

Out and About



This Issue

EOTC – A ‘Must-Do’ in Mangere

Supporting the Assessment of Outdoor Rec Unit Standards – a Sfrito perspective

What is going on outside the classroom in New Zealand schools: Some findings from the EOTC survey

Japan finds outdoor education suits the Japanese style

Focus on Outdoors Centres:

- MERC philosophy, culture and commitment**
- A Vision in the Forest**





Out and About

Issue 15 Summer 2005/06

Education Outdoors New Zealand

(EONZ)

EONZ is an organisation of education professionals working to promote and facilitate the development of outdoor education.

This magazine is supplied to members free.

Editor

Pip Lynch

Fax: (03) 325 3857

E Mail: lynchp@lincoln.ac.nz

Postal: Dr Pip Lynch,

Social Science, Parks, Recreation and Tourism Group,

ESDD,

PO Box 84,

Lincoln University,

Canterbury

Design and Layout

Dietlind Wagner

Cover Photo

Kazuhiro Arai

Contributions

Material for publication is welcome.

Articles, comment, photos,

resources etc should be sent to

the editor.

Summer 2005/06

Editorial

by Pip Lynch

Ah! Spring is here with snow (on the Alps) and southerly gales to remind us just how far down the globe Aotearoa has slipped over the millennia! Another spring means that winter outdoor education and EOTC programmes will be over and, as the new term begins, many more programmes will get under way. I hope that wherever you are in the outdoors over the next few months, you and your companions are much warmer than I will be when I leave my office tonight. Brrrr ...

In this edition of Out and About we extend the 'culture' theme of the last issue by taking a look at EOTC in a predominantly Maori and Pasifika community in New Zealand. It was a real pleasure for me to spend part of an afternoon with John Nicholls and Jason Swann in Mangere and talk at length about the EOTC

• *Continued on page 4*

Contents

Chairperson's Perspective	5
EOTC – A 'Must-Do' in Mangere	7
Camp!	11
Supporting the Assessment of Outdoor Rec Unit Standards	
– a Sfrito perspective	12
What is going on outside the classroom in New Zealand schools:	
Some findings from the EOTC survey.	15
Japan finds outdoor education suits the Japanese style	19
MERC philosophy, culture and commitment	25
A Vision in the Forest	29
Hmmm, this looks interesting ... EONZ Website	32
New database to improve outdoor safety	34
Celebrating 50 Years in 2006.....	35
Outdoor New Zealand (ONZ) Annual Forum.....	36
Rebuilt Refocused and Re-ignited.....	36
EONZ Executive	37
Safe Practices Outdoors Activity Ideas.....	38



• continued from page 3

programmes in their schools. EOTC is alive and well in Mangere and the photos that accompany the article show just how much the young people from that part of South Auckland enjoy their outdoor experiences. I hope that reading this article inspires other teachers and communities to maintain or establish EOTC / outdoor education.

Staying with the 'culture' theme, Ayaka Yoshikawa tells us about outdoor education in Japan, a country with similar geography to New Zealand, but quite different demography and culture. Most importantly, the differences

between the ideologies underlying New Zealand and Japanese compulsory education are the key to the differences between the two countries in outdoor education provision. Being informed of outdoor education in other countries will, I hope, enrich our own outdoor education and help us to enhance outdoor programming for our international students.

As for outdoor education in New Zealand, Robyn Zink and Mike Boyes tell us about what is going on 'out there' in this country. We also feature two centres - one in the North Island and one in the South, both which

programme for outdoor activities and environmental education but in different ways and with different emphases.

As usual, several contributions in this issue highlight the work being done in support of EOTC and outdoor education by a relatively small group of people, usually on top of their 'day jobs'. On behalf of all members, I extend my thanks to these people for keeping EOTC and outdoor education in good shape at national level, for the benefit of all.

Ngā mihi nui,
Pip

Upcoming Features

Topics coming soon include:

- Outdoor education in tertiary education
- Outdoor environmental education overseas
- Critical outdoor education
- Photography in and for EOTC
- Broadening curriculum links with the outdoors
- Qualifications for outdoor education
- Island experiences - EOTC off the mainland
- **And your contribution!**





Chairperson's Perspective

Ramblings from the chair, Oct 2005



Arthur Sutherland

The life of the EONZ chair continues to be a busy and exciting one.

Recently I had the pleasure of presenting the prestigious Education Outdoors New Zealand award for 'Best Outdoor Programme 2005' to the Sir Edmund Hillary Outdoor Pursuits Centre. We were recognising their Youth Adventure Challenge Programme. In making the presentation at the recent ONZ Forum I requested a show of hands; firstly of those present who had participated in the course while a school student. About 50% of those present raised their hand! Secondly, a considerable number identified themselves as current or ex-deliverers of the programme.

I have been part of the joint-award discussions involving NZOIA, MSC and EONZ. Along with fellow EONZ member, Fiona McDonald, we have been working on a common syllabi and assessment process. It is anticipated that in 2006 there will be one Outdoor Leader award in NZ (our Outdoor One award will disappear).

EONZ, through Gemma Perriam and Lynley Stewart, has been a major player in the Ministry of Education's Curriculum Project. Writing a revised Health and Physical Education Essence Statement for the NZ Curriculum

Framework document, and fine-tuning the achievement objectives, has been a long but positive process. We outdoor educators can be assured outdoor education is a key area of learning in the HPE Essence Statement, and the Achievement Objectives. Given the number of meetings over the last two years no one can complain about the lack of consultation.

Plans are being developed to celebrate 50 years of formal school camping in NZ. Research by Pip Lynch has guided EONZ to the conclusion that it would be appropriate to mark this milestone in 2006. The intention is to highlight the excellent work being done by schools in the area of education outside the classroom. An announcement will be made soon.

Outdoor Activities Guidelines for Leaders has been launched and made available free to all Primary, Intermediate and Secondary Schools. Through the efforts of Liz Thevenard and myself, EONZ, ONZ, NZOIA, SPARC, NZMSC, WSNZ, the Ministry of Education and the writer Stu Allen, have produced an excellent replacement for the dated Outdoor

Pursuits Guidelines for Educators. As the leader of this project EONZ has again been to the fore in the collaborative approach which is seen as highly desirable by members of Outdoors NZ.

Bi-monthly I attend the Ministry of Education's EOTC Reference Group as the EONZ representative. The group's strategic plan identifies professional development, resources and national information as the key components for the next three years. Since its formation in 2000 the achievement in the safety area has been immense. In response to the advice given the Ministry has published and distributed to all schools 'Safety and EOTC-a good practice guide for NZ schools.' It has, through a sub-contractor, rolled out over a three-year period the professional development associated with the document. It is this roll out that I now wish to comment on.

The Colleges of Education through their School Support Services sections combined under the leadership of the University of Waikato with an outdoor world consortium made up of EONZ, NZOIA, ONZ and NZMSC set up regional facilitation teams to deliver



the Professional Development to all schools in the country. Under the leadership the regional coordinators the facilitators delivered to 70% of NZ schools. I understand that the Ministry considers this an excellent strike rate for a voluntary attendance programme. I have been impressed by the collaboration; the leadership provided by Lynley Stewart from the University of Waikato, and ex-chair of EONZ Phil Kay; and the facilitation. We need to move quickly to continue to use the expertise that exists in our regions.

In the workshops a schools frequently asked 'how do we judge an outdoor provider?' My initial response has been 'use the checklist provided in Safety and EOTC-a good practice guide for NZ schools (see page 75) which supports the

guidelines given on pages 28-29.' More recently, I have responded by referring to OutdoorsMark.

To assist schools understand the requirements of the Mark a special article is being prepared and will distributed to members before Christmas.

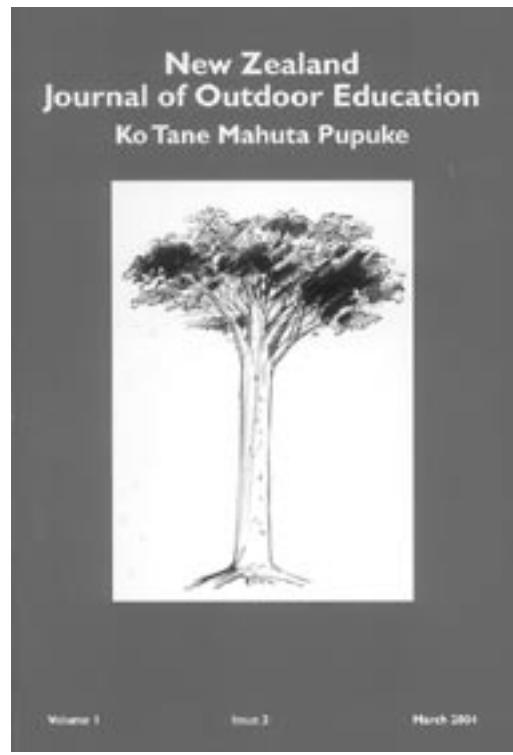
A number of educational institutions have registered with the National Incident Database while some of those have entered an incident and retrieved an incident report from the system. This tool has the capacity to inform good practice both at the school and the national level. And yes EONZ has contributed in a number of ways to the establishment of this extremely useful device. See www.incidentreport.org.nz

I trust you received our first edition of EONZ NEWS where we keep members informed of events and developments in the 'education outdoors NZ world' in between issue of Out and About. The need for such communication is highlighted by the progress EONZ has been making in servicing it's members.

Finally, I am on record as having championed the efforts our organisation has taken in collaborating with others. My overseas colleagues tell me that NZ leads the way in managing to get education and the outdoor world working together.

Regards
Arthur Sutherland
Chair EONZ

NZ Journal of Outdoor Education



Articles in Volume 1, Issue 4, December 2004

Feature articles

Unaccompanied Activities in Outdoor Education – when can they be justified? (Grant Davidson)

From liability to student safety in Education Outside the Classroom (Cathy Haddock and Matthew Sword)

Including the Excluded: The Kimihia Adventure Programme (KAP) (Jenny Jordan)

Road Development in the Kahurangi National Park (Guy Sutherland)

Improving Integrity by Removing Equivocation: A critique of NZOIA rock 1 syllabus (Stuart Moyle)

The maintenance of quality in the preparation of outdoor education teachers (Michael Boyes)



EOTC

– A ‘Must-Do’ in Mangere



By Jason Swann, John Nicholls, and Pip Lynch

*A happy camp group from
Robertson Road School*

“It’s not a matter of ‘if’,” says John Nicholls, Deputy Principal of Robertson Road School in Mangere, “it’s a matter of having to. There is no option about outdoor education. Our kids need it, so we find a way to provide it”.

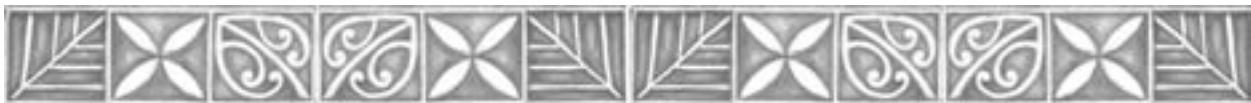
John, and colleague Jason Swann, Deputy Principal of Sir Douglas Bader Intermediate School just along the road, generously spared some time to talk to Pip Lynch about EOTC and outdoor education in predominantly Maori and Pasifika school communities. In Mangere, this means also talking about the challenges and opportunities for EOTC/OE in decile one schools. The biggest challenges to EOTC and outdoor education in Mangere are the financial constraints and parents’ concerns for girls. Apart from that, the Mangere community’s

world view is not much different from a general ‘Kiwi’ world view. Parents want the best for their children and they see EOTC and outdoor education experiences as part of what is best in education.

Part of the teaching programme

In primary and intermediate schools, generally, the school programme includes learning about cultures and the local community. EOTC and outdoor education programmes contribute to this learning through activities such as visits to the local marae, kapa haka, visits to places and people in the local area, and these activities often culminate in a residential camp. The progressions in knowledge and skills that the children have been through build up to the residential camp, or a journey, depending on what the needs of the students are.

