



Outdoor News

Journal of the Outdoor Educators' Association of South Australia

Volume 37 No 3, December 2021



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Gold



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Outdoor News

Volume 37 No 3, December 2021

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The front page pic

Libby Robertson leads one of the guided tours at the opening of the Myponga Reservoir on 28 March

Credit: Peter Carter

OEASA Directory 2020 – 2021

Chair: Micha Jensen

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Treasurer: Phil Noble

Assistant Treasurer: Sean Meredith

Secretary: Tash Howard

Assistant Secretary: Nick Glover

Editor: Peter Carter

Committee: Alicia Anson, Dani Bradley, Bel Emanuele-Deeprise, Nick Glover, Chris Hodgson, Luke Jansons, Scott Polley, Joss Rankin, Lisa Rowlands, Andrew Stace, Cameron Stewart, Rob Stilwell, Nick Sward

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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

This edition has been a long time coming: I began work on it in March. It contains a mix of reports, papers by students, a book review, and the usual miscellany of 'Out and about...', with its first item reflecting the early start. (You probably won't give much thought to wind chill in the next couple of months. That said, the only cases of incipient hypothermia I've ever had to deal with were in December and January.)

Myponga reservoir opened in March to recreational paddling after the walking trails had been available for some time, and it has now been followed by Happy Valley. The original proposal to open reservoirs was made in the 1970s, so it's taken a while. But we now have some new waters with accessible facilities to explore.

Libby Robertson features on our front page pic, and she and Wayne Hooper, both long-term members of the Outdoor Education community, became Life Members of Paddle SA at its recent AGM. A thoroughly deserved honour.



Wayne Hooper (centre) with a canoe workshop

The four papers from students at Flinders University cover important aspects of outdoor activities: risk management in theory and practice, and gender balance. As I note on page 10, two papers contained extensive risk management tables that I have not included, but I think the papers cover their topics adequately without them.

What are outdoor leaders worth? Nick Glover, Alicia Anson and Nick Sward present the results of their recent survey on page 32.

There have been changes to two sponsors. Phil Doddridge has sold Adventure Kayaking, and now has time for some private adventuring. The Scout Outdoor Centre has moved from Rundle Street to The Parade at Norwood, renamed as Exurbia. In both cases the original links on earlier pages are still 'live'.

Enjoy the Festive Season, and keep safe.



Credit: Tracey Matzka

From the Chair

Micha Jensen

Well what a year it has been! It's hard to believe that the new year is just around the corner!

It has been another wonderful year in the Outdoor Education sector in South Australia with minimal disruption to programs and experiences due to Covid-19 and certainly I feel for our colleagues in the Eastern states, especially in NSW and the ACT, who are still yet to see if they will be able to return to offering programs in 2022.

For OEASA this year has been a little quieter than what we had hoped. However, we did still manage to acknowledge those efforts from students and individuals at the online awards presentation. We are really looking forward to being able to hold this face to face in 2022 and celebrating not only the awardees for 2021 but also the last two years and publicly acknowledging them. We will also take the opportunity to publicly acknowledge Mike Meredith and Scott Polley for their awards they received at a national level at the virtual NOEC event in September!

The committee have begun planning the suite of professional Development opportunities on offer for 2022 and we are very keen to ensure that we can hold these no matter the circumstance. We will be publishing these details as they are finalised but there is certainly something for everyone! We will also

be making a proactive push to ensure membership numbers continue to grow in 2022. If you haven't signed up, please check out the website www.oeasa.com.au and follow the links to sign up as a member. We will be making a concerted effort in 2022 to return to our normal communications with (o)E-Update returning as well as a couple of full editions of Outdoor News.

Late in 2021 OEASA have also played a vital role in facilitating a discussion for the broader Outdoor Sector regarding representation in SA that is recognised by government. There will be more details regarding this after the next forum. Thank you to those involved across the sector for your work in aiming to progress this further.

As always, we are keen to encourage any members to come along to a committee meeting or get involved in the committee. There are four committee meetings a year and potentially other portfolio meetings, but we would encourage anyone who thinks they would be keen to come along and assist in any way possible after all OEASA is completely volunteer operated!

I must thank again the work of the Committee in 2021 for their work across the year and behind the scenes to keep the Association ticking along! A big thanks must go to our treasurer Phil Noble for his meticulous

balancing of the books. A huge thanks to Tash Howard our ever-diligent secretary for her work

communicating to our members and the broader public. To Mike and Scott for their tireless work supporting the association and sector, thank you!

A huge thank you to our sponsors and supporters again for 2021 and we look forward to your support again in 2022!

And finally, Thank you! Sometimes we work in a field that at times can be thankless. Most of us don't do the work we do to be thanked. We do what we do because we love it and know that whatever we are doing its having an impact on a young person's development and life and nine times out of 10 we get to learn something along the way too.

So, thank you for your work in 2021 and I wish you and your family a joyous and safe Holiday season and a prosperous start to 2022, and we look forward to another wonderful year Outdoors next year!



Minutes of the 2021 AGM

Friday 26 March 2021 6:00 pm at Coopers Alehouse, Pulteney Street Adelaide

1. Members present and apologies

1.1. Present: Micha Jensen, Mike Meredith, Sean Meredith, Scott Polley, Chris Hodgson, Mark Lee, Wayne Hooper, Libby Robertson, Andrew Stace, Jess Stace, Bel Emanuele-Deepro, Alicia Anson, Ilona Flockhart, Brendan Noolan, Nick Glover, Jimmy Gregory, Nichollas Grygorcewicz

Via Zoom: Tash Howard

1.2. Apologies: Nick Sward, Phil Noble, Ben Trewren, Cam Stewart, Peter Carter, Dani Bradley

1.3. Guests: Nil

2. Confirmation of minutes of previous AGM (28 February 2020)

Motion to accept minutes of previous AGM: Mike Meredith, Second: Nick Glover

3. Reports

3.1. Chair Report (Annual Report): see p x

Motion to accept Chair Report: Sean Meredith, Second: Mike Meredith

3.2. Treasurer Report (Financial Statements and Audit Information): Report available from website

Motion to accept Treasurer Report: Sean Meredith, Second: Andrew Stace

4. Business arising from previous minutes

4.1. Nil

5. 2021 Committee Nominations and Election of Officer Bearers

Micha Jensen: Committee and Chair (PAC SCOC) Moved: Tash Howard. All in favour, elected to Chair

Mike Meredith: Committee and Deputy chair (Golden Grove HS) Moved: Sean Meredith. All in favour, elected to Deputy Chair

Phil Noble: Committee and Treasurer (PAC) Moved: Micha Jensen. All in favour, elected to Treasurer

Sean Meredith: Committee and Assistant Treasurer (PAC SCOC) Moved: Scott Polley. All in favour, elected to Assistant Treasurer

Tash Howard: Committee and Secretary (Freelance) Moved: Micha Jensen. All in favour, elected to Secretary

Cameron Stewart: Committee (KI Community Education)

Joss Rankin: Committee (Flinders University)

Alicia Anson: Committee (Freelance)

Dani Bradley: Committee (Cornerstone College)

Nick Glover: Committee (UniSA)

Rob Stillwell: Committee (Scotch College)

Scott Polley: Committee (UniSA)

Luke Jansons: Committee (Active Ed)

Chris Hodgson: Committee (King's Baptist Grammar School)

Andrew Stace: Committee (PAC)

Nick Sward: Committee (Norwood-Morialta HS)

Lisa Rowlands: Committee (St Peter's College)
Bel Emanuele-Deepro (Gleeson College)
Micha confirmed Peter Carter, *Outdoor News* Editor

6. Representatives

Educators SA Representatives: Micha Jensen, Tash Howard and Nick Glover
OEA Representative: Scott Polley, Chris Hodgson and Nick Glover

7. General Business

7.1. Nil

8. AOB

8.1. Wayne Hooper: Paddling
Reservoirs opened to public access or in the process of opening soon. Encourage to utilise water access where available.

Demand for canoe qualified freelance staff. Wayne has information to be distributed to OEASA community. Wayne to send information to oeasa.secretary@gmail.com and Tash will distribute to OEASA network.

8.2. Scott Polley: OEA Report
Conference 2021 (hosted by Outdoors NSW)
OEA Incorporated
OCA Forum in May

9. Meeting Closed at 7:10pm

10. Next AGM March 2022



OEASA Chair Report 2021

Micha Jensen

Welcome to the 2021 OEASA AGM. It's great to see you all here, thank you for making the time to come along.

It's great that we are in a position to be able to conduct our AGM in person this year given the events of the last 12 months. Certainly, it has been an unusual year to say the least last year but it was great to see that many of the initiatives that OEASA had begun leading into the start of the year served us very well as the year unfolded.

I would like to take this opportunity to thank the 2020 committee members for their contributions to OEASA throughout last year. Without their assistance and efforts, we would not be unable to serve our membership.

I would like to particularly thank Phil Noble for his work overseeing the financials for OEASA.

I must also give a huge thanks to Tash Howard for her wonderful work over the last 12 months running the OEASA Facebook, following up on countless emails back and forth seeking clarity and feedback the upswing in engagement we have had over our various communication platforms is a testament to Tash and her determination and knack for locating great information and communicating that to members and the wider community.

Following on from the 2020 AGM we have continued to achieve a lot in 2020 even if it was a little different to our usual year for OEASA

Achievements for 2020:

- Transitioned the membership management to the online facility with a few remaining bugs to be ironed out for organisation and schools memberships
- Completed the new website and moved over to oeasa.com.au
- Created the on line document/resources page with access levels for members and non-members
- Managed to facilitate discussions, PD, committee meetings via Zoom
- Maintained overall Membership Numbers of over 120 organisations, families, and individuals
- Continued our association with outdoor leadership organisations including BLSA, SAREA and Paddle SA
- Organised the first virtual (on line) Outdoor Presentation Dinner. The feedback we received was very positive and it was especially wonderful for students and educators from outside of Adelaide to be a part of the evening and share the presentations more widely with their local communities. A big thank you to Sean

Meredith for hosting the event and the PAC team for their work behind the scenes

- Distributed Outdoor News. A huge thanks must go to Peter Carter for his excellent and tireless editorial work
- Distributing the electronic edition of the JOEE
- Maintaining membership of CEASA, ACHPER, OEA
- Continuing to function in a healthy financial state and we continue to be in a position to maintain services and support to members into the near future
- Continued to be represented in multiple capacities at a national level by Scott Polley and Mike Meredith
- Continued discussion on how we best support members and advocate for Outdoor Education in the broader sense, especially given the events of the last 12 months. This is an important conversation not only here in SA but also Nationally
- Sought feedback from members regarding PD focus areas and provision of services and this will be an ongoing focus over the next couple of years
- At committee level working to establish specific portfolios for committee members to streamline workflows for committee and this

may also encourage new committee members to join the committee in the future.

I would like to thank our many sponsors for their continuing support of OEASA. We are keen to continue to investigate ways we can promote and support them moving into 2021.

In summary, I would like to thank the committee once again on behalf of the members for their efforts throughout the year and again acknowledge our generous sponsors/supporters and people who have helped OEASA through a challenging 2020. We look forward to another successful year ahead in 2021.



