



Outdoor News

Journal of the Outdoor Educators' Association of South Australia

Volume 36 No 2, October 2018



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Outdoor News

Volume 36 No 2, October 2018

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The front page pic

Hearing about the main Nguat Nguat campsite at top of the cliff

Credit: Phil Noble

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

Welcome for the final issue of the year. It's a case of not being willing to wait any longer for key items to arrive, so a couple of them are missing as I work with what I have.

Lead item is Phil Noble's account of the Ngaut Ngaut visit. Wayne Hooper has some more paddling thoughts and a report of the recent Paddle SA awards event. Scott Polley looks at Outdoor Education at UniSA and, through statistics, in schools, and we have a student's view of the subject from Ethan Back.

You are probably aware of the campaign to reduce boating speed limits in the Adelaide Dolphin Sanctuary after a number of dolphin deaths in the area. One popular suggestion was for a limit of 10 knots outside the existing 4 and 7 knot areas. Since the sanctuary extends as far north as Port Gawler that was seen as too restrictive.

On 9 October I represented Paddle SA at a meeting with the responsible minister, Hon Stephan Knoll, and interested parties: Flinders Ports, Boating Industry Association, etc. A common theme was the need for better signage and enforcement of the limits but no decisions were made at the time.

A proposal has now been issued for comment:

In summary, the proposal seeks to introduce a 7 knot speed limit in:

1. The Barker Inlet from St Kilda, southwards to the Angas Inlet

including all tributaries and backwaters, but excluding vessels operating in the marked channel from Beacon 13 to Beacon 35;

2. The North Arm from the historic shipwreck *Dorothy H Sterling* eastwards to the Angas Inlet; and
3. The area of water in the North Arm which lies between the Grand Trunkway Bridge and the *Dorothy H Sterling*, and within 50 metres of the mangroves on the Northern side of the waterway;

Beacon 13 is opposite the entrance to the St Kilda channel and Beacon 35 is just east of the Middle Ground Inner Beacon (beacon 39). A map of the proposal is on page 15.

It seems a reasonable compromise, and should protect paddlers in the area as well as the dolphins.

One item missing is the OEASA calendar, but two dates are set. The AGM will be Friday 1 March and the presentation dinner, Friday 28 June. In the meantime, enjoy the Christmas and New Year break.



Credit: Tracey Matzka

Nguat Nguat

Phil Noble

On Saturday 8 September my family participated in the OEASA professional development opportunity at Nguat Nguat Conservation Park. The morning saw 19 people meet at the local Nildottie general store before taking a short drive out to the start of our tour at the Nguat Nguat Aboriginal Site at near Kroehns Landing. As on most expeditions many of us were early, most on time and as always there was one car who tried to take a short cut and found it would have been easier following the main road.

Our guided tour with the local Nganguraku, Sam, started with a walk up the boardwalk alongside the traditional footsteps to the tops of the cliffs. Along the way we looked at significant rock structures, fossils, beehives, bird nests and spoke about the area being used for a permanent camp for over eight thousand years. At the top of the cliff we saw evidence of long term occupation and attempts by early Europeans to disturb it. We spoke about the importance of the river and cliff to not only the Nganguraku people but also to visiting groups from around the state.

Upon return to the base of the cliffs Cynthia took us to look at the rock carvings and ancient archaeological site which was the location of the men's camp. This part of the tour was fascinating with so much information not only carved into the rock but shared through storytelling, handed down from Cynthia's

family. The group asked plenty of questions and were able to take photos of the extraordinary carvings before we headed around to the next site.

The final area for the tour saw us look at the archaeological dig site from 1929 right in the centre of the main living area. Australia's first archaeological excavation, carried out by Norman Tindale, occurred here and the dig saw 8000 years of continual history uncovered through 8 m of digging. The group finished the tour with some hands on displays of artefacts from the area and a discussion about Indigenous traditional land management and sustainable practices.