At Sir Douglas Bader Intermediate School, the school first looks at the local area; for example, Mangere Mountain, the Mangere Stone Fields, Ambury Farm Park. The EOTC programme first taps into all those resources that are around locally. Ambury Farm Park, for example, is a valued resource because it provides opportunities for city kids to get a taste of what a small farm must be like. The goal is for children to develop skills for knowing the local area and interacting with the local community. These skills are built up through the year levels, leading up to a residential camp or other experience appropriate for the pupils concerned. At a residential camp, Bader Intermediate pupils engage in outdoor pursuits and practical skills such as setting up tents, and also general things like safety. Safety management is taught all the way through at different year levels.



A new physical recreation experience – fun at the climbing gym for a Robertson Road pupil

Raffles, car-washes, sausage sizzles ...

One of the challenges of providing outdoor experiences for children at Bader Intermediate and Robertson Road schools is funding the programmes.

"The financial aspect is a reality here," says Jason. "I don't have the option of saying 'The camp will cost \$140, so we'll need that by March 13' or whatever. It's just about how can we fundraise that money."

Fundraising creates a significant extra workload on those who are organising a camp because as well as organising the experience, they are marketing it and then trying to be a collection agent, too. On top of that, teachers have to be able to survey the quality of fundraising

agencies. Some agencies promote their products to schools but, for the effort involved, not enough of the profit comes back to the school. The 'tried and true' methods are raffles, car washes, sausage sizzles. Food and kids are natural partners, so selling sausages, drinks and the occasional ice block is not a problem. But the effort needed is on-going. It is not a case of relying on one big 'hit', so there is constant work throughout the year on fundraising. Teaching staff have to be highly motivated to run camps and trips in these schools.

One of the benefits of fundraising is that the children are involved and a team is created among them, so when they go into the trip or camp experience they know they have worked really hard for it. They get the reward for their hard work.

At Sir Douglas Bader Intermediate, the fundraising aim is 'over-budget' the camp because there will come a time when some parents will say they can't let their kids go on the camp because they can no longer afford it. Teachers are always looking around for extra equipment, too, as there are always some children who don't have sleeping bags, boots, and other items. Having a bus belonging to the school has been "an absolute blessing" at Bader; it eases transport costs somewhat and makes the organiser's job a little easier.

At Robertson Road School, a full primary school with a nominal roll of 500, of whom about 6 are pakeha, camp is considered a necessity for all pupils. For Year 5/6 pupils, camp provides experiences

outside the local community and for the Year 7/8s, the aim is to broaden the children's views of career opportunities.

A number of the Robertson Road School families find it very difficult to leave the local environment – they don't have transport, they don't have money, they have work commitments or large extended families and other demands on their time and resources. So the school provides a means by which children can experience a wider world. The Year 5/6 pupils go to Totara Springs in Matamata for five days. That costs about \$120 per child and the school charges them about \$80 each and fundraises the difference. "Two and a half hours in the bus usually freaks the kids out", says John, "because most of them haven't been so far from home before – and they get to do many things that they may never get another opportunity to do – canoeing, kayaking, horse-riding, shooting, archery, ...". This camp occurs in alternate years to the Year 7/8 camp. In Years 7 and 8, the aim is to show the children that there are career opportunities they might not have considered before. Here, the focus is on the tourism industry.

At the beginning of the year, the senior pupils investigate who they are, what their likes and dislikes are, and at the end of the year they study tourism. As part of their tourism unit they find out about different roles in tourism, interview different people in the industry and find out the different attributes that are needed for different kinds of roles. The highlight of all that



is going down to the snow on the Central Plateau and doing water activities (jet-boat riding), land activities (laser strike, go-karting, rock climbing), watching bungy-jumping and meeting the DoC officers. The cost is high – around \$240 per child. Again, the families are charged a portion of that (about \$110) and the difference is made up by fundraising all year for the \$20,000 or so needed.

Chocolate sales are a good money-spinner, particularly as a lot of parents work in large commercial operations so they find it easy to sell chocolates. Offering ‘bribes’ or prizes helps: the school gives away \$50 vouchers, scooters, tennis balls, etc., to encourage people to sell the chocolates. Selling pizzas, running spellathons and Friday afternoon discos are other successful fundraising activities.

In Jason’s experience, the wider community has a soft spot for schools, especially low decile schools, and people are usually very helpful. For example, several years ago, he had the cost of camp accommodation and transport donated by businesses in the community. In that case, the school was able to supply the food for the camp and use the money they had raised for computers. But in the main, it is a matter of fundraising toward a set goal

Some funding is available through various trusts, but, as John points out, there is money in the community: “I guess it is easy to say these are Pasifika children and therefore they are poor but that is not always the case. Every family

has a certain disposable income and it comes down to whether to decide to give your child \$5 to buy pies and soft drinks for lunch and breakfast or whether they put that \$5 towards the trip.” Each family is encouraged to put aside whatever they can whenever they can until they reach their contribution. It is really hard work but John is convinced that the children gain tremendous social growth and they really get thinking about their possible careers.

Parental Support

Parental support for trips and camps in these Mangere schools is usually very good, but there are times when support in practical terms is limited. At Sir Douglas Bader Intermediate, local trips have had to be cancelled on occasion because insufficient numbers of parents were available on the day to provide adult supervision. Parents

will offer to assist then something comes up in their lives at the last minute and they are no longer able to participate. It can be difficult to get parents to come along to help at a camp, too, not because they don’t want to be a part of it but because the reality is that they are working and making ends meet, and it is just not an option for them to take a week off. By contrast, sport is always well-supported, with more parents attending tournaments than needed for supervision. There is strong interest in sport and they will come along just to watch as well. In Jason’s experience, while it would be quite easy to say ‘This trip or camp is in the too-hard basket’, he hasn’t met any one in the Mangere community who sees that as an option: “It is just a ‘must’ for the kids to have these experiences”.

At Roberston Road School there are fewer difficulties with parental support. An advantage of being

EOTC provides opportunities for Roberston Road School pupils to learn navigation skills. “We mastered the compass!”





a full primary school is that the children are enrolled for longer so the parents get to know the teachers well and there is greater potential for strong connections to develop between parents and the school. At the same time, however, there is to some extent a 'laissez-faire' attitude in Mangere, according to John, and parents get around to things at the last minute. For teachers organising trips and camps this can create a bit of a headache because "the middle-class risk analysis approach to things" requires details to be confirmed well in advance.

For parents who do help out on camps and trips, both schools find practical, meaningful ways of off-setting costs and expressing gratitude. Food left over from camps is offered back to parents to take home to their households. Likewise, petrol money is offered to parents who have provided transport, but sometimes this is refused because families don't want to be seen to be needing the money, even though it would be appreciated in the family budget.

Robertson Road School pupils enjoying a nature art activity outside the classroom



Specifically Maori / Pasifika experiences

Respecting the cultures from which their pupils come is an important part of planning and running EOTC and outdoor education for Jason and John. For many children in Mangere, religion is a major part of life and so prayers are incorporated into camp programmes. Visiting the local marae and the local mountain contributes to understanding of Maori culture and acknowledges the tikanga of many pupils. Performing waiata when appropriate opportunities present themselves is another examples of integrating cultural elements into teaching programmes. Inclusion is an important aspect of school programmes. As Jason explains, " if a parent comes along with toddlers in tow, we can't count them as parent-helpers because they've got their hands full with the little ones, but they can come along, that's part of the whanau thing. Likewise, we don't exclude kids because they can't afford the trip; they come along and we find a way to pay for them."

The social aspects of outdoor education are very important for Mangere children. School camps put children in a different environment; teachers see a different child, a more rounded view of the whole person, at camp. The rapport that can built up with the children at camp, especially if it's at the beginning of the year, can be beneficial throughout the year. Camp also gives these children an opportunity to do things away from their usual family structures, and for many of them that's quite a challenge. They haven't got the support network that they are used to at home. They let their hair down a bit, and they are not used to doing that. For some children, it might be one of the first times that they are not responsible for others, especially if they are one of the older kids in the family. At camp they can have some time for themselves.

Some girls, though, are less likely to benefit from camp experiences. Girls want to go to camp but are closely protected, particularly in Polynesian families. It often takes a lot of discussion with some families to get them to agree to let their daughter go to camp. In Jason's experience, even multiple home visits and input from influential members of the community does not budge some parents, but direct experience of a camp can change their minds: " I always ask the parents to come down to camp – if it's nearby – to come down after work and see what we are doing. When they do that they see what the kids are doing and think it is great."



What parents see is "The laughter, the whole positive thing, the fact that the kids are looking after themselves; they have to learn to manage their gear" says John. "I find the kids pull together really well and by the end of the camp they have had such a great time they fall asleep on the way home."

EOTC is part of the education package

Mangere parents, in general, have the same sorts of expectations for their children as do parents in other Auckland suburbs and in New Zealand/Aotearoa as a whole. They

may even have higher, sometimes unrealistically high, expectations of what their child is going to do, and they are willing to work very hard to give their children the best opportunities possible. In the Mangere community, there are Pacific Islanders who are fourth generation New Zealanders and there are recent immigrants. Both Sir Douglas Bader Intermediate and Robertson Road schools have enrolled new pupils just arrived from the Pacific in recent months. The parents of all these children, says Jason, "may not work in a very high-paying job, but they are going to work just as hard, maybe twice as hard, to get the same returns

as someone who has had a good education and good opportunities, so they are going to bust their gut to make sure that their kids have those experiences and opportunities. Part of our brief as teachers is to give them as many of those experiences as we can, open their eyes to what's out there, and educate them so that they are going to have as many choices as possible. Parents in this community see EOTC as part of the educational package."

And the children's view? Christian T., a pupil at Robertson Road School, had this to say about his camp in 2001:

Robertson Road School's Totara Springs Camp, 2001

Camp!

By Christian T. Room 4.

Dear Diary ...

Experience is what we learned at camp. That was the first time some of us have ever been away from home. We felt really sad, lonely, and home-sick. But I got used to it. I wouldn't even want to go home. I had to stand up and be confident in myself.

Every activity we've done as a group was either exciting or scary. Some people refused to take part because they've got feeling of shyness.

On talent quest night, no one was shy. Everyone had the courage to perform in front of the audience, either an item or a dance. Some of us looked stupid in our costumes, but we didn't care, because we wanted to entertain some of the parents who came all the way from Auckland to visit their children. What an exciting time I've ever had in my life, living together as a family

with children from different parts of the world, sharing our thoughts and cultures and supporting each other very well.

It was sad on my last night. I didn't want to come back to Auckland because we missed the place, especially the friendly staff at Totara Springs. I felt sorry for those who were staying behind not going to camp because they missed some of the interesting things we experienced while we were there.

Finally, I thanked Mr Nicholls for organising the camp and the really hard work he did there to make the camp more successful. I would also like to thank the teachers and the parents who were there helping us in many ways. Now I'm back to my lovely school and everything is back to normal.



Supporting the Assessment of Outdoor Rec Unit Standards

– a Sfrito perspective

*Contributed by Rose Dowall and Jenni Pethig,
SFRITO, Christchurch*

Introduction

The Sport, Fitness and Recreation, Industry Training Organisation (Sfrito) has two key roles:

- to set, facilitate and promote the quality assessment and provision of skill standards within the Sport, Recreation and Fitness industry; and
- to provide leadership within the industry on matters relating to their skills and training needs.

Since 2004, Sfrito has been taking the lead on identifying the size, roles and occupations of the people in its industries and developing skills strategies to meet their Labour Market needs and trends. Earlier this year Sfrito carried out a survey of industry employers to assist us to develop training resources and pathways that will meet employer needs and support careers in the industry.

The key Labour Market research findings can be downloaded from our website: http://www.sfrito.org.nz/index.cfm/_OUTDOOR_RECREATION

Outdoor Recreation Unit Standards and Qualifications

There are currently 111 unit standards in Outdoor Recreation and 4 National Certificates (including Caving), and 1 National Diploma. Most of the Outdoor Recreation unit standards were reviewed and registered in October 2004, and the qualifications in August 2005. Sfrito is now just beginning a review of

training standards for the Adventure Based Learning industry.

