Education Outdoors New Zealand

Out and About

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Papa Taiao and the origins of Project Possum

Leave No Trace and Crafting:
Are you being crafty and careful?

Serious learning and serious fun:
Weaving achievement standards into outdoor education

Climbing with groups: How did it come to this?

Issue 29 ▲ Autum 2014

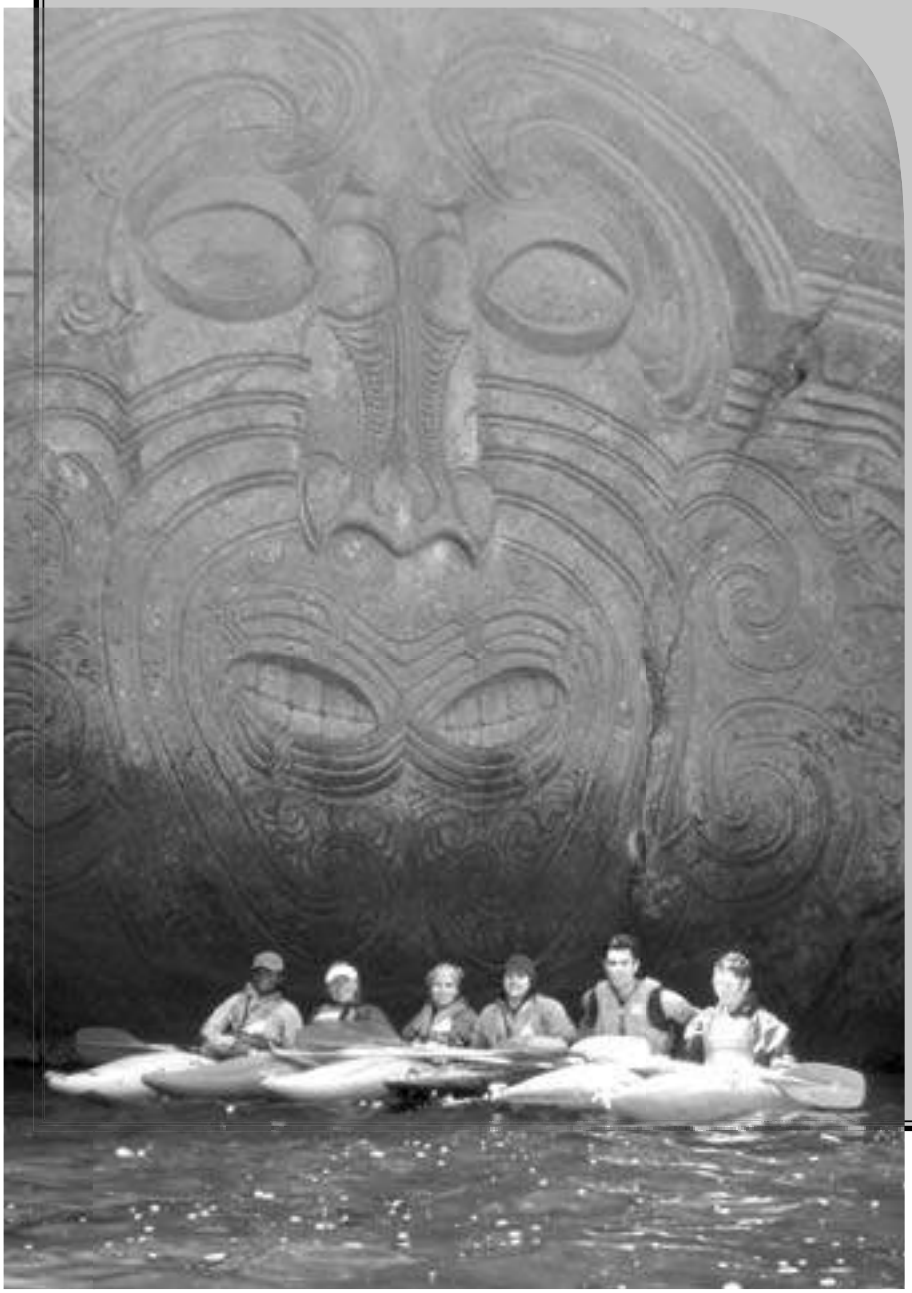
Education Outdoors New Zealand

Commitment to fostering and advocating for quality outdoor learning experiences which can educate for a sustainable future

Our mission *To increase participation in quality outdoor learning experiences.*

Our goals *Engagement in advocacy to advance education outdoors*

Education to build capability and improve practice



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Out and About

is published by

Education Outdoors New

Zealand (EONZ).