Overall, this was a fantastic experience for everyone, from my young children to the experienced outdoor educators who joined us. The ability for the kids to move around, touch and see items and hear about



Cynthia from the Mannum Aboriginal Community Association telling a story of the carvings



Rock carving of a dolphin

Nguat Nguat

the history of our country and people through story telling was wonderful. The adults had plenty of information and activities too. Many teachers across learning areas could connect this information to their courses. I would strongly recommend that the Nguat Nguat Conservation Park and tour is offered to as many South Australian students as possible to learn about the significant and rich Indigenous history.



Below: Family heirlooms of Cynthia's family

Right: View of the river from the top of the cliffs



Right: Pointing out fossils in the rock, part of the seafloor

Some thoughts on Canoeing

Wayne Hooper

When teaching canoeing and kayaking I believe it is worth looking at the origins of the craft, particularly the use of kayaks by the Inuit for transport and hunting and the Native Americans and the beaver trappers using canoes. Elsewhere, Pacific Islanders had their own oceangoing canoes.

Further to discussions on the history of canoeing in previous editions of *Outdoor News* I came across an article of interest in *The Australian* on 23 August 2018 which caught my eye.

The article referred to a re-enactment of a significant raid which occurred seventy five years ago called Operation Jaywick. “Late on September 26th 1943 six commandos from the top secret “Z” unit (the forerunner to the SAS) paddled three folding canoes* into Singapore Harbour and sank or damaged about 30,000 tonnes of Japanese shipping.”

“The operation was one of Australia’s most daring and successful commando raids of World War II.”

For the re-enactment, five two man kayaks paddled into to Singapore Harbour after spending five days at sea. They were cheered on by the last survivor of Operation Jaywick, 95 year old Moss Berryman from Adelaide.

* Kayaks, in fact, designed and built in Australia by Swiss migrant Walter Hoehn and Hedley’s P.L.. More than a thousand were built



AUSTRALIAN WAR MEMORIAL

067338

HMAS *Krait* in 1944

In 1943 the paddlers were dropped off from a fishing boat called the *Krait* 40 km from Singapore. “The *Krait* and her remaining crew spent two weeks disguised as Japanese fisherman dodging enemy patrols around the islands, before returning to retrieve the men and travel to Australia.”

More info

For more information on the operation, see:

<https://en.wikipedia.org/wiki/Operation_Jaywick>

<<http://www.navy.gov.au/history/feature-histories/krait-and-operation-jaywick>>

<https://www.awm.gov.au/articles/encyclopedia/operation_jaywick>



Outdoor Education at UniSA

Scott Polley

Outdoor Education as a sector has enjoyed continuous growth over the last few years and is forecast to continue this growth into the foreseeable future as the knowledge and capabilities developed through Outdoor Education R – 12 for all populations receives increasing recognition from academia, schools, community and industry. Ecotourism has also enjoyed continuous growth with the Adventure tourism a significant component.

UniSA first offered Outdoor Pursuits as a specialist area within the Bachelor Physical Education in 1974 initially led by Lyn Day and John Elwin. Scott Polley began leadership of the program in 1996 and the program changed to Outdoor Education with transition to the Bachelor of Human Movement in 1997 to reflect the R – 12 OE programs in SA and beyond being offered by schools, private providers and youth at risk. The skills and knowledge set developed by graduates became increasingly in demand in other areas such as ecotourism, remote area field work, corporate leadership with this specialisation now available through a range of degrees including Human Movement, Sport and Recreation and Psychology.

Graduates from UniSA programs make up 80-90% of the SA's Outdoor Education teachers, with many spreading their wings interstate, nationally and internationally. Many graduates have used their skills and



knowledge for success in other areas as school leadership, business, social work, health, Indigenous services, occupational health and safety and others.

Recently, graduate employment has been 100% for those that seek this immediately post-graduation in the private or not-for-profit sector with growth of programs in South Australia and interstate. Many graduates choose this option either for a few years prior to undertaking post graduate studies with a number of graduates having long careers in this sector. Many are employed part time with schools or the private sector during their studies.