Sfrito has also developed 2 new awards:

- The National Award in Outdoor Experiences (20 credit qualification from unit standards at levels 1-2) designed primarily for school use.
- The National Award in Risk Management (21 credits) that recognises people who have demonstrated the minimum skills required to manage a group safely in a non-technical environment.

During the last 2 years Sfrito has specifically written low level experiential unit standards for avalanche safety, Nordic skiing and the Outdoor Experiences award. New unit standards in Yachting (at levels 1-3) are going to be registered in October 2005 in partnership with Yachting NZ.

Sfrito now has a strong mix of workplace or provider based qualifications and is pleased to see that these can be a stepping stone into other industry awards such as Mountain Safety Council and NZOIA qualifications.

Accreditation

Accreditation is a quality assurance process that is carried out by NZQA and Sfrito to check that providers have the quality systems, policy and procedure in place to safely deliver and assess unit



standards. In April 2005, Sfrito's Outdoor Recreation and Snowsport Accreditation and Moderation Action Plans were updated to clarify the type of information and documentation we are seeking when a school is applying for accreditation, or an accreditation scope extension.

Historically this has been a very long winded and rather cumbersome process as both Sfrito and many schools have struggled to provide clear information. This is now improving and applications are now being processed faster and more easily. Sfrito is developing prescribed checklists of expected evidence to match the criteria on our AMAP and ease the application process so that what is asked for can be clear and concise.

Where possible Sfrito is looking to align with other auditing bodies such as OutdoorsMark, and contracting ROSA (Register of Outdoor Safety Auditors) to reduce compliance hassles and cost.

We have also reduced the requirements for schools applying for accreditation for Sfrito unit standards at levels 1-2 when they are contracting a Sfrito registered assessor. Common areas of issue are:

- ensuring that the Provider will have or contract staff that meet our Minimum Assessor Requirements
- that the programmes will meet the level, credit and assessment requirements of the unit standards, and
- that adequate industry consultation has occurred in the development of the programme.

The AMAP criteria and a fuller explanation of the expectations for applications is provided in *Sfrito's Accreditation Guide*. We also recommend that you contact Venessa Green, Sfrito's Quality Co-ordinator for help with your application. http://www.sfrito.org.nz/index.cfm/index.cfm/_PROVIDERS

Minimum Assessor Requirements (MARs)

MARs safeguard and protect the integrity of Outdoor Recreation unit standards and qualifications by setting

a benchmark for those who can assess them. The challenge to establish and maintain a current standard for assessors has been met with both applause and frustration from different sectors of the industry. Sfrito believes that the benchmarking of assessor skill levels is key to the promotion and quality of assessment in the outdoors.

This process was not intended to disadvantage or block people from offering unit standards, and Sfrito is now working with teachers and other workplaces to provide formal recognition and qualifications to their assessors and staff to ensure they meet MARs. Please contact us if you would also like to become a trainee.

Assessment Guidelines

Sfrito provides a number of assessment guidelines that show the evidence and judgement required to assess our unit standards. These are written by key industry experts and are pre moderated before use.

Earlier this year, Sfrito held 4 regional assessment guideline writing workshops to help upskill the sector, and this also highlighted how difficult some guidelines are to write. As Assessment Guidelines and resources are completed they will be available from our website. To encourage best practice assessment most will be available free of charge.

Moderation

Moderation takes two different forms; pre and post assessment moderation and Sfrito must manage both. Pre assessment moderation concerns the planning and preparation phase of assessment. Post assessment moderation involves checking that your assessment decision is consistent with your peers', the nationwide interpretation, and lines up with the purpose and elements of the unit standard.

For the last few years our moderation system has taken the form of one day long regional meetings, where assessor's from both industry and provider backgrounds can view common assessment footage and make assessment decisions. Comments and decisions are then taken nationally and collated by Sfrito and analysed against the units in question. This model



has proven incredibly popular as a chance to upskill, network and review your assessment processes.

Our next challenge is to moderate your written pre-assessment material and post assessment decisions and record keeping. To do this we are developing an online paper based moderation system in 2006 that will again utilise video footage, but also allow providers the flexibility to be moderated when it suits them.

Reviews

There is a review cycle for accredited providers, on average Sfrito will visit and review each accredited organisation every four years to ensure what was submitted as part of the accreditation process is current procedure and/ or policy has been altered to reflect any changes. Please contact us if you would like to be reviewed in 2006.

Advocacy

Along with industry leadership comes an increased role in advocacy. Sfrito is able to help you gain access to government and political agencies such as the Tertiary Education Commission, SPARC, Ministry of Education, Departments of Labour, Statistics and Immigration.

Another part of advocacy is maintaining supportive relationships and developing partnerships models where possible with other industry organisations and associations. Sfrito will be playing an active role in the ONZ Qualification Alignment Project.

Get in touch...

The Outdoor Recreation and Snowsport team has grown again with the appointment of Simon Graney to the Taupo office to bolster Resource development, Simon is ex The Sir Edmund Hillary Outdoor Pursuits Centre and more recently training officer for Tower Insurance. That takes our team to 7 around New Zealand who are available for advice, support or to answer any questions you may have around the specifics of a particular process.



New Release!

Outdoor Activities – Guidelines for Leaders (5th Edition)



This edition replaces the 1996 publication *Outdoor Pursuits – Guidelines for Educators* (4th edition).

The resource complements:

- Ministry of Education, (2002) *Safety and EOTC – A good practice guide for New Zealand schools*,
- Mountain Safety Council, (2004) *Outdoor safety – risk management for outdoor leaders*,
- Standards New Zealand, (2004) *New Zealand Guidelines for risk management in sport and recreation*,

These guidelines are for outdoor leaders including teachers, employed and voluntary instructors, assistant instructors, youth group leaders and guides. This is an essential resource for tertiary institutions and national organisations that train outdoor leaders. Employers, managers and governors of outdoor organisations may also find the guidelines useful as may participants.

The guidelines document current, accepted practice for a wide range of outdoor activities.

- Section A contains general guidelines for all outdoor activities.
- Section B contains specific guidelines for 42 outdoor activities, including abseiling, adventure based learning, kayaking, tramping, local activities such as a trip to the beach or orienteering in the local park and many more.

The resource will be distributed to all schools in October 2005.

- All primary schools will receive a CD Rom version of the resource as part of the Active Schools Tool Kit.
- All secondary schools will receive a book version of the resource, addressed to the principal and EOTC co-ordinator.

The resource can be ordered online at www.sparc.org.nz

- Book \$20 (includes GST and P&P);
- CD \$5 (includes GST and P&P), or
- download for free.



What is going on outside the classroom in New Zealand schools:

Some findings from the EOTC survey.

Robyn Zink *Monash University* **Mike Boyes** *Otago University*

Introduction

Some of you who attended the Safety Management workshops for *Safety and EOTC: A good practice guide for New Zealand schools* may remember being asked to fill in a questionnaire about outdoor education, education outside the classroom (EOTC)[1] and what you did in your schools. We would like to thank all of you who took the time to fill them in and made sure they got back to us. We have collected the questionnaires together and started to look at what is happening in schools.

The rationale for surveying teachers about what they are doing in schools grew out of a realisation that we have a lot of anecdotal evidence of what teachers are doing but little nation-wide data about EOTC practices in schools. EOTC and outdoor education are a pervasive part of primary and secondary curricula now and there are many NCEA and NZQA units teachers can incorporate into their programmes. However, we have little overall sense of what teachers are doing, how well qualified and supported they feel in their work and what challenges they face in providing outdoor education experiences for their students.

The first thing to come through in the surveys is that EOTC is alive and kicking in New Zealand. The information that we got from the questionnaires suggests that teachers are putting a lot of time and energy into making sure students have experiences outside the classroom and they see the outdoors as being a way to enrich the entire curriculum. Another point that came through very clearly is that many outdoor programmes occur outside of school time. It is also clear that there is always more that the Ministry of Education and organisations such as EONZ can be doing to support teachers in providing EOTC opportunities for their students.

The rest of this article looks at some of the findings in more detail. As you read this you may think that what we have found is obvious and commonsense. Many of the things we found support the anecdotal evidence that we had been hearing but there are a few surprises in the data and as we delve deeper I am sure we will find some more revelations. One of the strengths of doing a survey of this nature is that it provides a foundation to focus further research on the realities of teaching outdoors and

it also provides a focus for future professional development courses and resources for teachers.

The findings

Who responded

We got 210 completed questionnaires back with our biggest responses from the Waikato / Bay of Plenty area, Wellington / Horowhenua area and Canterbury. This doesn't necessarily mean that these areas have the most active EOTC programmes in their schools. This might be a reflection of the extra energy that the workshop facilitators in these areas put into encouraging people to complete the questionnaire. A wide range of people working in a variety of schools and locations responded. Many more primary school teachers returned the questionnaires than secondary school teachers. One of the things that was highlighted through the demographic data was that EOTC teachers are very experienced with an average of 18 years of teaching experience. But there are also many teachers newer to the profession who are involved in EOTC.

We wanted to find out current practices in New Zealand schools



and also to examine the beliefs and values that underpin teachers' practices. When looking at current practices we distinguished between primary and secondary schools. Both primary and secondary teachers use the outdoors to support their teaching across the curriculum. Not surprisingly the outdoors was used most frequently for Health and Physical Education (HPE), closely followed by Science and Social Studies in primary schools. In secondary schools the most examples of programme activities came from HPE, Geography, Biology and History. At NCEA level, geography was the curriculum area that used the outdoors most frequently to support the curriculum, closely followed by HPE. It is unclear if this is a quirk of the sample in that more geography teachers came to the workshops. It may indicate that geography teachers can more clearly articulate the role of the outdoors in enhancing their curriculum.

What teachers do and where they go

Teachers take their students on a huge array of activities outside of the classroom at both the primary and secondary level. Outdoor adventure activities were mentioned most frequently but many other sorts of experiences were included at both primary and secondary schools such as; visiting art galleries, Marae, museums, universities, Te reo and language camps, maths, biology, geography and drama related trips and sporting trips. This reflects the belief held strongly by many of the

teachers that outdoor education can enrich all curriculum areas. Not surprisingly curriculum enrichment was seen as more important for EOTC programmes at primary schools where on average it was 56% of the outdoor programme focus. For secondary schools curriculum enrichment was, on average, 22% of the programmes focus.

EOTC occurred across a range of different places. At the primary level the most frequently used location was the schools grounds. This was closely followed by outdoor centres, both rural and urban areas and then national parks. In the secondary school context rural areas and outdoor centres were the main locations followed by national parks and urban areas with demonstrably less use of the school grounds. This would suggest that primary schools tend to run shorter activities that can be incorporated into the school day, whereas at secondary schools it appears longer activities that involve leaving the school grounds tends to dominate the programme.

Values and beliefs in EOTC

We asked a whole range of questions around the values and beliefs that underpin teachers' outdoor education practice. There was strong agreement that EOTC is a fun teaching and learning medium, it requires specialised knowledge, should be taught in progressions and the outdoors is ideal for promoting aesthetic appreciation. Two things that we found surprising

is that respondents didn't agree or disagree with the statements that outdoor education is substantially based in the HPE curriculum or mainly focused on outdoor pursuits. Again this could be a reflection of the large number of primary teachers who responded to the survey or it may be a reflection of the array of backgrounds teachers bring with them into teaching in the outdoors.

The most important learning outcomes that were thought to be achieved through outdoor education experiences were group co-operation, improved self-esteem, consideration of others and safety knowledge. The areas that were considered as least important learning outcomes included cultural / ethic understandings, Tikanga Maori, data gathering and analysis and spirituality. This is not surprising given the dominant view of outdoor education being about personal and social development. It does raise some interesting questions around how much curriculum documents shape teachers beliefs and practices and how much this is shaped by the beliefs and values they bring to the field.