EONZ is committed to fostering

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Autumn 2014

Editorial

by David Irwin

Kia ora and welcome to this edition of *Out and About*, published by Education Outdoors New Zealand (EONZ). I hope you enjoy the reading, and if this is your first encounter with EONZ, I encourage you and/or your school to become a member of our community and to contribute to discussions about education outside the classroom into the future. As always, articles are welcomed and can be sent to me via email.

A wonderful YouTube clip was recently distributed to EONZ executive members (you can find the link in references). In this clip, Sir Ken Robinson critiques formal education and takes the position that what we have done in

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the past is not working and will not help us with the problems of the future. He speaks of the fundamental problem with the reductive reasoning that is behind categorising our students as fast or slow learners, as academic and non-academic students. Robinson talks of how we live in the most stimulating time in human history, yet we are prescribing medication for ADHD at ever increasing rates, essentially anaesthetising students when as educators we should be "waking them up to what is inside of themselves". He maintains we need to be encouraging creative and divergent thinking, yet the research he cites suggests these aspects of learning deteriorate over time in the formal school setting (pre-school children can come up with many more uses for a paper clip than their older "schooled" siblings). Several points made in the YouTube video struck a chord with me.

First, the YouTube clip got me thinking about education outside of the classroom and the role outdoor learning plays in formal education. Experiential education, real world experiences, hands on learning, discovery learning and play are all part of the strategies we use in the outdoors. Getting out of the classroom brings clarity to abstract concepts, engages students and very often can, as Robinson suggests, even "wake them up to find out what is inside of themselves". Good education takes place in whatever context is most appropriate for the learning taking place; sometimes this is inside a classroom and sometimes it is outside a classroom. However, often what occurs outside the classroom is undervalued and poorly resourced. Liz Thevenard observes in her *Message from the chair* that EOTC has a decreasing presence in colleges of education, with some student teachers having minimal understanding of the practice of teaching outdoors.

Teaching in out-of-classroom settings demands educators that are well versed with teaching practice and is a role that should not be under estimated. Out-of-classroom teaching requires a working knowledge of: curriculum, individual student learning characteristics, the student group, and a clear understanding of purpose – what you are teaching, where you are teaching it, and why you are teaching what you are teaching. Yet despite this understanding, it seems there is an increasing trend for schools to engage private providers when it comes to running out-of-classroom events such as school camps where a one size fits all approach is common. The role of the teacher can even be reduced to observer: "We do everything" shouts one advertisement for a provider of school camps.

As educators we need to ensure that we maintain our presence in the context of our students learning in EOTC. This is because it is the teachers who bring the links from the school to the out-of-classroom setting, build on the foundations of previous learning, understand the needs of the individual students, and the unique character of their class. It is the teacher who is able to deepen the EOTC experience and this role should never be overshadowed by the convenience of the provider who does everything. At the very core of this discussion is the question: what is the educational gain for the students by taking them out of the classroom? Liz gives some wonderful examples of schools that have maintained control over their school camps, negotiated the role of providers, and involved parents in the provision of EOTC.

There is also a politically controversial element to private provision within a formal education context as demonstrated by the *Oil industry road show* organised by the New Zealand Oil and Gas, Tag Oil, and Beach Energy. With a theme of "what lives down under" the travelling education unit visited schools in south Taranaki, much to the consternation of those opposed to the impacts of oil and gas extraction (Coster, 2014). It is interesting to consider the role of the teacher here in ensuring a range of perspectives are considered by students. An EOTC field trip to local land farm sites where fracking waste is disposed of and discussions about soil and water contamination are political and controversial, but surely students have the right to understand the debate around complex issues and decide for themselves. In some situations, the teacher cannot ethically be a passive bystander while others *do* everything. In Ivan Snook's

wonderful book called: *The ethical teacher* (2003), he argues that "the school is bound ethically to expose its pupils to the major disputes of the time and culture. In doing so, the role of the teacher is to bear witness to the importance of these disputes and to help the children approach them as rationally as possible" (p.138). The real world experiences derived through EOTC can help to mitigate these ethical issues, especially in the case where students are empowered by teachers to discover for themselves how things are.

