

# Out Aha A Go Out



## This Issue

**Using outdoor education to challenge young people to give of their best**

**Overview on the Mountain Safety Council**

**A New Horizon at Tongariro**

**Focus on Outdoors Centres: TSB TOPEC**

**Adventure Education in Hong Kong**

**Outdoorsmark: A Snapshot of the Criteria**

**PhotoCompetition**





## Mission and Goals

# Education Outdoors New Zealand

is a national professional association of outdoor teachers and educators.

Our mission is:

*“To promote quality outdoor education”*

Outdoor education encompasses opportunities for learning:

**In** the outdoors,

**About** the outdoors,

**Through** the outdoors, and

**For the environment,**

at all levels of education.

EONZ is structured around regional branches with the National Executive made up of volunteers representing each branch.

The functions of EONZ are supported by a part time Executive Officer.

Membership is open to all educators of people in the outdoors.

Currently EONZ members are mostly schools and teachers but also include tertiary institutions, youth groups and outdoor providers.



**Out and About**

Issue 16 Winter 2006

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**

Peter Sutton,

Marlborough Boys' College

**Contributions**

Material for publication is welcome.

Articles, comment, photos,

resources etc should be sent to

the editor.

# Winter 2006

*by Pip Lynch*

# Editorial

This year we are celebrating 50 years of outdoor education. In 1956, the first 'official' school camps got underway at Port Waikato School Camp (as it is now known) and these camps heralded the arrival of on-going outdoor education programmes in New Zealand schools. Outdoor education has continued to exist in our schools (and elsewhere) because of the initiative and commitment of individuals (within and outside the school system) and the will of communities. It is worth celebrating the achievements of the past and the present, the people who were and are involved in them, and the current place of outdoor education in New Zealand education and culture(s).

This issue of Out and About contains an interesting collection of articles, notes and advertisements that, together, exemplify some key themes in contemporary outdoor education. These include national organization for outdoor education

*• Continued on page 4*

## Contents

<b>Chairperson's Perspective .....</b>	<b>5</b>
<b>Using outdoor education to challenge young people to give of their best .....</b>	<b>7</b>
<b>EONZ Executive .....</b>	<b>9</b>
<b>Overview on the Mountain Safety Council.....</b>	<b>10</b>
<b>A New Horizon at Tongariro.....</b>	<b>15</b>
<b>TSB TOPEC – a Student Orientated Centre .....</b>	<b>20</b>
<b>Adventure Education in Hong Kong – challenges for schools and universities ...</b>	<b>23</b>
<b>Outdoorsmark: A Snapshot of the Criteria.....</b>	<b>29</b>
<b>Making Great Outdoor Education Photos!.....</b>	<b>33</b>
<b>PhotoCompetition.....</b>	<b>37</b>
<b>PhotoCompetition Entry Form .....</b>	<b>38</b>
<b>New database to improve outdoor safety .....</b>	<b>39</b>
<b>Celebrating 50 Years .....</b>	<b>40</b>

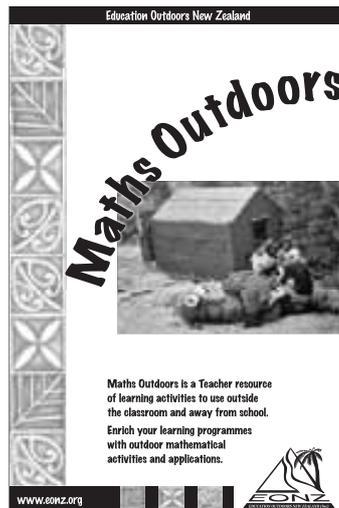
(via EONZ predominantly); outdoor programming in tertiary institutions as well as in primary and secondary schools; partnerships and collaboration (for example, with NZ Mountain Safety Council); development of resources to extend outdoor programming across the school curriculum; and international perspectives on outdoor education.

Join in the celebration of all that is outdoor education! Check out the photo competition - send a contribution for the next issue - watch for details of celebration events. Most importantly, have a good year in the outdoors!

*Pip*

# New! Maths Resource from EONZ

## Maths in the Outdoors



A very useful resource from EONZ for teachers who want to take Maths outside the classroom or away on camp.

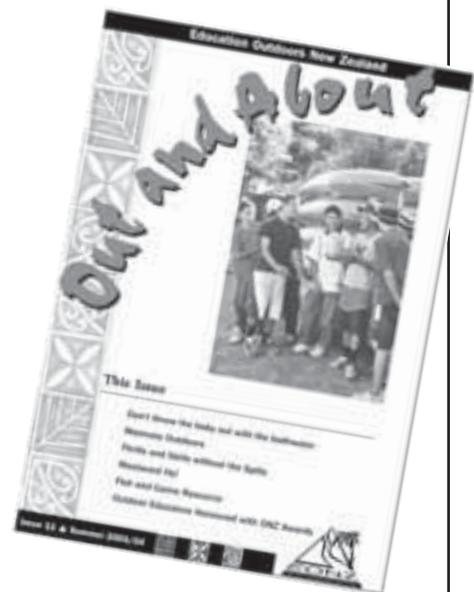
Copies are available from  
**EONZ via [www.eonz.org](http://www.eonz.org) or  
email: [anne@outdoorsnz.org.nz](mailto:anne@outdoorsnz.org.nz) or  
Administration Officer  
PO Box 11-776  
Manners Mall  
Wellington**

Available from May 2006. Price \$20.00 per copy.

## Upcoming Features

Topics coming soon include:

- Past and present reflections on outdoor education
- Photo competition
- Outdoor environmental education
- Critical outdoor education
- Broadening curriculum links with the outdoors
- Island experiences - EOTC off the mainland
- **All contributions welcome!**





# Chairperson's Perspective

In my Annual Report at this year's AGM held on Saturday 29 April in Christchurch, I reflected on the wide-ranging work that EONZ is doing for outdoor education and EOTC. I also noted the stirring work being done by the Executive team. Thank you to all the members of the Executive. All have contributed enthusiastically and effectively. Further, all have questioned and debated to achieve a quality outcome for the membership and an enhanced reputation for EONZ. We have met five times during the year; two of those occasions were in association with our role as the NZMSC educational sub-committee.

It has been a pleasure to work with Pip Lynch, Pete Brailsford and Catherine Kappelle from Canterbury; Liz Thevenard and Libby Paterson from Wellington; Annie Dignan from Otago; Jason Swann from Auckland; Gemma Periam and Waveney Parker from Waikato/BOP.

Special thank yous to all who have supported EONZ in some way. Gemma Periam as the Treasurer; Anne Tresch as the Administrator; Liz Thevenard for the excellent leadership work done with Outdoor Activity Guidelines for Leaders; Miles Davidson, the ONZ Executive Officer; and

Cathy Haddock, Senior Advisor, National Operations, Ministry of Education.

EONZ is an interesting organization. Generally it is struggling in the regions due to the over-reliance on volunteers; yet over-achieving at the national level. At the ONZ Forum in September 2005 I was moved to remind people of the great collaborative work that we, EONZ, were either part of or had initiated. I gave five examples and here I share two.

1. EONZ was the lead group for the Outdoor Activity Guidelines for Leaders writing projects and thus negotiated contracts, selected the writer, met as part of the stakeholder group, and chaired all the reference group meetings. Outdoor Activity Guidelines for Leaders was published in 2005 by SPARC.
2. EONZ has participated fully in the development of Safety and EOTC – A good practice guideline for NZ schools, published by the Ministry of Education in 2002.

In 2005 we continued our various associations as follows;

An associate member of Water Safety NZ (Libby Paterson in the rep);



*Arthur Sutherland*

Representation on the Ministry of Education's EOTC Reference Group by myself;

Representation on the Ministry of Education's Curriculum, Learning and Teaching group by Gemma Periam with Fiona McDonald deputizing;

A member of Outdoors New Zealand (ONZ);

A member of NZ Mountain Safety Council (Annie Dignan is the rep);

A shareholder in the Sport, Fitness and Recreation Industry Training Organisation (SFRITO). (Interestingly, I have discovered that SFRITO's advisory group, of which EONZ was a member, has been disbanded.)

A partner in memoranda of understanding with a number of groups. An example is the one with SFRITO re the MARS programme that also includes NZMSC, NZOIA, NZ Mountain Guides Association and the SKOANZ.



In addition to all of the above the main focus of our work has been:

1. The completion of the Maths in the Outdoors resource under Pete Brailsford;
2. Refining our policies and procedures. Pip Lynch has led this project.
3. Enhancing our relationships with NZMSC and NZOIA, especially around Outdoor One. I have led this work.
4. Discussions with SFRITO about a process to assist teachers meet the minimum assessor requirements for assessment against unit standards. I have led this work.
5. Supporting our Out and About journal. Pip Lynch is the programme manager and editor of this excellent publication which we make available to members twice a year.

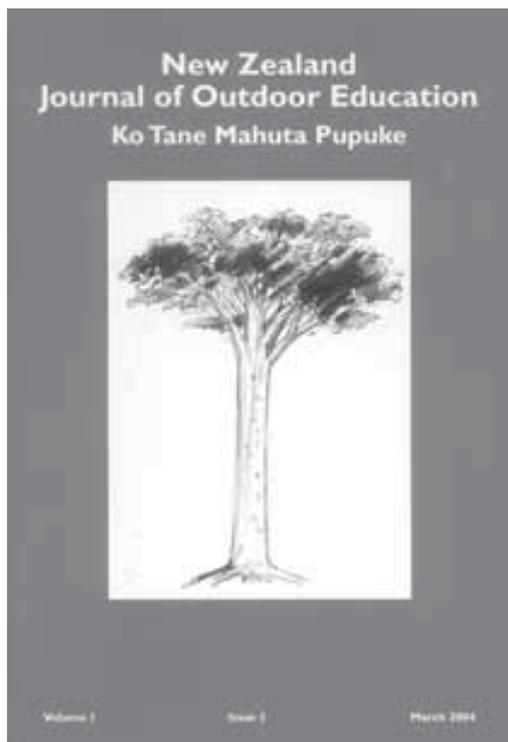
6. Contributing to the unity of the NZ outdoor world discussions.
7. Keeping abreast of, and contributing to, the development of Outdoors Mark (one of my roles).
8. Contributing to the Outdoor Forum brokered by ONZ. Held in Wellington in 2005 we were well represented (everyone noticed our presence) and our chair had much pleasure in presenting the EONZ Outstanding Programme Award to The Sir Edmund Hillary Outdoor Pursuits Centre for their work with schools.
9. A review and upgrade of our website. EONZ has accomplished a lot on behalf of the membership, and all schools. Convincing more schools to join our organization is one of the challenges we have in 2006 and 2007.

Again, I thank all those identified in this report. They are the workhorses. I also thank those who have given me advice during the year. All opinions are valuable.

In concluding I acknowledge Kaiapoi High School and Robyn Sutherland. The former has been my employer for some 30 years and has always given me space and encouragement to contribute to the New Zealand-wide scene. Robyn is understanding, and has contributed by supporting me in many ways. Further, she has supported the Executive by way of making our home open to members and providing refreshments for meetings.



## 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 (Cathye 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)



# Using outdoor education to challenge young people to give of their best

*Tracy Lemon,  
Sport and Recreation senior lecturer,  
Manukau Institute of Technology*

Outdoor education and adventure-based learning are vital components in the sports leadership programme Manukau Institute of Technology runs in partnership with secondary schools.

This programme is a vehicle of change for young people as it uncovers strengths and leadership qualities many of them do not realise they have inside them. It also opens a pathway to tertiary study for many young people who may have otherwise fallen through the cracks.

I have experienced first hand how much young people can achieve once their inner strengths are unleashed. As head of department of physical education, outdoor education and sports at Southern Cross Campus (formerly Nga Tapuwae College) a few years ago, I encountered a truly exceptional 13 year old girl who at 6 foot 4 saw her height as a disadvantage and weakness, but it turned out to be her ultimate strength.

That girl was shot putter Valerie Vili – today she is an MIT graduate and a Commonwealth Games Gold medallist and international record holder. My mission was

and still is today, to support her to be the best she can be.

Outdoor education is a wonderful teaching tool and makes a big difference to students.

It is the most successful component in MIT's Certificate of Achievement in Sport Leadership programme, run in partnership with secondary schools.

The programme is taught in secondary schools as an alternative to Level 2 and 3 NCEA for Year 12 and 13 students and is based on Unit Standards not Achievement Standards.

Schools select eight out of the following 11 NZQA approved modules according to their requirements: innovative games, adventure based learning, role of the coach, fitness education, sport leadership - kiwi sport leadership award, introduction to event management, kayaking, sport leadership, delivering sports skills, sports injuries and outdoor pursuits.