OEASA Award Recipients 2021

Certificate of Achievement in Outdoor Education (All Students)

Zac Palser
Jack Thredgold
Patsy Ryan-Betts
Dale Franklin
Elyse Rowlands
Hayley Philips
Emily Bartsch
Imogen Wilson-Shaw
Mackenzie Collins

Kirinari Primary Education/Educator Award

Mark Molloy
Abe Moore

Outdoor Education Program Award

Susie Warner

Service to OE Award (Peter Kellett)

Dave Edwards

Secondary Education (Stage 2 Outdoor Education): Certificate of Excellence

Angus Combe
Maddison Cooper
Grace Bubner
Jasmin Berlin
Rosie Evenett
Georgia Standley-Grace
Maddison Redding

Tertiary OE Award

James Schmusch
Antonia Macadam
Monty Mott

TafeSA Tertiary OE Award

Tayla Jefferies

Mark Auricht Award

Bridie Greenfield



OEASA acknowledges that the land we meet on today is the traditional land for the Kaurna people and that we respect their spiritual relationship with their Country. We also acknowledge the Kaurna people as the traditional custodians of the Adelaide region and that their cultural and heritage beliefs are still important to the living Kaurna people today.

Treasurer's Report 2021

The 2020 year for the Outdoor Education Association of South Australia (OEASA) was a different year indeed. We started off with our support of SACE, with our annual sessions aimed at giving teachers a better understanding of LAP's and supporting integration to the new SACE courses. Then COVID hit and the rest of the year was a little bit impacted. We supported online and Zoom sessions, had our first virtual Awards dinner and made a decision not to charge our members for 2020, but still accepting payments if people so choose. Our membership database shifted to our new platform in Member Jungle and is ready to go for 2021.

We continue to support the national journal (JOEE) and OEA in shaping the next national conference which was also postponed from 2020 to Sept 2021.

The Award Dinner had 30 people attending online from all over the state and country. Throughout the night we acknowledged our sponsors and award winners.

OEASA started the year with \$31,662.42 in the bank. Throughout the year we had an Income of \$14,921.04 and Expenses of \$22,017.24. This saw us with a loss of \$7,096.20 and a closing bank balance of \$24,566.22.

OEASA Financial Report 01/01/2020–31/12/2020

Opening Balance	\$31,662.42	Expenditure	Total
Income	Total	Tax Audit	\$-
Bank Interest	\$13.25	Newsletter: Editing	\$186.00
Award Dinner	\$110.00	Website	\$-
Auction	\$-	Postage & Merchandise	\$-
Membership Individual	\$419.96	Membership (CEASA, OEA)	\$3,121.44
Membership Sponsors	\$-	Public Liability Insurance	\$1,051.00
Membership Electronic	\$161.46	Seminar	\$230.89
Membership Family	\$80.00	Professional Development	\$-
Membership School	\$160.00	Award Dinner	\$651.40
Membership Student	\$-	Conference	\$-
Membership Organisations	\$-	Journals	\$13,756.39
Membership Life Members	\$219.98	Meetings	\$1,055.67
Membership Complimentary	\$-	Internet	\$1,964.45
Professional Development	\$-	Total	\$22,017.24
Donation	\$-	Summary	
Conference/Advertising	\$-	Total Income	\$14,921.04
JOEE: Reimbursement OEA	\$13,756.39	Less Total Expenditure	\$22,017.24
Total	\$14,921.04	Profit/Loss	\$-\$7,096.20
		Balance at 31 December 2020	\$24,566.22






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Four articles from Flinders University

Joss Rankin

The first two (Indra and Antonia)

The examples provided are by Indra Carey and Antonia Macadam. Their essays investigated an issue of interest relating to considerations for leadership in outdoor education. To undertake this task students were provided with an assignment guideline to support the structure of their writing, a marking rubric and the following provocation:

Engaging in outdoor and adventurous activities can have a range of impacts on the individuals, communities and environments in which we engage with, both of a positive and negative nature. As a future outdoor leader, educator or teacher, it is pertinent to consider the potential impacts that these activities can have. In developing as a leader in the outdoors considering these impacts and your role in understanding and working with them can be critical in improving your own practices and sustaining our involvement with the outdoors.

The second two (Harmony and Nikki)

These examples are provided by Harmony Rist and Nikki Wall. The assignment asks students to consider an outdoor activity that they would normally undertake happily in their own recreational time and approach the activity with some added considerations in planning and reflection.

This assessment is undertaken in students' first topic in outdoor education studies and requires them to apply their initial learning in planning and preparation prior to engaging in a familiar experience from a different point of view. Students are then required to reflect by applying the lens presented by their new understandings of 'adventure'. We explore what adventure is, how it has been socially constructed and the relevance of engaging with adventure to develop an adventurous mindset. The 'experience' that they have undertaken acts as an opportunity to 'make-

meaning' of engaging in outdoor experiences to benefit from 'adventure' whilst challenging our understanding of the accessibility of these experiences and the benefits that may be drawn from them.

Joss Rankin is Senior Lecturer: Health and Physical Education at Flinders University

Editorial Note

Two of these essays, those by Harmony and Nikki, included extensive risk management tables. I have omitted them as they would occupy many pages, at least 11 in one case. As well, the table text extracted from the Word files contained formatting errors that I was not prepared to track down and correct. I have also omitted a number of less relevant images.—Ed.



Below: Another view of Mypolonga Reservoir on opening day



Meaning, Suffering and Outdoor Education

Indra Carey

Part 1. Research question and purpose statement

The topic of this investigation is the role of risk in outdoor education (OE) as a means to achieve desired learning outcomes. From its inception, the goal of OE has long been focused towards acquiring knowledge and learning for individuals that are vastly different from that attained in a classroom or office setting (Brown & Fraser, 2009; Cure, Hill & Cruickshank, 2018). Benefits of the practice have been stated as increased inter- and intra-personal skills, resilience, teamwork and leadership qualities (Bell, 2017; Brown & Fraser, 2009; Cure et al., 2018; Hutson, Peredun, & Rochelle, 2019). To achieve this, OE aims to use risk to push participants out of their comfort zones so they can further develop themselves.

However, for over two decades now this approach has been comprehensively criticised due to its purely theoretical basis, lack of real learning outcomes, outdated socio-political approach and structurally flawed procedures (McKenzie 2000; Brown & Fraser, 2009; Bell, 2017; Cure et al., 2018). For example, in their paper reviewing risk and education in OE, Brown and Fraser (2009) outlined, among other things, how the safety precautions necessary to prevent serious injury occurring in risky situations reduces an individual's autonomy and learning experience creating more of

an amusement park experience. This leads to the issue of how to effectively promote learning in OE experiences. Thus, this investigation aims to understand the danger of risk and the possible importance of making mistakes to provide enduring learning in OE. Furthermore, it aims to coalesce an understanding of meaning and suffering concerning the OE experience. The purpose of this investigation comes from the authors own view of the intriguing similarities in accepting suffering, seen as an important factor in many different philosophical and religious schools of thought, and the emotive attractiveness in OE with its desired learning outcomes. This investigation intends to analyse if there is an association across these schools of thought and OE. Specifically, how they can benefit OE when applied correctly to consolidate the issue of learning effectively and meaningfully with mistakes in a high-risk environment in the outdoors.

Part 2. Review of literature

Risk has been criticised in OE literature in many ways, stated as merely the advertising component which promotes OE rather than a useful tool which helps develop individuals in the outdoors (Bell, 2017). Furthermore, it has been shown through incident reports that instructors are largely incapable of accurately assessing real or perceived risk in OE (Brown & Fraser, 2009), thus leaving risk partly up to luck (Bell, 2017). This is particularly prevalent

as mistakes have been labelled as the essence of learning (Hattie, 2012). The difficulty then comes from controlling for risk in high-risk environments in such a way that promotes effective learning.

Furthermore, there is also the question of whether the learning outcomes promoted by OE occur (Wolfe & Samdahl, 2005). In his two-part critique of Neo-Hahnian OE theory, Brookes (2003a; 2003b) outlines the ill-founded concept of character building that is promoted as an educational outcome. He argues that it is a fundamental attribution error to conceive that OE provides such benefits in the face of all the research against it and pushes the need for sensitivity to sociocultural contexts. Thus, the current state of the issue is how OE can create a more meaningful experience that provides autonomy for the individual in a shared environment and induces durable learning. This issue is important as it affects not only how OE should be taught but all those who pay for it and expect to benefit from the experience.

As a way to move forward, Brown and Fraser (2009) called to re-conceptualise risk as more than just an association to a perceived dangerous activity but as a challenge to the self-concept of each participant, a challenge that must be overcome to achieve beneficial results. Furthermore, in line with positive psychology in OE, this is better achieved when individuals feel safe in their environment, have higher levels of well-being, and are confident enough

Four articles from Flinders University

around others in their group to willingly push themselves and challenge their self-concept (Berman & Davis-Berman, 2005; Brown & Fraser, 2009). Education theory further states the importance of a growth mindset when learning from mistakes for better learning outcomes which in-turn creates greater resilience (Dweck, 2008; Brown & Fraser, 2009).

In their qualitative study of mistakes and risk in the outdoors, Cure et al. (2018) interviewed seven OE educators on the programs they taught. The authors found a high interest in inter- and intra-personal development through teaching with mistakes, although this did not translate into practice effectively.

However, one subject with a year-long program showed that pre-planning for mistakes and experiences that build in difficulty allowed him to effectively take advantage of those moments to enhance his students learning experience. Furthermore, this long length of time created a more trusting environment where a growth mindset could be cultivated along with a personal and shared responsibility of the students for the mistakes they do make.

The process of participants of OE accepting responsibility is important in creating a more meaningful and thus more educative experience. This is not achieved through an amusement park-like experience. In line with educational evidence, taking responsible risks and persevering through a challenge is suggested by Brown and Fraser (2009) to build resilience. Furthermore, this responsible

risk-taking allows for mistakes to be welcomed as part of learning.

However, making mistakes does not necessarily produce desired learning outcomes. For this to occur descriptive, task-focused feedback is required (Brown & Fraser, 2009). This can be facilitated by not only the teacher and peers but also the self in reflection (Brown & Fraser, 2009) creating a development of self-awareness which further enhances the learning experience (Dweck, 2008). To cultivate these processes effectively, the environment must be trusting and supportive.

The sociocultural view of a trusting and supportive environment that facilitates these processes of accepting responsibility, creating a meaningful experience, developing a growth mindset, enhancing well-being and learning from mistakes through the use of feedback involves a constantly developing interaction between the instructors, participants and context itself (Brown & Fraser, 2009). This is created through shared goals and experiences rather than the simple linear form: instructor directs, participants do. It allows a constant transformation of meaning in the experience fostering greater ownership of it and thus leading to better educational outcomes (Brown & Fraser, 2009).

In other fields of research and thought key aspects of this optimal learning equation have been analysed in particular ways that may prove to be beneficial in further enhancing the OE experience. A focal point is that of responsibility and acceptance. These subjects

of thought have been closely linked to that of suffering and have been written about schools of thought stretching from Christian orthodoxy (Dostoyevsky, 2015), ancient Greek and Roman philosophy (Aurelius, 2006), to Buddhism (Deng, Wang & Zhang, 2020), modern psychological research (Ford, Lam, John & Mauss, 2018) and even the concentration camps of the 19th century (Frankl, 2004).