Second, the video had me thinking about how as educators we often categorise students, and how students also categorise themselves. I recalled an article by Bell and Carpenter called *Education's role in (re)producing social class*, where the authors talk about the apparent lack of mobility between socio-economic groups within society, and how formal education contributes to this state of immobility. Bell and Carpenter argue that teachers' often approach their students with preconceived ideas about what will be possible for students to achieve based upon the socio-economic status of these students. Similarly, students often have expectations of how teachers will act towards them based on the socio-economic status of their community, and drive teachers to create particular learning environments. In this way, argue Bell and Carpenter, both students and teachers are complicit in the maintenance of social structures.

Reflecting on the ideas of Robinson, and Bell and Carpenter, I recalled an EONZ forum some years ago where a group of outdoor education teachers were discussing assessment in their senior classes using unit standards relating pursuit activities such as rock climbing and kayaking. One teacher commented that outdoor education is not an academic subject. At another forum some years later, teachers reflected on the lack of academic credibility that unit standards had within their schools, and how outdoor education tended to attract students from the lower streams; students who were less successful in their schooling. Discussion eventually turned to explore different models of assessment such as achievement standards from other domains such as the EfS achievement standards, which were receiving very little uptake in schools despite their being counted for university entrance. I recall one teacher saying that students would struggle with these more academic assessments. I wonder what Robinson, and Bell and Carpenter would have said at this meeting?

Over the last six months there has been a lot of opportunity for professional development for teachers and outdoor and environmental educators. November of last year saw the Outdoors New Zealand World Outdoor Summit, a four day conference held in Rotorua, the New Zealand Outdoor Instructors Association four day symposium held in Anakiwa, and the International Outdoor Education Research Conference (IOERC) held in Dunedin. Then in January of this year, the New Zealand Association of Environmental Education (NZAEE) held their bi-annual three day national conference in Christchurch. These events provide wonderful opportunities to hear what is happening in both national and international research and pedagogical contexts. Participants attended presentations, open space forums, participatory workshops, and revalidated qualifications. Although the timing of these events is not ideal for many teachers, these events are well worth the effort if release time can be organised. Reflections on two of these conferences can be found in this issue, as well as several articles derived from presentations.

The key theme of this edition is EOTC in secondary schools but there is a bit of something for everyone! The feature articles include discussion about: the wonderful possum project by Marty Taylor (based on a paper he gave at the NZAEE conference); common ground between leave no trace and crafting by Chris North, Mark Jones and Daniel Moore; a new secondary programme at CPIT that incorporates alternative assessments in outdoor learning by Dave Irwin and Adam Brasell; and a critique on climbing by the influential Scottish academic Simon Beams (based on a paper he gave at the IOERC). Other articles include: reflections on the NZAEE conference by Faye Wilson Hill and the IOERC

conference by Catherine Kappelle; a discussion by parent Leisa Ruiter about her experiences at school camp; the best programme and environmental education awards presented at the Outdoors New Zealand World Outdoor Summit; and several games to think about incorporating into teaching in the outdoors. Finally, there is a brief bio about each member of the EONZ executive. I hope you enjoy this edition of Out and About.

I wish you well for 2014.

David Irwin, PhD

Sustainability and Outdoor Education

CPIT

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Education Programme Award presented at Outdoors New Zealand 2013 Forum

The 2013 Education Programme Award was won by the Perry Outdoor Education Trust (POET) programme. Nominated by Jo Bailey of the Waikato Institute for Leisure and Sport Studies, POET is a not-for-profit trust set up in 2003 by the Hamilton based Perry Foundation. POET assists low decile secondary schools to facilitate the delivery of outdoor education experiences for students by building capability and sustainability in schools through professional development, mentoring of teachers, and direct funding. POET is committed to keeping costs affordable and there is a three-way cost share requirement between student, school and POET, where all 3 parties contribute an amount considered affordable for that school community.