Teachers' training and experience

Both primary and secondary teachers taking students in the outdoors come from varied backgrounds. As Pip Lynch (1998) noted, one of the enduring features of outdoor education in New Zealand is that teachers who are involved tend to be enthusiastic outdoors people themselves. A



number of both primary and secondary teachers had Diplomas in Outdoor Recreation, Sport or Parks and Recreation. Many also had professional qualifications such as first aid, and New Zealand Outdoor Instructors Association (NZOIA) and Mountain Safety Council (MSC) qualifications.

When asked to rate their level of experience most identified themselves as reasonably experienced. Secondary teachers rated themselves more highly on this scale than primary teachers and male teachers tended to rate themselves as more experienced than female teachers did. This latter finding is consistent with other studies that show female teachers and / or outdoor instructors rate themselves lower on experience scales than male teachers / instructors (Loeffler, 1997).

There are some very experienced teachers taking students into the outdoors. Some noted that they had been doing this for up to 40 years. The average years of experience amongst teachers was 17.5 years. This might be indicative of the high levels of enthusiasm teachers have for taking their students into the outdoors. On average teachers spent between six and ten days in the outdoors with groups.

Another indicator of the enthusiasm and dedication of teachers taking students into the outdoors was the amount of the programme that ran outside of school hours. For primary teachers an average of 20% of the programmes they ran and for secondary this went up to 57%

of the programme. The demand on staff personal time was one of the barriers to teaching outdoor education that was identified by participants.

Barriers to EOTC

The two items that were most consistently identified as being barriers to outdoor programmes was the cost of the programme and the crowded curriculum. Other things that were rated highly included the emphasis on safety and the paper work required to support an outdoor programme. Another barrier that was identified by many of the participants was the time required to keep qualifications up-dated. Lack of student interest was not seen as a barrier by the participants. This might suggest that the students see outdoor experiences as a valuable part of their educational experiences.

When asked what resources were needed to support the delivery of outdoor programmes, human resources were seen as the most important priority. This included having Ministry of Education advisory support services, well trained and affordable instructors, administration and relief teaching support and more parent helpers, and supervisors. Activity based resource material was also seen as a priority for supporting teachers. This included activity ideas, examples of best practice, and programme outlines and guides. One aspect that came up frequently was resource material and guidelines related to safety. This is unsurprising given the current topical issues in outdoor education.

Conclusion

As with all of these pieces of research, more questions have been raised than answered. The diversity of outdoor experiences that students are being offered can be seen as indicative of schools and teachers recognising that the outdoors offers positive learning opportunities across the whole curriculum. The diversity of training pathways is notable and can only add to the diversity of learning opportunities available to students. It also signals the need for a wide range of professional development opportunities and accessible resources for the many teachers who may not have any specific training in outdoor education. One of the challenges for organisations such as EONZ is to continue to identify those needs and find creative and collaborative ways to support teachers in their work.

Now that we have a very broad brush picture of ways in which teachers use the outdoors in their practice and some of the values and beliefs that underpin that practice we aim to move onto more detailed investigation of a number of issues related to teaching in the outdoors. To date there has been very little work examining teachers' experiences of working in the outdoors. This is an important question to be asking given both how much of that work occurs outside of school grounds and school time and how many teachers come to work in this area with no specific training. It is also timely to consider what teachers take into account when making the decision to take students into the



outdoors and how this influences the programmes they design and run.

One thing that came clear from this project is the multiple ways in which terms such as outdoor education and EOTC are understood and used by teachers. Again this may be a reflection of the diversity of pathways teachers follow and also the diversity of experiences that the outdoors can offer to students. This seems like a useful place to start asking more in-depth questions to get a deeper understanding of teaching practices in the outdoors. A question to emerge from the data is how teachers in various curriculum areas use the outdoors in their teaching. Do teachers who have an enthusiasm for the outdoors find ways to take their students

outside regardless of the subject they teach, or do some subjects lend themselves more easily to outdoor experiences?

Once again we would like to thank all those who took the time to complete the questionnaire. The data has gone to the Ministry of Education and hopefully it will provide them with a foundation for arguing for more professional development opportunities and the development of some targeted resources. We will be doing more in-depth analysis of the data we obtained and this will be published in the near future. We plan to use this study as a foundation to future research to further increase our understanding of EOTC and outdoor education in New Zealand.

Notes

1 At the beginning of the questionnaire we defined outdoor education broadly as the use of the natural environment for the purposes of teaching and learning in the outdoors. It therefore includes programmes linked to all curriculum areas and fits within the scope of Education Outside the Classroom (EOTC).

References

- Loeffler, T. A. (1997). Assisting Women in Developing a Sense of Competence in Outdoor Programmes. *The Journal of Experiential Education*, 20(3), 119-123.
- Lynch, P. (1998, 14-18 January). *The Politics of Outdoor Education: Outdoor Education and School Curriculum in New Zealand*. Paper presented at the Ara Matauranga: Pathway to Learning. Third National Outdoor Education Conference, Auckland College of Education, Epsom, Auckland.

Know someone who would make a great Outdoor Leader?

Do you have a student who needs an academic challenge but who is also keen on the outdoors and would thrive in the outdoor leadership industry?

Lincoln University will provide your students with the ability to make this reality.

Our Bachelor of Recreation Management (Outdoor Leadership) is a 3-year, full-time degree. 12 weeks of practical work is incorporated into the degree, providing opportunities for practical outdoor skill development as well as gaining important employment experience in recreation management.

Careful selection of elective subjects can enable students to continue on to complete a teaching qualification.

For more information, email Pip Lynch:
lynchp@lincoln.ac.nz

Lincoln University
Te Whare Wānaka o Aoraki

Business & Management
Computing, Social Sciences
Agriculture, Science & Biosciences
Parks, Recreation, Tourism & Sport
Design, Environmental Management

enrol now **0800 10 60 10**
info@lincoln.ac.nz | www.lincoln.ac.nz
CHRISTCHURCH, NEW ZEALAND



Photo: Kazuhiro Arai

Japan finds outdoor education suits the Japanese style

By Ayaka Yoshikawa, Lincoln University student (B.R.M., Outdoor Leadership)

Introduction

Japanese outdoor education differs from New Zealand outdoor education and there seem to be many issues that outdoor educators have to address. The Japanese meritocratic society does not put as much value on outdoor education as does New Zealand society. Consequently, there is no space for outdoor education in Japan's education system. As in many other countries, the demand for outdoor education in Japan appears to have grown because outdoor education is seen by some as a potential solution to many social and environmental issues. Provision for outdoor education in Japan is, however, still under-developed. Further, Japanese outdoor education programmes have been influenced by programmes from the West, but the imported programmes are not as effective for Japanese people as in the home country because of differences in culture and the notion of self.

OE or EE?

It may be confusing to name it outdoor education because Japanese outdoor education often aims to raise environmental awareness and to facilitate experiences

of nature. While these aims are similar to those of environmental education in New Zealand, I use the term outdoor education consistently in this article. Japanese have two different terms, “*yagai kyouiku*” for “outdoor education”, and “*kankyou kyouiku*” for “environmental education”. My research for this article has been done in *yagai kyouiku*. Japanese environmental education is not described in this article.

Expectations for Outdoor Education as Solutions to Mounting Issues

Japanese outdoor education has been developed and is expected to play an important role in solving several issues and improving today's Japanese society. The major issues are:

Environmental Issues

People's low environmental awareness causes serious environmental pollution in Japan. Hokkaido Outdoor Qualification System has recognised that the number of participants in hands-on outdoor experience programmes has grown rapidly in the recent years. At the same time, lack of consideration for the



Photo: Kazuhiro Arai

environment by Japanese people has become more obvious. For example, Mt. Fuji, the highest and most well-known mountain in Japan, is highly polluted with rubbish which trampers leave behind. Over twelve tonnes of rubbish were cleaned up above the fifth stage on Mt. Fuji (2305m) in 1996 (Shizuoka Prefecture, 2004). Cleaning up projects gathered about 9 tonnes each in 1997, 1998 and 1999 (Shizuoka Prefecture, 2004). The project is ongoing, and there is more rubbish to clean up.

Lack of Outdoor Experience in Children

Many Japanese people have a view that children today lack nature-oriented experience in their daily lives. The Ministry of Internal Affairs and Communications' research in 1993 revealed that 30.1% strongly agreed with this view, and 37.6% agreed (Ministry of Education, Culture, Sports, Science and Technology, 1996, (MECSST)). Urbanisation and advanced technology have caused a lack of outdoor experience in most children and young people in Japan. Double income families and absent fathers contribute to reduce children's experiences of outdoor leisure. To give children outdoor or nature experiences may be too much bother for many parents due to their work commitments, lack of time and the difficulty of getting access to suitable outdoor spaces. In addition, some parents worry that outdoor education may be dangerous because they associate it with outdoor recreation in the

mountains. The National Police Agency (2004) revealed that there were 1358 incidents on mountains in the whole country in 2003. The incidents included injuries and getting lost during activities such as hiking, skiing, rock climbing and gathering edible plants. In addition, there were 213 deaths in 2003 (National Police Agency, 2004).

Education System

The Japanese education system appears to be failing the significantly increased number of students who drop-out of higher education (Sally & Shinzato, 1999). The education system emphasises memorisation and examinations, and consequently it fails to encourage students to think and learn creatively. The new Course of Study introduced in 2002 is controversial. Its Integrated Study has offered new areas of learning including environmental education (Tanaka, 2000). However, a "polarisation of education" has occurred (Kondo, 2002). One result of the introduction of the Course of Study is that the academic achievement levels of children have been falling, and more parents are now likely to send their children to private supplementary classes after school (Kondo, 2002). The introduction of two full days off in 2002 has both advantages and disadvantages in terms of outdoor education. Until about the mid-1990s, all school students went to school for a half day each Saturday. In the mid-1990s, this was reduced to only two Saturdays, and then in 2002, it was cut out altogether. It has allowed children to have extra free time and reduced school study hours so they have more opportunity to go outdoors and play. On the other hand, because of the reduced school time some schools have cut off hours for outdoor education opportunities such as day hike trips.

Expected Outcomes of Outdoor Education in Japan

Various outcomes are expected and recognised by the Ministry of Education, Culture, Sports, Science and Technology (MECSST, 1996). Here, I summarise the six



outcomes of outdoor education in Japan. Firstly, Japanese outdoor education aims to foster “power of living”. “Power of living” is an inclusive term for various faculties such as problem-solving, creative thinking, cooperation, autonomy, thoughtfulness and health. Power of living is recognised as an essential element to live in the 21st century. Secondly, outdoor education fills a need for nature experience and for gaining a sense of harmony with nature. Thirdly, outdoor education broadens understanding of nature, environmental issues and the importance of conservation.

Fourth, it fosters abilities to think and learn creatively. The fifth is to counteract increased indirect experience (such as young people’s absorption in electronic entertainment) by offering opportunities for direct experience through outdoor education programmes. Finally, outdoor education encourages self-discovery and learning for recreation and to promote healthy lifestyles.



Photo: Kazuhiro Arai



Photo: Kazuhiro Arai

experience living with a group through outdoor cooking, campfires and so forth. Some schools have started to link trips with subjects of study such as science and social studies (MECSST, 1996).

Nature Schools

The Non-Profit Organisation (NPO) Act was enacted in 1998 to facilitate non-profit, non-public organisations (Tanaka, 2000). The Act has promoted the establishment of nature schools throughout Japan (Tanaka, 2000). There were no nature schools in Japan 20 years ago, but Ministry of Environment research revealed that there were 1441 Nature Schools in the country in 2002 (Ministry of the Environment, 2003). Fifty four percent of all nature schools in Japan were established by city or district councils and 25% by prefectures (a prefecture is similar to a regional or provincial council) (Ministry of the Environment, 2003). However, many of these nature schools are run in partnership with non-public organisations or by non-public organisations alone (Ministry of the Environment, 2003). No differentiation is made between recreational types and environmental educational types of nature schools (Ministry of the Environment, 2003). Many nature schools focus on environmental education, and those focusing on outdoor pursuits may be seen as recreational types (Ministry of the Environment, 2003). Outdoor education centres such as those in New Zealand are not commonly found in Japan.