To conceptualise suffering Bueno-Gómez (2017) drew on multiple avenues of research including medical studies analysing pain and suffering. She found the concept to be vastly multi-dimensional, including phenomenological and existential viewpoints. This led to the conclusion that individuals experience the world through our bodies, rather than just a purely cognitive or physical endeavour, and highlights the human capacity to deal with challenging experiences with a crucial focus on the attitude towards the suffering experience. Thus, stating the acceptance of the suffering to be uniquely beneficial (Bueno-Gómez, 2017).

Through two studies Deng et al. (2020) investigated the effects of patience and selflessness in attaining authentic, durable happiness through suffering. They found beneficial effects from enhanced patience on happiness to be mediated by greater selflessness. This was concluded to be a result of the optimistic acceptance of all suffering in a dynamic socio-cultural environment. This is in line with previous evidence that showed patience to be positively associated with

Four articles from Flinders University

wellbeing and promote harmonious relationships between an individual and their society and environment (Deng et al., 2020).

Furthermore, selflessness leads to another avenue of analysis which may further enhance OE, that of self-transcendent experiences. Self-transcendent experiences involve the dissolution of the self and connectedness or oneness with others and/or the environment (Yaden, Haidt, Hood Jr, Vago, & Newberg, 2017) and are hypothesised as being a factor of cooperation which made humans who we are today (Haidt, 2012). A variety of different such experiences include mindfulness, the state of flow and positive emotions such as awe.

Mindfulness has already been targeted as a tool to enhance learning in the OE setting and to encourage participants thought on appropriate behaviour in the outdoors (Frauman, 2011). It has been associated with improved well-being, self-regulation and prosocial behaviour, all beneficial in the OE context, and links back to cultivating a patience practice (Yaden et al., 2017; Deng et al., 2020). The experience of flow, described as a mental absorption in a challenging activity, is linked with self-determination and intrinsic motivation and is more enjoyed when experienced with others (Yaden et al., 2017). These two self-transcendent experiences must be worked towards. Awe, on the other hand, can be elicited more easily.

Described as an emotional response to the experience of vast stimuli, awe has been shown to significantly alter the self-concept and is

linked to increased well-being (Yaden et al., 2017). Such experiences are common in the outdoors, from expansive plains to towering trees and great heights, these views have the possibility of eliciting a self-transcendent experience. In their five-part study Piff, Dietze, Feinberg, Stancato, & Keltner (2015) found that awe, partly mediated by the feeling of smallness, increased prosocial behaviour. The authors concluded that awe enhanced collective concern by helping place individuals in a larger social context. This experience may be better capitalized on OE endeavours.

Part 3: Discussion and Conclusions

In summary, there are many dynamic interactions from the research analysed in this investigation. This starts with the importance of creating the right environment for learning to occur in OE. The environment in itself is a dynamic interaction between the peers, the teacher and the context. For it to facilitate learning it must be meaningful, there must be an element of trust and responsibility as well as increased well-being and the development of a growth mindset. This allows for mistakes to occur which aid the learning process with appropriate feedback. To mitigate the inherent risk in OE, increase learning opportunity and enhance meaning, long term planning and practice as we as the re-conceptualisation of risk as a challenge to the self-concept of every individual rather than just a scary physical activity is necessary.

A way to enhance this learning process and

experience is to teach the acceptance of suffering with the use of the meditative practices of patience and mindfulness. This enhances well-being, a positive outlook on mistakes in line with the growth mindset and helps in creating the optimal environment. These practices also lead to self-transcendent experiences either from mindfulness itself, the cultivation of flow in the experience, or the readily available emotional state of awe. Self-transcendent experiences can further facilitate the OE learning experience through enhancing pro-social behaviour, and thus the environment, motivation and meaning, well-being and helping to overcome the self-concept of each individual.

To accurately execute this procedure of an effective OE experience, time is needed. Time for planning, initial teachings of these practices and the development of trusting relationships between every individual before the gradual build-up of increasingly challenging experiences. Thus, as a leader in this field, this author proposes the re-conceptualise OE as an endeavour rather than a single experience. A single experience can be associated with the 'amusement park' view of OE, whereas to take on the endeavour of OE shows that it is something more meaningful and worth putting in the time and effort to strive for.

As this is such a string of inter-relating factors, more research is needed to create a clearer picture. This is particularly the case as the view of some of these processes being tied to

Four articles from Flinders University

OE is a novel idea and as such needs stronger evidence to fully conclude its benefits. However, the current research does look promising and a potential future initiative of OE may be the implementation of mindfulness teacher training as a part of OE teacher training.

In conclusion, this investigation found the role that accepting suffering can play in creating an optimal environment for OE. This OE endeavour heightens the meaning associated with it and creates a constantly developing experience of the leader with their group in conjunction with the environment. Furthermore, it not only maps well on the attractive appeal that risk markets so effectively for OE but promises to produce effective and durable learning.

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How can outdoor leaders promote gender equity for their female participants in outdoor and adventurous activities?

Antonia Macadam

The great outdoors still exists today as a male-dominated environment (Davies, Potter & Gray, 2019) with male gendered favouritism prevalent in outdoor leadership roles (Allen-Craig et al., 2020). As a female student in the field of outdoor education, the “boys-club” mentality (Rogers & Rose, 2019) was already a recognised constraint during high school PE classes with girls sidelined to watch the boys play what was assumed to be the more physically challenging sports.

Already back then I was questioning this gender imbalance of sport participation and voiced my opinions strongly but with no resolution. Therefore, coming into this field of outdoor education, with its emphasis on acquired proficiency of the essential ‘hard skills’ set, I had a pre-conceived notion of needing to establish credibility by proving myself physically competent (Allen-Craig et al., 2020) against a male yardstick, in order to be accepted as an equal in the outdoors domain. This is very common amongst females in outdoor leadership roles where they feel the need to continually prove their skills, even when having undertaken the same training as their male peers (Warren, Risinger & Loeffler, 2018). According to Mitchell et al. (as cited in Baker & O’Brien, 2018, p.3) it is these ‘hard skills’, the practical and technical skills (Froude &

Polley, 2011) which are valued more highly than ‘soft skills’ and are the skills which female outdoor leaders perceive themselves to lack. Having gained experience as a leader in different domains through school and work, I have a growing confidence in my developing leadership abilities. I am a strong advocate for myself and others, especially if responding to perceived injustices; therefore, the aim of this investigation is to learn strategies I can employ in my role as outdoor leader to promote gender equity for my female participants.

Review of Literature

Much research into gender inequality has described how the use of language in outdoor adventures heightens the gender divide. Historically, the outdoors and wilderness have been considered a male domain with words and phrases embedded in everyday dialogue like two-man tent and fireman’s belay (Warren, Mitten, D’Amore & Lotz, 2019), where even the use of nonparallel language like ‘girls and men’, instead of ‘women and men’, implies female inferiority while subtly reinforcing the notion of male dominance. Warren et al. (2018) describe the importance of using language that is inclusive and not dominating, where instead of ‘conquering the wilderness’, or ‘assaulting the summit’, participants can simply ‘experience’ it. Through the inclusion of terminology like ‘debrief’, Warren et al. (2019) refer to its

military undertones, once again with masculinity highlighted and suggest instead using the term ‘processing’. Perhaps one of the most significant uses of terminology aligned with gender association in outdoor leadership roles is evident through the terminology ‘hard skills’ and ‘soft skills’ (Jordan, 2018), which are now discouraged from being used as they have been identified as disadvantaging women (Warren et al., 2019). These terms attribute fixed, intrinsic, innate qualities to women and men with ‘soft skills’, considered the social and emotional skill set of instructional, organisational, and facilitation skills associated with core feminine attributes; while the ‘hard skills’, deemed to be the more physically orientated of the skill set with technical, safety, and environmental skills being strongly aligned to masculine traits (Baker & O’Brien, 2019). Through the privileging of ‘hard skills’ over ‘soft skills’, Baker and O’Brien (2019) describe how this influences the perceived value that men and women bring to an outdoor adventure, whether it be as a leader or as a participant and identify the importance of rethinking the language used by creating non-gender biased terminology for outdoor adventures. The term ‘affective abilities’ is what Baker and O’Brien (2019) suggest using instead of ‘soft skills’, which are “abilities required to influence the development of positive interpersonal and intrapersonal relationships of others” (Baker &

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O'Brien, 2019, p.4), with the word 'affective' conveying an ability to relate to the moods, feelings and attitudes of others.

Having discussed earlier how females feel the need to prove themselves physically competent in the outdoor arena, Jordan (2018) confirms this by describing how female co-leaders will often strive to outdo their male co-leaders by carrying backpacks of increased load which are out of proportion to their body size. The desire for females to prove themselves is not just in relation to female outdoor leaders but has also been observed with female participants where instead of alerting their leader to treatment for early signs of a blister, they have concealed this in fear of holding up the group or being perceived as frail or weak (Jordan, 2018). This correlates with the concern that women will try to push themselves beyond their own limits, which could impact on both their mental and physical wellbeing (Oakley, Potter & Socha, 2018). Warren et al. (2019) describe how in adventure education decreased opportunities are created for authentic decision making by females, where the tackling of a difficult task is perceived as essential to their growth. Although identified as a means for the promotion of confidence and the development of self-esteem, without true decision making, women cannot internalise the choice as their own and therefore this may diminish their self-efficacy. Their challenge by choice in this scenario is virtually non-existent as many outdoor adventure programs are set up in a way which coerces participants to join in (Warren et al.,

2019), with outdoor leaders moving participants towards what they have discerned to be a desired outcome (Tyson & Asmus, 2008). Supporting choice in the outdoor environment is crucial as there is the need for a dialogue to occur that addresses both the risk and choices involved, leading participants to make informed choices for themselves (Tyson & Asmus, 2008). Here they can set their own goals, establish a flexible schedule within an achievable timeframe, which will allow them every opportunity to experience success (Warren et al., 2019). Davies et al. (2019) and Mitten (2018) describe how gender roles are at the forefront of choice making where female participants may consider setting aside their own needs in order to maintain relationships within the group. In co-educational groups, women often take a back seat so as not to stand out as a "strong female or being better than others at an activity" (Mitten, 2018, p.123). A qualitative study by Whittington (2006) however, described choice making, or lack of it in a more positive vein. A group of adolescent girls were interviewed following their participation in an all-female 23-day wilderness program with the recurring themes of elevated feelings of self-esteem and a renewed confidence in their own abilities being expressed by the participants. "The canoe trip forced me to try things because when you are out there you have no choice" (p 212).

Whittington's study (2006), highlights the positives and benefits of designing an all-female outdoor learning experience, where

through the provision of a safe landscape, participating students could achieve tasks while developing their attributes of strength, perseverance and determination. Assumptions were broken down and the outdoors became a learning area, no longer viewed by the female participants as a male only domain. In this all female environment, they were immersed in the wilderness and strongly associated as being a girl, with social stereotypes resisted, and positive gender development promoted. Allen-Craig et al. (2020) report how female-only outdoor programs are inclined to be more supportive with less discrimination and strong, positive female role models associated with these programs. Other benefits of female-only programs are that there is often a different focus for individuals, where it might be about being at one with nature or rejuvenating oneself through this emotionally, spiritually and physically nurturing environment (Allen-Craig et al., 2020). Rogers and Rose (2019) confirm this by describing how women may have a different interpretation as to what adventure means to them and often it is not the stereotypical male definition of competition and risk-taking, where if you did not have a near death experience, then the trip outdoors was not worth it. A break from the everyday routine and the thought of discovering something new were some of the other reasons and meanings women attributed to their notion of adventure (Rogers & Rose, 2019). Another interesting finding was rather than engage in risk-taking

activities, women sought to minimise risk by developing the skills to counteract these risks.