The programme endeavours to provide personal and social learning opportunities through outdoor education that match the students' developmental and curriculum learning needs at each level. The activities, places and people utilized in the programme reflect the nature of the school community. The framework for this is a spiraling pathway of learning throughout the student's secondary schooling where each new outdoor education experience revisits and builds upon the previous level. Typically year 9 and 10 experiences are about challenge and personal growth, while year 12 and 13 experiences have a strong leadership focus and can be linked to achieving NCEA credits. The programme especially at junior level is offered inclusive of all students and at senior level is accessible to all students.

The programme is predominately facilitated by teachers and supported by outdoor instructors when necessary. The focus on teacher facilitation is deliberate and important in achieving the programme outcomes. Maximising teacher involvement builds relationships and continuity and increases capability and lowers the cost of instruction. The programme strongly encourages the use of local environments, place based approaches and sustainable practices. Participating schools consistently report that participation in the programmes improves attendance, engagement, and retention of students; creates a more positive and cooperative learning environment where stronger positive relationships between students and staff exist; and helps generate more effective leaders in senior school.

EONZ congratulates POET on winning the 2013 Education Programme Award and encourages readers to find out more about POET at http://www.poet.org.nz/

A word from the Chair
Liz Thevenard

Recapturing the Outdoors and Camping: capturing the opportunities for all, locally, actively and often.

Kia ora and welcome to Out and About No 29. It is with pleasure that I welcome all our new members, including those who have joined to be part of the EONZ Consortium and a big thank you to those members who support us every year. We value your membership and we work hard to provide you with a valuable service. We are in the process of developing a member survey and we encourage you all to participate as we need ideas and input to maintain our currency and relevance. The survey will be out in the near future. In the meantime feedback is always welcome.

Another summer draws to an end and the nights get longer. We have had a marvellous late summer in Wellington and I have been privileged to see and be part of a number of outdoor education programmes in both Primary and Secondary schools. I have been very impressed with the dedication and effort teachers put into EOTC to make student learning meaningful, memorable and fun. It has been wonderful to be part of these programmes and the outcomes have been heart-warming. Many of the skills, knowledge and attitudes developed in outdoor education programmes are life-skills. Personally the skills I learned in and about the outdoors as a child have been with me for life. As I journey into part time employment these skills take a prominent place in my life and for many of my generation, walking, camping, biking, sailing and travelling around New Zealand provides a magic experience. We must remember that many of the learning outcomes may not be realised for years but the ground work at school allows all students the opportunity to celebrate the kiwi way of life, our unique environment and it's potential.

Camping and School Programmes:

An article by Adrienne Palwankar called **The relationship between children, nature and environmental awareness** in *NZAEE newsletter* (2012, pp. 4–5) highlighted the importance of our promotion and support for learning outside the classroom. Palwankar discussed the impact of urban development and the constraints children face in independent mobility and autonomous play. Many urban settings are characterised by indoor spaces such as shopping malls, arcades and private homes, and the increase in traffic volumes and 'stranger danger' has resulted in a reduction in children's contact

with nature. Many children today lead more inactive sedentary lives and their indoor experience is dominated by sedentary leisure activities such as television, play stations and internet. We play a vital role as educators to provide direct experiences with the natural environment to help develop knowledge, skills and attitudes that promote an appreciation of our environment. The camping experience plays a vital role for many children in providing them with the opportunity to engage directly with the natural environment.

We should value camping as a kiwi way of life. Over the New Year I was amazed at the thousands of people camping with their families in the many camping grounds and Department of Conservation areas around New Zealand. Families and friends were enjoying each other's company, exploring the many rivers, bays and biking tracks, and celebrating a simpler way of life away from all the trappings of our modern living. While technology was visible it took a back seat and children played cards together, roamed the hills, paddled the waves and lived along our coasts in natural settings. Camping is also a time when children have more freedom to take responsibility, develop life skills, to make new friendships and live in the here and now. It is a special time to spend time with family and friends and to value our unique environment.

Camping has been a 'real feature' of many school programmes and I have been privileged to share time at some of these and see at first hand their special features. It was heartening to see many schools camping and valuing these natural environments for learning.