Major Outdoor Education Providers in Japan

Schools

School camping trips commonly occur in primary schools. Trips are carried out using public educational facilities for youth, and school teachers are in charge of trips. Trips have tended to become longer in duration in recent years, ranging from two to seven days, depending on the school (MECSS, 1996). Camping trips are seen as school events and are generally conducted only once a year. Many trips involve all students of a particular year level at a time; the public educational facilities can usually accommodate more than 200 people (MECSST, 1996). The Ministry of Education (MECSST) has promoted the establishment of public camping facilities since 1975 and 294 public facilities were available throughout Japan in 1996 (Tanaka, 2000). Many trips include activities such as orienteering, but the main idea of camping is to



Others

Youth organisations such as scouts and private providers in the commercial sector are also outdoor education providers in Japan (MECSST, 1996). For example, Japan Outward Bound School in Nagano provides adventure-based “self-discovery” programmes for private high schools and businesses for the purpose of leadership training and team-building (Japan Outward Bound School, date unknown).

Issues with Major Outdoor Education Programmes

MECSST (1996) recognises four major issues with outdoor education in Japan.

Programmes

The length of each programme is short and there are few opportunities for many children to participate in Outdoor Education programmes. Aims, educational methods and styles lack uniformity. Shortage of time for programmes influences the content of programmes and students' experience. In other words, programmes are often activity-focused, but because of the limited time, pupils tend to be rushed through activities and moved quickly on to the next activity. Outdoor education programmes are commonly based on camping in places remote from city schools, particularly over the summer. Furthermore, evaluation research has not occurred widely because of the very low number of higher education institutions providing relevant courses and conducting academic research.

Educators

Japan has very few educators who fully understand the meanings and traits of outdoor education and who practice overall management of outdoor education. Many educators have not been trained for planning and leading outdoor education programmes, although training for practical instruction skills is readily available. People specialising in outdoor education are not accorded high social status in today's Japanese society. In addition, school teachers and university students wanting to be teachers do not have much outdoor/nature experience and yet school teachers are the major providers of outdoor education.

Outdoor Education Locations

Suitable locations for outdoor education programmes have been declining due to expansion of Japanese cities. While many programmes are conducted at public educational facilities for youth, visitor centres of national parks, privately owned camping sites of private sectors and farms have not been commonly used. Local community resources such as parks, rivers, ponds are other possibilities for outdoor education.

Risk and Safety

The level of understanding of safety in outdoor education is low. Prevention is the central focus of risk management, but safety education, such as risk analysis and sound judgement, tends to be overlooked. People tend to prevent risks by prohibiting or quitting risky activities but rarely learn to manage risks.

Japanese Culture Shapes Programmes

Outdoor education in Japan looks a bit different to outdoor education in Western countries such as New Zealand because cultural protocols shape interpersonal interaction.

Eye Contact

Japanese people often avoid direct eye contact with people higher status such as teachers and employers. Direct eye contact with those of higher status creates discomfort and results in impoliteness. Programmes imported from and led by Westerners may not be as effective in Japan because the lack of eye contact with leaders can result in lack of communication with participants and leaders may feel uncomfortable (Goldenberg & Wilhite, 1996).

Physical Distance

Japanese people may feel uncomfortable being in close physical proximity to someone they have just met. For instance, when greeting someone, people tend to bow and maintain some physical distance without shaking hands (Goldenberg & Wilhite, 1996). Some initial activities in Western-style outdoor education programmes require close physical contact between people on their first meeting. Such activities may not be effective in Japan because Japanese people tend to take time to develop acceptance of each other (Goldenberg & Wilhite, 1996).



Gender Roles

Although it is improving, the difference between gender roles is still more obvious in Japan compared to New Zealand. While males tend to like being in charge, females prefer to stand a step behind and allow males to precede them. Females often feel uncomfortable when they perceive that they are the centre of attention. For this reason, some common activities in Western programmes focusing on individual actions may not work well with Japanese people (Goldenberg & Wilhite, 1996).



Photo: Kazuhiro Arai

Self-concept

Outdoor education developed in Western cultures often values improvement of self-concept, but this value just does not fit in Japanese outdoor education because of the different notion of self (Purdie & Neill, 1999). Japanese culture tends to value other-enhancement rather than self-enhancement and it emphasises positive relationships and harmony with others but avoids direct conflict (Purdie & Neill, 1999). For example, Japanese participants in outdoor education programmes tend to spend time on the actual group process and have great concern for group feelings (Goldenberg & Wilhite, 1996). The decision-making process tends to be slow because they tend to work to promote the group relationship by experimenting with everyone's ideas so that everyone's feelings and relationships remain intact (Goldenberg & Wilhite, 1996).

Community Development

Just as noted at the beginning, the development of outdoor education in Japanese is occurring in response to contemporary social issues. One of these issues is that modern technology has reduced interaction between a society and the land as well as the relationship between people and the environment (Maeda, 2004). Japanese outdoor education programming needs to adapt the concept of community development and to provide opportunities to deepen people's understanding of local areas including local histories and cultures (Maeda, 2004). Nakashibetsu elementary school, for

example, conducted a community-based Outdoor Education programme in 2003 (Maeda, 2004). The programme involved local people and focused the local land, history and cultures, such as farming, foods and traditional games (Maeda, 2004). Such community-based programmes can enhance children's as well as local society notion of the land and retrieve interaction between people and the land.

What is a Japanese outdoor education programme like?

The programme run from 25th to 28th December, 2004 at the Daisetsuzan nature school is an example of outdoor education in Japan. This nature school is a non-profit organisation in the Hokkaido prefecture and it is directed by a Lincoln University graduate, Kazuhiro Arai. Around 20 primary school children participated in this programme during their winter holiday. The participants and staff stayed at a national youth house in the Daisetsuzan area which provides a variety of uses for recreation and education. The programme began with an orientation to the facility, and the children freely played with snow in the evening and had sledding and a snowball fight for fun. A local high school teacher joined the programme on the first night to show the children how to make snow crystals using plastic water bottles. This aimed to increase the children's awareness and understanding of snow which is the most noticeable element in the local



environment. On the second day, the participants were taken out to the forest to explore and find wildlife or traces of it, such as native deer and native woodpecker. That night, the children were challenged to figure out how to make cloud using various materials such as plastic water bottles, water, salt, matches, flour and sugar. This experiment was linked to the experiment of the night before and the idea of that snow falls from cloud. During the third day, an avalanche and snow cave specialist was invited to instruct the children how to make snow caves to sleep in and shelter them from cold winds. The children went back to the facility and had an experiment that night to look at crystals of ice using icicles. Ironised icicles showed colourful crystals of snow through a polarising glass, and the children were excited to see the result of the experiment. They slept in the snow cave they had made for the night. On the last day, the programme ended with a debriefing. This programme took advantage of snow for the children to gain experience of nature and awareness of the environment. Although snow is not available everywhere in Japan, this programme is an example of nature schools utilising unique features in local to outdoor education programmes.

Conclusion

In Japan, outdoor education is not yet fully developed or widely practiced compared with New Zealand and other countries. However, simply importing programmes from other countries does not improve the present state of outdoor education in Japan because imported programmes do not fit well with Japanese culture and practices. Outdoor education has great potential in Japan, particularly in helping to solve environmental and educational issues. Outdoor education in Japan need not be skill-focused but can provide opportunities to develop environmental awareness to experience of being a part of nature, for recreation, and to contribute to the community development. Thus, Japanese outdoor education will best develop in its own way, meeting Japanese societal needs and expectations.

References:

- Daisetsuzan nature school. (2005). Daisetsuzan shizen gakkou no katsudou houkoku. (Report of activities at the Daisetsuzan nature school). Retrieved 30 September, 2005, from http://blog.goo.ne.jp/daisetsu_2005/m/200412
- Goldenberg, L., & Wilhite, B. (1996). What is a moose? Becoming culturally sensitive leaders. *The Camping Magazine*, 68(4), 38-40.
- Hokkaido Outdoor Qualification System. (2005). *Purposes of introducing the system* Retrieved 23 May, 2005, from <http://kanko.pref.hokkaido.jp/kankodb/kz-ksnko-link/500-outdoor/e-version2.htm>
- Japan Outward Bound School. (Unknown). Retrieved 23 May, 2005, from <http://www.obs-japan.org/index.html>
- Kondo, M. (2002). The polarization of education. *Japan Echo*, 29(4), 6-7.
- Maeda, K., (2004). Community-based outdoor education for the reality of place. Paper presented at 'Connections and Disconnections'. International Outdoor Education Research Conference, La Trobe University, Bendigo, Victoria, Australia, July.
- Ministry of Education, Culture, Sports, Science and Technology. (1996). *Seishonen no yagaikyoiku no shinkou ni kansuru chosa kenkyusha kaigi*. (The meeting for researchers and promotion of Outdoor Education for youth). Retrieved 20 May, 2005, from http://www.mext.go.jp/b_menu/shingi/chousa/sports/003/toushin/960701.htm
- Ministry of the Environment. (2003). *Shiryo 6: kakushutai no torikumi nado*. (Data 6: Organisations' Approach in Outdoor Education) Retrieved 23 May, 2005, from http://www.env.go.jp/nature/ari_kata/shiryou/031010-6.pdf
- National Police Agency. (2004). *Heisei 15 nen chu ni okeru sangaku sounan no gaikyo*. (The outline of incidents occurred in mountain areas in 2003) Retrieved 23 May, 2005, from <http://www.npa.go.jp/toukei/chiiki/chiiki11.pdf>
- Sally, M. T., & Shiznato, S. (1999). Thinking for the future: developing higher-level thinking and creativity for students in Japan and elsewhere. *Childhood Education*, 75(6), 342-345.
- Shizuoka Prefecture Kankyo Shinrinbu. (2004). *Fujisan page*. Retrieved 23 May, 2005, from <http://kankyou.pref.shizuoka.jp/shizen/fujisanpage/sihyou/3-4kobetu.htm>
- Tanaka, H. (2000). *Kankyo kyoiku jhuyou yougo 300 no kiso chishiki*. (A Grounding in environmental education, 300 important terms) Tokyo: Meiji Toshosha.
- Purdie, N., & Neill, J. (1999). Japanese students down-under: is Australian outdoor education relevant to other cultures? *Australian Journal of Outdoor Education*, 4(1), 48-57.

All photos provided by Kazuhiro Arai, 31 August, 2005
Children in outdoor education programmes, Daisetsuzan, Hokkaido





4 MERC philosophy, culture and commitment

The difference between MERC and many organisations is that *MERC has a heart*. This is MERC's informally adopted philosophy. It is the reason that Instructors go the extra mile, work through their lunch time so the timid abseilers have a turn, set up another abseil rope and bring another Instructor to accompany someone down the wall, stay on the water the extra 5 minutes after the lesson has finished so the students can catch 'the perfect wave', come back to work in the evening to participate in the Instructor / student indoor hockey tournament, attend the end of camp concert or share a meal with the group.

The Sir Peter Blake Marine Education and Recreation Centre was opened in March 1990. It was expected that the 50 beds, two Instructors and several volunteers would be busy, but quite how busy MERC would be and its establishment as the foremost outdoor education provider for children in the Upper North Island took everyone by surprise.

Although opened in 1990 it had taken 15 years from the initial concept before the funds were

raised, the buildings completed and the first group participated in what is affectionately known as the 'MERC experience'. MERC was set up for 'kiwi kids' and every effort is made to subsidise and reduce the charges for 'kiwi kids' so as many as possible can participate in this opportunity.

In 2004 over 13,000 people attended MERC courses. Over 60,000 people have participated in MERC programmes since 1990. Programmes range from three weeks long, through to a day.