As well as feeling the need to continually prove their abilities in outdoor adventures, female participants have also described how their competencies in technical skills are questioned more often than their male counterparts (Bell et al., 2018). Using the process of ongoing evaluations, through observations and by interacting with their outdoor leaders, these evaluations are formulated, whereas male competence is simply assumed in the outdoors (Jordan, 2018) and males are, to a certain extent, exempt from this scrutiny. Roger and Rose (2019) make a strong point in reporting on how males are often exposed at an early age to outdoor technical skills, with females expressing the need to play catch-up. This results in females experiencing not only a lack of self-confidence in their technical skills but also a reduced self-awareness of their actual competencies, which might flow over into demonstrating less leadership self-efficacy. Warren et al. (2018) describe how many outdoor adventure participants will have a distinct gender bias towards males where they will seek out males regarding activity specific technical skills and relegate females to a perceived nurturing role, often causing women to self-doubt and question their leadership skills. To minimise this gender imbalance, it is important for outdoor leader tasks to be based on abilities and strengths rather than traditional roles which will assist to break down the gender stereotypes in this field (Davies et al., 2019).

Discussion and Conclusion

First and foremost, it is important to transform the language used in outdoor and adventurous activities to be gender neutral. I support the move by Warren et al. (2019) to no longer use the terminology of 'hard skills' and 'soft skills' with its masculine and feminine connotations, instead I will consider the work undertaken by Baker and O'Brien (2019) in exploring an alternate grouping and labelling of outdoor leadership skills. 'Technical skills', 'affective abilities' and 'conceptual practices' are the three groupings they have articulated to be fluid and adaptable but are deemed by the authors to be still a work in progress, so it will be important to keep updated and see how this evolves. I hope it will then be included in future training and education courses, ensuring the terminology becomes more widely used. I will also 'walk the talk' by using inclusive dialogue in my practice, ensuring to incorporate parallel language throughout.

Regarding the acquisition of technical skills which Rogers and Rose (2019) suggest females may not have received the same early exposure to, I will provide my female participants with additional opportunities to practice those skills. This will be achieved by supporting them to indicate to me when they are unsure of any aspect of the activity specific skills. I will then allocate time to go through with them 1:1 some of the pre-skills and position them at the front of the group during the demonstration, so they can follow step by step, from a clear vantage point. It is important to provide

motivational language and acknowledge their competencies, so they don't express self-doubt or second guess their abilities. Instilling confidence and self-worth in their skill set is so important. A strong female role model across all domains was highlighted by Allen-Craig et al. (2020) as essential. I will strive to provide my female participants with a role model they can look up to, someone who embraces non-traditional roles and who will give their all. Having been a role model for young female campers at 8-week summer camp sessions these last two years, I feel confident in my own ability to sustain this role. I also believe it is important to identify individual strengths and abilities to discourage my female participants from needing to prove themselves, which could place them at risk of injury (Jordan, 2018). By demonstrating safe hygienic practices and modelling correct foot care, my aim also is to highlight the importance of self-care as a strength, not a weakness.

Reflecting on my own experiences as a camp counsellor of female campers, I can understand the recommendation by Allen-Craig et al. (2020) and Whittington (2006) for female only outdoor programs, where participants probably feel they are on a more even playing field. Certainly, the opportunity to explore individual reasons for their adventures can be achieved in an environment free of stereotyped assumptions. Here they will have increased opportunities to have that dialogue which discusses activity choice, evolving into authentic decision making about risk, without fear of being judged or pressured

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to participate. From my investigation, I believe that I have gained new strategies to support my quest in promoting gender equity amongst female participants in my role as a future outdoor leader.

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Outdoor Adventures: Planning, Preparation and Reflection package

Harmony Rist

Traditional owners

I acknowledge the traditional owners of the Yorke Peninsula region: the Narungga people. I pay respects to the original Four tribes that make up the Narungga people: the Kurnara in the north of the peninsula; Windera in the east; Wari in the west; and Dilpa in the south and their continuing culture and past present and future connections to the land.

Trip Overview

Day 1 (Saturday 6 February) : Leave home at 11:30am, rest break in Port Wakefield then arriving at Dhilba Guuranda—Innes National Park at approximately 4pm (see map and route times for details) . Set up campsite and cook dinner before briefly exploring area around campsite.

Day 2 (Sunday 7 February) : arrive at start point of Gym Beach hike at 10am, commence walk to Gym Beach. Arrive at Gym Beach for lunch and rest break at approximately 12pm. Commence walk back to the beginning of the trail at 1pm arriving at car at approximately 3 pm. Head back to the campsite to rest before packing up and leaving to return home with a rest break at Port Wakefield.

Important contact information

Police, Fire, Ambulance: 000

- In case of emergency—Northern & Yorke regional Duty officer:
- emergency response
- Injured wildlife
- Campground disturbance
- Facility maintenance—Dhilba Guuranda—Innes National Park office: (08) 8854 3200
- campsite concerns
- Other information

Note* telephone boxes are located at Pondalowie campground and Marion Bay general store.

Participant details and emergency contacts

Name: Harmony Rist DOB:
Medical considerations: none
Emergency contact: SR (Mother) 04.. ...
Name: NVK
DOB:
Medical considerations:
Medications:
Emergency contact: RVK (mother) 04.. ...

Maps, Routes and Travel Information

Mode of transport: Car

Meeting place: My house (Mount Barker)

There is one road that goes through the National Park as marked in black. This allows us to drive from Cable Bay to Gym Beach.

The Gym Beach hike is pictured below. Noting that there is no vehicle access to Gym Beach

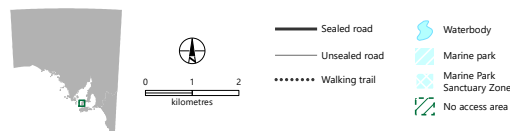
Dhilba Guuranda-Innes National Park



There is one road that goes through the National Park as marked in black. This allows us to drive from Cable Bay to Gym Beach.

The Gym Beach hike is pictured above. Note that there is no vehicle access to Gym Beach

Through the park our car will need to be parked at Browns Beach carpark. The hiking trail is marked by the dotted lines. Beginning at Browns Beach we will hike the trail up to Gym Beach road and then follow this road to the beach. After lunch we will follow the route back the way we came.



DEW does not guarantee that this map is error free. Use of the map is at the user's sole risk and the information contained on the map may be subject to change without notice. Cartography by DEW, Mapland - 2021

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through the park our car will need to be parked at Browns Beach carpark. The hiking trail is marked by the dotted lines. Beginning at Browns Beach we will hike the trail up to Gym Beach road and then follow this road to the beach. After lunch we will follow the route back the way we came. ("Gym Beach Hike| Innes National Park|Walking SA", 2021)

Weather overview

Dhilba Guuranda Innes National Park weather:

Saturday 6th: OVERCAST Hi: 20

Lo: 15

Humidity: 68% Wind: SW 29km/h

Sunday 7th: OVERCAST Hi 20

Lo: 16

Humidity 66% Wind: SE 23Km/h

Environmental Interaction and Considerations

Dhilba Guuranda—Innes National Park is home to many different species of fauna.

Some notable threatened species in the area are the hooded plover and the mallee fowl ("Dhilba Guuranda-Innes National Park", 2021). Due to the threatened/ endangered status of these birds it is essential that we are aware of the environments that they are found in and respecting those areas to ensure we aren't impacting the habitats of these birds.

As well as endangered species it is also essential that we are aware of other thriving species that we may see on our walk. One of these is the Emu who often pair up to mate

during summer/autumn. We might also see some early chicks. Emus are not aggressive birds however it is still important that we observe from a distance and don't attempt to touch them.

It is also essential that we are aware that the park is home to a variety of snakes. We need to be aware of this especially during our hike and while camping. During our hike ensuring that we are wearing enclosed footwear and long pants as well as remaining on the path will reduce our chances of being injured by a snake. When we are camping we need to ensure that our tent, car, bags, esky are all closed when they're not in use to make sure snakes can't get in. In the case that someone is injured by a snake we do not need to try to catch or identify the snake as the same anti venom is used for all bites, we could also endanger ourselves further by doing this ("Yorke Peninsula Visitor Information— frequently asked questions", 2021).

Within the park there are two notable pests to be aware of: feral bees and kangaroo ticks. There are signs in the park to notify visitors of this and with first aid and safety advice.

What to bring?

For the road trip:

- Water
- Snacks
- Comfortable clothing and footwear
- A full tank of fuel
- Sanitiser

Day 1 (camping)

- Swag or tent
- Sleeping bag
- Pillow
- Sleeping mat
- Tarp
- Extra tent pegs
- Chairs
- Food for lunch, dinner and snacks.
- Camping stove for cooking dinner
- Esky
- Rubbish bag
- Bowls/plates
- cutlery
- T-shirts
- Pants
- Socks, underwear
- Enclosed shoes
- Hat
- Sunglasses
- Suncream
- First aid kit
- Personal medication
- Toilet paper (although there are long drop facilities on site there is a chance of there not being paper)

Day 2 (hike)

- 2l water per person
- First aid kit
- Rain coats
- Jackets
- Weather appropriate shirt
- Long pants
- Hiking boots/sneakers
- Lunch

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- Snacks
- Cutlery
- Phones with contact information loaded
- A positive attitude

Trip intention and check in procedure information

For this trip our parents have been provided with our approximated times of arrival, travel route, campground information as well as information about the hike. They will be notified when:

- We leave home
- we arrive/leave at our first stop, Port Wakefield
- We arrive at Dhillba Guuranda—Innes National Park (please note that not all areas of the park have phone reception so message to confirm we have arrived will be sent from the park entrance.
- We commence Gym Beach hike (I can confirm there is phone service at several points of the hike)
- We arrive at Gym Beach
- We are commencing our hike back
- We finish our hike
- We are leaving Dhillba Guuranda—Innes National Park
- We arrive/leave at Port Wakefield
- We are home
- They will also be notified of any setbacks that may have effected our arrival times.

There should be approximately two hours between each leg of driving and the Gym Beach hike recommends to allow for four

hours. In the case that they have not been contacted they will call us repeatedly for an hour and if without answer will call emergency services if we are on the road and the Northern & Yorke regional Duty officer if we are on our hike.

Intended outcomes of this trip

- to explore a new area of South Australia
- To gain hiking experience
- To have an adventure
- To gain new knowledge of the area.

Reflections

The process of planning as a tool for learning allowed me to explore the ways that I would be experiencing adventure as part of a future career. This adventure gave me inside into the behind the scenes tasks that need to be done before the practical experience can begin. I found this process, although long and sometimes tedious, to actually be a very rewarding one.