- The first was my own camp in February. An EOTC field trip for the Primary Teacher Trainees to the Catchpool Valley in the Rimitaka Forest Park. The Department of Conservation camping ground was well equipped and accessible and we shared the area with five other schools. Our trip involved a tramp to the Orongoronga River with activities using the local environment and learning about the flora and fauna of this unique area. We cooked our sausages and marsh mellows, swam in the cool creek, built dams, and enjoyed skipping stones and target throwing. We explored games and activities that would be suitable for primary aged children and the trainees presented teaching sessions that opened up the potential of EOTC in local environments. The ideas and innovation inspired me and reinforced my belief in the merits of sharing ideas, camping together and getting to know each person's unique personality.

- I was impressed with Berhampore Primary School students who organised a 3 day camp under canvas and this was fully supported by parents and teachers. The students participated in a variety of activities, bush walks, entertainment, Kiwi recovery and opossum trapping to mention a few. They learned much about living together, stories after the lights went out and the fun to be had in the park. It was impressive to see the organisation and the preparation that had gone on prior to this camp.

There were also a number of secondary schools working on bush skills, leadership, survival and emergency preparedness. It was wonderful to see these inspiring programmes going on in schools.

- Wellington East Girls College was a standout, ably lead by Sophie Watson. The girls revelled in the opportunity to learn in the bush, work together and explore this unique part of the country.

- Hutt Intermediate Leadership Day at Pauahatanui Inlet where I run the windsurfing. The key goal was on taking responsibility, caring for each other and water safety. The students took this responsibility very seriously and the sharing and helping was a real feature. Congratulation to Michael Gendall and his team for an inspiring programme.

- The Aotea College year 11 kayaking programme using anatomy, physiology and biomechanics in action was an effective and innovative

approach. The programme, run by Jeff Chapman, involved a carefully sequenced programme beginning in Aotea lagoon, progressing to the Cannons Creek pool, then to the Pauatahanui inlet with the final journey on the open ocean from the inlet to Whitireia Park. Jeff was the driving force and his 14 students loved the experiences. Jeff was able to reinforce the work he had done in the classroom in the real context of kayaking; an inspirational way to get students engaged with these topics. He also involved Whitireia Polytechnic students who provided small group in-depth tuition.

Later in *Out and About* school camping will be reinforced in an article from a parent's point of view. Thanks Leisa for spending time putting your thoughts together. Leisa makes some great points about camps and their value.

Teacher Education

I believe EOTC should be a vital part of every child's experience and effective pre service training needs to occur in all teacher education programmes. There is great concern about the limitations and variation in pre service teacher education. Much of the learning at pre service level is in lecture format or online, with few opportunities provided for practical examples of programmes in action. The pressure from universities on lecturers to complete the required research in some teacher education programmes has meant many of the pre service EOTC programmes have changed from an in-depth course of 10 – 30 hours to 1 or 2 hours based around safety management. These courses provide little opportunity for students to immerse themselves in sound pedagogical practices and to plan, implement and review their experiences.

For student teachers to see best practice in action they are reliant on their practical teaching experiences. The teaching experiences vary and may or may not offer any opportunity to see and experience EOTC in action. This will impact in the next five years as few pre service students will be trained to take students on EOTC experiences. This is a very worrying trend given our striving for an active nation where people enjoy and appreciate our natural environment. Pressure has also come from National Standards in literacy and numeracy. Teaching of these areas tends to be in a classroom with little opportunity for the authentic experiences the outdoors offers to enrich the curriculum and to bring learning alive. We have an important role to play as educators to ensure we bring the curriculum alive with effective authentic learning experiences.

Conferences and Forums

The World Outdoor Forum in Rotorua in conjunction with the Recreation Association was a great success. Presenters were from all around the world and the networks established will be valuable for the future. The standout presentations were Jamie Fitzgerald from First Crossing fame. He challenged us around the value of the outdoors and provided some very useful stepping stones from his experiences and provided many stories to reinforce his messages. Other sessions that stood out were the Poet Schools lead by Gemma Periam and supported by students and the Principal Tim Foy from Huntly School. Grassroots participants experiences add real value to our mission and to see students' lives changed positively was up lifting. There were many

memorable sessions including biking in the Redwood Forest and Waka Paddling. I was privileged to front the EONZ session and have two inspiring and dedicated outdoor educators speak, Sophie Watson from Wellington East Girls College and Bridget Janse from Paraparaumu College.