On completion of the one-year programme, students gain a Certificate of Achievement in Sport Leadership and their Level 2 or 3 NCEA in physical education and a



pathway to further study at the MIT School of Sport or elsewhere.

The programme has also been rolled out to four other polytechnics around the country - Tairāwhiti Polytechnic, Bay of Plenty Polytechnic, Otago Polytechnic and Wellington Institute of Technology. This was achieved through MIT's curriculum alignment project, which aims to align the curriculum pathways between schools and tertiary providers. MIT staff worked with the other polytechnics to help align them with their local secondary schools.

This year, between 1200 and 1300 students from 34 schools across the Counties Manukau and greater Auckland regions enrolled in the sport leadership programme. Schools receive all the resources required to run the programme and I act as a liaison between the schools and MIT.

The aim in developing the programme was to create a teacher's dream – making the course very



These experiences activate and harness leadership potential - everybody needs to have the opportunity to lead and to have the chance to enhance and develop their leadership skills.

The Sport Leadership programme also makes a social difference as it

creates a much-needed pathway to tertiary education for many who may never have dreamt of it.

Many of the students had the potential but did not believe in themselves or did not believe they could achieve academically.

This programme makes the transition from secondary to tertiary realistic, progressive and, more importantly, achievable. It provides an opportunity for students to experience the tertiary education environment while still at secondary school and as it provides a superb platform for learning - students gain confidence, learn about winning and losing, and develop goal setting, communications skills, and learning and management strategies.

Last year, more than half of the students enrolled in MIT's Certificate in Applied Sport and Recreation (Level 4) came from the schools partnership programme, while the number of students moving on to the Diploma in Applied Sport and Recreation (Level 5) also continues to grow.

Outdoor education is also a major part of these programmes and includes activities such as kayaking,

mountain biking, risk management, and planning, implementing and evaluating a camping trip, which is a highlight of the year.

Many of the students from the schools programme eventually go on to find work in the recreation and sport industry, which is the most important outcome.

All of MIT's outdoor and adventure-based learning programmes are focused on achieving such results. Our philosophy is that we don't just care that they arrive, but we do all that we can to make sure students leave and have done everything possible for them to gain employment or a pathway to further tertiary studies.

We aim to promote teamwork, cooperation and communication and encourage students to build self-discipline and respect for themselves, others and the environment.

The programmes also allow students to realise the potential they have to achieve. People like Valerie are where they are today because they have worked hard, believed in themselves and let their efforts rise above their excuses.

With nurturing and resources, people do extraordinary things. With guidance and passion, we can transform people's lives.

**Tracy Lemon is a senior Sport and Recreation lecturer at Manukau Institute of Technology and is Programme Leader of the Sport Leadership Programme.**

easy for staff to deliver. All the modules have in-depth lesson plans and I am available to help staff and students.

Working in the Counties Manukau region, which includes some of the most diverse communities in New Zealand, presents unique challenges however.

The outdoors is often an alien environment for many of the students, who are mostly city dwellers, with little knowledge of the opportunities presented by the outdoors.

For instance kayaking or mountain biking through a forest are far removed from the everyday realities of many of the students. They may be surrounded by sea and bush, but few are aware of the many free outdoor activities available to them.

Being in the outdoors removes the students from their comfort zones and challenges their perceptions and attitudes, but they want to be challenged - not only against each other but also against themselves and the environment.



# EONZ Executive Update

*The AGM was held on Saturday 29 April at Christchurch College of Education. A full account of the AGM and other activities of the Executive committee will be provided in the next issue of Out and About.*

## **EONZ Canterbury Branch report to the National Executive, April 2006**

The 2005 year was low key, with the following events taking place involving EONZ members:

- April EOTC evening for Trustees Assn.
- April Outdoor One pre-assessment
- April MSC Risk Management update
- October Outdoor One Practical
- November SFRITO Moderation day
- November Secondary Schools forum.

The highlight of the year was, again, the secondary schools forum. It was well attended and continues to draw a range of secondary school teachers.

Outdoor One was also very successful, with 17 successful participants. Thanks go to Arthur and his assessor team for their efforts. Thanks also go out for their involvement and feedback to the group developing the proposed realigned Outdoor Leader.

It has been signaled that the level of subsidy that is offered to people who take on the Outdoor One assessment through Canterbury, would not continue indefinitely.

Opportunity to combine EONZ business with an in-service day for all secondary teachers saw a good number attend the 2006 Canterbury AGM. A committed group resolved to generate activity-based upskilling and extension opportunities for Canterbury members this year, with at least one fun meeting activity per term.

The EONZ Gear Pool continues to operate although it is not used by a large number of schools. Contracts for servicing and storage of the pool were renewed.

*Catherine Kappelle*

---

## **EONZ Auckland Regional Report**

Currently we have been welcoming new members to our committee and have been providing workshops in Kayaking and Beach Games.

Our Activities calendar has been confirmed and is able to be viewed on the EONZ Website.

We are in a fortunate position with participants in some activities where we are booked out and contemplating running more

sessions to cater for people who may miss out. A good example of this is the "Puhoi River Paddle" coming up in June.

As a committee we are pleased with the range of activities provided. There is an opportunity for all committee members to take responsibility for organising a particular activity with the support of other committee members. This ensures that we have sustainability of expertise throughout the committee and is a real positive outcome for us.

With the mix of experienced and new members we are in a good position to continue to deliver quality learning opportunities for teachers, educators and other interested people.

We always welcome new members and it's a great opportunity to make contact with people working in this area and extend personal understanding.

So get in contact with us and enjoy the experience.



# Overview on the Mountain Safety Council

*New Zealand Mountain Safety Council (MSC) is a leading authority for outdoor safety information and training in New Zealand. MSC's volunteer instructors are supported by branch administration officers throughout New Zealand, and by national office staff to promote safe participation in recreational, educational and adventure activities.*

MSC was formed in 1965 and has since developed into an organisation with 27 Branches, 17 member organisations, and over 1000 volunteer instructors.

MSC's focus on 'Enjoying the Outdoors Safely' is implemented through its philosophy to promote:

### **Individual responsibility**

Each person must take a major part for the responsibility of their safety in the outdoors. This is why it is vital that people have access to information and training.

### **Industry standards**

Organisations and their educators, leaders, and guides must act responsibly. This requires standards, qualifications, and codes of practice, which MSC helps to develop.

### **Local networks**

Local networks are the best way to develop knowledge and skills, and disseminate them through the community. MSC has based its branch structure on this concept, and volunteers from each branch share their expertise with their community.

### **Outdoor safety for the public good**

The New Zealand Lottery Grants Board recognises the community nature of MSC's service, and has provided core funding for many years.

Groups of acknowledged industry experts, including EONZ, advise MSC on a range of issues involving current practices, support resources, equipment, and standards. EONZ's main influence is through work on MSC's Education Committee.

MSC provides resources, training and instructor qualifications in the following disciplines:

- Alpine
- Bush
- Avalanche
- Abseil
- Hunts
- Firearm Safety
- Outdoor First Aid
- Risk Management
- Outdoor Leader

Within these disciplines MSC works to:

- **Undertake research and develop standards for outdoor safety.** Community support for the new National Incident Database will be significant to the future of this work.
- **Produce key outdoor safety information** – through manuals, DVDs, pamphlets and posters.
- **Publicise the outdoor safety message** – through a range of media.
- **Deliver training through skilled volunteer instructors** -enabling the public to develop outdoor knowledge and skills.



## What's Happening in the Regions?

MSC branches deliver a number of different courses to a variety of groups including teachers, school students, community groups, clubs and the public. The following is an indication of the type of activities provided by some branches in the last six months:

### Auckland

MS Auckland has been running a number of Outdoor First Aid and Risk Management courses that provide fundamental skills for people working in the outdoors.

- **Outdoor First Aid;** covers the content of a standard 16-hour first aid course plus specific trauma and medical conditions associated with the outdoors. The course also introduces skills for extended care (up to 24 hours) and for stabilizing and transporting patients.
- **Risk Management;** is defined as *“the process of reducing potential loss to an acceptable level”*. Participants learn how to apply risk management principles in outdoor activities and test their ability to cope with emergencies.

Recent tramping courses:

- **Above The Bushline;** covers the skills required for crossing high country passes, travel on snow while tramping, and survival.
- **Bush Skills;** a number of different bush skills courses are offered from basic – including clothing, equipment, map work, safety near water and environmental care – through

to advanced, for people who intend to travel in untracked wilderness areas.

Other recent courses have included:

- **Rock climbing;** gives people the chance to experience rock climbing and learn how to use rock climbing equipment and belay (keep a climber safe).
- **Weather;** focuses on being able to obtain weather information, interpret weather maps, and make forecasts based on this information and observations in the field.

### Canterbury

A number of Outdoor First Aid and Risk Management courses have been run along with Bush Skills and Rock Climbing.

They have also offered courses in:

- **Abseiling;** courses range from giving people an ‘abseil experience’ through to instructor training for passing nationally recognised awards in abseil instruction.
- **Alpine;** there are 3 levels of Snowcraft courses that cater for ‘first timers’ with little

experience, through to courses for those intending to travel on moderately technical terrain where ropes may be required. There are also courses that cover highly technical alpine skills including glacier travel techniques.

- **Navigation;** focuses on navigational techniques in good and poor visibility in a variety of terrain including bush and alpine.

### Dunedin

Recently the focus has been on preparing members for the Outdoor Leader Award designed for taking groups on day trips and fixed camping. This is an entry level award for outdoor instructors that includes: Outdoor First Aid, Risk Management, Bush Skills, Leadership and Weather Interpretation.

A pilot ‘Outdoor Leader Block Course’ was completed this year in conjunction with EONZ, which involved the training and assessment of 30 people, mainly teachers, for the Outdoor Leader Award. This concept of offering





both the training and assessment for the Outdoor Leader Award in a relatively short space of time (3 months) worked well and will be offered again in a number of regions including Dunedin, Manawatu, West Coast and others.

### Southland

Southland has also been running Outdoor First Aid, Alpine Skills, Bush Skills, Navigation and Rock Climbing courses and specific Outdoor Leader training. Two out of the six Alpine courses, held at the Remarkables, were run specifically for teachers.

They have also been running courses in:

- **Avalanche;** MSC's weekend Avalanche Awareness course is designed for people going outside ski area boundaries. The course covers avalanche terrain, snow stability, route selection and safety equipment.
- **Hunts;** covers basic bush skills, game species, firearms safety and marksmanship, and hunting techniques.
- **River Safety;** course is based around three critical decisions that must be made whenever a

group considers a river crossing – Should we cross? Where do we cross? How do we cross?

### Tauranga

The focus in Tauranga has been on: Outdoor First Aid and Risk Management, along with courses in Bush Skills and Navigation.

Other courses run recently:

- **Survival;** run specifically for teachers and school students, and looked closely at bush survival skills, with opportunities to apply these skills in the field.
- **Search and Rescue (SAR);** looks at SAR organisations in New Zealand and how they relate to each other, plus how to increase your chance of being found if lost, different searching methods, and the behaviour of lost people.

### Waikato

A wide range of courses has been offered in Waikato including: Abseiling, Avalanche, Bush Skills, Outdoor First Aid, Navigation and Survival. Specific courses have also been held for teachers and tertiary and secondary students.

### Wellington

Recent courses run by MS Wellington: Above the Bushline, Bush Skills and Outdoor First Aid courses for teachers and school students. Public courses have been run on Abseiling, Alpine, Navigation, Risk Management, River Safety and Survival.

## What Can MSC Offer Teachers and Students?

MSC's focus is on enabling people to 'Enjoying the Outdoors Safely'. Supporting teachers and students is achieved through:

### Resources

MSC's free pamphlets and posters are loaded with basic safety information. Pamphlet topics include: Going Bush? Radio Communications, Survival, Hypothermia, Intentions Forms and Camping Appliance Safety.

More detailed information is available in MSC's very affordable manuals. These cover the activities of abseiling, tramping, hunting, mountaineering, the generic disciplines of outdoor first aid and risk management, and the specialised subject of avalanche awareness. This information needs to be reinforced with practical experience and enhanced with ongoing training.

Resources can be accessed through the Online Store at [www.mountainsafety.org.nz](http://www.mountainsafety.org.nz), by emailing [orders@mountainsafety.org.nz](mailto:orders@mountainsafety.org.nz) or by phoning 04 385-7162.