From the beginnings of 2 Instructors, MERC can employ up to 22 Instructors on one day, catering for day students at the Long Bay site, residential

groups, Waiwera programmes, offsite programmes and corporate groups. There are three fulltime Administrators dealing with the more than 300 bookings MERC receives each year and associated paperwork of an organisation that must keep heavily up to date with health and safety for clients and employees.

One of the key aims of MERC was to provide a fund to subsidise individuals or groups that did not have the financial means to participate in a MERC programme. Over the last five years, MERC has subsidised \$60,000 from donated sources to enable disadvantaged New Zealanders to participate in MERC programmes.



The Sir Peter Blake Marine Education and Recreation Centre, Auckland



MERC is located on the southern end of Long Bay Beach, North Shore, Auckland, adjacent to the Long Bay Regional Park and beside the Awaruku Stream.

With a large beachfront functions room, three separate accommodation areas including a 10 bed unit with full wheelchair access, separate teacher / leader accommodation and bathroom areas, accommodation for 70 and a large commercial kitchen and dining room, MERC is not only picturesque in taking full advantage of the million dollar location and views, it is located close to the shops and handy to a number of other attractions.

Having several meeting areas enables groups coming for the day to be comfortably provided for alongside residential groups staying for a week.

A wealth of equipment for water based activities and equipment ensures that all groups can

participate in the wide range of water based activities that MERC offers.

Water based activities that MERC provides for includes sailing – devans and toppers, kayaking, sit on top frenzies and sea kayaks, snorkelling, surfing, body boarding and canoeing. Other water related activities include raft building and regattas.

MERC also offers land based challenges for groups. These include bouldering, abseiling, climbing, tree climb and faith leap. As a reflection to MERC's commitment to the Marine Reserve, Marine education and ecology, activities such as coastal mission and rocky shore study as well as geology are offered. Utilising the Regional Park and local native bush enables orienteering, archery, outdoor survival and large group activities to be completed. Team Challenge events are also developed to build and unite the teams.

Each group is provided with a Course Objectives Form and from their activity choices and objectives, a programme is developed. Each programme is unique to their user group.

Overseas groups are provided with a team building programme to encourage building relationships and introduced to a 'taste of kiwi adventure' on their first day in New Zealand.

MERC works with group leaders and provides an Operations Manager to liaise completely with group leaders to ensure full satisfaction of a programme from clients.

Significant Achievements

Sir Peter Blake was suitably impressed with MERC to agree to become our Patron in 2000. He believed that MERC endeared itself to a philosophy and commitment that was very much the same as his ethos for life. His death was a blow for MERC and the thousands of young people that visit and wish to emulate his exploits.

Due to the popular demand for the MERC Centre, a waiting list has operated for a number of years with bookings already made for schools into the next decade. MERC at Long Bay has experienced such a high demand that a second MERC Centre has been established since 1999 as a temporary measure at Waiwera. MERC at Waiwera operates year round and is particularly busy through the summer months. The

A happy group of beach explorers on a MERC programme





Board is currently looking for a second site, such has been the success of MERC Long Bay.

Internationally renowned businesses have supported and sponsored MERC as they have recognised the calibre of the organisation. Sponsors include O'Neill Wetsuits, Hutchwilco lifejackets, Mercury Marine Motors, Canon photocopiers and Canoe and Kayak. Many other trusts also support MERC's work and provide donations and grants.

MERC has been awarded the business contracts for several major organisations which include the People to People Student Ambassador Programme, where 3000 American students visit New Zealand and spend their very first day at MERC participating in a 'taste of New Zealand', New Zealand's outdoor activities and team building. MERC also won the tender for Project K both for North Shore and South Auckland Schools.

MERC has launched a new division for corporate groups. **E Factor Training**, was set up as the demand for adult groups and companies to experience outdoor education and team building was growing. This has been very successful already with numbers participating in programmes quadrupling in the last three months.

MERC has successfully managed to provide young New Zealanders with an organisation that provides skilled, experienced and professional instructors that



Taking a break from a surfing activity on a MERC programme

teaches them marine and land based outdoor education skills.

Community Achievements

The Marine Education and Recreation Centre was initiated by the concern of North Shore residents over the lack of marine education opportunities for young people and the concern that so many Aucklanders had never been to the beach, let alone woken up to the sound of waves crashing only metres away. So the establishment of MERC in itself was a major achievement for the community.

The number of people dying from drowning was also an issue to the MERC Board, as the 1988 number of drownings was the fifth highest since records began in 1927. The Board believed if they could assist in educating young New Zealanders, then they could affect the number of people drowned in New Zealand.

Students with disabilities are welcomed as part of regular groups or as an entity on their

own. MERC is one of the few centres that caters for wheelchairs and participants with physical disabilities. People with disabilities can participate in sailing, kayaking, canoeing, archery, abseiling and team challenge activities. A most wonderful sight is to see a row of wheelchairs on the beach and not an owner in sight!

The Disadvantaged Fund was established to ensure that no-one missed out on the opportunities that MERC offered. In the last 5 years over \$60,000 has been donated to individuals and groups that have been unable to financially afford to get themselves to MERC.

Environmental Achievements

The MERC Board of Trustees were instrumental in initiating the Marine Reserve at Long Bay Beach in August 1995. This was understood to be the only one in the world in an urban environment adjacent to a large city. This is an excerpt from the 1990 Wavebreaker, just a few months after MERC started operations "MERC is dedicated to



marine education. A marine reserve at Long Bay would allow future citizens to not only use the marine environment but learn about it as well”.

The Marine reserve between Toroa Point and Piripiri Point now enables thousands of MERC students as well as other interested parties to snorkel in and around the reef and see large numbers of fish species that would otherwise never be seen unless reasonable travel was made. Their foresight to support the reserve now has ongoing benefits for generations of New Zealanders.

The abundance of fish life also brings frequent visits by large pods of dolphins and orcas which add to the unique experience that a marine based, urban camp can offer to young New Zealanders.

MERC has also developed environmental guidelines for all Instructors and users of the Centre. These guidelines ensure that MERC

has done everything possible to ensure the longevity of the natural assets and resources in the vicinity of MERC.

MERC aims to provide Clients with a superior product of outdoor education through quality programmes that are provided with top line equipment, excellent facilities and caring and committed staff.

Service Quality, performance standard, customer feedback

Every group that participates in a MERC programme receives an evaluation form so that MERC can ensure the quality of the programme and service. The evaluation form includes the opportunity to make any suggestions or changes to MERC. Very rarely is there anything that a group would change, except sometimes the weather!

Any performance standard that is not up to that expected

is immediately investigated and everything done to ensure that the customer is satisfied.

The groups that come to MERC usually come because they have heard through word of mouth that MERC is excellent. They then come back year after year and for these reasons MERC has had to open another operation.

Instructors are all regularly assessed by senior Instructors to ensure they maintain MERC's standards. Feedback is given to enable them to learn and to improve their instructional skills and techniques so they are an asset to MERC and adhere to MERC's standards.

Students will often write thank you letters to the Instructors, their enthusiasm and simple understanding that the Instructors made all the difference is a delight to see. Excerpts include “Thank you ...for taking the groups for we could not have camp without you”, “We wish we were still at camp”, “Our school felt very confident because your instructors were there” “thank you for being an awesome instructor and for supporting our team”, “I loved MERC and wanted to stay longer”, “Thank you for making MERC Such a delightful place for camp”, “the thing I liked most was the Team Challenge because it taught me many things about cooperation and working together”, and “thank you for teaching me and giving me the knowledge to learn”.

Group problem-solving – a MERC programme in action





5

A Vision in the Forest

Andrew Hamer, Christchurch College of Education

The Environmental Education Centre of New Zealand (EECoNZ) is a place where visions of action for the environment are instilled, nurtured and fulfilled. It is now ten years since the original members of the Canterbury Environmental Trust took over the management of the centre in Craigieburn Forest Park. A decade later their vision is realised as class after class of school children stay to "experience the magic" of the surrounding mountain-beech forest.

The Centre began as the Craigieburn Forest Park Headquarters and visitor centre and was taken over by the Canterbury Environmental Trust in 1990. Representatives from numerous organisations involved in environmental education were involved as well as iwi from Waitaha, Ngati Mamoe and Ngai Tahu. Three pieces of pounamu were gifted to the Trust. One was taken to Wellington to rest in the offices of the Ministry for the Environment - (Wairua Kea), another was buried out in the forest - (Wairua Papatuanuku) and the third piece remains on display in the Centre - (Wairua Maunga).

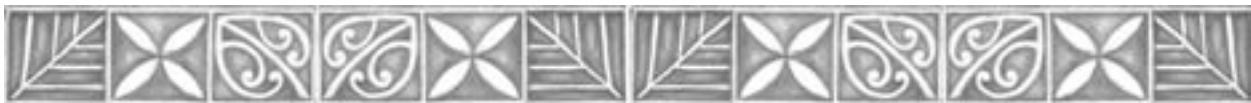
The pounamu serves as a good introduction to the area and

stimulates discussion of the complex interplay between the living and inanimate parts of the environment at Craigieburn. Titipounamu "the little greenstone" or rifleman is a common bird in the forest. Spotting their fleeting movements through bush is one of the first pieces of "magic" that the children experience during their stay.

Many of the groups that come to the Centre are participating in the *Coast to the High Country*, run by a partnership of organisations including WWF-NZ, the Christchurch City Council, Environment Canterbury, the Christchurch College of Education, the Department of Conservation and the Canterbury Environmental Trust.



A happy group of children at Kura Tawhiti, near the Environmental Education Centre of NZ



Environmental Education Centre of New Zealand, Craigieburn Forest Park, South Island.

The *Coast to the High Country* field trip serves as a model of how the New Zealand Environmental Education Guidelines can be used by teachers to fulfil the objectives of the mainstream curriculum at the upper primary and secondary level. Classes start at a site of environmental significance near where the student live: a stream, park or restoration project. Following this, they work with Christchurch City Council educators for two hours at one of the EOTC "super sites" such as the sand dunes, estuary, water treatment station or Brooklands Lagoon. They then visit either the Otukaikino Wetland at Belfast or the Waimakiriri River before heading for the high Country and

Green stoneflies – Stenoperla prasina



the last stop of the day at Korowai Reserve in Porters Pass. Here they learn the secrets of New Zealand's native freshwater fish. On a good day, however, it's really an excuse to sit beside a crystal clear high country stream and enjoy the last rays of the afternoon sun. During one of the evenings at the Centre they explore the forest in darkness and, during the day, climb to the top of Helicopter Hill (1260m).

There's plenty to see and do on the second day of the programme in the beech forest. In January the mistletoe blooms and in April there are glimmering hints of berries throughout the forest. Throughout winter periodic snowfalls create an alpine spectacle with beech trees draped in powder snow and icicles growing in the stream beds. In spring the forest comes to life again with courting bellbirds and honeydew glistening in the sunlight.

Night walks yield strange insects and slugs on the trunks of trees, young trout in Cave Stream,

the occasional possum and, on a windless night, the sound of moreporks in dialogue further up the valley.

Other learning opportunities include identifying invertebrates in the stream, exploring the Hut Creek arboretum or the beech forest and sub-alpine areas on walks to the Lyndon Saddle, Helicopter Hill and Dracophyllum Flat.

The goal of the Coast to the High Country programme is to educate children and young adults on the importance environmental action, and pest species are a common target. After a short introduction to the threat posed by wilding pines – "Greedy Trees" – it's all hands to the ready as classes take to the seedlings on Helicopter Hill. Hopefully this first introduction to environmental action will spur them on to other projects when they get back to school. From March through to May students can also lend nature a helping hand by sticking mistletoe berries to the trunks of trees to aid dispersal of the plant, a favourite with smaller hands!

The third day of the field trip begins with a look at the waste-water treatment plant at the Environment Centre. This is a chance to discuss the sustainable use of the environment. A show of hands allows those who remembered not to flush the toilet too many times or run the shower for too long a chance to feel proud about their actions for the environment.