The Outdoor Education Research Conference held in Dunedin and New Zealand Association of Environmental Education (NZAEE) Conference held in Christchurch were also held over December and January. Conference summaries can be found in this issue of *Out and About.*

Developments

The EONZ Consortium: Concern about the significant cost now associated with delivery of outdoor recreation unit standards to assess senior level secondary school programmes lead to the establishment of the EONZ Consortium. Over 100 schools are part of the 2014 consortium, which offers a flat rate cost for access to resources. During the year schools that are part of the consortium will have the opportunity to share their experience in use of the standards, to feed back to the National Executive and to plan for the future. At this point there is potential for EONZ to negotiate a fixed consortium price with Skills Active, the ITO, for longer than a one year period. Building a roll-over clause into the consortium agreement schools currently hold with EONZ is also under consideration. Consortium meetings will be notified early in Term 2 and it is hoped that schools will take advantage of the opportunity to input their perspectives.

Qualifications – Skills Active support and funding: There are still subsidies to the value of $260 available for teachers working in schools to complete the National Certificate in Recreation and Sport (EOTC). This is an ideal qualification entry level for any teacher actively engaged in EOTC. A fantastic example of the way in which the qualification can be completed is provided by Nuhaka School, a small rural school on the east coast north of Gisborne. All seven staff completed the qualification that was tailored to their situation as part of staff development. Find out more about Nuhaka School later in this edition. The EONZ website www.eonz.org.nz carries further details about the qualification and links to Skills Active should you want to find out more.

EOTC online modules for EOTC Guidelines: Don't forget about the availability of these online learning modules, which provide understanding of the Ministry of Education (2009) EOTC Guidelines, Bringing the Curriculum Alive. The modules can be used in department or full staff development, or progressed individually. Information about the modules can also be found on our website. Check out the EOTC resources and case studies on the Ministry of Education www.tki.org.nz web site as there are many very valuable ideas and activities that can be adapted to meet your needs.

A New Constitution for EONZ: It is hoped that this issue will reach you before the 2014 EONZ AGM, to be run on Thursday May 22nd at 7.30 pm via Skype. You will have received emailed information about the AGM and, importantly, the steps being taken to introduce a new governance structure through the introduction of a new constitution. If you are unable to link into the Skype meeting I urge you to make a postal vote. The move to the proposed new structure comes as EONZ strives to better serve the membership. The national executive is committed to supporting the growth of networked regional communities and to developing an improved governance framework and management systems.

We would love to hear about your programmes. Please email office@eonz.org.nz .

Happy adventuring in natural settings and I look forward to hearing from you.

Liz

Papa Taiao and the origins of *Project Possum*

By Marty Taylor

"We don't expect too much from 103 Science. Just make sure they don't burn the school down." It was meant as a humorous quip from the principal to my HoD. I took the comment in the manner it was intended, but felt like I had been transported back to my own school days.

My father was in the air force and I had attended five schools in Europe before the age of twelve when it was recognised that I was unable to read due to poor eye sight. Before starting secondary school in New Zealand I sat a battery of tests and unsurprisingly I was placed in the lowest ability stream. A majority of the students in my class were Maori and Polynesian. Sure, there were some students with low ability but a significant number of us were intelligent, talented and very capable. The one thing we had in common was that we were entirely disengaged from school. Most students in my Y9 class didn't return for Y10. I was saved by experiencing success in sport and, as I learned to read, a rapid recognition from my teachers that I had some academic ability.

In 2008 my 103 Science class was made up of 18 Maori boys, 4 Pakeha boys and two girls. I had taught most of the students in year 9 where I had enjoyed their energy and enthusiasm. When they were in Y9 I had set up a reward system in class where I would take them out of class to perform some physical or mental challenge after they completed their work. This worked well until complaints from my colleagues made it impossible to continue. With 103 Science I decided to do something similar—get them out of class for their sanity and mine.