## Training

As you can tell from the regional activity above, MSC offers a number of training opportunities. These can be put together as a training pathway towards nationally recognised outdoor instruction awards that meet the requirements for taking groups into the outdoors, and the Minimum Assessor Requirements (MARS) for organisations such as the Sport, Fitness and Recreation Industry Training Organisation (SFRITO).

Approach your local MSC branch if you or your students need specific training in one of MSC's disciplines. They will advise about the availability of their instructors, and how they can best address your needs.

While MSC instructors are volunteers, all training incurs a small course fee to cover operating costs.

## Instructors

Branches can also help with instruction on trips and camps within our discipline areas. You need to be aware that most instructors work Monday to Friday and may already be running courses for their branch or a local community group, so availability may be limited. Approaching a branch early on in the planning process will increase the chance of an instructor(s) being available.

You can find contact information for your local MSC Branch on [www.mountainsafety.org.nz](http://www.mountainsafety.org.nz), by emailing the National Office at [info@mountainsafety.org.nz](mailto:info@mountainsafety.org.nz), or phoning 04 385-7162.

## Who Can Join MSC and What are the Benefits?

Anyone can join MSC. Membership is particularly beneficial for community volunteers who spend time training and leading others in outdoor activities where risk management is essential. It is ideal for teachers, leaders of youth organisations and outdoor clubs.

MSC encourages interested individuals to apply for membership at their nearest Mountain Safety branch.

### MSC membership entitles the individual to:

- Free training and assessment.
- Attendance at regional seminars.
- Further opportunities for training and nationally recognised qualifications.
- Discounts on some goods and services.

### In return, members are obliged to:

- Abide by MSC practices and rules, including the Code of Conduct.
- Participate in at least one branch activity per year.
- Provide 32 voluntary hours of outdoor safety training and leadership for an organisation, or for the general public through their local Mountain Safety branch.
- Provide activity reports to the branch.
- Maintain a logbook of experience.

To join MSC you do not have to have instruction experience, just demonstrate an active interest in



the outdoors. People who decide to join MSC will have their outdoor skills and experience evaluated by their local branch and put on a training pathway, usually towards the Outdoor Leader Award. This is because Outdoor Leader covers the fundamental skills required to take groups into the outdoors, is attainable in a relatively short space of time and is a good progression towards instructional awards in specific disciplines.

### Meeting Outdoor Leader Award requirements

As a MSC member you will receive training in all the elements necessary for you to achieve the Outdoor Leader Award and subsequent instructional awards. The elements that make up the Outdoor Leader Award are:

- Environmental care
- Clothing and equipment
- Outdoor skills (Moving with



a group, navigation, weather, campcraft, water safety, trip planning)

- Leadership
- Instructional techniques
- Risk and crisis management

People may or may not need training in all elements, and training may go beyond the scope of the Outdoor Leader Award to ensure a

broad range of outdoor experience. Once you are ready for assessment and have met the minimum requirements you will be placed on an assessment, usually undertaken over a weekend, by MSC assessors. Minimum requirements:

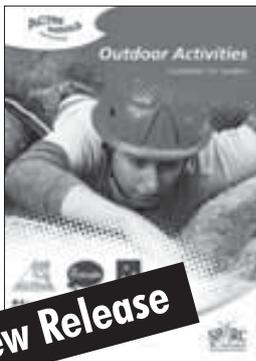
- Have a logbook of personal outdoor training and experiences. This needs to include 10 days experience on

day tramps or fixed camps and an additional 5 days as a leader or co-leader.

- A current first aid certificate (Outdoor First Aid recommended)
- Attend a two day MSC Introduction to Risk Management course – an equivalent course within the past 10 years is valid.

Once you have passed the assessment you will be qualified to organise and lead groups on day tramps on clearly formed tracks, and/or overnight camps close to road ends.

If you have any enquires related to the Outdoor Leader Award you can contact **Mark Lewis**, the MSC Programme Manager for Outdoor Leader, either by email [mark@mountainsafety.org.nz](mailto:mark@mountainsafety.org.nz) or 04 385 7162 ext. 223.



**New Release**

## Outdoor Activities – Guidelines for Leaders (5th Edition)

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

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 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*,

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 on line at [www.sparc.org.nz](http://www.sparc.org.nz)

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

If you are looking for guidelines for activities that are not included in this publication, please send a message to **Anne Tresch, EONZ Administrator, PO Box 11 776, Wellington** or

Tel: W 04 385 7287

Fax: W 04 385 9680

Email: [Anne@outdoorsnz.org.nz](mailto:Anne@outdoorsnz.org.nz)



# A New Horizon at Tongariro

*Craig Donnelly, Berkley Normal Middle School, Hamilton*



Photo: Pip Lynch

A few years ago while teaching in Whangarei, three colleagues and I approached our principal to negotiate payment of the course fee for us to attend an EONZ (Waikato) Mt. Ruapehu Experience. He raised his eyebrows.

‘Professional development’, we argued. His eyes rolled.

‘Checking out the ski bunnies,’ he mocked, and wrote out the cheque.

In terms of a return for the school, this investment was never going to pay a dividend. The chance of us taking our predominantly lower socio-economic students on an eight-hour excursion for a play in the snow was never on the cards, and he knew it. However, he also knew our interests, and was always one to encourage teachers to follow an idea.

That experience allowed seeds to be sown in me, and so the dream began: to take students into Tongariro National Park.

The opportunity arose in April 2005. Now teaching in the Waikato, I needed to select an activity for students from across the school to volunteer into our ‘New Horizons’ programme. A Tongariro experience

drifted in and out of my reckoning as I weighed up the costs, the possible activities, the necessary experienced support and the limitations that I had with preparing students for such an excursion. As inspirations came and went, I slowly became resigned to this not happening. Finally, I contacted Ian Ruthven of Rapid Sensations, the guide employed for the EONZ Mt. Ruapehu experience.

Ian and I tossed ideas back and forth, and his openness and honesty was invaluable with forming a plan.

”I’m thinking of taking 20 Year 7 and 8 over-privileged students across the Tongariro Crossing. Can you lead us?”

“I could. However, I don’t recommend it.”

“But teachers do it all the time.”

“Yes, and I see the shattered kids at the end. It’s really hard on these younger kids; shorter legs, carrying the same weight as older kids. It’s a really long day for them.”

“Then what about taking them up to the Pinnacles (on Mt. Ruapehu) – via the chairlift, like we did?”

“We can do that.”

And so it went on.



Ian sent a list of the various activities that Rapid Sensations provided, and from there it quickly came together. My key considerations were for this to be enough fun for the kids to want to come back while introducing them to what Tongariro National Park has to offer – minus the ski bunnies. The intended highlights were white-water rafting a Grade 2 section of the Tongariro River, and taking the chairlifts up the Whakapapa side of Mt. Ruapehu before walking up to the Pinnacles Ridge. We employed Rapid Sensations to take both activities as their skills, experience and local knowledge was of the highest level. The rest of the programme could easily be covered utilizing the skills and expertise within our group; i.e. we'd cook our own meals.

With programme finalized, getting approval provided no problems. Initially I was a little skeptical of having the okay from my principal; outside my classroom, underneath two young totara trees, are the memorial plaques of two pupils: brothers who died while on Mt. Ruapehu in 1993.

Enticing students to volunteer was not hard, and neither was getting enough parental support. One mother said, "My husband has never been on any school trips, but he told me there is no way he's missing out on this one!" And she probably wasn't the only one to be told that. With only 20 students, we had 10 parents volunteer to help. All males. As nearly half of the students were female I had to insist on a mum coming.

It wasn't all smooth sailing, however. Two weeks after allowing her precious to select the Tongariro option, one mother phoned to ask about 'this white-water rafting'.

"What is it?"

"We float down a river in inflatable rafts."

"What's the river like?"

"It's a fairly gentle stretch of water with a few rocks sticking up that make the water bubble and foam – turning it white."

"Rocks? You mean the river has *rocks* in it?"

"Uh, yes."

(Anxiety rising) "What if he falls out?"

"We'll pull him back in."

"Yes, but will he get wet?"

"More than likely."

"Oh, dear. Is it possible for me to accompany him just for that part?"

And then another mother who insisted on being txt-ed at the end of the rafting to let her know her daughter was okay. No problem really, but I was left with the impression that some parents should get out with their kids a bit more...and leave the cotton wool at home.

The trip began with the drive to Turangi, stopping off to look at the Huka Falls to observe the entire contents of the Waikato River squeezing through a narrow channel before plunging over the falls. The vibrations felt when standing on the footbridge above the thundering torrent firstly drew excited babble, which soon turned to gasps of horror as students were told, "And this is only grade 1!"

Meeting our guides at their base in Turangi, we signed our lives away and got kitted out into our rafting gear; wearing the purple parkas provided left one wondering whether we were about to film a Ribena advert. In the midst of the guides exchanging banter with the group the excited babble returned, and we headed off to the rafting entry point.

After organising the students into rafts, all that remained was for the adults to pair up to paddle inflatable kayaks. Enter: First issue. Camp Mother was adamant (albeit, very politely) that she wasn't going down the river. *Not* in one of those rafts and *certainly not* in a kayak! However, the experienced guides gently persuaded her that if she accompanied them in a raft then she wouldn't have to do anything that she didn't want to, just hold on and enjoy the scenery. Which she did. So much so that before exiting she had already begun planning her next trip – including the Grade 3 section.

The rafting, for most, was definitely a highlight. A number of students were rather nervous in anticipation about the river trip (little wonder after seeing the supposed grade 1 Huka Falls!); however, once underway and over the first few bumps it was all shrieks of delight. Every kayak capsized at some



stage – providing great amusement for those still in their craft, and in the flatter pools those in the rafts either leaped overboard or got pushed. All except for Precious. And a young Rambo, whose adrenalin didn't quite make it into his veins, declared his intention to return for the bigger stuff.

As the first activity of the camp, this was a terrific time for the students. Because students volunteer for the 'New Horizons' programme from across twenty classes, many end up in groups where they may know only one or two others. The rafting providing enough challenge for most and more than enough fun and laughter for all to start to get know each other. And of course, there were plenty of tales to compare later at the lodge.

The Forest and Bird Lodge was our base for the three days. Choosing a lodge was simple: this was where we stayed on the EONZ weekend, so I knew what it had to offer, backed up by affordability. My concern was that it might be too cozy (i.e. crowded) for this sized group – especially with this much testosterone. Boisterous boys need a bit of space to sort themselves out and, while the lounge/dinning area was comfortable, it was no place for them to move from the forming to the storming stage that they were initiating.

So with the lasagna heating under the watchful eye of several coffee tasters, I took Rambo and friends exploring the road beyond the lodge. There is something about the combination of throwing-sized rocks and water that is attractive to males, and with stones galore along the edge of the seal and a stream within reach below, this was heaven. Eventually we meandered off the trail and found a spot close to the stream where stones were replaced with boulders, and feats of strength tested in the fading light. In the midst of earnest competition, one appreciative boy stopped us all.

“Look! That's beautiful.”

Heads went up. Eyes followed his pointing finger toward the disappearing sun, leaving the sky stained with colour. While the boys were enraptured – even if only for two seconds – with the sight, I found myself

pondering my opinions of pre-adolescents. A twelve-year-old boy, pausing in his effort to prove he's the *man* of the group to acknowledge something *beautiful* in nature.

The plan for Day Two was to ride the chairlift to Knoll's Ridge Cafe' and ascend to Pinnacles Ridge. Not an arduous feat, but one to provide a small challenge while again inspiring the students to return and enjoy this adventureland in the future. However, clouds whipping over the summit of Ruapehu confirmed reports of high winds, and so the back-up plan came into effect. Plan-B was formed through finding these same conditions on the pre-trip visit with my family at Easter.

Part of the deal with Ian was ensuring flexibility in the programme, and a range of alternative options were already set up to make sure we weren't twiddling our thumbs. So with the weather fine but cold at Chateau level, we visit the Information Centre before embarking on the easy walk to the Taranaki Falls. Standing before the magnificent statue of Te Hue Hue was a poignant moment as I considered the foresight and graciousness with which he gifted this land to a people who were bent on grabbing everything for themselves.

We chose the high track to the Taranaki Falls, the route passing through tussock grass and stunted trees. The lower return journey followed the river through beech stands, a picturesque path making a striking change from the earlier one. A moderate but bitterly cold wind blew the whole time, enabling students to experience the extreme contrast between exposed and sheltered areas. Interest-wise, this 6 km walk was long enough for this age group. Few Year 7 & 8 students appreciate flora & geology; for most it's all about the destination, and the falls didn't disappoint.