The Outdoor Education Program at UniSA continues to evolve to meet societal, industry and professional requirements with a focus on developing skills, knowledge capabilities to move beyond outdoor activity leadership Outdoor Education Practice. The 'six pillars' of Outdoor Education Practice for R – 12 and beyond (Personal Development, Group Development, Health and Wellbeing,

Environmental Learning, Sustainability and Social Justice) are used as consistent themes developed through the program with links made to the cross-curriculum area of Outdoor Learning in the Australian Curriculum.

Students undertaking the Bachelor of Human Movement with the Outdoor Education specialisation have the option of an exchange program in the their final year to Agder University, Norway to undertake a semester of Outdoor Education studies with practicums including cross country skiing, mountain travel, sea kayaking, snorkelling, traditional Norwegian living among others. Another option is the biennial New Zealand expedition as part of the course Cultural Experience in Health Sciences.

The program includes the following courses:

- Introduction to Group and Team Psychology (Human Movement only)
- Foundations of Outdoor Leadership
- Outdoor, Wilderness and Adventure Education

Outdoor Education at UniSA

- Leadership in Aquatic Environments
- Leadership in Terrestrial Environments
- Professional Practice in Outdoor Leadership
- Aboriginal Cultures
- Cultural Experiences in Health Sciences (New Zealand Option) (Elective)

Students undertaking the full program will complete a minimum of 60 field days throughout their program including professional placements and are eligible for registration for foundational qualifications in bushwalking, kayaking and rock climbing with preparation for higher level qualifications with further experience and knowledge. Many students complete these higher level qualifications whilst still studying.

We encourage TAFE graduates to study at UniSA providing up to 1 year of credit for the Diploma of Outdoor Recreation within the Bachelor of Human Movement and varying credit within other programs.

UniSA is fortunate to have a national standard teaching team that includes.

Nicholas Glover

Bachelor of Human Movement and Health Studies, Honours. SAREA Rock Climbing Instructor; Advanced Bushwalk Leader, Trainer and Assessor; Paddle Australia Flatwater Kayaking Instructor, Assessor and member of the Paddle SA Education and Safety Technical Committee; with professional experience in Outdoor Education, Outdoor Recreation, Youth at Risk and Ecotourism.

Scott Polley

Registered Nurse Certificate, Bachelor of Physical Education (PE, Sc and Outdoor Pursuits), Master of Education, current PhD students and Senior Higher Education Fellow. SAREA Instructor, Assessor and Board Member; Advanced Bushwalking Leader and Assessor; Paddle Australia Flatwater, Whitewater and Sea Instructor, Assessor and member of the Paddle SA Education and Safety Technical Committee; past sailing and high ropes instructor, past stage 2 Outdoor Education writer and current 'critical friend', co-author of Outdoor Education textbooks, Australian Tertiary Outdoor Education Network Deputy Chair, Outdoor Education Australia state representative, writer for ACARA's cross curricular offering 'Outdoor Learning' with experience in Outdoor Education, Youth at Risk and Ecotourism.


Kristi Mulvihill

Bachelor of Human Movement and Health Studies, Master of Education, Bushwalk

Leader, Kayaking Instructor, accredited Yoga teacher with extensive personal outdoor experience in SA, Victoria and Canada, past employee of the Outdoor Education Group and experience teaching stage 1 and 2 Outdoor Education with DECD.

A broad range of other highly experienced and exciting youthful staff are also engaged in the program giving students access to industry, community and professional networks as well as up to date industry knowledge.

The program receives outstanding technical support from Simon Mulvihill, Certificate IV in Outdoor Recreation, Bachelor Education, SAREA Climbing Instructor, Paddle Australia assessor, Bushwalk Leader with extensive personal experience in Australia and Canada and a professional career as a guide and educator with private industry and with DECD.

The 44 year old program continues to evolve with further exciting offerings forecast in the future as UniSA as an institution evolves. 