I began my process by doing some initial research into the area that we would be undertaking our adventure. In my case it was the Innes National Park or Dhillba Guuranda. Dhillba Guuranda is a place that I have visited in the past but had not previously taken much thought into exploring the hiking trails or even staying at one of their campsites. My first visit to this location, many years ago, was only as a day trip with family and gave me only a superficial view into the area.

After reflecting on my previous experience I knew that I wanted to actually learn more

about the area and enjoy an experience there with more than a surface level interaction. This comes back to Kolb's cycle of experiential learning as the concrete experience and the reflective observation. Knowing that I wanted to be able to explore more than one part of the park and having an experience that I would truly gain from I began to delve into some abstract conceptualisation about what I truly wanted to get point of this experience before beginning some active experimentation of planning (Kolb, 1984). I had come to the conclusion that I wanted an experience that my partner and I could escape the city and enjoy the park on a deeper level than just going to the tourist lookouts on a day trip. So after some discussion with my partner we decided on going for a hike and staying at the park.

The hike was the first aspect of this trip that I looked into as I knew that it would dictate a large aspect of our trip planning. The hike I chose was the Gym Beach hike. I chose this hike as it is the longest hike at the park and I felt that it would give us an opportunity to soak in the natural beauty and environment of Dhillba Guuranda. Although giving us a chance to experience the park, this hike also posed many challenges. These challenges included time management to ensure we would have enough time to complete the hike as well as factoring breaks along the way for my hiking companion who is an asthmatic. While looking into the logistics of this it was very important to have discussions with my partner about how we would go about completing this hike. We

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discussed having personal medications on each of us with easy access, the proper treatment should an attack arise, walking pace and monitoring for needing breaks. This discussion allowed for me to adjust the schedule and to ensure that the packs we were taking with us were equipped properly. We decided that we would hike to Gym Beach, taking short breaks as needed, and have a lunch stop on the beach before retiring the way we came. The long break in the middle would allow us to both catch our breath, be full and be energised before we walked back. This plan would prevent us from burnout and would lower risks of asthma attacks, fatigue, malnutrition and injuries along the way. During the hike we had planned for each of us to carry a small day pack with 2l of water each to have available to us as we needed, one of us to carry a first aid kit, rain jackets, snacks, lunch and the necessary utensils, towels for the beach, sun protection and a mat for us to sit and have our lunch on.

With the hike planned we needed to look into where we would be staying the night before. There is a large range of campsites that we could choose from and there were a few that were located right next to the Gym Beach hike. We decided however to choose a campsite away from the hike to allow us to see more than one environment in the beautiful Dhillba Guuranda. I believe that this would give us more of an adventure experience because it was another element of unknown. For the camping element of this trip I needed to understand the area we were camping to

ensure that I would pack the correct equipment for the surroundings. Through the parks SA website I was able to see images of the terrain, find out if we had access to facilities and if we had any cover from the elements. The campsite I chose was in Cable Bay, located opposite to the Gym Beach hike. It was an unpowered site with access to a toilet and was partially sheltered from the elements. Because both my partner and I have camping experience packing for this was not difficult and we could reflect on our previous learning experiences to make sure we had everything we needed.

As well as knowing about the locations that we were going to be visiting from a superficial level I also wanted to be informed about the aboriginal significance of the area. Through this process I learned about the four tribes that make up the Narungga people who are the traditional owners of the land. I found it difficult to find out specific information about the dreamtime stories or cultural significance of Dhillba Guuranda but was able to find out about treaty agreements that the south Australia government have with the Narungga people in the mid 2000s ("Agreement—Agreements, Treaties and Negotiated Settlements", 2005). Although this information was not directly about the National Park it did give me an insight into the relationships that are present in the Yorke Peninsula area and I found that even just understanding about the four tribes of the Narungga people allowed me to see the land through a different lens.

After putting in all the pre work, I was keen to get going on the trip so we packed our bags and loaded into the car. The driving side of the trip was incredibly successful. We each drove half of the drive and made it there in good time. Swapping drivers was a risk management strategy that allowed neither of us to be too fatigued and kept us safe on the roads. When we arrived at the campsite we began set up of our swag but quickly came across a large colony of ants that took up a large portion of our campsite area. This is not something I had considered as there was no information directly relating to ants in the park online. We were able to manage this quite effectively by just moving our swag to the edge of the site and ensuring that our food was kept in the car. This was fine for a one night stay but isn't something that I would want to do again. This situation did open my eyes to the importance of having a sealed container for everything and a rubbish bag that could be sealed and out of the way from pests. It also reminded us to keep bug repellent on at all times. After we had set up camp we went and explored the area around Cable bay. This gave us a good chance to look at the beautiful bay but also time to debrief and chat about what was to come on the next day. This debrief made sure we were both on the same page about the hike but also made sure that we could check in with each other about how we were feeling after the long drive. The next day we got everything together and headed off to the beginning of the Gym Beach hike. All of the kit that we needed had been packed into

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two small day pack hiking bags. Both of these packs fit us and are designed for travel however we didn't consider that one of them didn't have waist or chest straps. This unfortunately lead to some discomfort during the hike which opened our eyes to the importance of a good bag. Apart from some discomfort with the packs the hike was beautiful. We were able to truly escape the city and feel like we were in the middle of nowhere. The hike information guide told us to allow for four hours return and considering any small rest breaks we thought we might need, we ensured we had that time to spare. However we arrived at the other end of the hike (halfway) in only an hour. This ultimately didn't take away from the experience however did leave us wanting more and with a new knowledge that the times on the hikes allowed for even the slowest of hikers. At the halfway point of the hike we were rewarded with the beautiful view of the beach. The weather was too cold to swim but just seeing the place made us decide to come back when we could.

We then took the hike back and got to take in the beautiful surroundings again before returning home.

This experience of planning and preparing gave me a chance to see how I personally can learn though doing and it gave me a new found respect for the work that needs to go into outdoor recreation activities. It gave me a small but significant look into what I want to be doing in the future and how adventure doesn't have to be in another country or even

another state. We found adventure simply over a weekend.

Risk Analysis Calculation Matrix

See next page

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Risk Calculation Matrix						
		Consequence				
		Insignificant (I)	Minor (mi)	Moderate (Mo)	Major (MA)	Catastrophic (C)
Probability	Almost Certain (A)	High (H)	High (H)	Extreme (E)	Extreme (E)	Extreme (E)
	Likely (L)	Medium (M)	High (H)	High (H)	Extreme (E)	Extreme (E)
	Possible (P)	Low (L)	Medium (M)	High (H)	High (H)	Extreme (E)
	Unlikely (U)	Low (L)	Low (L)	Medium (M)	High (H)	High (H)
	Rare (R)	Low (L)	Low (L)	Medium (M)	Medium (M)	High (H)

Risk Calculation Matrix Descriptors			
Probability of Risk Factors (P)		Consequence of Risk Factors (C)	
Almost Certain (A)	Expected to occur in most circumstances; and/or high level of recorded instances	Insignificant (I)	no injury or fatality; first aid not required
Likely (L)	Will probably occur in most circumstances; and/or regular recorded instances	Minor (mi)	injury requiring first aid and able to continue
Possible (P)	might occur at some Kme; and/or few, infrequent, random recorded incidents	Moderate (Mo)	injury requiring medical treatment, possibly some hospitalisation and/or unable to continue
Unlikely (U)	not expected to occur; and/or no recorded incidents	Major (MA)	extensive injuries requiring significant hospitalisation
Rare (R)	may only occur in exceptional circumstances	Catastrophic (C)	fatality, possible threat to life or severe injuries causing permanent disablement

Mount Crawford Day Walk Information Package

Nikki Wall

Quick Trip Information:

Date: Saturday 6 February 2021

Meeting Time: 10am (to be picked up from home at 9am, arriving at starting point by 10am)

Meeting Place: Mount Road Trailhead

Finish: At above meeting point (2pm)

Route: Walk is a loop from Mount Road Trailhead Carpark: Begin at Mount Road Trail Head Car Park walking north along Jenkins Nature Trail to Mount Crawford Summit Trailhead. Continue North up Summit Trailhead path until reaching the summit. Return following back down Mount Crawford Summit Trail to the creek. At the creek before crossing follow Heysen Trail west until reaching Wirra Wirra Road. Follow the road South until returning to Trailhead car park

What to Wear:

- Hiking boots (or at least closed in shoes)
- Active wear that is comfortable and weather appropriate
- Sunglasses
- Sunscreen
- Broad brimmed hat

What to Bring (General List):

- Daypack
- 2 Litres of Water
- Snacks/lunch
- Rain Jacket

- Rain Pants
- Personal medication
- Personal first aid kit
- Whistle
- Sun hat and warm hat
- Sunscreen
- Sunglasses
- Warm clothes to wear when not active (fleece jumper)
- Phone charged and with numbers entered
- Toilet paper and trowel (there are no toileting facilities on the chosen route)
- Positive Attitude

Leader to Bring:

- Map and compass
- First aid kit
- Medical Details
- Emergency Shelter

Maps

See next page

Weather information: Sat 6 February

Min: 13°C Max 19°C

Possible rainfall: 2 to 8mm Chance of any rain: 80%

Weather Warnings:

- NIL- checked day prior

Important Contacts to Enter into Phone:

Nikki 04..

Sam 04..

Mount Crawford Forest Information Centre
8521 1700

Emergency Services 000,112 (from a mobile)
Pioneer Medical Centre 83.. ...
LW 04..

Check-in Procedure:

- Will notify LW when we have arrived at the starting location safely and when we are setting off on the walk
- Will message again when safely back at the car after completion of the walk (around 2pm)
- If LW hasn't heard from us by 3:30pm, she needs to try making contact with us
- If she hasn't heard anything by 4:30pm, LW to contact Forestry SA office at Mount Crawford
- If no contact has been made at all by 5pm call emergency services
- LW has been provided with a copy of the intended route plan