The falls gush over the edge of an old (15 000 years) lava flow, dropping into a pool 20 metres below. This was the ideal spot to rest and munch, and keeping an eye on everyone was a breeze from my vantage point on the track edge. At the back of the falls there's a gap, and it didn't take long for one spontaneous student to make his way across the boulders and edge behind the crashing water while still keeping dry. Gingerly others joined him, and as the sun shone out from



behind the clouds a rainbow formed over the group. The thought briefly entered my mind, “I’m getting paid for this...”

Despite the requests Spontaneity didn’t see any need to move when the group re-gathered up on the track until he noticed the lead start to move on. His sudden effort to catch up meant he slipped on moss and ended up with an early soaking. This natural consequence provides a laugh and saves a lecture.

Part two of the day required a little travel. Heading back along S.H. 47 towards Turangi, we turned off to look at a restored redoubt, originally built by Te Kooti and his band of warriors who were fleeing British soldiers. The historical highlights are briefly captured on a few signs, allowing us the opportunity to experience another side of New Zealand’s past.

Next stop, Lake Rotopounamu, located in a saddle 20 minutes walk from the road. Most of the forest surrounding this lake has never been felled, and the easy one-hour walk following the shore provides a number of opportunities to enjoy some magnificent examples of native flora. ‘Bird life is abundant’, the guidebook says. Obviously the author didn’t walk this track with 20 kids. Either that or the myriad of stoat traps piled trackside indicates otherwise. An ideal spot for a swim, but this is April and our destination is the Tokaanu Hot Pools.

The Department of Conservation run the Hot Pools and, after listening to the list of 23 activities that are *not* permitted here, we piled in (figuratively speaking of course: *no piling in allowed*). So, 20 kids and 11 adults, the pool to ourselves and we can...sit. Memories return of the mid-90s, when every DOC structure I came across permitted 1 person at a time.

The day was relaxed and more full than if it had been Day Three’s programme, as originally planned; however, I was looking forward to getting up the mountain tomorrow.

Day Three was just what the doctor ordered; clear skies and very little breeze. A quick call to Ian confirmed he was on his way and by 9.00 we were

assembled together outside the café at the Top o’ the Bruce with tickets to ride.

I was immediately impressed with Ian’s management of the students. Gathering them close and speaking quietly, he explained only the current objective and gave brief reasons for the simple safety rules. Just enough information for even the least attentive student to remember. Being time to go, we boarded the chairs and headed for the sky.

Sitting around a table high up the mountain outside Knoll’s Ridge Café, we admired the expansive view while Ian briefed us on the next leg and went over the standard procedures. By 10.00 we were making our way up and around the dry and dusty volcanic rock trail. Moving along at a comfortable pace, we quickly gained more altitude, and soon Mt. Taranaki could be seen through the haze. With a range of fitness levels and athleticism in the group it wasn’t long before we were strung out; however it was reassuring to see the lead checking on the tail periodically, and pauses taken for drinks and brief rests. Cinderella found that her borrowed boots weren’t quite the fit of glass slippers, and despite first aid not relieving the pain she was determined to get to the ridgeline.

It was a tremendous view from Pinnacles Ridge. Immediately in front of us stood Mt. Ngauruhoe with Mt. Tongariro tucked behind and Lake Taupo in the distance. In one direction tiny cars could be seen on the Desert Road; in another the Tasman Sea. Ready to soak up the panorama, the students were happy to be able to break here for lunch. During the rest, Ian shared a few details of the formation of the mountain and a few other points of interest. It was also an opportunity to learn a little more about his experiences and philosophy on outdoor education; values and beliefs that fit well with the direction that best practices are heading in EOTC. Before we moved off, one parent began organising his return to be guided up Ruapehu in winter.

Snow was something most of this group had not seen or touched before, so the descent took us around to a patch that had survived the lingering summer. This was an unexpected bonus, and half an hour was spent sliding down the meager slope with a few attempts



at snowball fights thrown in. Sadly, the time came to an end all too quickly as we needed to depart for Hamilton by 4.00pm.

Travelling back along S.H. 47 toward National Park, the three students in our car were looking back at Ruapehu. One asked for me to point out where we had been that day.

“Wow!” was her response. “I just can’t believe that I have been up that high!”

Key elements to this successful trip included having a network that linked me to a valuable resource in Ian’s Ruthven’s Rapid Sensations; capable parents who really wanted to be there – not just making up numbers; and matching activities to the students to meet the desired outcomes while developing enjoyment for the outdoors. We could have marched relentlessly across mountaintops; we could have rafted more challenging

rivers; we could have ticked a list of achievements; but would anyone want to come back?

The prudence of Te Hue Hue has resulted in a treasure for our land and our people. Significant too was the foresight of my former principal. Allowing his staff to go on PD with no immediate benefit to his school’s pupils was a generous call, but one that has become a benefit to the bigger education picture. And who knows where it will stop. After all, it was on these very slopes that a young Edmund Hillary discovered his passion for climbing during a school trip. Consider the benefits to our nation, and indeed the world.



## 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



# 6 TSB TOPEC

## – a Student Orientated Centre



Photo: TOPEC

*By John Davidson, Director*

**T**SB TOPEC (Taranaki Outdoor Pursuits and Education Centre) is situated on the banks of the Waiwhakaiho River, in a bush reserve, some 10 kilometres from New Plymouth. The other boundary is formed by the Tailrace that spills from an old HEP Power Station down a series of Grade 2 rapids to a large pool in the Waiwhakaiho.

Not surprisingly, the Tailrace is our greatest on-site asset. It is used on a daily basis for rafting and kayak training, river crossing, practical 'Riversafe' programmes and of course swimming (even in winter).

TSB TOPEC was formed in 1986 by a Charitable Trust of interested parties to provide Taranaki school students with an outdoor experience. Courses are of 5-day duration, mainly for Year 10 students on a general activity week, though there is increasing demand from senior students for Unit Standard and NCEA assessments.

Taranaki is fortunate to have such a variety of terrain with Grade 2 rivers, sea cliffs, bush and alpine environments all within easy travelling distance. The climate is also mild enough to enjoy water activities

throughout the year. To crawl out of a snow cave in the morning and kayak surf in the afternoon is always a possibility.

TSB TOPEC is pursuits-orientated, believing that a natural outdoor environment cannot be replicated, which in turn provides very real and immediate challenges. Activities are run on a multi-level basis with the emphasis on giving students as much autonomy as possible.

The Grade 2 rivers are ideal for group guiding. After an initial training session in the Tailrace students can choose to self guide a 3.8 metre raft, a 2.9 metre raft or use a Sit on Kayak. Instructors manage the operation from a kayak which gives them the flexibility to reach any party quickly and easily.

The rock traverse around Paritutu cliffs is technically straightforward, but it is never 'easy' with the Taranaki surf crashing below, often sending showers of spray over the climbers - there is never any occasion to remind students to clip on their 'cows tails' or do up the karabiner gates! At the end of the traverse is a rock wall and chasms to challenge the 'guns' and provide fun for all abilities.



Sit on Kayaks have been a major development. These stable forgiving craft allow even the most timid student to experience moving water. From quiet pools to Grade 2 rapids, the bump and grind down seemingly impossible creeks and the crashing west coast surf provide challenging venues for all abilities.

In today's climate alongside the quick thrills and instant gratification, tramping gets a bad press. We therefore concentrate more on shorter wilderness sections – a semi-accompanied compass bearing route through dense and mixed terrain, or an abseil to an overnight campsite. However, walking through the bush and camping are becoming a new experience for a growing number of students.

A recent survey showed that the most valued aspects of TSB TOPEC were the low costs, the flexibility of a high adventure programme and the personalised nature of the courses.

The cost for a week at TSB TOPEC is only \$125, which includes all activities, equipment, food, accommodation and transport. This is possible by a major contribution and commitment from every secondary school in Taranaki. The local TSB Bank provided the initial funds to purchase the site and continue with a generous sponsorship. There is also considerable input from the local Lions clubs.

The flexibility of programme means that instructors are able to choose a variety of activities and conduct them on a multi-level basis to suit individual needs – a task very difficult to achieve with a mixed ability group. The very able and enthusiastic have to be rewarded for their patience with those less capable.

The personalised nature of the course is achieved by allowing the students a degree of autonomy in both the choosing and conduct of the activities and their involvement in all aspects of the course, including cooking and cleaning. The students very quickly develop an individual culture and atmosphere with which they are comfortable. It is a credit to the TSB TOPEC instructors that they accept the varying character and needs of different groups and can adapt their approach accordingly.

The mutual respect that develops between Instructor and Student leads to mutual trust, by far the most crucial aspect of risk management. It also provides the security for students to step outside their comfort zones to meet the challenges. In real terms the choices and conduct of activities are often pre-determined by weather, safety considerations and Instructor guidance, but the fact that the students feel they are involved in the decision making is so important.

The realisation of this often comes at Pukerangiora, a particularly intimidating rapid. I continue to be impressed by the student's ability to make sound risk management decisions. The rapid is inspected, the consequences detailed and the alternatives presented:

Do you have the ability to guarantee making the side chute?

Do you have the strength but require an instructor guide in the boat?

Should you portage the hole and raft the remainder?

No bravado – no luck – no peer pressure – no success/fail syndrome – just a logical evaluation of ability and consequences. At the end of a week course it is surprising, and often humbling, just how well Year 10 students can perform.

Now, I am not so naive as to believe I have prepared young teenagers for a life time of sound judgement and that all is sweetness and light amongst

Photo: TOPEC





the Year 10 students at TSB TOPEC. Young adults feel they are invincible, they push boundaries and can be frustratingly self centred – but that is their nature and how they learn. The fact that they are forced to cooperate with one another, make decisions in real situations with real consequences and can succeed (or fail) all within the parameters of the TSB TOPEC safety net has to be of value in developing personal responsibility.

After seemingly years of increasing restrictive legislation and endless documentation a counter movement is visible. Super safety and protecting people from every conceivable risk (whether they want it or not) and removing the responsibility from the individual has been counter productive. The Risk 2002 conference noted that well run programmes pose no more risk than every day living. In fact it is more dangerous not to experience risk with the silent killers of obesity, lack of fitness, low self esteem and lack of judgement skills – but we have always known that in outdoor circles.

What is of major concern is the plethora of very specialised awards, many at a very low level, but necessary to conduct the most basic activities. The other is being caught in the net of blanket legislation. This can become a nightmare for Centres and Instructors offering a range of activities. At one end is the MSA ruling. Some Instructors are not qualified to raft students, yet can happily manage 10 sit on kayaks down the same stretch of water. At the other end is the mundane and often pedantic criteria of Level 2 and 3 Unit Standards that become the necessary accepted practice.

Photo: TOPEC



On a more practical level there are two major issues facing TSB TOPEC. One is the changing attitudes and ability of the students. There is now less interest in the traditional outdoor pursuits. Looking good in outdoor fashion garments and the expectation of a quick thrill and adrenalin rush take priority. The holiday bungy jump and black water rafting become the benchmark of expectation. There is also a rapidly increasing gap between the fitness of the specialised sports person and the totally non physical.

The pressure from schools is also apparent. Outdoor Education must now compete with a myriad of other extra curricular activities and the pressures of ongoing assessments where time out of class is often resented.

Teachers are also under increasing pressure and less able to devote themselves to extra curricular activities. TSB TOPEC is still able to tempt the students with an exciting programme but teachers are less likely to devote a full week of their time for supervision, invariably returning to school the next day.

Fortunately, there is a relatively straightforward link between a residential outdoor course and the school syllabus: NCEA and Unit Standards which goes some way to justify the time out of class. In fact the amount of work that can be covered on a residential week makes a TSB TOPEC course very attractive. Some students have been known to gain more credits at TSB TOPEC in one week than a full year at school.

Yet it is the traditional values that are remembered by the students. Over 20,000 Taranaki students have passed through TSB TOPEC, so there is much feedback. They still remember and enthuse over the white water rafting - getting wet from the sea while rock climbing - and camping out in the bush on a wet stormy night – the sunrise from a snow cave or a bush clad peak - and always the shared experience with a group that may or may not have been, ‘the best group the Instructor ever had.’

We all tell big lies when in the outdoors, but it does inspire great deeds so therefore they must all be true.