Quizmaster Chris Lemm poses a question at the Paddle SA event (p 11)

Outdoor Education in South Australia

Scott Polley

Stage 1 and 2 Outdoor Education has been a curriculum offering in SA since 1984, following the introduction of similar offerings in Victoria in 1982.

Recently, OEASA applied for and obtained trend data for Outdoor Education, Health and Physical Education and Health in South Australia for Stage One and Two graduations with data available from 1999. A condition of SACE's acceptance of this request was that no school be identified in any reporting. Accordingly, only summary data is provided here. Note that actual enrolment figures are higher and the data here is only for those students who complete the course.

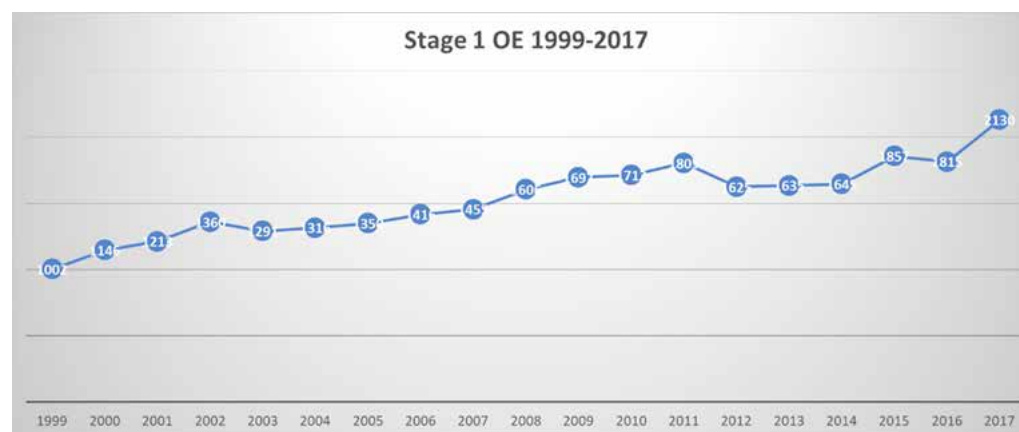
In summary, there has been steady growth in Stage 1 Outdoor Education and significant growth in Stage 2 over the last 18 years. The comparison with other similarly positioned courses at Stage 1 and 2 suggest that this growth has been healthy and that the courses remain relevant.

Further analysis of the available data shows the change in cohort over the last 18 years, which suggests that this growth has been larger for independent schools with strong growth in the country.

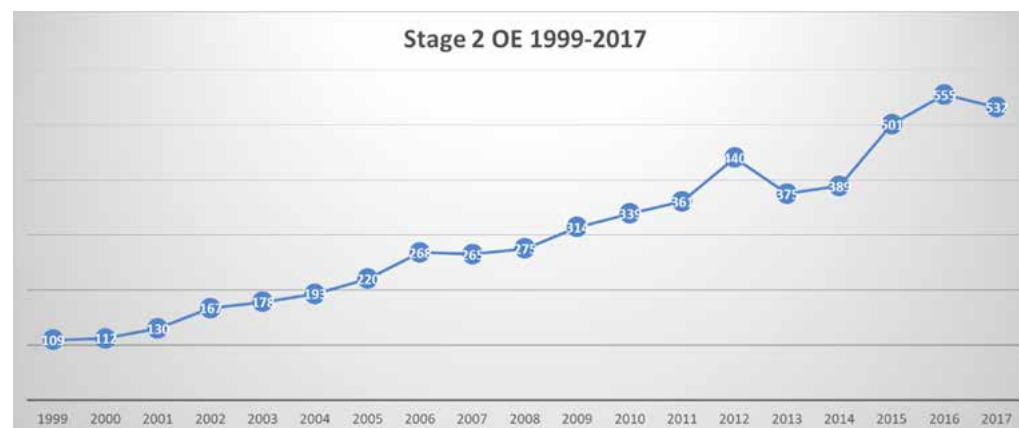
These results were tabled at a recent OEASA committee meeting. The general picture for senior Outdoor Education appears to be quite good, but it was also highlighted that there many new schools offering Outdoor Education