The final stop on the journey is Kura Tawhiti or Castle Hill



Scenic Reserve, another unique Canterbury environment. The sustainability theme for the day is well illustrated by stories of how various groups of Maori used the site as a rich summer hunting ground and also as an endpoint for their own educational journeys.

Along the way children are prompted and encouraged to develop a vision *for* their local environment. The ultimate aim of this is that they will take action to achieve this vision. Not only is this beneficial for the environment but adds meaning to what they have learned on the trip. Recent examples of this include the class who established a "green room" in their school: "Trees make oxygen and make it better to breathe" (Year 6, Rowley School). Other groups have created water conservation labels to stick beside taps in their homes, and a water conservation drama production that was staged before other schools. Ambitious visions for action in Term 4 this year include cleaning up a section of the Avon River and campaigning with residents to have the spring-feed for the Ilam Stream restored.

The Environmental Education Centre of New Zealand is located in Craigieburn Forest Park, 130km inland from Christchurch and 60km East of Arthur's Pass.

The main building, Korimako, can accommodate up to thirty-five while Kea Lodge can sleep an additional six. Both buildings have mains power, telephone and internet access, showers and full kitchen facilities. Korimako Lodge also has a large community room,

In the high country, on Helicopter Hill, Craigieburn Forest Park



a laboratory, drying room and log burner.

Use of the centre is open to all educational groups. There are some educational resources at the centre in the way of interpretation boards but teachers are expected to prepare teaching materials of their own. Good sources in addition to the main libraries include the Christchurch Environment Centre (see details below), DoC and ECan websites and the Coast to the High Country website, www.enved.org.nz. Classes on the Coast to the High Country follow an itinerary and teaching programme designed in conjunction with the classroom teacher and run by the field trip educator. Besides schools, the EECoNZ is also used by other outdoor activity groups - many of which have an environmental component as part of their outdoor activity programmes.

The Canterbury Environmental Trust's (CET) Environmental Education Centre of NZ (EECoNZ) may be the only centre in New Zealand that is constitutionally mandated to focus

on Environmental Education. Part of its success is the partnerships that have been formed with other organisations and this is especially true of the Coast to the High Country programme. The recent gifting by DoC of the Centre to the Canterbury Environmental Trust has been of tremendous assistance ensuring financial viability while allowing booking fees to be kept at a minimum. Plans for improving bunks, upgrading the capacity of the sewerage system are well under way. Another important part of the operation of the Centre are the contributions of trust members and their participation in working-bees. An open invitation work-party will be held early next year to speed along various projects and to encourage new members to join.

Bookings can be made through the Canterbury Environment Centre, Kilmore St, Christchurch. Ph: 03 379 2257. More information including pictures can be found at www.enved.org.nz/EECoNZ.html.

Coast to the High Country bookings can be made at: andrew.hamer@cce.ac.nz



Hmm this looks interesting...

EONZ Website



If you log onto the web today, you're in for a **big surprise**,
If you log onto the web today, you'll see that EONZ has **a new-look website!**

<http://www.eonz.org/>

The website has been given a re-vamp and we'd like to hear what you think of it.

We want to know:

- What you like about the website
- What you don't like about the website
- What you'd like included on the website
- What you'd like deleted from the website
- How you'd like the website to 'work' – navigating around it

First, an overview of the website

[About EONZ](#)

[Branches](#)

[Executive](#)

[Resources](#)

[Courses](#)

[Out and About](#)

[Join EONZ](#)

This really
useful stuff is on the
website!





Resources

The website has information on **resources** for EOTC

and outdoor education. Some of those resources are:

- **Outdoor Educator Log Book**
- **Outdoor Pursuits: Guidelines for Educators**
- **Quality Management and Safety Systems for EOTC (Secondary Schools)**
- **Outdoor Safety Management Systems (Primary & Intermediate Schools)**

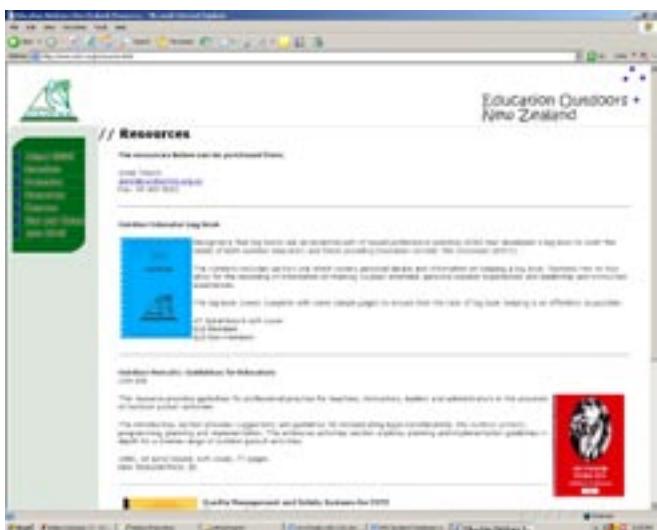
See <http://www.eonz.org/resources.html> for who to contact to get these resources.

Courses

Courses run by EONZ are also listed on the website.

See: <http://www.eonz.org/courses.html> for information on the following courses:

- **Outdoor Safety Management for Schools**
- **Outdoor 1**
- **Outdoor Education in the Health & Physical Education Curriculum**



The website is **up-dated regularly** and will expand. To ensure you get all the latest information on EONZ and from EONZ, bookmark:

<http://www.eonz.org>

Please email or post your comments to:

EONZ Administrator

Anne Tresch, Education Outdoors New Zealand, Inc

PO Box 11-776, Wellington.

Ph: 04-385-9680

Fax: 04-385-9680

Email: eonzadmin@outdoorsnz.org.nz

<http://www.eonz.org/>



New database to improve outdoor safety

The National Incident Database, managed by New Zealand Mountain Safety Council (MSC), is now online.

The project, which won praise by Prime Minister Helen Clark at the launch of MSC's new resources in May, aims to:

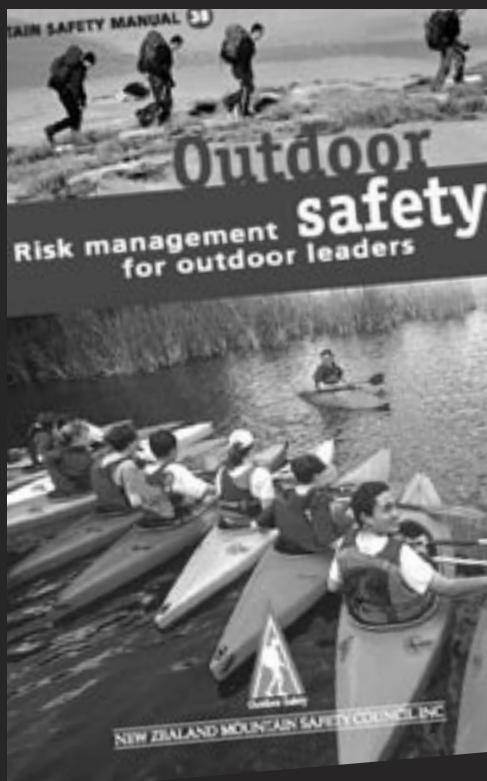
- Create a standard method for collecting and analysing outdoor incident data.
- Allow for the collation of data from various sources.

- Analyse the data to identify trends, and make concrete recommendations for improving outdoor programmes.
- Provide timely and accurate incident data to varying government agencies.
- Work towards developing an international standard to make it easier to integrate data from around the world.

MSC initiated the project after discussions arising from the Risk 2002 Conference. However, Outdoors New Zealand, Education Outdoors New Zealand, and the Ministry of Education all partnered the project in a joint effort.

Schools, outdoor organisations and businesses can register with the National Incident Database for free through www.incidentreport.org.nz. Any incidents including fatalities, near misses, injuries, illnesses, damage to property, or a combination of these, can then be entered into the database.

NEW CD-ROM RESOURCE FOR TEACHING OUTDOOR SAFETY



Latest on safety management
for outdoor activities \$20



CD-ROM provides sample course outlines, a selection of theory and practical activities along with the resources to support them. Purchase from MSC \$10

or CD-ROM downloadable free from the web site.



NEW ZEALAND MOUNTAIN SAFETY COUNCIL
PO Box 6027, Wellington, Tel 04 385 7162
www.mountainsafety.org.nz



The collection of this information is significant as data on near misses- where an incident has been narrowly avoided- has never been gathered before. In the past only data on fatalities has been available.

It is anticipated that an annual report will be produced showing some analysis for industry consideration.

Through learning about what has gone wrong in the past, it is hoped the new database will help reduce the number of outdoor incidents in the future and improve best practice for managing risk and safety in the outdoors.

For more information contact:

Angela Emslie
Publications Manager
Ph 04 385 7162 x 217
angela@mountainsafety.org.nz

New Zealand Mountain Safety Council Press Release dated June 20, 2005. Reprinted here with permission of New Zealand Mountain Safety Council.

Late breaking news: Another MSC resource about to be released is the revised edition of the Bushcraft manual. The new manual will be available for purchase early next year.

Celebrating 50 Years in 2006



Photo: Pip Lynch

Queens High School student abseiling, Berwick, c. 1987



Photo: Pip Lynch

Young sailors, Caroline Bay, 2004



Photo: Pip Lynch

Logan Park High School sixth formers on alpine skills trip, Remarkables, c. 1988

On 4 November 1956, school camping programmes began at Port Waikato Camp School, west of Hamilton. From that day, a series of 6 camp weeks were run with approval from the South Auckland Education Board. Children from Fairfield, Hillcrest, Forest Lake and Hamilton East primary schools and Maeroa Intermediate School spent 6-7 days each at these school camps. The camp programme continued in term one the following year.

While there had been school camps run before November 1956 in various parts of the country, they were usually ‘one-off’ camps or

very short-lived camp programmes. Since 1956, school camps have been run each year at Port Waikato and similar initiatives took over soon after in other places around the country.

Next year – 2006 – is therefore a suitable time to celebrate outdoor education and EOTC.

EONZ Executive Committee invites you to join the celebration by –

- getting as many young people as possible outdoors next year
- keeping a record of all the EOTC and outdoor education activities and programmes you

run and the numbers of people involved

- taking lots of photos and sending them, with stories of your trips, camps, outings and activities, to Out and About for a bumper issue at the end of next year
- telling other educators about the benefits of EOTC / outdoor education and encouraging them to get started in the outdoors
- practising excellence in outdoor education and EOTC

More information about celebratory activities will be circulated later this year and early next year.



Outdoor New Zealand (ONZ) Annual Forum



Rebuilt Refocused and Re-ignited

The ONZ forum is one of the highlights in the Education Outdoors Calendar for me. This year's one was no exception with good discussion and a variety of interesting and thought provoking presentations. The forum was held in the Kingsgate Hotel above Oriental Bay and Wellington put on its usual blue skies and windless weather. The forum lived up to its title of rebuilding, refocusing and reigniting and provided a wonderful opportunity for professional development, networking and the chance to celebrating the many developments happening in the outdoor sector.

The Awards Dinner was a real highlight with the prestigious EONZ Best Programme Award was won by The Sir Edmund Hillary Outdoor Pursuits Centre's Youth Adventure Challenge Programme and the SPARC (Sport and Recreation New Zealand) Supreme Award for Contribution to Outdoor Recreation deservedly won by Cathye Haddock for her tireless work in many different areas of outdoor recreation and education.

Dr Clive Pope as the Key Note Speaker set the scene by comparing

past generations with the now generation 'Mind the Gap' and illustrated his points with music and video clips, comparing M and M and the Rolling Stones. He challenged us to think differently about the now generation and the adaptations we need to make.

National Incident Data Base was modelled by NZMSC and will be an excellent source of information in the future. Other sessions of note were the Sfrito risk management awards and the labour market research, Bike New Zealand's unification and vision and Nigel Stiring presentation on the Law and the impact on outdoor recreation.