*Sea kayaking trip, Hong Kong*

# Adventure Education in Hong Kong

## – challenges for schools and universities

*Simon Lo, Physical Education Officer, Institute of Human Performance,  
The University of Hong Kong and doctoral candidate, Lincoln University,  
New Zealand*

### **Introduction:**

Using outdoor adventure education (OAE) programme as a vehicle to enhance personal growth, leadership and resilience has been practiced in Hong Kong for more than three decades (Brown, 2003). Recently, there have been some noticeable changes in the delivery format, programme objectives and targeted participants. One of the most significant changes is the development of “in-house, tailor-made” adventure training programmes for some specific groups, unlike the past where open courses were run by OAE programme providers such as the

Outward Bound School (OBS) of Hong Kong in which groups of participants from a large variety of backgrounds were put in similar kind of courses to achieve similar objectives. Nowadays, courses are usually more client-centered where programmes are specially designed to suit the needs of the participants. Instead of mainly using the outdoor adventure elements such as kayaking, hill-walking and rock climbing as the training medium, initiative games, rope courses and Adventure Based Counseling (ABC) approaches are becoming more popular. This article outlines the development of OAE in Hong Kong and uses the

Adventure Education Programme (AEP) of the University of Hong Kong (HKU) as an example of how these programmes have been running in a tertiary education institution.

### **Adventure Education in Hong Kong schools**

The education system of Hong Kong has always been under criticism. Lilley (2001) suggested that “the common thread that connects these criticisms is the emphasis on rote learning driven by a highly competitive exam oriented educational trajectory. The stress



on memorizing, on drilling and repetition, begins early” (p. 129). The school curriculum is narrowly focused on those traditional “academic subjects” such as the two languages (Chinese and English), mathematics, social sciences and science; learning activities are very exam-oriented. There is not much room for the development of creativity and initiative. Sports, social and cultural activities are all perceived as time-wasting trivia by educators, students and parents keen to succeed in successive exams (Education Commission 2000, p.14).

Influenced by the progressive education movement in the UK, the education system has been undergoing a series of modifications and changes since 1950s (David, 1994). Experiential theories, activity approaches to learning and outdoor

environmental experiences all have had created some impacts on schooling, but, due to the political, social and cultural environment, large population (6.88 million, 95% Chinese) and small land area (1100km<sup>2</sup>), some Western educational ideas are difficult to put into practice. Small classrooms with large class sizes (40 to 45 persons per class), and small school campuses where half-day (am and pm) schools share the same school building in different timeslots, are very typical at primary schools in Hong Kong. Secondary schools are not too much better in terms of their size. Thirty classes of pupils (7 years/levels) are packed into a school campus with only 24 classrooms, 8 special rooms and a multi-purpose hard surfaced playground with line markings for basketball, volleyball and handball courts in the same area. A “floating

classroom system” is the only solution to tackle this shortage of space. There is hardly any space for sports and physical activities during children’s free time. Teaching is didactic as the big class size and sophisticated examination syllabus does not allow much room for creative thinking. Owing to a traditional ideology in which academic achievement always has higher value and the physical environment does not favor the development of school sport, Physical Education (PE) has been degraded or even marginalized and there have rarely been opportunities for the development of outdoor adventure education programmes.

This situation started to change after the Education Reform and the establishment of the Quality Education Fund (QEF) in 1999. Five billion Hong Kong dollars (NZ\$ 100m) were reserved for innovative educational initiatives and programmes for the primary and secondary schools. Schools submit their programme proposals to the QEF committee for approval and funding (QEF, 2005). Sports and OAE programmes have been some of the most popular initiatives. Schools usually contract out their programmes to the freelance OAE providers and programmes usually run during school days at public campsites or country parks.

### **Extra-curricular activity in Hong Kong schools**

At present, the most common type of adventure education programme in a school setting is the Boy Scouts and the Girl Guides. Some schools



*Rock climbing and abseiling camp*





may have the Duke of Edinburgh Award scheme (DEA) which was renamed in 1997 as the Hong Kong Award for the Youth Programme (HKAYP). The programmes of these organizations run may include some outdoor adventure education elements but this is not their sole purpose.

One of the main reasons why schools run these programme is not for adventure education (AE) but for discipline training. The school authorities value military drills, the disciplinary development and the community service aspect of the programmes. They may be very useful when the school has formal functions such as speech days and even the prize giving ceremony of the sports day. It is a very common practice to have a line of smartly dressed Boy Scouts standing in front of the stage as a kind of “decoration” during the prize giving ceremony or school open day. The activities of these troops are mainly knowledge-based and the children seldom have the chance to put the knowledge into practice. It is not surprising to find that some of the Scouts have never pitched a tent in a wilderness environment.

Safety and reinforcing traditional gender ideology rather than experiencing outdoor adventure are major concerns of the Girl Guides. Girl Guides programme mostly involve indoor activities. Some easy trekking may be arranged once in a while but wilderness camping is very rare. This is due to the heavy responsibility of the organizer and the parents may not allow their daughters



*Everest Base Camp trek, Nepal, 2003*

to join these camps. Sleeping away from home, particularly in a wilderness environment, is still not a commonly acceptable deed and may be considered as inappropriate for the Chinese girls. Residential camps in the Girl Guides’ fully equipped campsites exclusively for girls are the common practice. The main focus for their routine activities is community service and humanity development (Girl Guides, 2005). One of the main focuses of their mission is to train independent and capable women for society. Activities such as cookery, needlework and knitting scarves are very common in the Girl Guides groups. Community services such as visiting home for the aged, children’s hospital wards or physical disability organizations occur on a regular basis. Gender ideology has been a very strong influence in the development of the Girl Guides. It cannot be considered as an adventure education institution even though some of their activities are carried out in the outdoors.

## **Hong Kong Outward Bound**

Outward Bound Hong Kong (OBHK) is perhaps the only institution that offers formal outdoor adventure education in Hong Kong. The school is located at the centre of the Sai Kung Country Park with trekking trails, rock climbing sites and naturally sheltered sea inlets located at its doorstep. Established in 1971, OBHK offers courses for youth, adults and corporate management training groups. When it first started, courses were harsh and in a military style similar to those in the UK. The 21 day Sea Diploma courses or 18 day Land Diploma courses were well received and at the time were used as prerequisite training for the promotion for civil servants and some corporate enterprises. They aimed to train participants’ stamina, leadership, communication and problem solving skills through physical hardship and outdoor adventure experiences.



Being the first adventure education institution in HK, OBHK has gained a high reputation in Hong Kong society. From the early 1990s small, private, adventure-based training providers started operating in Hong Kong. Most of these companies are run by former OB instructors and graduates. OBHK has had to change its strategy to face these challenges; several significant changes include offering shorter and less physically demanding courses; targeting younger participants, developing more specifically focused and tailor-made courses to suit the requirement of clients (Brown, 2003).

A typical OBHK course used to be from 18 to 25 days. Nowadays there are family weekend courses and 5 days courses for the kids during the summer and Christmas holidays. The longest course is only a 15 day sailing course to the Philippines. Outdoor rock climbing experiences are sometimes replaced by climbing the artificial wall inside the school campus. The “state of the art” challenge ropes course built in 2002 is seen as a substitute for wilderness challenge experiences as the ropes course is more accessible and easier to control in terms of safety. These courses are much less demanding of physical effort and outdoor adventure elements of them are limited (Brown, 2003). The objective of the family weekend is having a “fun and memorable weekend to build bonds with the kids” (OBHK, 2005). The entire suite of OBHK has been the targets of people from eight to sixty year old in age. Courses are designed to suit different sections of the

market: youth at risk, leadership development, people who are out of their job, corporate management training, even some outdoor pursuit skill courses like climbing and sailing. Outdoor adventure programmes are seen as the panacea of most social ills: physically unfit individuals, unemployment, juvenile delinquency, problematic character and family detachment etc.

### **Adventure Education Programme of the HKU**

The Adventure Education Programme of the University of Hong Kong is one of the instruction program offers by the university’s Institution of Human Performance. It is designed to provide training and experience in challenging and supervised outdoor adventurous activities. There are three main objectives: sport skill development, leadership education and mountain expeditions to enhance personal growth.

Sport skill courses include a variety of land and water-based activities that lead to National Sports Association qualifications. Courses such as mountain craft, artificial and rock climbing, kayaking and sailing are run within the sport skill programme (Physical Education, Sports and Wellness Programme, PESWP) (IHP, 2005). This serves as the window to reach out to students and build up some essential skills for their future adventure involvement.

The Leadership education programme is organized

in collaboration with other departments of the university. Adventure Camps are organized in the Leadership and Life-skills Course (LLS) of the Personal Development and Counseling Centre (PDCC) (PDCC, 2005). These camps aim to provide a challenging experience for the students to stimulate team-building and enhance personal growth. They usually consist of a 3 day residential camp in a wilderness environment. Participants are encouraged to participate in a variety of challenging activities such as rock climbing, abseiling, rafting, trekking and some initiative games. They will reflect on what was learnt from their participation and are encouraged to transfer the outcome into their daily life. LLS is an intensive eight weeks course that runs in the summer holiday, it is a very well received course at HKU. Evaluation has been made every year after the course show that the adventure elements of the course are one of the most effective ways to enhance the development of self-esteem, leadership and communication skills, all of which will be very important in students’ futures. For the past five consecutive years, over ninety per cent of the participants indicated that the adventure camp is one of the most important parts of the course for enhancing their leadership development.

The Overseas expedition is considered as the flagship of the AEP in HKU. We are the only university in HK that has the experience to organize mountain expeditions to the overseas countries. Starting from 1996, with unflinching support



from the university and external sponsors, we have organized mountain expeditions to many challenging places. We have laid our footprints on the summits of mountains of Tibet (Qizi, 6200m, 2004), Qing Hai (Yu Chu Feng, 6178m, 1997), we have also climbed mountains in Taiwan (2001), Japan (2002), Nepal (2003) and India (2005). We have also organized ice climbing trips to Beijing in 1996 and 2000.

Mountain expeditions from HKU are not merely for physical challenge; we also aim for cultural and social development. In the year 2000, we organized a Millennium Mountain Expedition and invited university students from Taiwan (National Taiwan University) and Beijing (Tsing Hua University) to climb a mountain at Qing Hai Province to celebrate the new millennium. Through these expeditions students will be able to widen their horizons and enhance their personal growth. Cultural interaction and understanding has always been the main focus of these expeditions. Chinese students from the three institutions (HK, Taiwan and China PRC) travel together for 23 days in remote wilderness and help each other to face adverse situations, building lifelong friendships that can never be replaced. Visiting nomadic tribes in Tibet and rural schools in remote under-developed towns encourage the students to treasure their fortunate upbringing and stimulate their responsibility towards these less fortunate people.

Building international understanding and brotherhood

by means of a mountaineering expedition was one of the objectives of the Japan Expedition 2002. After spending 7 days in the mountain for snow skills training and accomplished a winter ascent of the snowy Agatega (2990m) in Matsumoto (3 hours drive from Tokyo) students home-stayed with some Japanese families for two nights. These families were volunteers with connections to the Japan Alpine Club and some hosts were very experienced climbers and mountaineers. We learned about Japanese culture and enjoyed the hospitality of host families in an authentic manner. This was a very good way to develop inter-cultural understanding especially when the host families were also keen on the outdoors and have a keen interest in young people.

Environmental protection is another emphasis of the expeditions. Responsible travel and leave no trace ethics have always been guiding principles in our mountain programme. In 2002, a Mountain Cleaning Project was organized to the north face of Qomolangma (Mount Everest, Tibet side). A team of 12 HKU and City University students climbed up to 6000m and brought back to the base camp (5100m) the garbage found on the trail. It was not an easy task as we had to carry down rubbish such as soft-drink cans, food containers, oxygen tanks, broken tents, camping and trekking equipment left behind by other climbers. Keeping the environment for sustainable development is a main educational point for all users of the mountain area. Through that experience, students gained a lot of

insight and personal experience in environmental protection as well as working and personal relationship with the participants from Tibet Mountaineering Training School and some other volunteers from China PRC.

## Challenges ahead

The past ten years of exploration reveals that adventure education programmes bring about holistic development for young people. They are effective and long lasting; however, they are also very expensive in monetary terms. As a result of the economic downturn and changes of educational policy, funding for university programmes has shrunk. “Non-academic” or “non credit-earning” programme such as the AEP will definitely suffer. To face this challenge, we have identified two possible solutions.

The first solution is to increase publicity and generate extra income. We intended to work with the alumni association or the corporate groups to organize adventure programmes such as overseas expeditions for their staff development. This will widen our exposure, gain more publicity and also generate some income to support the student programme. Over the past years, support from the alumni has been enormous but it has been only for the technical personnel such as medical personnel, climbing instructors and counselors. There is a market need in the private sectors for this kind of programme. With the experience and reputation that we have established over the



past years, it won't be too difficult to reach this market and gain support from them. If we can develop networks with the private sector, it will be much easier to obtain sponsorship for the students in the future.

