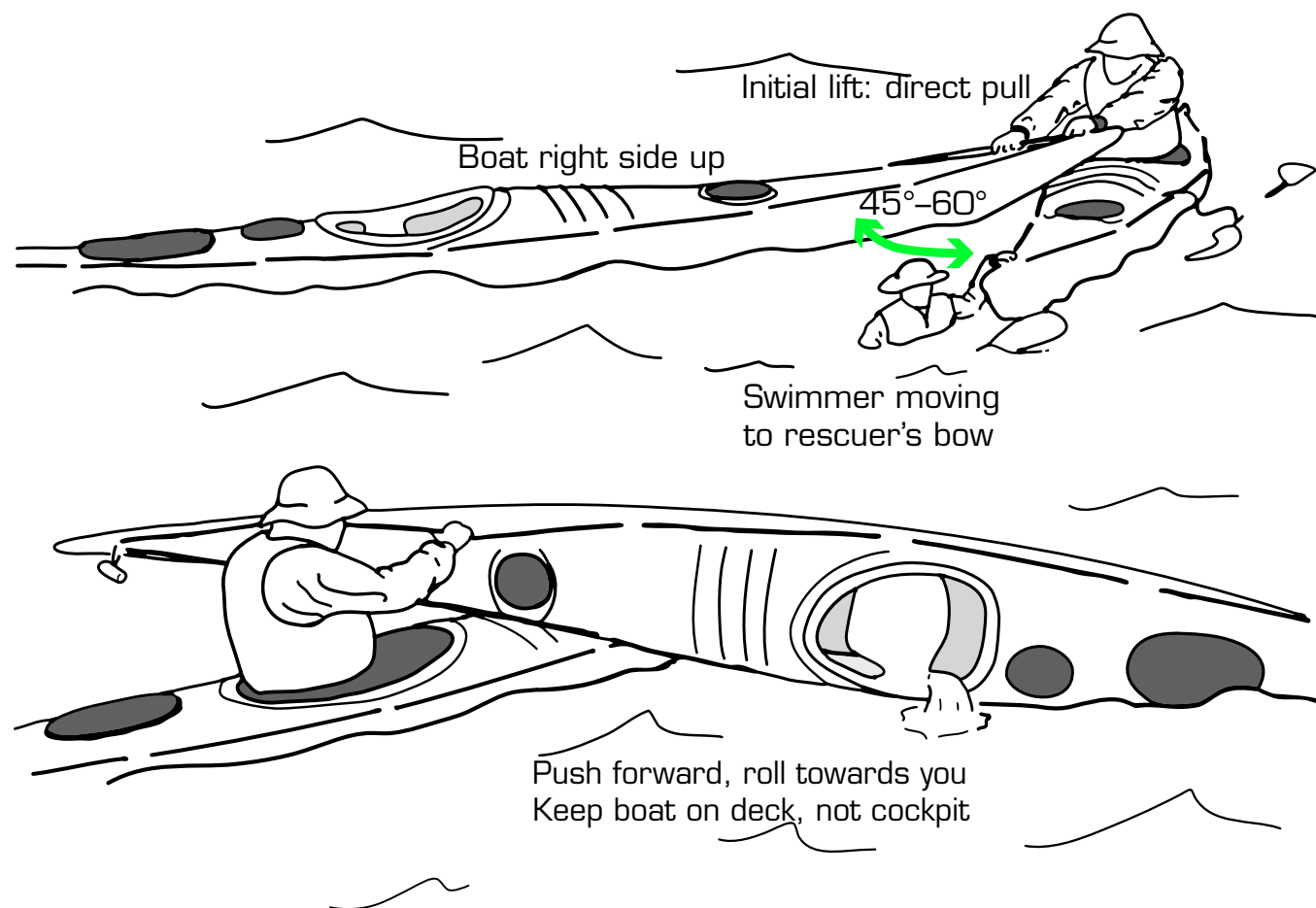
The X Rescue coped well enough with the boats we were using — KW-7, Clubman, Platypus BAT, etc — but when the Nordkapp arrived in the late 1970s some new thinking was needed. A group of us met one day on West Lakes to experiment.

The X Rescue relies on being able to see-saw the inverted boat on the rescuer's deck, but given the weight, length, and the upswept ends of the Nordkapp, that was unlikely to be effective. Besides, picking up an inverted Nordkapp presented its own problems. The bow was so far down in the water that reaching it was precarious, and then any attempt to lift rolled the boat right side up.

Why not start with the boat upright, which the swimmer could do as the rescuer approached? With the bow of the boat suitably positioned, all that was needed was a straight pull, with the bow sliding up on the rescuer's deck. It needed to go only far enough for the cockpit to be clear of the water with the boat rolled on its side. No need for a see-saw.

With the cockpit drained, the boat could be slid back on the same side and secured for the paddler to reboard.

We settled on an angle between the boats of about 45–60° as a straight pull towards the body is stronger than a sideways movement. Timing with waves also helps. Rolling towards the rescuer means that it's possible to see the water, and loose items, coming out of



the cockpit, and also allow a firm grip of the decklines on both sides. The boat does need to be pushed forward on the deck so that it's not too close to the body. (Occasionally, one sees people rolling the boat the other way, making it difficult to keep a firm grip on things.)

The name? The lifting process amounts to driving a wedge under the boat. No doubt

someone elsewhere in the world came up with the same solution but gave it a different name.

Some time later, the NSW Sea Kayak Club compared a number of rescue techniques and found that the Wedge Rescue was the quickest and simplest method of emptying a sea kayak. It's now the preferred method for emptying any kayak with at least an aft bulkhead.

Out and about...

Chemical light sticks were invented some 50 years ago at the American Cyanamid company and marketed under the name 'Cyalume'. (A name that was frequently misspelled.) Similar products now come from many manufacturers in a range of colours and sizes. Useful devices, but with one disadvantage: use once and throw away. See the current range at <https://www.cyalume.com>.

Some time later came Krill Lights, battery-powered electroluminescent devices, reusable, but less readily available. For details, see www.kriana.com/aa-krill-lights.

Now there are the NiteIze LED Mini Glowsticks, battery-powered with white, red, or green LEDs. Battery life is rated at 60 hours. \$6.95 each at Whitworths. Take note of the battery replacement instructions inside the card. (NiteIze make all sorts of interesting things: <https://www.niteize.com>)

Your luminance may vary.



Clearing the shed...

Grant Henwood

A brief description:

Rossignol Dirty Birds 174 (115/78/105) with Hammerhead bindings
Rossignol Powder Birds. 174 (122/80/110) with 7™ Power Tour bindings by 22 Designs
Scarpa T1 Telemark boots, G3 skins cut to fit PowderBirds... Other stuff too: adjustable boot crampons, ski crampons, ski bag, Trangias (large and small), Microlite tent

All offers considered: 0417 898 294

David Mallett

Mongoose 21 speed bicycle, with panniers, \$210

Three-bike towbar carrier

Two-person tent, glassfibre poles, \$25

Dome tent, two person, \$65

Coleman Overlander 4 Sky Deluxe tent, \$120

Other items as well

Contact David on 8271 6354 or 0412 216 354

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.

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@internode.on.net>](mailto:pcarter@internode.on.net).

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.