Table 1: SACE completions 1999 and 2017

		Stage 1 OE	Stage 2 OE	Stage 1 Health	Stage 2 Health	Stage 1 HPE	Stage 2 HPE
1999	All	1002	109	715	305	4710	2193
2017	Country	913	184	436	157	2100	768
	Metro	1217	348	1042	693	3983	1481
	Total	2130	532	1478	850	6083	2249
	Growth	112%	488%	106%	170%	33%	2%



Graph 1: Trend data for Stage 1 OE in SA



Graph 2: Trend data for Stage 2 OE in SA

Outdoor Education in South Australia

from the 1999 data there were a number of schools that had either reduced or no longer offered OE in their senior curriculum options. The implications for OEASA are:

Continue efforts to be inclusive, including both state and private schools, city and country

Increasing focus on providing support to regional areas, perhaps running PD such as SACE forums in regional centres such as Eyre, Yorke, Flinders and South East as a starting point over the next two years

Continue efforts to communicate with schools with OE and encourage membership to maintain a strong professional community in SA.

Current 2018 data has not been released but the indications are that the trend of increased enrolments and schools is continuing.

Congratulations to those dedicated teachers who have supported their students to achieve some amazing learning outcomes in this subject area.



Table 2: Schools offering Outdoor Education in South Australia

Schools		Stage 1 Country	Stage 1 Metro	Stage 2 Country	Stage 2 Metro
1999	Public	16	18	8	3
	Independent	1	4	0	2
	% Independent	6%	18%	0%	40%
2017	Public	24	40	19	12
	Independent	8	19	3	11
	% Independent	25%	48%	13%	47%

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- 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



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Paddle SA News

Wayne Hooper

There has been a lot happening at Paddle SA and there are many plans for the next few months.

A recent highlight was the Awards event attended by approximately eighty people at The Highway on 21 October. There were awards for the elite athletes of all levels from Micro juniors to Masters in Sprint and Marathon Canoe and Kayak, and Canoe Polo. SA athletes performed well at national and international level with several receiving awards recognising podium finishes at the highest level or representing Australia at World Championships. Also, volunteer instructors, coaches, referees, administrators, club presidents and property stewards received awards recognising their contribution to paddling in SA.

All five clubs (Adelaide, West Lakes, Holdfast, Onkaparinga and Encounter Lakes) were represented. The event highlighted the numerous opportunities for people in SA to enjoy paddling for competition or recreation. The clubs welcome new members and there is always the opportunity to try out.

During the October school holidays there were two paddling courses run for young people which were well received. Adelaide Canoe Club held a four day course on the Onkaparinga River where the participants learnt kayak skills and were exposed to Sprint and Canoe Polo on the last day. Charles Sturt Council sponsored two sessions run by Paddle SA at West Lakes in the second week.

On November 2 – 4 Paddle SA held the annual Team Paddle Challenge near Blanchetown where teams of young people have the opportunity to demonstrate paddling skills, coupled with navigation, where they attempt to accumulate as many points as they can by locating the orienteering markers.

A forthcoming event to suit paddlers of all levels is the charity event, paddling around Delphin Island, Paddle for Prostate on Sunday 2 December.

The spring Canoe Polo competition continues. There is an opportunity for new paddlers to learn the game.

Adelaide Canoe Club, the main recreational club, has evening coastal paddles every Tuesday, as well as Sunday morning paddles in the Largs Bay area. All welcome. ACC also

organises day and weekend trips, and there is a whitewater trip to Victoria every January. See the calendar.