A second solution is to upgrade the programme to become a credit-earning programme. General Education has been seen as one of the most effective ways to widen students' exposure and personal experience. AEP should be able to fit into this category quite naturally. This will again generate more income for the programme and create more learning incentives among the participants. Leadership programmes can also be an independent credit-earning module for the School of management. Universities in Western universities have similar programme for their management students. Adventure Counseling has been a hot topic among the social work sector in Hong Kong since 1990s. Adventure education programme will provide a good learning experience for

potential social workers as their practical experience will enrich their service to their clients in the future.

Adventure Education in HKU has reached a crossroads. Our past success does not guarantee a bright and glorious future. It has reached a point where we need to transform from a rather activity based programme to an academic based and market oriented programme. More marketing and managerial work needs to be done to gain better exposure within the university and the public sector. More strategic planning and collaboration with other disciplines needs to be done to bring it to another level. More research needs to be conducted to justify the importance of adventure education programmes to different sectors of the society. This is perhaps a microcosm of the whole adventure education sector of Hong Kong. People in Hong Kong generally have good impression of adventure education programmes and values the outcomes, but their opinions may be hindered by the

playfulness and carefree attitudes that comes with them. It is the support for such programmes if the programme providers and managers can put more emphasis on the educational outcomes of their programmes so that participants and the general publics will have a full understanding that adventure education programme are not simply thrill seeking experiences.



## Bibliography:

- Brown, A. (2003). *The Challenges Facing Providers of Outdoor Management Development in Hong Kong*. Unpublished Master of Science thesis, Sheffield Hallam University.
- Education Commission. (2000). *Review of Education System Reform Proposals: Consultation Document*. Hong Kong: Education Commission of the Hong Kong Special Administrative Region, The People's Republic of China.
- Girl Guides. (2005). *The Hong Kong Guide Guides Association campsite and properties*. Retrieved 15th Nov, 2005, from <http://www.hkgga.org.hk/en/properties/cnp.htm>
- IHP. (2005). *Adventure Education Programme*. The University of Hong Kong. Retrieved 15th Nov, 2005, from <http://www.hku.hk/ihp/adventure.html>
- Lilley, R. (2001). Teaching elsewhere: Anthropological pedagogy, racism and indifference in a Hong Kong classroom. *The Australian Journal of Anthropology*, 12(2), 127-155.
- OBHK. (2005). *Outward Bound Hong Kong*. Retrieved 10th Nov, 2005, from <http://www.hku.hk/ihp/adventure.html>
- PDCC. (2005). *Leadership and Life Skill Course*. Retrieved 10th Nov. 2005, from <http://www.hku.hk/sdcsc/lls/lls05/>
- QEF. (2005). *Quality Education Fund*. Retrieved 15th Nov, 2005, from [http://qef.org.hk/eng/main.htm?proj\\_sum/proj\\_sum01.htm](http://qef.org.hk/eng/main.htm?proj_sum/proj_sum01.htm)

*Camping at Tung Lung Island, a very popular rock climbing site in Hong Kong*





# Outdoorsmark: A Snapshot of the Criteria

By Arthur Sutherland, chair of EONZ, March 2006

Outdoors NZ is encouraging providers of outdoor experiences to undertake a quality assurance audit. Known as OutdoorsMark, the audit involves a self assessment, followed by a desk audit and then a field audit carried out by one of the members of the Register of Outdoor Safety Auditors (ROSA).

The Mark has been established for the industry by the industry and is administered by Outdoors NZ.

Because there is an annual cost providers are encouraged to factor the Mark into their annual budget.

Once the Mark has been gained the holder is required to submit a two page document to ONZ where the holder is indicating that their systems are being implemented as was the case at the time of the initial audit. This self-monitoring, and any feedback from users of the provider's services to ONZ, means there is ongoing monitoring. Three years out a full audit is required.

Schools are to be commended for insisting that providers they use hold the OutdoorsMark.

OutdoorsMark is an excellent tool for those schools\* who wish to adopt the peer review concept recommended by the Ministry of Education in *Safety and EOTC - a good practice guide for New Zealand schools 2002*. [www.tki.org.nz/e/community/eotc/](http://www.tki.org.nz/e/community/eotc/)

The Mark covers off People, Operational Procedures, and Equipment, Sites, Facilities and Activities. What follows is a list of the elements within each of the sections; some direct quotes from within some of the elements; and an example of one of the elements where the reader gets to see the five criteria for that particular element. A grade C is required for every element to gain the Mark. Grade A is desirable.

This document provides schools with an idea of what is required of those institutions who have gained the OutdoorsMark. It also provides schools with information where they are considering applying for the Mark.

## Section A: People

### A1 Safety Management Administration

#### A2 Activity Leader Qualifications

The term 'Activity Leader' may include people whose 'contractual' arrangements might be described in one, several or all of the following ways:

- permanent, semi-permanent, retained
- contract, seasonal, part-time,
- volunteer, trainee, apprentice.

The competence and integrity of activity leaders is probably the single most important factor for assuring safety and good practice. Competence in this field is a mix of experience, certification (qualifications) and the ability to work with people. Mere technical ability, though vitally important from a safety point of view, is not likely to be sufficient in itself. You will also have to satisfy yourself that the people who run activity sessions have the other necessary attributes as well as technical competence (as evidenced by their activity qualifications).

#### A3 Approved Technical Advisors

A technical advisor is someone with a recognised level of specific expertise generally higher than is required for leading or supervising the activity at the level offered. They may either be the provider (or another person within the organisation), or they may be brought in to advise if this expertise does not exist "in-house". You will need at least one technical adviser for each activity you offer, although in some cases, one person may have the expertise across a range of activities.



The role of technical advisors, when required, is to:

- Advise the provider about nationally accepted standards and codes of good practice.
- Advise or help the provider to meet these standards.
- Help the provider to decide if staff are sufficiently skilled and trained to operate at these standards.

Generally, a technical advisor would be someone who:

- Is sufficiently experienced and mature to make necessary judgments.
- Has a high level of technical skill (usually determined by the relevant NSB).
- Has a good knowledge of the organisation, its management, activity leaders etc.
- Is up to date on modern trends, equipment and practices.

Levels of qualification for technical advisers exist within a number of organizations offering outdoor awards. 'Approved' technical advisors will normally hold these qualifications as a minimum. In exceptional circumstances, very experienced holders of lesser qualifications may be acceptable, but 'approval' in these cases can only be given on an individual basis.

As a general rule, the less experienced and less qualified the activity leaders are in relation to the level at which they are asked to operate, the more input you will need from your technical advisor. Use your technical advisors as a resource...

#### **A4 Staff Qualifications & Experience Grid**

Some sort of prompt, such as a grid, table, database or matrix of activity leaders and their qualifications (including in-house validations), can help greatly.

#### **A5 Task Analysis or Activity Specifications**

#### **A6 Daily Assigning of Leaders for Activities**

#### **A7 Clarity of Responsibility**

#### **A8 Recruitment of Activity Leaders**

#### **A9 Induction of Activity Leaders**

#### **A10 Monitoring & Appraisal**

#### **A11 Activity Leader & Instructor Training**

#### **A12 Support Staff Training**

#### **A13 Recording of Professional Development**

#### **A14 Contract Staff and Volunteers**

## **B: Operational Procedures**

### **B1 Operational Activity Procedures**

Operational procedures are one way of relaying to activity leaders and their assistants what is expected of them. They should generally outline:

- Who can run sessions? Reference should be made to what qualifications or ratification of competence is required of the person leading the session.
- What they are expected to do under normal conditions and circumstances.
- What they are expected to do in the event of an incident, accident or unusual group or event.
- What site-specific hazards may be encountered over and above the norm that may be expected for that activity

They should be based on a realistic assessment of the overall risks, taking into account the likely competence of the groups, the competence of the activity leader (and assistant where necessary) the likelihood of something going wrong and the likely consequences if it does go wrong.

They should be sufficiently brief so that they can be easily read and the information retained by the activity leaders and assistants who use them. These documents are not a substitute for training. In some cases they may be best thought of as 'hand-outs' that accompany activity leader training. In others they may form an *aide memoir*, or induction checklist.

### **B2 Updating Operational Procedures**

Operational procedures should be dynamic and reviewed regularly.

### **B3 Formal Risk Assessment**

Risk assessments can take many forms...Perhaps the best way of thinking of a written risk assessment is as a checklist of things you would go through with new activity leaders during their induction period.

### **B4 Meetings for Activity Leaders**

These are an ideal means of discussing and sharing a range of operational matters including those related to safety. The practice should be essential in all organisations.



### **B5 Meetings for Health and Safety Matters**

### **B6 Emergency Procedures**

Emergency procedures and preparedness are an essential component of any outdoor organisation's safety planning. They are the "ambulance-at-the-cliff-bottom" of an outdoor activity which, if your safety management is effective, may never be needed. However, along with hazard identification and management, written emergency procedures are an extremely important element of any safety planning.

### **B7 Hazard identification, Reporting and Recording**

### **B8 Incident (accident/near-accident) Reporting and Recording**

An incident can be interpreted as any event that either causes harm (accident) to a person or under different circumstances would have caused harm (near-accident).

The culture of reporting incidents with "no blame" is an extremely empowering process for improving activity and site safety.

### **B9 Accident and Near Accident Investigation & Review**

### **B10 Ease of Contact and Communication between Management & Activity leaders**

Things often spiral out of control because of poor lines of communication. Once something starts to go wrong, 'who can be contacted', 'when' and 'how' are often significant factors.

### **B11 Communication with Expeditions**

Communication with expedition parties is often difficult ...But necessary...

### **B12 Location of Overdue Groups**

### **B13 Modification of Site or Activity**

### **B14 Modification of Activities or Site because of weather etc.**

### **B15 Reviewing management and field activities**

## **Section C: Equipment, Sites, Facilities and Activities**

### **C1 Activities**

### **C2 Range of Equipment**

Clearly, if equipment is provided it should be suitable

for the activities selected, and it should be serviceable. Equipment used or selected should meet the industry best practice or legislated standard

### **C3 Equipment (hire)**

### **C4 Participant Equipment**

### **C5 Use of Activity Leaders' Equipment, Personal clothing and equipment**

Allowing, or requiring staff to supply their own clothing and/or equipment when leading activities is an area that requires careful thought. For organisations operating within tight budgets constraints, this is one way of keeping costs down, and it may be a way of helping to ensure that clothing and equipment is looked after. The danger is that the clothing and equipment may suffer unregulated abuse at times when it not under your control, or that staff supply 'sub-standard' clothing and equipment with no history of use or maintenance

However in an employment situation, under the Health & Safety in Employment Amendment Act 2002 there is a requirement of employers to supply protective clothing to their employees. The only deviation from this is when "an employee genuinely and voluntarily chooses to provide his or her own protective clothing for reasons of his/her own comfort or convenience" and that "the employer is satisfied that the protective clothing is suitable" for its required use.

Under the H&SE Amendment Act 2002, all protective equipment (excluding clothing) must be supplied by the employer.

### **C6 Inspections and Maintenance of Equipment**

### **C7 First Aid Equipment**

In the event of an accident, a good supply of basic first aid equipment should be readily available.

### **C8 First Aid Qualifications**

It is standard good practice nowadays for all activity leaders to hold qualifications that address the special problems of dealing with accidents in a remote outdoor environment.

### **C9 Supervision of activities**

When a group or individual participates in an outdoor activity, the outcome of their experience is influenced



by a number of factors. Included in these is the level of supervision, the style of leadership and the amount of information provided by the activity leader.

**C10 Unaccompanied Activities Management**

**C11 New or Unfamiliar Sites**

As a general rule, the less experienced and less qualified the activity leaders, the greater the responsibility of management to ensure that new sites are thoroughly checked, and leader inductions carried out at the site.

A low rating here would generally require a high rating in **A2** (qualifications), **B1** (Operational procedures), **B6, 7 & 8** (Incident, Accident and Emergency procedures), **B12** (Modification of activities) etc.

**C12 National Standards Body Accreditation & Approval schemes**

Some National Standards Bodies offer an accreditation (eg. NZOIA, NZMSC, SFRITO) to organisation standards. Generally their accreditation is relevant to their own organization requirements. Their advice on that particular standard can be very useful, and their accreditation is a good benchmark for a nationally acceptable standard. Bear in mind of course, that National Standards Bodies quite legitimately have an agenda that attaches importance to more things than just safety.