Brief Plan

10:00am: Meet at Mount Road Trailhead Carpark

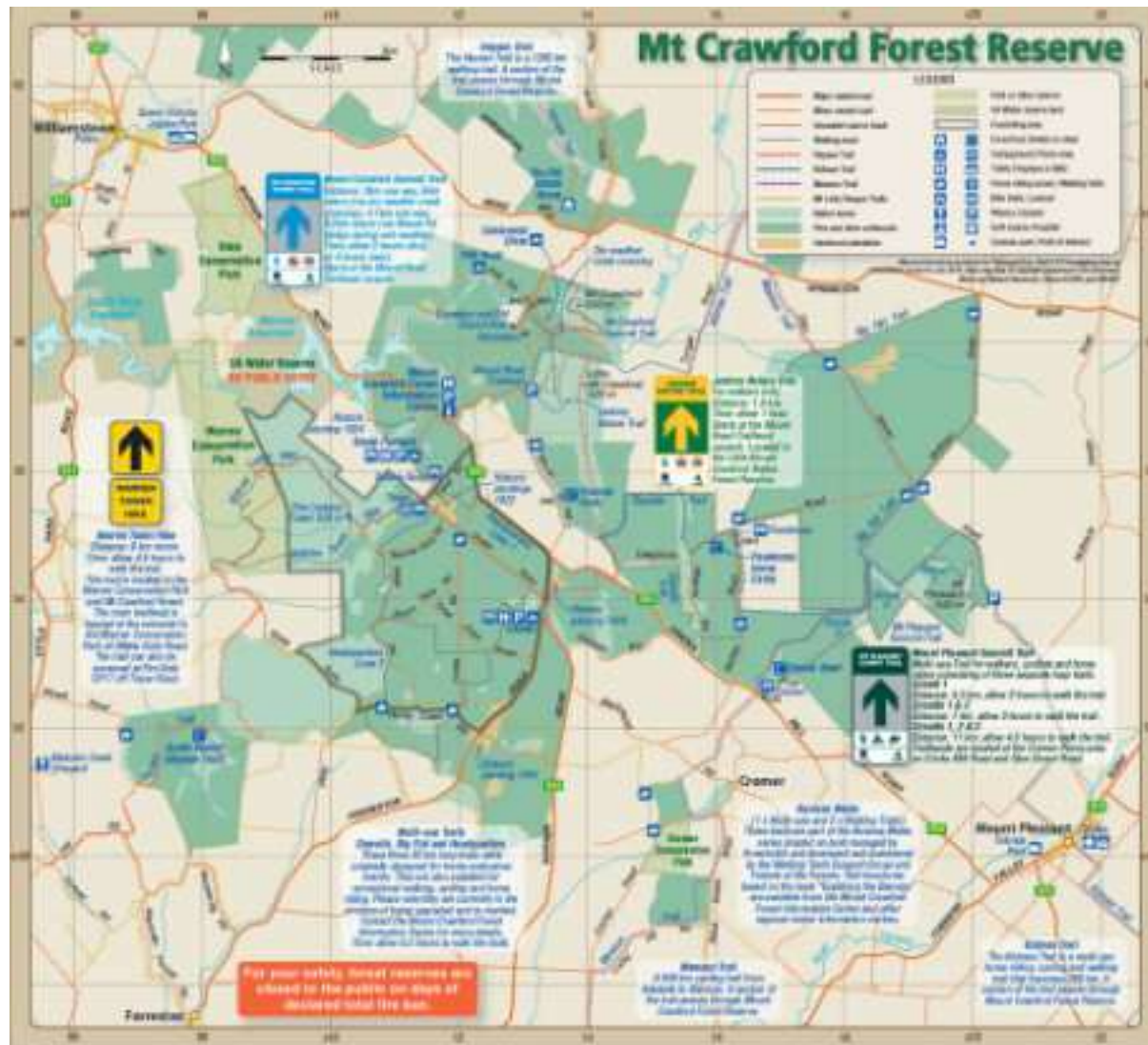
10:05am : Make sure Participant is ready to go, has everyone packed, answer any questions/queries

10:10am: Begin walk

12:00pm: Suggested Lunch break (at the top of Mount Crawford)

12:30pm: Continue walking

2:00pm: Make it back to Mount Road Trailhead Carpark



The Summit Trail

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Emergency Exit Plan

Route Travelled	Emergency Escape Route
Begin at Mount Road Trail Head Car Park walking north along Jenkins Nature Trail to Mount Crawford Summit Trailhead	West to Mount Road (unsealed road)
Continue North up Summit Trailhead	South to YHA Road (unsealed road)
Return following back down Mount Crawford Summit Trail to the creek.	South to YHA Road (unsealed road)
At the creek before crossing follow Heysen Trail west until reaching Wirra Wirra Road.	Walking path is an accessible road. (YHA)
Follow the road South until returning to Trailhead car park.	Walking path is an accessible Road. (Wirra Wirra)

Participant Information:

Name: SR

Contact Details: 04.. ...

Medical Information:

Emergency Contacts: MR (mum), 04.. ...

Indigenous Significance of Area and Relevant Considerations:

- Traditional land of the Peramangk and Kurna Aboriginal people
- Can be seen as a boundary for these two groups
- There are no known registered Aboriginal Historic sites within the reserve

Trip Intentions:

- Investigating and exploring a new area
- Creating a positive experience
- Get outdoors to do something we love
- Improve on navigation, waking and planning skills

Purpose of Activity

- Building an understanding of the planning and preparation work involved for a day walk including, planning and preparation, equipment and navigation
- Taking on the role of a leader and understanding what it involves
- Understanding the concept of adventure and catering for that

Environmental Considerations:

Environment

Location (s): Mount Crawford

Climate and weather

The Mount Crawford area usually experiences cool wet winters and warm dry summers. This time of year (February) the average daily temperature ranges between 20-28 degrees Celsius. It is also during the time of lowest rainfall (Forestry SA, 2016)

Sustainability

Apply Leave No Trace principles in all locations

National parks guidelines for conservation parks applied even though officially forestry

- Use identified paths only

Land owner/manager requirements

Not to proceed on catastrophic fire danger – check parks advice on extreme fire danger

No permits required

Reflection

This assignment allowed me to plan my own adventure. I was very excited to get started as it was the first time I had ever had the chance to plan something like this from start to finish. I have had some experience doing small parts of risk management and route plans before; however, this is the first time all this knowledge has been put into action. For my adventure I chose to take SR on a day hike to Mount Crawford on Saturday 6 February

According to the Kossef (2003), planning phase forms an essential component for all outdoor activities, in order to protect the environment, minimise possible accidents and to advance adventure and learning. In the beginning it almost seemed crazy doing all of this preparation just for a day walk, however, I now have a greater understanding as to why it is all so important. There was a time during our hike when the weather turned sour and both the wind and the rain picked up quite heavily (more than was shown on the weather

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forecast for that day). Although it wasn't bad enough for us to have to stop or turn around, I remember in that moment my mind taking me back to the planning phase and remembering why it is so important. Knowing that there were escape routes planned and important numbers entered into my phone, if the weather turned extreme gave me a sense of calmness and security. Although it wasn't extreme weather by any means, this quick thought re-ensured as to why having a detailed plan in action is a must

Although the overall plan was very similar to some that I have seen and used before, going through, checking and ensuring that all of the information was correct for Mount Crawford was a fantastic way to understand all of the elements required for a document like this. I will be the first to admit that I have skipped over many sections of these documents before so actually looking into all of the details and changing elements to fit the day walk criteria was a great way to increase both my current understanding and my planning confidence. I know that planning documents like this is a big part of trips and is something that I will continue doing in my future career. By taking the time and doing the planning document correctly allows for fast and easy access to all the relevant information, if or when necessary. Overall, I found the planning phase to be relevantly straight forward as I followed a previous document that I had received. The hardest part was ensuring that my route plan was appropriate and that the risk management plan was completed with all the correct details

The concept of adventure has been around since the middle ages, in simple terms, it used to describe knights who would set out on a journey to find a place to live or a wife to marry (Beames et al. 2019). Since then, this idea of adventure has changed into something where you need to go skydiving, go overseas or do any sort of extreme and crazy activities. In reality an adventure can be seen as 'an unusual, exciting or daring experience' (Soanes & Stevenson, 2008). For both SR and I going for a day walk to Mount Crawford encompassed all three of these elements. It was an area that neither of us had been to before so there were a lot of unknowns. It was also the first time that I had planned a whole trip start to finish. Although going for a day walk may not sound overly daring or exciting for some people, it was enough of an experience for us to call it an adventure. Experiencing adventure in any way helps to develop personal growth and aid in the development in self-esteem, leadership, responsibility, resilience and increase support between mutual members (Leather, 2013). Hence this has been a great developmental experience for both Sam and I

Before even beginning the walk we encountered the first problem. The car park that I intended to start the walk from was locked off for the day. Instead, we had to park in the Information Centre Car Park, which in hindsight made more sense anyway as it allowed us to check in with the ranger before setting off. When first beginning the walk and realising that Sam put all the trust into my

planning and preparation work for the day was more daunting than I first suspected. I knew that I had all of the necessary documents and equipment with me however I still somewhat felt unprepared and nervous. Once I got my bearings and we set off in the right direction, this feeling began to go away and the excitement started to kick in. As the walk went on it was pretty well signed so we didn't need to do much navigation, however I still tried to keep track of where we were on the map. The walk itself wasn't overly challenging and we completed it faster than I had planned. However, I am well aware that it always takes longer if you have a bigger group or if they are carrying heavy packs etc. To me the best and most interesting part of this walk is how the landscapes change throughout. There are places of scrubs, places that have been affected by fires and open wide spaces. We also made the comment that it had a similar feel to Kuitpo Forest in some areas. The coolest part about the whole experience is that it felt like we were ages away in the middle of no-where when in reality we were only an hour from the city. We didn't come across anyone else the whole time we were in the reserve. The route plan on a whole was a success. Although it wasn't physically challenging for either of us, that wasn't the aim of my plan. For me I was more interested in getting to know the area, seeing what it had to offer, doing something we love outdoors and creating an overall positive experience

One of the main things I am going to take away from this trip is how beneficial it can be

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to know the area that you are going. For SR and I, it was enjoyable to just walk and take everything around us in. However, when taking a group, it's beneficial to have a 'complete understanding of the entire trip with lots of background information' (Boyes et al. 2019). It would have been nice to know some more information about some of the native plants and animals in the area or any background stories that could be have told. According to Lumber et al (2017) to be able to create a 'deeper connection to nature' we must create meaning, emotion, compassion to the area we are visiting. This can be done through experience in the area, knowledge of the local flora and fauna, cultural history and building a greater appreciation of the area. I know for me personally this is one big area that I need and would like to improve on to help foster these future relationships with both the groups I will be leading and the environment

Overall, this experience taught me a lot about both myself and the skills involved when planning and conducting an adventure. I was surprised as to how nervous I actually was before setting out on the trip. I would say that bushwalking is probably one of the areas I feel least confident in, and this showed in the beginning of the walk. I think that starting at a different place to where I had planned, never being to Mount Crawford before and the weather being unpredictable all added to these nerves. However, once I trusted myself and SR showed trust in me and the planning and preparation that I had completed these nerves quickly went away. These feelings of nerves

however, will stick with me as I believe it allows me to have a better understanding of the kind of feeling that my peers or even future students might be experiencing. This type of empathy/understanding can be carried over into anything I do as it's not just directly related to bushwalking. I would like to do a few more day walks around different areas that may be less signed in order to gain more confidence especially in my navigation skills

I believe that it is safe to say that a day hike in Mount Crawford for both SR and I was a great adventure and one that I would like to do more of in different areas. We have so many cool places to see in our 'own backyard' and this showed me how easy it is to just get out and do it. As for the planning I have a newfound respect for the work that goes into it. For my first time attempt at planning a whole adventure I am happy with how it turned out. I do believe that over time and with more practice, this will become easier and then plans can become more detailed. This practical knowledge will definitely be something that I will use in the future and I am excited to continue to build my confidence in both the area of bushwalking and planning

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Risk Analysis and Management Strategy

Risk Calculation Matrix						
		Consequence				
		Insignificant (I)	Minor (mi)	Moderate (Mo)	Major (MA)	Catastrophic (C)
Probability	Almost Certain (A)	High (H)	High (H)	Extreme (E)	Extreme (E)	Extreme (E)
	Likely (L)	Medium (M)	High (H)	High (H)	Extreme (E)	Extreme (E)
	Possible (P)	Low (L)	Medium (M)	High (H)	High (H)	Extreme (E)
	Unlikely (U)	Low (L)	Low (L)	Medium (M)	High (H)	High (H)
	Rare (R)	Low (L)	Low (L)	Medium (M)	Medium (M)	High (H)

Risk Calculation Matrix Descriptors			
Probability of Risk Factors (P)		Consequence of Risk Factors (C)	
Almost Certain (A)	Expected to occur in most circumstances; and/or high level of recorded instances	Insignificant (I)	no injury or fatality; first aid not required
Likely (L)	Will probably occur in most circumstances; and/or regular recorded instances	Minor (mi)	injury requiring first aid and able to continue
Possible (P)	might occur at some time; and/or few, infrequent, random recorded incidents	Moderate (Mo)	injury requiring medical treatment, possibly some hospitalisation and/or unable to continue
Unlikely (U)	not expected to occur; and/or no recorded incidents	Major (MA)	extensive injuries requiring significant hospitalisation
Rare (R)	may only occur in exceptional circumstances	Catastrophic (C)	fatality, possible threat to life or severe injuries causing permanent disablement 

Training versus Education

Training makes assumptions; education challenges them.