Paddle SA has numerous courses programmed for the next few months:

The introductory course for new paddlers, Get Into Paddling: 2018; 1 Dec, , 5 Jan 2019,

2 Feb, 2 March

Sea Skills: 11, 18, 25 Nov

Flatwater Skills: 8, 9 Dec, 6,7 April 2019

Paddling Supervisor (formerly Lifeguard):

10, 11 Dec

Flatwater Guide/Instructor: 12–14 Dec, 13–17 April 2019

Learn To Roll: 7 Feb 2019

Flatwater Assessment Day for those who have completed the requirements for Supervisor, Guide or Instructor to be assessed: Sunday 10 Feb 2019

There are sprint regattas held every couple of weeks during spring and summer:

10, 11 Nov, 24 Nov, 7–9 Dec (Grand Prix 1), 12, 13 Jan 2019 (SA Championships), 10 Feb, 24 Feb

For further information about any of these paddling opportunities consult the excellent Paddle SA website: <https://sa.paddle.org.au>.



My year in Stage 1 Outdoor Education

Ethan Back, Brighton Secondary School

My name is Ethan and I am an Outdoor Education Student at Brighton Secondary School. I have been lucky enough to do Outdoor Education for the whole of Year 11 and have enjoyed every part of it.

The first semester began with Surfing and Mountain Biking. Throughout Term 1 our class spent the first weeks developing our teamwork skills as a group. We spent lessons getting to know each other with team building exercises and icebreaker games. This was extremely valuable as it gave us time to develop our team skills and learn about each other's strengths and weaknesses.

Towards the start of Term 2 we then went on our first camp for surfing. Prior to the camp we had been on several activities to learn how to surf, as well as develop our skills in surfing. The instructors we had were a part of the Noarlunga Aquatics program and were outstanding. They were always approachable and encouraging to all. Our class spent three days on the surf camp. We had small work groups to conduct daily jobs in, such as cooking/preparing meals, cleaning up after meals, etc. It was great to work in small teams because it was a tighter bond between the team members.

Throughout the year in Outdoor Education I spent many camps and activities in groups. The subject gives an opportunity for you to build in your leadership skills, teamwork skills and develop people skills.

In addition to the surf camp, we started learning about the skills and knowledge behind mountain biking. We learnt how to maintain and take care of the bikes, as well as the techniques. Our class conducted multiple excursions to different mountain biking tracks throughout the Adelaide community, and the Adelaide hills. General challenges for everyone was developing our skills in controlling the bike: especially when riding downhill. However, after several excursions we improved our skills through mentoring from peers, teachers and instructors.

The second semester consisted of rock climbing and kayaking. Our

class spent the first few weeks getting straight into rock climbing. Since it was a new class, we spent our excursions building our team skills and developing trust through one another. Some members of the class struggled with the idea of heights and having to rely on their peers, but everyone was encouraging and supporting.

In the final weeks of the subject, we spent time developing our skills in kayaking. We spent our lessons planning for the camp. Some tasks included planning what gear to take on the camp, risk management planning, route planning, and how to conduct water rescues. During the camp the class split into small paddle groups so we could have a more intimate experience. Everyone got a chance to lead with their camp partner and bring out the best in the group. After each day we would conduct debriefs to discuss where the team could improve, where we did best, and what we found interesting. These discussions were vital for us as a group to improve our team skills.



My year in Stage 1 Outdoor Education

I chose Outdoor Education as a subject because it was something different, and I enjoy being in the outdoors. I enjoyed every minute of the year in outdoor education and I guarantee I will put the skills I learnt to good use in life. I look forward to next year's outdoor education program in Year 12 and cannot wait for new skills that I will learn.



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Out and about...

Published a couple of months ago by HarperCollins is *The Mighty Krait* by Ian McPhedran, an account of the Operation Jaywick raid and the recent rebuilding of the vessel, now returned to display in Darling Harbour:

The Mighty Krait is a compelling, uplifting and unforgettable story of Australian military history – and the importance of reminding all Australians of the courage and service of our armed forces.

There's only one photograph of an (empty) folboat, but there are descriptions of the building, crew training, and their use in the raid.