**C13 Other Safety-related Legislative requirements**

- <http://www.recreationlegislation.org.nz>
- <http://www.workinfo.govt.nz/publications>
- <http://www.osh.govt.nz/publications>
- <http://www.doc.govt.nz/concessionaires/concessionaires>

**What follows is an example of the criteria for one of the elements**

**A1 Safety Management Administration**

<b>Self Rating:</b>	
<b>Auditor Rating:</b>	

Topic not relevant	because
--------------------	---------

In every organisation there must be a person allocated to the function of administrating the organisation's safety management system. This includes hazard identification procedures, incident/accident reporting procedures, investigation and analysis, emergency preparedness, safety committee formation and planned and recorded safety meetings.

<b>A</b>	A person has the responsibility for administrating the safety management plan identified in their job description and reports on a regular timetabled basis to management and other staff. Data is analysed and resulting strategies are integrated into training plans and organisational procedural development. A safety committee with staff representation is maintained and meets on a timetabled basis with recorded proceedings.
<b>B</b>	A person has the responsibility for administrating the safety management plan identified in their job description and reports regularly to management and other staff. A safety committee with staff representation is maintained and meets regularly.
<b>C</b>	A person has the responsibility for administrating the safety management plan identified in their job description. A safety committee with staff representation is maintained.
<b>D</b>	This role is carried out in an ad hoc manner by various people in the organisation
<b>E</b>	This role does not exist in the organisation

**Planned remedial or development measures, (including your proposed time scale)**

**Self-assessment comments**

**Safety Auditor comments**

For more information on the Mark, see [www.outdoorsmark.org.nz](http://www.outdoorsmark.org.nz)

\* Likely to be those secondary schools with an extensive outdoor education programme. In a personal communication an ODENZ Board member told me that all ODENZ member schools were required to have OutdoorsMark.



# Making Great Outdoor Education Photos!

*Lawrence Roberts*

*Photo and Video International, Merivale Mall, Christchurch*

Good pictures demand two things: good gear and a good photographer. Neither requirement can succeed on its own however the combination of a good photographer with average gear will be a more successful than the reverse. So, assuming you have the gear, what can you do to be a good photographer? Try these pointers:

- show some thing, place or activity in way that captures the viewer's attention
- match the image to your purpose
- use your camera correctly

Photo: Robyn Sutherland



Photo: Robyn Sutherland

## Interesting Photographs

There is hardly a thing left on the planet that has not been well photographed. Yet there are people who can look at a commonplace object, situation or location and produce an image that shows it in a way that captures our attention.

The key to success is to have a clear idea of the purpose of the photograph and compose the image in a way that focuses attention on the subject, eliminating everything that is extraneous, distracting or confusing. Try to avoid grabbing shots just in case they might turn out. In most cases they won't. American photographer Ansel Adams looked upon photographs as something that were made, and visualised the desired end result before taking the photograph.

Think about how you want the shot to turn out and how it will be used (a vertical shot may be suitable for a journal cover but the editor's preference could be for horizontal shots to minimise the space occupied by the image). Then set about capturing the image by first checking:



Photo: Robyn Sutherland

- where are all the key elements - do they create an image that has harmony or is it distracting?
- if the composition could be improved by increasing or decreasing the size of the subject in the image – check by moving close to the subject or using a longer focal length (zoom in). Sometimes taking a higher or lower vantage point will give a better composition, as will walking around to check different viewpoints.
- the amount of detail/information in the image – is there so much it may become confusing or so little it means nothing?
- that it is relevant to what you want to show.

Once this is done you can check out the technical issues.

### Camera Use – Technique

There is a wide range of techniques and skills that can be used to turn the visualised image into something successfully captured. These basic ones will help you get technically good images. They are designed for digital camera users but with

a few modifications most will apply to film users. Remember that while software like Photoshop can do wonderful things there is no substitute for getting it right in the camera. Sometimes an extra minute or two with the camera can avoid hours of remedial work afterwards.

- Read books and magazines. Look at the pictures, be encouraged, influenced and stimulated by the vision and work of others.
- Practice often. Take pictures all the time and get used to your camera. Keep practicing until you get shots you are happy with nearly every time. Experiment with the various features on your camera. This way, when the important shots

come along, there is no stress and lots of success. Remember - practicing costs nothing with a digital camera.

- Put your camera on its highest resolution - that way you can later crop the shot and still have a high quality print.
- Look before you push the shutter button. Is the subject where you want it? What if you were to shift your position a bit, would the different perspective make a better picture?
- Check what is behind your subject. That way you will eliminate photographs with cluttered or unsightly backgrounds, not to mention people with trees or poles growing out of their heads. Is the horizon level? Sloping horizons look unnatural, especially if there is water in the picture.
- Check the light. Are there areas of both bright light and dark shadows? The sensor won't handle a wide brightness range. If the light is shining into the lens you will get lens flare. Would the lighting be better if you came back at another time? Would fill flash help?
- Use filters if your camera will take them. A "UV" filter will reduce the effect of haze. A circular polariser will reduce reflections from non-metallic

Photo: Robyn Sutherland





surfaces and give more vibrant colours.

- When zooming use only optical zoom - image quality is lost quickly with digital zoom so don't use it.
- Use a tripod if you can. Steady cameras produce sharp pictures. If you don't have a tripod find something to rest the camera on, or against.
- Is there action or a moving subject to record? A fast shutter speed will help freeze the action. In low light increase the ISO to get higher shutter speeds.
- When you press the shutter press it, don't jerk it. A bad shutter pressing technique is guaranteed to result in blurred photographs. In low light use the self-timer to trigger the shutter.
- If in doubt take another shot (or maybe two or three or four). It costs nothing and you have a wider range to choose from when it is time to have some prints done.
- Use large capacity cards. Too small a card means you may miss out on a great shot because the card is full and you don't want to delete anything.
- Carry a spare battery and a spare card to prevent emergencies.

If time permits take additional shots. When you are creating a record of a place or event, don't forget the mundane. What is ordinary today may be significant some time in the future. In early 1886 Charles Spencer photographed everyday life and people in the wider Rotorua area. On the 10th of June that year Mount Tarawera exploded and much of what he had photographed disappeared.

## Photographs for Publication

If you propose taking photographs for publication the priority is to meet the publisher's needs. In summary these are for images that are relevant, interesting and meet their technical requirements.

Technical requirements will usually involve image resolution and file type (e.g. JPEG or TIFF or Photoshop files). Check whether you are to supply the image file electronically (if so what is the preferred file size?) or on a CD (how is it to be labelled?) If you are still using film this won't be an issue but you will need to find out what the editor want such as prints (colour or black and white) or transparencies.

Images for *Out and About* should be digital or digitised. If you are using a digital camera, simply download your photos and send them to the journal editor as individual files, unaltered in any way. (Don't include them in a word file because that reduces the quality of the image.)



Photo: Robyn Sutherland

If you are using a film camera, take your photos and have them developed. If they are slides or prints, you now have two choices: you can send them to the journal editor who will scan and return them, or you can scan them (or have them scanned) yourself and send the scanned images to the editor. Either way, you should scan prints at their original dimensions and at a resolution of 300 ppi (pixels per inch). You may end up with a file of 2Mb or more, but this will compress when you save

Photo: Robyn Sutherland





it as a 'best quality' jpg file. (Jpg is the preferred file format for sending picture files by email.) As a guide, a standard 6x4 inch photo would require a file size of 300-500Kb to be suitable for print production. If you are starting with slides (transparencies) you will need to end up with a similar file size. If you are unsure, contact the editor before you start scanning.

### **Footnote: The Coming Electronic Dark Age**

As a photographer you have an opportunity to preserve elements of our time and place for future generations. The last 150 years of life have been well preserved via photographs. Even though a huge percentage of all photographs ever taken have been destroyed it is surprising just how much has survived in old albums and boxes. Often those ordinary images preserved by ordinary photographers have the greatest interest for later generations for personal, historical and research reasons. One hundred years from now neither Helen Clark nor Don Brash (or any other public figure or celebrity whose name may come to mind) will be of any interest to the 22nd Century viewer of photographs. However those photographs you took with your personal insight into family, social, educational and recreational events, and the social and physical environment in which they took place, will be a time capsule of great interest.

There is a warning to go with this for those with digital cameras. All the benefits of digital photography carry with them one major risk: images that remain in digital form will eventually cease to exist. Some people know the problems of hard disk failures. Others have old files irretrievably locked away because they are stored on media superseded years ago using software no longer available. Most often files get lost as the result of making space on a hard drive or being left behind when

upgrading machines. However it happens the images are gone forever.

To prevent this you can store images on archival disks but be aware of the need to keep your archiving in tune with changes in technology. The best idea is to print the images out on photographic paper and put them in a decent album or box. Twenty, fifty or one hundred years later they may well still be there and perhaps the only technological intervention required will be reading glasses.

**Got photography on the brain?**



**photo & video**  
INTERNATIONAL

0800 CAMERA      [www.photo.co.nz](http://www.photo.co.nz)



## Photo and Video International EONZ Outdoor Education

# PhotoCompetition 2006/7

As part of our year of celebrating outdoor education, we are running a photo competition. This year – 2006 – marks fifty years since the beginning of ‘official’ outdoor education in New Zealand. The first ‘official’ camps were run at Port Waikato in the North Island although many other camping ventures had taken place before that. Over the past fifty years, outdoor education has changed and developed and we want to celebrate that this year. Join in the party by entering the Photo and Video International EONZ Outdoor Education Photo Competition 2006/7!

Our thanks to Photo and Video International for assisting us with this competition. Prizes will be announced in next Out and About (December 2006).

Competition runs from June 2006 to end of March 2007. Entries may be made by school pupils and by adults. All entries must be in by 30 March 2007. All photos entered in the competition must be in digital form. They may be sent via email (as jpg files of no less than 500 kb and no larger than 1mb) or on CD. If you are sending several images, it will be better to send them on a CD.



Photo: Robyn Sutherland

Photos sent by email should be sent individually (i.e. one photo to one email message).

Email or post your entry to:

Pip Lynch, Editor, Out and About, Photo and Video EONZ Photo Competition, PO Box 84, Lincoln University, Canterbury.  
Email: [lynchp@lincoln.ac.nz](mailto:lynchp@lincoln.ac.nz)

### Five Categories:

#### ‘Then and Now’

In this category, photos are submitted in pairs. Each pair consists of a photo from 20 years ago or more, depicting some aspect of outdoor education, and a second photo depicting outdoor education at present. The photos should be from the same school or geographical area (e.g. the same province or district).

#### ‘Primary and Intermediate education’

This category is for photos of or about outdoor education in primary and intermediate schools.

#### ‘Secondary education’

This category is for photos of or about outdoor education in secondary schools.

#### ‘Tertiary education’

This category is for photos of or about outdoor education in tertiary education.

#### ‘Unseen Outdoor Education’

This category is for photos of the aspects of outdoor education that are not usually photographed: for example, planning and administration of outdoor education; pre-camp site visits; transport to and from outdoor education sites; staff training or professional development; equipment pools and storage; equipment repair and maintenance; doing the paperwork; attending to injuries; consulting with professional instructors; negotiating access for trips; and all sorts of other background tasks.

**There is no entry fee!**



# Photo and Video International EONZ Outdoor Education Photo Competition 2006/7

## Entry form

**One form must be sent with each entry.**

Name of photographer: \_\_\_\_\_

School pupil / Adult (please circle **one** option)

Name of School/Organisation \_\_\_\_\_

Contact Email: \_\_\_\_\_

Contact Postal Address: \_\_\_\_\_

Contact Phone: \_\_\_\_\_

Category: 'Then and Now'

'Primary and Intermediate Education'

'Secondary Education'

'Tertiary Education'

'Unseen Outdoor Education'

Caption for photograph: \_\_\_\_\_

For category 1 ('Then and Now') only: \_\_\_\_\_

Caption for photograph 1: \_\_\_\_\_

Caption for photograph 2: \_\_\_\_\_

**Please read and sign the statement below:**

I, \_\_\_\_\_ (person submitting entry, or if under 18 years of age, parent/guardian/supervising teacher), agree that I am submitting a photograph(s) for which approval(s) have been obtained to both enter the photo in this competition and for the photo to be published in Out and About. I further agree that EONZ may keep the photograph(s) for future use, without payment, in Out and About and other publications, including web publication.