Training is packaged; education cannot be contained.

Training rewards compliance, education curiosity.

Training is having to say something, education having something to say.

Training tells you what to think; education teaches you how to think.

Training answers questions; education poses them.

Training is generic; education all about context.

Training simplifies the world; education reveals its complexity.

Training promotes conformity, education independence.

Training is performative; education is transformative.

Snarfed from somewhere on the web

Freelancing Freedom and Finance: Survey Results

Nick Glover, Alicia Anson and Nick Sward

Just over a year ago an OEASA sub-committee put together a survey seeking information on what outdoor leaders were paid for their work as well as some of the related employment conditions. It was certainly been a tumultuous year for most of us dealing with pandemic-related restrictions, and no doubt for freelance outdoor leaders. Many were without work during the first semester of 2020, then worked to the bone in the second half of the year as schools scrambled to get programs rolled out at short notice. The highs and lows, pitfalls and profits of freelance employment were highlighted as never before.

The OEASA sub-committee investigating freelance conditions was established pre-pandemic, and the intent was to facilitate a discussion for employers and employees who might appreciate a clearer framework to apply when negotiating rates of pay. This article summarises the responses to the survey conducted by OEASA and provides some points of discussion.

What seems apparent and of note is that most pay arrangements are set by employers. Although they tend to require leadership and other qualifications as part of the role, pay rates are not necessarily set by this level of qualification—employers set their own rate. It is also apparent that pay rates vary

substantially, with two thirds of leaders and assistants experiencing pay rates that may vary by around \$100 per day.

Aside from pay, conditions such as dedicated meal breaks, and allowances for food and equipment were raised in the survey. Over half the respondents reported not receiving these additional benefits, therefore this could be a point of discussion at any future forum, particularly if there is an expectation that freelance leaders cover their own food and equipment costs. These responses and others from the survey are further summarised following.

Summary of Survey Results

- There were 35 responses to the survey of which one third were employers, around 60% worked for schools or providers and the remainder were freelance contractors, providing their own insurance.
- More than half (25) of the respondents reported their pay was linked to qualifications and/or experience, but many (10) of these were informal arrangements without being explicitly linked.
- Just over half of the employees reported they were paid according to their responsibility for others, holding an 'in charge' position; around one third were not paid for this responsibility; and four people were unsure.
- Whilst some (<10%) reported they were paid according to the Fairwork Australia (Amusements Events and Recreation)

Award, around half were paid based on an employer's own guideline. No one reported following a guideline set by a training organisation (such as BLSA, SAREA, etc.).

- Over half the respondents reported not receiving allowances to cover additional costs such as equipment and catering. Five-eight people reported receiving allowances for accommodation and/or catering.
- Over half the respondents reported they rarely or never received a scheduled rest or meal break away from the group, whereas 12 people did sometimes or usually, and three always.
- In terms of how payment for time, over three-quarters of respondents were paid a daily (or half-daily) rate. Others were paid by the hour or were on a salary.
- Overwhelmingly, employers were reported to set the rate of pay (>90%)
- Respondents (employers and employees) provided their experience of rates of pay for a leader in-charge of an overnight trip. Most received \$250–\$300 per day, followed by around a quarter who received \$300–\$350 per day:

Pay	% of Respondents
<\$200	3%
\$200–250	6%
\$250–\$300	40%
\$300–\$350	24%
Above \$350	15%
Not applicable	12%

Freelancing Freedom and Finance

- Respondents (employers and employees) provided their experience of rates of pay for an assistant leader in-charge of an overnight trip. Around two thirds received \$200-\$300 per day:

Pay	% of Respondents
<\$200	18%
\$200–250	35%
\$250–\$300	29%
\$300–\$350	3%
Above \$350	0%
Not applicable	15%

In consideration of the next steps in this process, the sub-committee will meet to discuss possible options for sharing of information and ideas. This may be through further surveys and reporting, or via a forum. It should also be noted that there have been similar discussions in other forums, notably at the OCA Summit, and via Inside the Outhaus. If you have any information or ideas you would like to share to support this broad discussion, please get in touch via oeasa.secretary@gmail.com.



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The Bark Canoes and Skin Boats of Northern Eurasia

Peter Carter

In 1964 the Smithsonian Institution published *The Bark Canoes and Skin Boats of North America* by Edwin Adney and Howard Chapelle. Adney had spent many years researching Native American canoes, working with their builders and assembling a wealth of diagrams and photographs. When he died in 1950 Chapelle, marine historian and Smithsonian curator, assembled Adney's work and added material describing the craft of American Arctic peoples, including detailed diagrams and photographs. John Heath provided a chapter on Greenland rolling techniques.

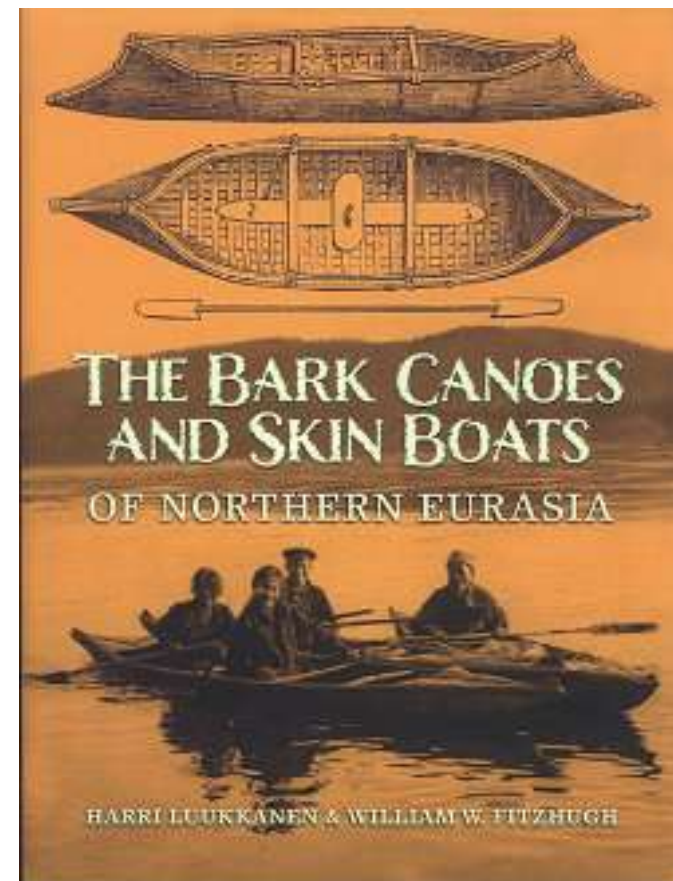
The book soon became the 'go to' reference for anyone seeking information on the craft which are the foundations of modern paddling. There, on page 208, is a photograph of a kayak from Disko Bay: a shape that has inspired many replicas, and the Nordkapp and other modern sea kayaks. John Heath's rolling diagrams led to the work of Hutchinson and others.

The new book, also published by the Smithsonian is in a very similar format. The two authors, Harri Lukkanen and William Fitzhugh, are both experienced paddlers. Lukkanen had been building canoes for many years before beginning a historical survey of canoes of his native Finland. In his student days Fitzhugh had participated in a canoe expedition down the Danube, and is now

director of the Arctic Studies Centre at the Smithsonian Museum of Natural History. They were aided by Evguenia Anichtchenko, a Russian-American expert on Alaskan craft, who handled communications with Russian museums.

In 'Notes on the Text' at the beginning of the book the authors write:

We occasionally refer to the peoples and cultures of Arctic North America as "Eskimo" since that term—although tainted historically—is necessary when referring to all Arctic-adapted peoples, from Chukotka and Alaska to Greenland because no other adequate collective term is available. However, this name is considered derogatory in Canada, where European explorers mistakenly applied it during the early contact period. In Canada, the proper term for the people known in the historical period is *Inuit*, meaning "real people" while their Dorset-culture predecessors are collectively known as *Paleoeskimo*. In Alaska and Chukotka (Pacific Siberia), Eskimo peoples prefer to be known by their individual ethno-linguistic names: e.g. Sugpiaq, Unangan, Aluttiq, Yup'ik, Yupik (in Russia), and Iñupiaq. Depending on chronological or former publication context, we use either older or more modern names, e.g. Lapp or Saami, Ostyak or Khanty, Yakut of Sakha, Lamut or Even, Gilkak or Nivkh, Gold or Nanay.



That word 'Eskimo' is contentious: for a discussion see <https://en.wikipedia.org/wiki/Eskimo>. And no, it doesn't mean 'eater of raw meat' as has often been supposed. Perhaps there is some justification for using the term 'Eskimo rescue' for the in-boat rescue.

As one reviewer has put it, Lukkanen and Fitzhugh were 'two centuries too late' to repeat Adney's fieldwork. He had gained firsthand knowledge—for this book the authors had to

The Bark Canoes and Skin Boats of Northern Eurasia

survey the work of explorers, archaeologists, linguists, and others, and examine the very limited remains, models and illustrations—the list of references spans 22 pages. The diagrams and photographs are all in black and white, and limited in size, apparently constrained by the book's layout. There are numerous maps to cover the river systems of the northern part of the continent: think the Murray-Darling system several times over for an idea of the area.

The lack of physical evidence is reflected in the length and detail of boat descriptions. Bark canoes decay rapidly, leaving little in the archaeological record. In many areas they were displaced by expanded log craft, more recent and often better preserved. In coastal regions skin boats were in use to more recent times, and so their descriptions are more detailed. Even so, it would take a determined builder to replicate historic craft, as has been done from Adney and Chappelle.

This is not a book for the recreational paddler. Rather, it is a reference with a wealth of material for people interested in the history and ethnography of the peoples of a large area of Eurasia, and their lives as hunters, fishers and traders in boreal and Arctic environments. As that, it will be successful.