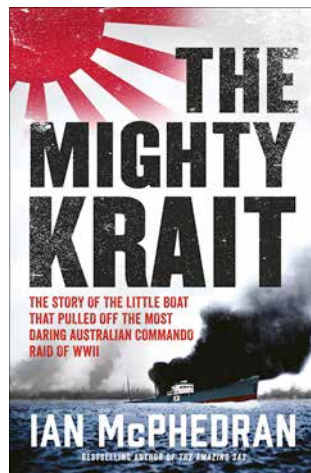
You already knew this, but here's a reminder:

People who rely on a satellite navigation system to get around are also worse at working out where they have been than those who use maps.

(Helen Thompson, 'Is technology making my memory worse?', *New Scientist*, 27 October 2018, p 31)

On *The Conversation* is the item 'Almost all of the Earth's land and ocean wilderness has disappeared':

New research shows just how quickly the world's last wilderness areas are disappearing.



An international team, led by Australia's University of Queensland (UQ), has just mapped intact ocean ecosystems, complementing its 2016 project charting remaining terrestrial wilderness.

Together they provide the first global picture of how our impact has spread.

"A century ago, only 15% of the Earth's surface was used by humans to grow crops and raise livestock," says James Watson, from UQ's School of Earth and Environmental Sciences.

"Today, more than 77% of land – excluding Antarctica – and 87% per cent of the ocean has been modified by the direct effects of human activities."

Read it at <<https://cosmosmagazine.com/geoscience/almost-all-of-the-earth-s-land-and-ocean-wilderness-has-disappeared>>. Also there is an item on using found materials for children's play: <<https://theconversation.com/one-mans-trash-how-using-everyday->

[items-for-play-benefits-kids-105851](https://theconversation.com/being-in-nature-is-good-for-learning-heres-how-to-get-kids-off-screens-and-outside-105851)>.

Tonia Gray writes that being in nature is good for learning, and describes ways to get kids off screens and outside:

Contrary to the belief we Aussies are a nature-loving outdoor nation, research suggests we're spending less and less time outdoors. This worrying trend is also becoming increasingly apparent in our educational settings.

I have devoted the majority of my teaching and academic career to examining the relationship of people and nature. In the last few decades, society has become estranged from the natural world, primarily due to urban densification and our love affair with technological devices (usually located in indoor built environments).

Contact with nature can enhance creativity, bolster mood, lower stress, improve mental acuity, well-being and productivity, cultivate social connectedness, and promote physical activity. It also has myriad educational benefits for teaching and learning.

At <<https://theconversation.com/being-in-nature-is-good-for-learning-heres-how-to-get-kids-off-screens-and-outside-104935>>.

Walking is good for us, and not just physically:

The writer and diplomat Jean-Christophe Rufin wrote a book about his walk along

Out and about...

the famous Camino de Santiago, 800 kilometres from France to the Spanish coastline.