In 2008 I had recently completed photographing and writing a story for *New Zealand Geographic* called *Live Fast Die Young and Kill to Survive—the menace of stoats*. I

proposed to the students that we run a stoat-trapping programme in parallel with their Science course. There was an endemic grebe, the *Weweia* or New Zealand Dabchick, nesting in two local dune lakes Tuparekura and Lake Kareta. Each location was a 20 min drive from school. The *Weweia* and other birds like the bittern and fern bird were under threat from habitat loss and predation. The aims were to get my students involved in a high value ecological restoration project, to teach them some techniques of conservation and get them to view conservation as a possible career choice.

I spoke with the woodwork teacher and asked him if he would be interested in getting the students in his class to build 30 DoC 200 trap boxes. I talked to a local timber supplies store and asked for materials. I asked the New Zealand Forest Conservation Trust if they would supply the traps. I talked to the school's Gateway co-ordinator to see if she could fund transport and a few hours of teacher release. I asked the local Men and Family Center if they had any Maori man I could use as a mentor.

Remarkably, everyone I explained the project to, contributed money, time and/or resource.

The students embraced the project. They gave up their morning interval and their lunch break and we went trapping. We spent the first term building traps, learning how to use them and cutting and marking two trap lines.

Each trapping trip followed a very similar structure. I would lead by reading a whakatauki in Te Reo Maori and again in English. Students would then read the Whakatuaki. I would discuss how I thought the whakatauki related to the work we were doing. We would then walk for an hour checking traps, talking, absorbing the feeling of contributing to place and developing a sense of shared purpose and trust in each other. We would then share kai and I would ask the boys to re-read the whakatauki. I would sit back and ask them to discuss how the whakatauki related to the work they were doing. Initially the thinking was superficial but as the year unfolded their analysis grew deeper and much more thoughtful.

One thing I did not need to do was manage student behaviour… they did that themselves.

About half way through the year one of the students asked if he could borrow $150. He told me he wanted to buy some traps to go possum trapping. Ecologically I thought that showed a deep understanding of the goals of the course. What I was not expecting was his enterprise.

Two weeks later the young man re-paid the $150 from money he earned from possum fur he had sold. At this point I realised that these boys had learnt a huge amount from this experience.

By now there had been a great deal of interest from Iwi. One of the Trustees from Ngati Whatua Nga Rima o Kaipara, Richard Nahi, had been regularly attending our trapping days. Richard asked if he could name the programme. I said I would be honoured. Two weeks later he came up with the name *Papa Taiao,* which roughly translates to Earthcare. When he gave me the name he also gave me a challenge. He said, "I have seen a lot of learning but these boys need qualifications. See if you can find something for them."

While experimenting with my *Papa Taiao* class I had been

trialling the NCEA *Education for Sustainability* Achievement Standards with my senior Biology students. The literacy level of the *Papa Taiao* students was generally low so I decided the EfS standards would be too challenging. I trawled through the NZQA website and found a number of relevant standards under the Pest Control domain. My students had met all of the performance criteria described for several of the standards but our school was not accredited to offer the standards.

As it turned out one of the parents of a student in my EfS/ Biology class worked for NorthTec teaching pest management. With his support I was able to enrol my students and get them through Level 3 Mustelid Biology and Trapping standards. The challenge was to raise funds to cover the costs.

The school's Gateway Coordinator Claire Couch recognised the value in what I was doing and contributed about a third of the costs. Wellington Drive Technologies met the remainder of the cost.

Shortly after getting *Papa Taiao* off the ground I accepted a job as an Education for Sustainability facilitator with Team Solutions. Unfortunately, with the change in Government I was made redundant about six weeks after I started. In the following four months I developed the idea to convert *Papa Taiao* in to a course that I could take to schools in the North. The first of those courses was *Project Possum.*

Now I run my own company called *Papa Taiao—Earthcare* and I consult to Enviroschools and Northland Regional Council. In the four years that *Project Possum* has been operating more than two hundred students have been involved in possum and mustelid trapping, environmental restoration and environmental enterprise schemes.

My goal is to get students and teachers engaged in enterprising environmental action. I have removed a lot of the hard work for teachers looking to involve their students. I have found and work with accredited providers and very experienced instructors. We set up a skills day where students learn how catch and humanely dispatch possums. They learn how to harvest fur and skins and we start them up in a small business by giving each student five traps. Students go away for eight weeks record their trapping experiences and then return for assessment.