Details

Lukkanen, H, and Fitzhugh, W, *The Bark Canoes and Skin Boats of Northern Eurasia*, Smithsonian Books, Washington, 2020, ISBN 9781588344755, 288pp, \$85

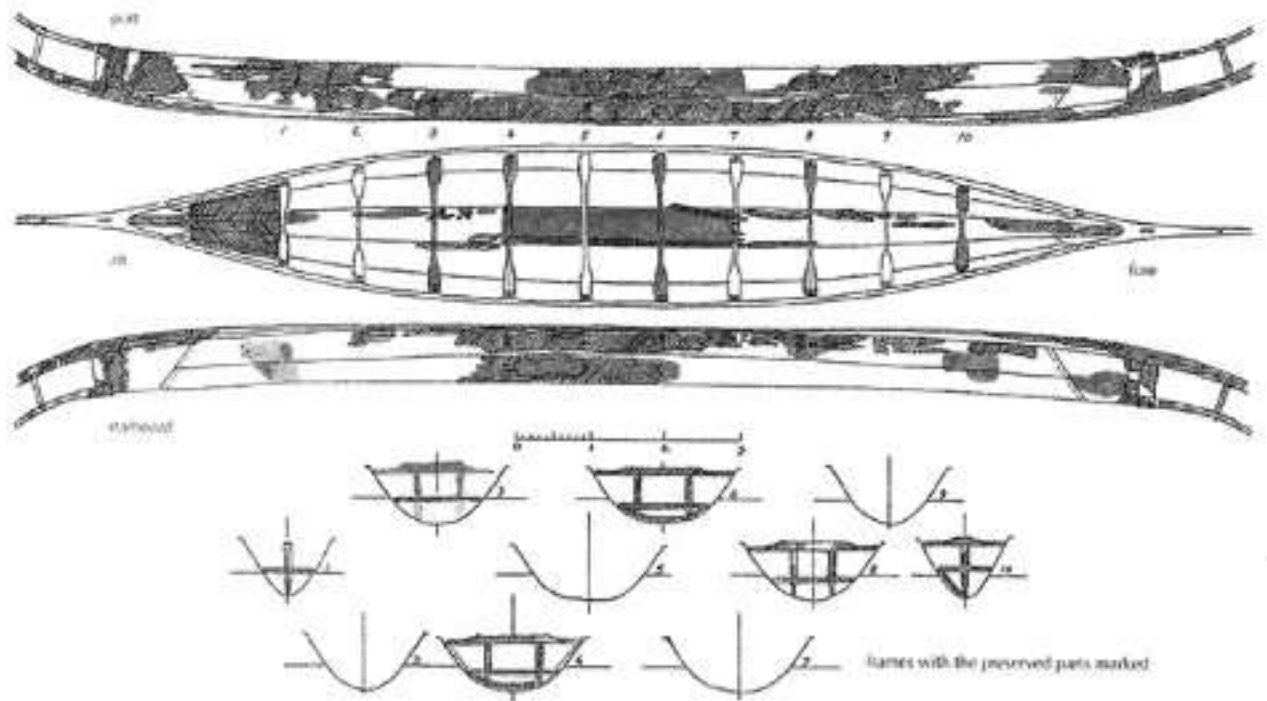


Fig. 3.1 from p 51: Construction plan of the Iron Age Hjortspring planked boat, excavated in Denmark in 1921–22, one of the more detailed diagrams in the book

Closer to home

There is a survey of SA Aboriginal craft by Robert Evans of the SA Museum: *Aboriginal Bark Canoes of the Murray Valley*, Robert Edwards, SA Museum/Rigby, 1972

More recently, David Payne, formerly with the Australian National Maritime Museum, describes craft of the island to our north: 'Color, Style, and Sophistication: Documenting traditional canoes of Papua New Guinea', in the magazine *Wooden Boat* No 278, Jan/Feb 2021, pp 72–79



Adjustable towline

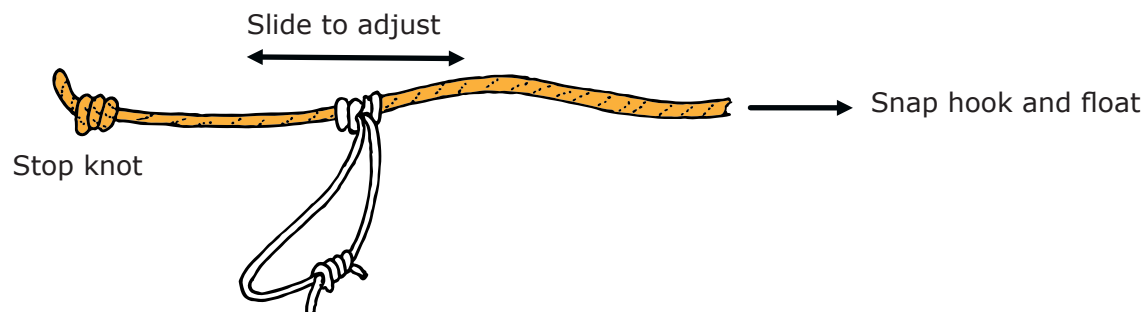
Peter Carter

The common sea kayak towline system uses a snap shackle on a short Prusik loop on the deckline near the cockpit. The towline itself has a loop on the towing end and float and snap hook on the other.

Someone has had the idea of turning the system upside down and putting the Prusik loop and snap shackle on the towline itself. By sliding the loop along the towline it can be shortened or lengthened as desired.

The version shown here keeps the loop and snap shackle on the deckline and has just the loop on the towline, which has a stopper knot on the end to prevent the loop coming off. It could be adapted to waist belt systems.

Note that the cord used for the loop must be a smaller diameter than that of the towline, e.g. 4mm loop on 6mm towline.



Wilderness Equipment i-Shadow Tent

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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 gitch - pole in outer, inner attaches under, outer can be used alone
- Min Wt 2.85 kg
- Packed Wt 3.15 kg
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- 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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Paddy Pallen

Gear For Going Places!

Out and about...

With the weather cooling down it's time to think about wind chill, hypothermia, and suitable clothing. For some background on wind chill, see the item 'What Does Wind Chill Mean, Exactly?' on the *Discover* site: <<https://www.discovermagazine.com/the-sciences/what-does-wind-chill-mean-exactly?>>.

There's more to it than just 'feels like'.

There are moves in the UK to make 'nature studies' a compulsory part of the curriculum:

The UK government is reported to be seriously considering making "nature studies" a compulsory subject for all pupils. It's a move that was recommended in the recent government-commissioned Dasgupta review, a detailed analysis of the "economics of biodiversity".

"Every child in every country is owed the teaching of natural history, to be introduced to the awe and wonder of the natural world, to appreciate how it contributes to our lives."

Read about it at <<https://sciblogs.co.nz/changing-climate/2021/03/22/time-to-make-nature-studies-a-compulsory-school-subject-before-its-too-late/>>.

Even the sounds of nature have their benefits:

Adding to the myriad benefits bestowed by nature, scientists report that natural sounds alone—such as waterfalls and birdsong—are good for our health.

In a synthesis of studies, published in the journal *Proceedings of the National Academy of Sciences*, they found that natural sounds can deliver health benefits such as reduced pain, lower stress, enhanced mood and better cognitive performance.

"The sounds of nature have long generated powerful reactions in human beings," write Rachel Buxton, from Carleton University, US, and colleagues.

"Sounds confer a sense of place, connect people to nature, and increasing evidence suggests that natural sounds are important for human health and wellbeing."

For more, see <<https://cosmosmagazine.com/health/body-and-mind/health-benefits-from-natural-sounds/>>.

Sportlov is an annual Swedish nationwide school holiday designed to enable Swedish children to get outside and embrace winter sports. Schools across the country shut down for a week at a time, efficiently spread over a month to make sure resorts don't get too crowded.

Sportlov originated during World War Two when the government-run energy commission recommended shutting down schools for a week to save money on heating in the midst of a European coal shortage. In order to keep children occupied while their parents worked,

state-funded outdoor activities were offered instead. "When everything went back to normal and the war was over, officials saw the good impact on the kids and came up with the idea that this was a good thing to keep," explained Emelie Thorngren, who organises children's activities for the Swedish Outdoor Association, the country's biggest non-profit outdoor sports organisation. "They wanted kids to do more physical activities and especially to make sure urban kids got to the mountains or the woods."

The BBC has the story: <[>http://www.bbc.com/travel/story/20210418-the-swedish-law-of-wanderlust](http://www.bbc.com/travel/story/20210418-the-swedish-law-of-wanderlust)>.

Port Macquarie's Nature School is in high demand. Key points from an ABC report:

Demand is high for The Nature School, an independent NSW primary with a focus on outdoor learning

The head of the school is a finalist for Primary Principal of the Year in the Australian Education Awards

She says parents are increasingly looking for education alternatives that better suit their families

They are on an "adventure day" at The Nature School Primary, an independent school that offers a different approach to mainstream education by including the element of outdoor learning.

Out and about...

Principal Catherine Oehlman is a driving force behind the Port Macquarie school on the New South Wales mid-North Coast.

"I have always been in mainstream, large schools," she said.

"I dreamed of a little school where kids could spend more time outside and where I could connect them with nature.

See <<https://www.abc.net.au/news/2021-06-20/nature-school-changing-the-way-children-learn/100202750>>

How far children roam on their own has an effect. Vanessa Vieites of Rutgers University writes:

The distance from home that kids are allowed to roam and play has shrunk significantly over the last 50 years. That's largely due to parents' concerns over safety, especially in cities. More recently, the COVID-19 pandemic has further restricted children's independent activity.

As a PhD student in psychology, I studied factors that affect people's spatial navigation skills—or how they understand their location and the features within their surroundings. I was also curious about the possible childhood origins of gender differences in how men and women navigate, and why women feel more anxious when trying to find their way around unfamiliar areas.

My findings suggest that children who are allowed to roam by themselves farther away from their homes are likely to become better, more confident navigators as adults than children who are more restricted.

More at <<https://theconversation.com/kids-set-free-to-roam-on-their-own-feel-more-confident-navigating-in-adulthood-163972>>

Do you still use paper maps? Local Cartographer Anthony Stephens says maps do much more than provide a route for travel. From an ABC report:

As a test, Anthony Stephens likes to ask "anybody under 30 years old who lives in the city" to name the suburb directly to the north of where they live.

"It is interesting the answers you get," Mr Stephens said.

"Sometimes we even get the question, 'What is north?'"

Our modern dependency on GPS has certainly challenged the cartographer, who has made and sold paper maps for more than 50 years.

His business, The Map Shop, used to produce Adelaide's street directories.

"We stopped printing those four years ago. You will never see a new Fuller's street directory again," Mr Stephens said.

It's at <<https://www.abc.net.au/news/2021-08-15/paper-maps-have-a-future-says-cartographer-anthony-stephens/100303036>>

The most accurate flat map of Earth

yet—Cosmologist J. Richard Gott and his colleagues tackle a centuries-old cartographic conundrum:

I and my colleagues Dave Goldberg and Bob Vanderbei (who invented the "Purple America" map for showing election results) have produced what we believe to be the most accurate flat map of the Earth ever made. Depicting the curved surface of the Earth on a flat map has been the cartographers' problem for centuries. No flat map of the Earth can be perfect. But flat maps are easy to store and manufacture and are therefore desirable.

See the result at <<https://www.scientificamerican.com/article/the-most-accurate-flat-map-of-earth-yet/>>



The back page

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- 5 Provision for banners, merchandise or other at State Dinner

Bronze: \$350+

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- 2 Visual acknowledgement at OEASA dinner
- 3 Verbal acknowledgement at all conferences, dinners and meetings
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[<https://www.oeasa.com.au/>](https://www.oeasa.com.au/)

Outdoor News deadlines

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

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>.

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.