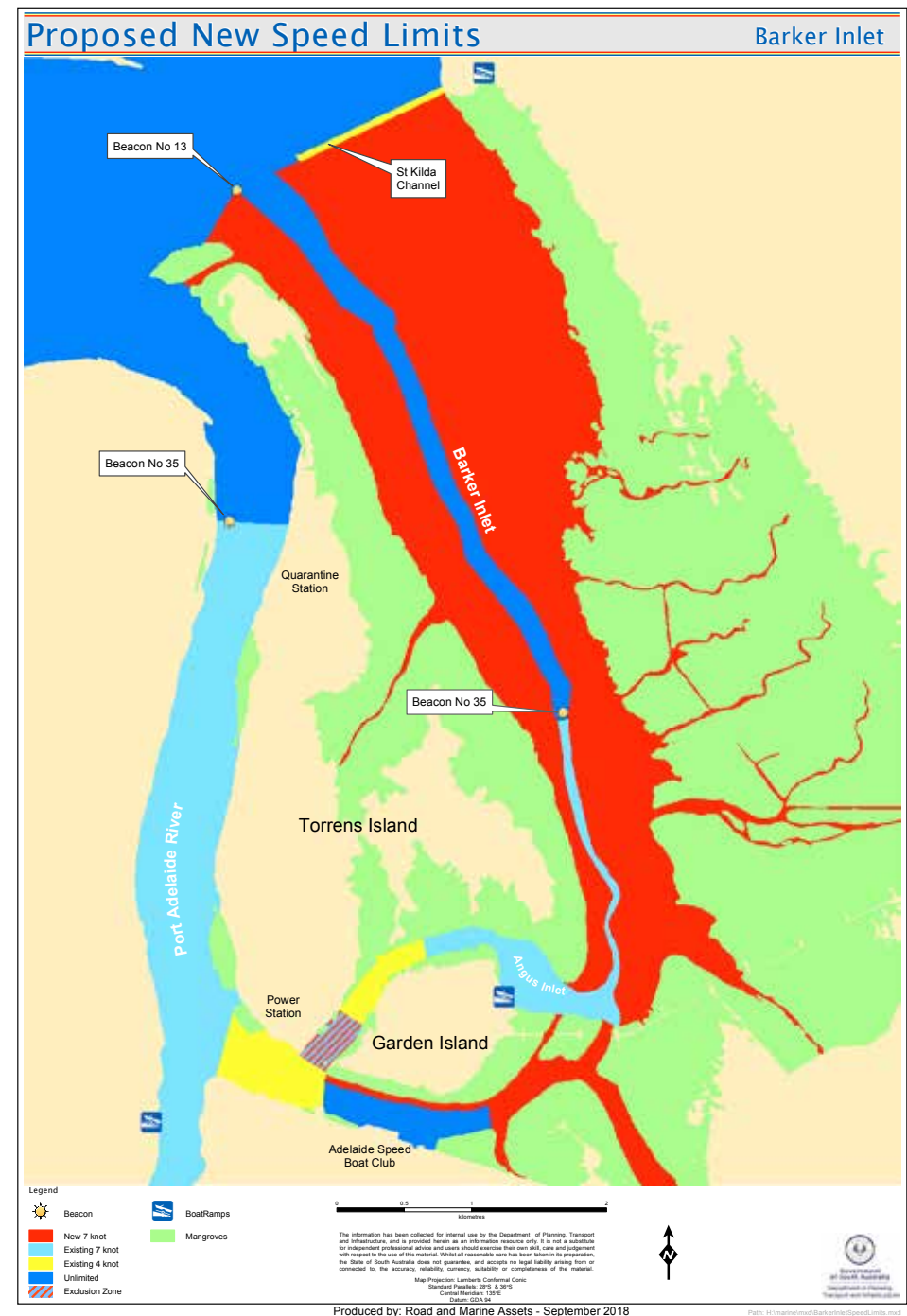
He wrote that a long walk frees the walker from “the torments of thought and desire”.

“It takes away all vanity from the mind and all suffering from the body, it removes the rigid shell that surrounds all things and separates them from our consciousness; it brings the self into harmony with nature,” he writes.

Your ABC for this one: <<https://www.abc.net.au/life/walking-in-nature-benefits-for-head-happiness-relationship/10450976>>.



The proposed 7 knot area in Barker Inlet and North Arm shown in red. All the small creeks are included, together with a corridor along the northern shore of North Arm.



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

Individual: \$70

Student: \$45 (with AJOE) \$20 (without AJOE)

School/Organisation/Corporate/Family: \$80

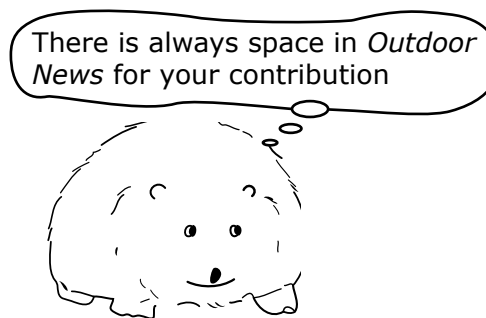
Electronic Member (ON and emails): \$20

The membership form is on the website, linked from [<www.oeasa.on.net/joining.html>](http://www.oeasa.on.net/joining.html). Nomination form for OEASA Awards is also there temporarily.

Outdoor News deadlines

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

End of year for February 2019 edition



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.