# 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:

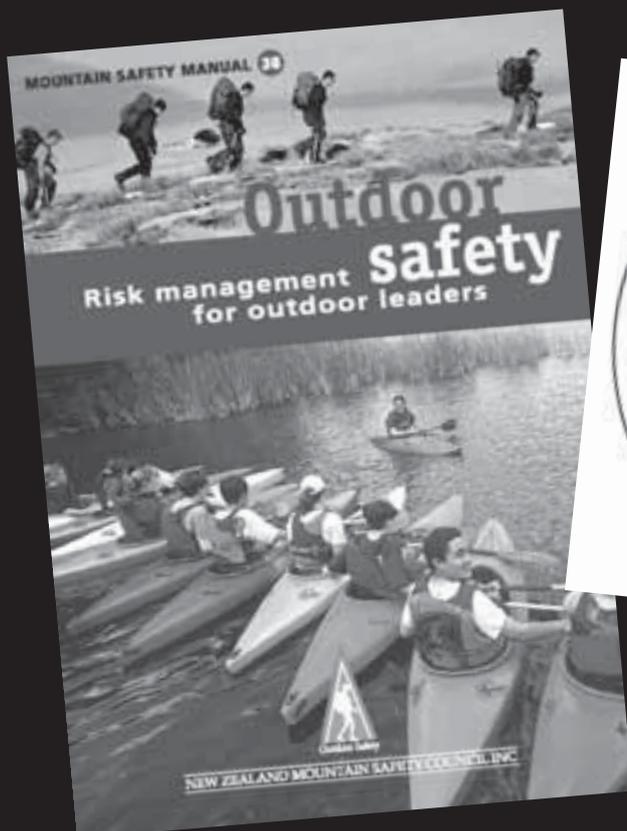
- Create a standard method for collecting and analysing outdoor incident data.
- Allow for the collation of data from various sources.
- Analyse the data to identify trends, and make concrete recommendations for improving outdoor programmes.

- 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.

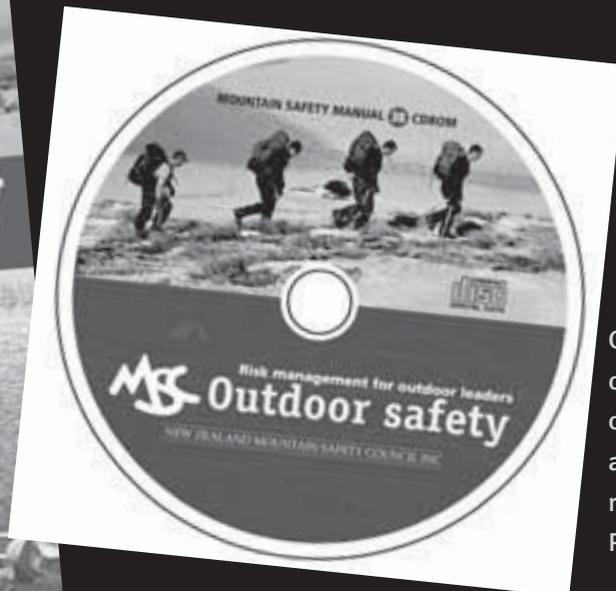
MSC initiated the project after discussions arising from the Risk 2002 Conference. However, Outdoors New Zealand, Education Outdoors New Zealand, and the Ministry of Education all partnered the project in a joint effort.

Schools, outdoor organisations and businesses can register with the National Incident Database for free through [www.incidentreport.org.nz](http://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.



OUTDOOR SAFETY

NEW ZEALAND MOUNTAIN SAFETY COUNCIL  
PO Box 6027, Wellington, Tel 04 385 7162  
[www.mountainsafety.org.nz](http://www.mountainsafety.org.nz)



# Celebrating 50 Years

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.



Photo: Pip Lynch

Young sailors, Caroline Bay, 2004



Photo: Pip Lynch

Queens High School student abseiling, Berwick, c. 1987

This 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 this 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

For more information about celebratory activities, contact your local EONZ Executive member (see directory on back cover).

## Health and Physical Education (HPE) Review.

### Notes from Gemma Periam.

EONZ has two representatives on what has been named a 'writers group' to write a reviewed version of the Health and Physical Education (HPE) essence statement for the new NZ Curriculum Framework Statement. This document will then be gazetted (mandated) and the eight learning area documents will be un-mandated. This change means it is important for the learning area essence statement that appears in the overarching document to be well written. It will be this document that provides the mandate for us to deliver our key area of learning in schools. The HPE document as we know it will become a supporting document. The group also write the revised achievement objectives for the HPE learning area.

The process involves huge consultation with a variety of stakeholders and interest groups and several meetings per year with the Ministry of Education in Wellington. I've lost count of how many versions of the essence statement have gone out to the HPE community for comment. The process is a long-winded one and at times appears to show little progress, however, I think the final version for the new draft NZ Curriculum document is a good one and in particular looks after the elements of Outdoor Education that we hold dear. I think the statement for the physical education and health subject areas has plenty of potential for the outdoor education contexts and principles to be used. Check out the final draft on [www.cmp.ac.nz](http://www.cmp.ac.nz) or [www.tki.org.nz/r/nzcurriculum](http://www.tki.org.nz/r/nzcurriculum)



# Camping in the Curriculum

## – Our History!



Camping in the Curriculum is a fascinating study of how educational ideas and economic and social changes combined to produce a curriculum innovation that took schoolchildren outdoors. Once established, the challenge to retain outdoor education in school programmes proved no less daunting than the abseiling, kayaking or team-work challenges set for pupils at camps throughout the country. Extensively illustrated and integrating policy development with examples of individual school outdoor programmes from before

1950s to the present, Camping in the Curriculum makes an important contribution to the history of New Zealand education.

Camping in the Curriculum will appeal to everyone with an interest in education, outdoor education, physical education, environmental education, as well as to those interested in general New Zealand history. It is an authoritative reference for students and educators.

**Pip Lynch is a senior lecturer in outdoor and environmental education at Lincoln University.**

An authoritative history of the development of outdoor education in New Zealand.

256 pages, fully referenced, indexed.

Extensively illustrated and integrating policy development with examples of individual school outdoor programmes from before 1950s to the present.

**For orders**  
email: [Lynchp@lincoln.ac.nz](mailto:Lynchp@lincoln.ac.nz)

**Price: \$NZ39.95 (incl GST) plus \$5.50 p+p within New Zealand.**

“Outdoor education is part of the ethos of Kiwi life – it has been a cornerstone of the way we’ve grown up. This book is a very enjoyable read that highlights the political influences on school curriculum and outdoor experiences with the curriculum.”

**- Liz Thevenard, Victoria University of Wellington**

“An enormous amount of research and a good read.”

**- Bob Stothart, physical education historian, Wellington**

“This work ... fills an important niche – or rather, a black hole. This book can help us see where we’ve been and help us plan where we’re going.”

**- Cathye Haddock, Senior Advisor (Education Outside the Classroom), Ministry of Education, Wellington.**

## Accident and Incident Database

Keep an eye out for reports produced from the national accident and incident database. See: <http://www.incidentreport.org.nz/reports.php>



## Interesting Reading for all Outdoor Educators

*Title: A Review of Research on Outdoor Learning.*

Authors: Rickinson, M; Dillon, J; Teamey, K; Morris, M; Choi, MY; Sanders, D; Benefield, P.

National Foundation for Educational Research and King’s College, London (UK).

Published by: Field Studies Council, UK. 2004.

ISBN 1-85153-893-3

## 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.

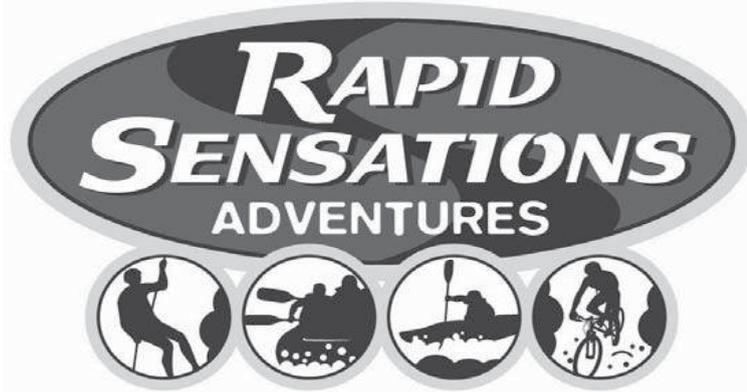


## Don't delay – post today!

By email: to [lynchp@lincoln.ac.nz](mailto:lynchp@lincoln.ac.nz)

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

**Deadline for next edition – October 31, 2006**



## **ABSOLUTELY OUTDOORS**

**The Central North Island's  
Outdoor Adventure Professionals  
Taupo, Turangi & Tongariro National Park**

**White Water Rafting  
Kayaking- River and Lake/ Sea  
River Safety, River Rescue**

**Abseiling, Rock Climbing, Caving  
Bush Craft, Alpine Skills  
Mountain Biking  
Teacher Training**

**NZCEA and NZQA Unit Standards in ALL  
of the above**

**Call for an 'information pack' or to discuss  
your Outdoor Education Requirements**

**Phone 07 3787902      Fax 07 3787904**

**info@rapids.co.nz  
www.rapids.co.nz**

**0800 35 34 35**



# MEMBERSHIP FORM

*Membership is current for ONE year and runs from  
1 January to 31 December*

For further information contact the EONZ Administrator:

Phone: 04 385 9680

Fax: 04 385 9680

Email: eonzadmin@outdoorsnz.org.nz

If you wish to become a member please complete the form below and return with payment to:

Education Outdoors New Zealand Inc.

PO Box 11-776

WELLINGTON

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Fax: \_\_\_\_\_

\_\_\_\_\_ email: \_\_\_\_\_

Contact Person (in Organisation): \_\_\_\_\_ enrolled at: (for students only)

\_\_\_\_\_

## Membership category (please circle one):

**Organisation – Individual – Student**

**ORGANISATION \$60.00**

**INDIVIDUAL \$35.00**

**STUDENT \$15.00**

**Payment enclosed \_\_\_\_\_**

Date: \_\_\_\_\_ REGION: \_\_\_\_\_

**REMEMBER! Membership of EONZ gives you:**

Training Courses and Workshops ♦ Newsletters/  
Magazines ♦ Resources ♦ Advocacy ♦ Networking  
♦ Regional focus ♦ and more...

## EXECUTIVE DIRECTORY

### Chairperson:

■ **Arthur Sutherland** – Christchurch  
College of Education –  
PO Box 16-128, CHRISTCHURCH  
Ph: 03 940 7180 Fax: 03 349 7680  
email: arthur.sutherland@cce.ac.nz

### EONZ Administrator:

■ **Anne Tresch**,  
Education Outdoors New Zealand Inc.  
PO Box 11-776, WELLINGTON  
Phone: 04 385 9680 Fax: 04 385 9680  
email: eonzadmin@outdoorsnz.org.nz

### Members:

■ **Gemma Periam** – hEdOutdoors Ltd – 343  
Falls Road, RD 2, TE KAUWHATA  
Ph: 07 826 7577 Fax: 07 826 7500  
Mob: 0274 770 998  
email: hedoutdoors@xtra.co.nz

■ **Craig Donnelly** – EONZ Waikato/BOP

Berkley Normal Middle School,  
Berkley Ave, Hillcrest, Hamilton.

Ph: 07-856 6537

Email: cldonnelly@info.gen.net.nz

■ **Liz Thevenard, Libby Paterson** – EONZ

Wellington – Victoria University of  
Wellington, PO Box 17 310, WELLINGTON

Ph: 04 463 9733

email: liz.thevenard@vuw.ac.nz

email: libby.paterson@vuw.ac.nz

■ **Catherine Kappelle, Pete Brailsford**

– EONZ Canterbury

Catherine – 354 Tram Road, Clarkville RD2  
Kaiapoi, Ph: 03 327 9551

email: gileskap@ihug.co.nz

Pete – Lincoln High School, 134 North Belt,  
Lincoln, Ph: 03 325 2121

Email: pbr@lincoln.school.nz

■ **Jason Swann** – EONZ Auckland, Sir

Douglas Bader Intermediate School,  
Mangere, AUCKLAND,

Ph: 09 275 4332, Fax: 09 275 5240,

email: deputyprincipal@bader.school.nz

■ **Pip Lynch** – Editor

Social Science, Parks, Recreation and  
Tourism Group, ESDD, PO Box 84, Lincoln

University, CANTERBURY

Ph: 03 325 2811 Fax: 03 325 3857

email: lynchp@lincoln.ac.nz

### EONZ Resources

Refer to EONZ Administrator – see above

### Outdoor 1 Co-ordinator:

■ **Arthur Sutherland** – Christchurch

College of Education –

PO Box 16-128, CHRISTCHURCH

Ph: 03 940 7180 Fax: 03 349 7680

email: arthur.sutherland@cce.ac.nz