With the elections just around the corner Trevor Mallard, (Labour), Mike Ward (Greens) Larry Balcock (United Future) and Ron Mark (NZ First) all presented their policies and created lively debate. It was clear that the outdoor sector needs to be more pro active in the political circles and they set us a challenge.

Other presentations included Cathye Haddock and Lynley Stewart overviewed the Ministry of Education (2002) *Safety and*

EOTC a good practice guide for NZ schools contract and Cathye spoke about development of the SPARC (2005) *Outdoor Activities Guide for Leaders*. Look out for this resource in October. It will be available online, in hard copy and CD from ONZ and will come to all schools. Cathye and Liz Thevenard spoke about the Australian National Outdoor Conference at the Radison Meadows Gold Coast and highlighted the key things that were relevant to New Zealand.

The EONZ Executive was there in force and this was aided by the scheduling of Executive meeting around the forum. Some members enjoyed an EOTC experience – Breakfast at the Bay see below.

A very big thanks must go to Mile Davidson the ONZ Executive Chair and Anne Treash the Administration Officer for extremely well organised and well considered programme. We can look forward to the CD of the proceedings and to next year's programme that promises to be even better.

Liz Thevenard



EONZ Executive Update

The EONZ Executive Committee now functions as the Education Committee of NZ Mountain Safety Council as well as the Executive for EONZ. This means that some Executive meetings have two parts – one part is all EONZ business apart from that which overlaps with MSC Education business, and the other part is a joint EONZ/MSC Education Committee meeting. This arrangement works very well. NZ Mountain Safety Council benefits from the educational expertise of the EONZ Executive members and EONZ benefits from having input into educational resources developed by NZMSC.

The MSC Education Committee is made up of EONZ Executive, the MSC programme manager, and co-opted members as required. The first meeting of the EONZ / MSC Executive Committee was held at Christchurch College of Education on 11 June 2005. At this meeting we discussed the need to have better connections between MSC and EONZ branches. There is good communication between the organisations at national level but regionally some benefits could be had by both parties through close liaison. We also discussed resources needed by each organisation and which ones we could prioritise for joint action. A first step in making decisions on this is to digitise current MSC education materials, review them and then compare them to the known needs in the education communities. This work is in progress.

Your Executive Committee most recently met in Wellington on the same weekend as the ONZ Forum (9-10 September) so that members could take advantage of the professional development offered

by the Forum. This arrangement is also financially efficient because EONZ needs to have representatives at the ONZ Forum anyway, to represent your interests and reap the benefits of connections with other outdoor organisations. The Executive Meeting was another busy one, with discussion and decisions made on many projects, including:

- A new maths in the outdoors resource
- Outdoor Activity Guidelines update
- A potential new publication specifically for primary schools
- Outdoor Leader update
- Outdoor One courses and assessment
- The up-coming qualifications alignment project
- EONZ's role and relationships in the 'outdoor community' as ONZ develops its new profile and role.

As Arthur Sutherland reports in his Chairperson's comment, there is a lot of action and development in and around EOTC / outdoor education at present. He outlined some of this in the EONZ eNews Update circulated last month. All this activity requires the Executive Committee and others to expend significant effort to keep up to date and ensure EONZ members are represented at all levels and in all the important debates. Your Executive Committee is working hard on your behalf.





Safe Practices Outdoors

Activity Ideas

The following EOTC activity ideas are drawn from *Curriculum in Action: Group Challenges in the Local Environment; Adventure Experiences in the School Grounds; In the Outdoors*, and reproduced by permission of the publishers Learning Media Limited, PO Box 3293, Wellington, New Zealand. Copyright © Crown 1999; 1999; 2001 respectively.

Notes for Teachers

Following Safe Practices in the Outdoor Environment

Teachers' Notes

- When students are blindfolded, ensure that they use bumpers.
- Ensure that all students have spotting partners for activities when they are climbing and when they are off the ground.
- Developing safety plans in groups provides an opportunity for students to apply critical thinking and critical action.

Spotting is essential when participants are working above ground level to ensure that they have some protection if they fall. Students doing spotting should be:

- in a ready position with their:
 - knees slightly bent,
 - arms out in front with their elbows slightly bent and the palms of their hands facing towards the person being spotted,
 - eyes focused on the person being spotted;
- committed to the task.

Bumpers are essential for students to use to protect their face when they are blindfolded or have their eyes closed. Students should bend their arms at the elbows with the palms of their hands facing outwards in front of their face and their thumbs interlocked.



**Activities Suitable
for Years 4-6. For
further information,
please see Adventure
Experiences in the
School Grounds, p11**

Possible Learning Activities

Rope Trail

To develop students' prior knowledge and experiences, thread a rope around, over, and under playground equipment.

Individually or as a group, students follow the rope trail from beginning to end. In pairs, students can:

- identify potential dangers on the rope trail;
- discuss ways to climb safely over, under, and through playground equipment (2/3A3).

Fill a bucket with water and thread the rope through the handle. Students transport the bucket along the rope trail, either individually or as a group, without spilling the contents.

After the activity, focus on safe behaviour. Using a continuum, a facial expression poster, or pair sharing, students can identify how safe they felt when participating in this activity. **Students could construct a group poster showing what others could do to be safe when completing this activity (2/3A3).**

Variations and extensions to this activity could include:

- doing the rope trail blindfolded;
- teaching a buddy how to do the rope trail;
- coping with more difficult obstacles.

**Activities Suitable for
Years 7-8. For further
information, please see
In the Outdoors, p15.**

Facing New Challenges

Possible Learning Activities

- Give groups of students each a scenario for which a different set of clothing is required. The scenarios could include a summer's day at the beach, a winter's day exploring the local walkways, an overnight camp in the school grounds, a visit to a local outdoor facility, a three-day guided walk or camp, or a day by a river. The groups could discuss the sort of protection needed in the scenario they have been given and draw up a list of recommendations. They could then report their recommendations back to the class and compare their findings.
- The class could discuss why they should always carry a survival kit and a first aid kit with them during outdoor activities away from the school grounds. In groups, the students could list what they think the contents of the kits should be. The class could compare their findings with recommendations made by expert organisations.

• *Continued on page 40*



• continued from page 39

- The class could go for a bush walk on suitable nearby terrain. In preparation for this activity, the students could discuss how to ensure safety, including how to:
 - walk on uneven terrain;
 - set a pace that meets the needs of a group;
 - determine likely walking times over a set distance;
 - predict when to take rests;
 - plan and prepare food that they can carry and that will meet high energy needs.
- After the walk, they could discuss how well they performed in each category, what problems they faced, their successes, and how they could do better.
- Demonstrate how to read a map and use a compass. Set up an orienteering trail in the school grounds or neighbourhood. In pairs, the students could follow the clues, reading a map and using a compass. At the end of the trail, the students could discuss how the new skills they have learned can be used to explore environments and to ensure personal safety. Each pair of students could develop a course for another pair to follow.

Activities Suitable for Years 9-10. For further information, please see Group Challenges in the Local Environment, p12

Geometric Laser Field

Undertake known trust and co-operative activities to develop students' prior knowledge and experiences. Practise spotting while lifting and holding group members (see page 10).

Before beginning this activity, the class should agree on ground rules for their safety.

The objective of the exercise is for each group to move through the laser field without anybody touching the sides of each shape and getting "zapped" by the laser. The rules are as follows.

- A person can pass through the laser field only once.
- If a person touches the side of the opening while trying to pass through the laser field, that person will be zapped by the laser and must return to start again.
- No person can be in contact with the ground on both sides of the geometric laser field at any time.

For safety reasons, the following rules should be applied.

- No diving through the opening.
- No one should go over the top of the laser field.

After the activity, students can work in pairs to identify how they contributed to their own safety and that of others (6A3).



Outdoor and Experiential Learning: Views from the Top

Review by Dr. Tom G. Potter

School of Outdoor Recreation, Parks and Tourism
Lakehead University, Thunder Bay, Ontario, Canada

The book, *Outdoor and Experiential Learning: Views from the Top* (2005), is a skilfully crafted compilation of 25 articles contributed by a total of 18 authors who live and work in Australia and/or New Zealand. The authors write from a diversity of professional perspectives, which add richness and variety to the book. Some articles are research focused while others are more reflective, philosophical or curriculum based. Certainly, there is much value in the book for anyone with an interest in outdoor experiential learning.

The area of outdoor and experiential learning has historically been dominated by North Americans; this book gives powerful voice to the outdoor educators of New Zealand and Australia and prompts professionals throughout the world to awaken to timely New Zealand and Australian reflections, insights, comparisons and visions regarding outdoor and experiential learning.

This book is divided into three sections: Relationships with Nature and Place; Risk Management; and, Leadership and Facilitation. Each of these three sections is introduced with a fairly brief and thoughtful chapter that attempts to capture the essence the articles that follow. While these three sections are diverse, they are not only critical components of successful outdoor programmes, but are also in the process of undergoing substantial change. This book speaks to and encourages that evolution. The first and last sections, Relationships with Nature and Place and Leadership and Facilitation, represent the core of outdoor and experiential learning, a core whose transformation and maturation is deepening the meaning of outdoor experience. The second section of the book, Risk Management, is the glue that enables practitioners to responsibly deliver their programmes and has thus

become an increasingly recognised and valued area of outdoor education. Thus the book provides balance between pedagogy, personal growth and process.

The authors' collective voices are strong, passionate, inspiring, persuasive and provocative. Furthermore, the tremendous breadth of thoughtful articles in this book presents a diversity of perspectives. Given these strengths, the book will certainly inspire critical thinking, discussion and ultimately growth among outdoor professionals and the field itself.

This book can be purchased through the Outdoors New Zealand office:

Anne Tresch
Administration Officer
Outdoors New Zealand
P O Box 11-776 Manners Mall
Wellington
Tel: 04 385 7287
Fax: 04 385 9680
Email: Anne@outdoornz.org.nz

Price – Outdoors New Zealand members \$42.00 or \$49.95 including gst

**Outdoor and
Experiential Learning**
VIEWS FROM THE TOP

A collection of writings on connections with nature, risk management, leadership and facilitation from the outdoor and experiential learning communities in Australia and New Zealand

EDITORS
Tracey J. Dickson • Tonia Gray • Bruce Hayllar

Printed and Published by
OTAGO UNIVERSITY PRINT, DUNEDIN, NEW ZEALAND

This is your magazine – your contributions are welcome and needed.



If you have questions, ask them through **Out and About**.
If you have something to celebrate, celebrate in **Out and About**.
And all those good ideas, comments and even criticisms you have
– let's hear about them, too.
If it's about outdoor education / EOTC, it belongs in **Out and About**!

All contributions welcome:

Poetry • photos • practical activity ideas • letters to the editor • children's work, news ...

The editor is happy to offer advice and guidance on contributions. If the next deadline is looming too soon for you, don't worry – contact Pip anyway. Having contributions ahead of time is an editor's dream!

Guidelines for written contributions:

- Word files preferred
- Send by email or by CD
- Articles usually 1500 – 2000 words but longer or shorter is acceptable
- Please include full contact details and contributors name and affiliation (with school, organisation, etc)
- Please don't put photos into Word documents – send them as separate files

Guidelines for illustrations:

- Digital images preferred – see specifications below
- If digital images not available, please send prints or slides to editor; they will be returned with due care
- It is best to send images taken with digital camera, unaltered (please don't insert photos into Word documents - they only have to be taken out again and are usually not the best quality as a result)
- Please scan images with their original dimensions at a resolution of 300 ppi (pixels per inch)
- Jpeg is the preferred file format. Please choose 'best quality' when saving images as jpeg files
- As a guide, a standard 6x4 inch photo would require a file size of 300–500kB to be suitable for print production.



Don't delay – post today!

By email: to lynchp@lincoln.ac.nz

By post: to Dr Pip Lynch, ESDD, PO Box 84,
Lincoln University, Canterbury.

Deadline for next edition – March 30, 2006