At the Northland Regional Council we have also developed a *Project Possum* stage two. The ultra keen students who want careers in conservation or pest management get the opportunity to obtain a licence to use cyanide. Cyanide enables trappers to increase their catch rate. One of our instructors, 23 year-old Ricky Schraag, gained his cyanide licence when he was 17. In his first year with his Controlled Substances Licence he harvested nearly 1500kg of possum fur. The average price for fur that year was around $110-120/kg. Which equates to a little under three times what I was earning when I stopped teaching.

Project Possum has given rise to a programme called *Wai*Restoration. A programme *Papa Taiao—Earthcare* is developing with Enviroschools and piloting with the support of Northland Regional Council. This programme is an environmental education initiative in response to New Zealand's greatest contemporary environmental issue—poor water quality. *Wai*Restoration is

run using the same structure as *Project Possum,* ie, skills workshop, practice, enterprise then assessment by accredited providers.

In all *Papa Taiao* took a huge amount of work but ultimately it was very satisfying. In a single year students in my 103 Science class and the lunchtime *Papa Taiao* group ended up completing 65 Level 1, 2 and 3 NCEA Credits. They won one of the NZ Glass environmental awards and they didn't burn the school down.

However, the greatest reward came in the summer holidays when I was walking with my daughters on the main street of Helensville. Three of my students—including the boy to whom I loaned the $150—leaned out of the window of their newly purchased beat-up, but warranted, Toyota Hilux brought from the proceeds of possum fur shouting, "Cher, Mr Taylor—catch you next year bro."

About the Author:

Marty's love of the outdoors lead to early dalliances as a natural history writer and photographer for the Natural History Unit and New Zealand Geographic. Marty is currently the director of a small social enterprise called Papa Taiao—Earthcare and consults to Northland Regional Council as an Education for Sustainability and Enviroschools facilitator. He will be bringing Project Possum to the South Island in June 2014. Contact Marty on Mardtaylor@gmail.com or 0226502098 if you want to know more.

Nuhaka School – Striving together

Nuhaka School, a relatively isolated school in northern Hawkes Bay's Wairoa County, gateway to Mahia and at the foothills of Te Urewera National Park, sounds like a school most kids would love to attend.

'We are a fairly active school, engaging in a wide range of outdoor educational activities. We do "boy scout" type camps in the great outdoors and travel to Wellington to experience the big city feel. We like to get our tamariki off the couch, off the concrete and tarseal, and into the natural environment of our local forests, beaches and waters of Mahia', says principal Nick Chapman.

'We heard about Skills Active's Education Outside the Classroom (EOTC) National Certificate and that the Ministry of Education (MOE) was offering a subsidy to the first 150 people. As we run a wide range of events in and around our school and district, it just made a lot of sense for all concerned to refresh our RAMs and procedures.

'All our teachers could see the benefits of this personal development. Being a great team of friends, they decided to do it as a study group. The course was tailor-made for our experience and allowed teachers to focus on aspects of their current practice and to examine the latest literature and guidelines as supported by the MOE and Mountain Safety Council.'

They are the first school in New Zealand to have all their teachers qualify for the EOTC National Certificate.

Donnalynn Douglas, Skills Active's Learning Support Advisor, presents the National Certificates to all the staff

Leave No Trace and Crafting:

Are you being crafty and careful?

By Chris North, Mark Jones and Daniel Moore

On the surface Leave No Trace and Crafting seem like polar extremes, the one wanting to educate about minimizing outdoor recreation impacts, the other wanting to educate about using resources and harvesting. This article was inspired by conversations between advocates for Leave No Trace and Crafting over several years. We explored the two positions and then looked at how the goals of each position align. Our discussions uncovered some really interesting commonalities behind the different approaches and motivated us to write and communicate some of these ideas. We blended our writing together so there is generally no one voice in any section, however Mark Jones writes from his experiences in Crafting, Chris North writes from his experiences in Leave No Trace and Dan Moore brings some key questions that we should consider.

Crafting

To me an important part of introducing people to our wild places is engaging them with nature and fostering an affinity for the natural world. We perceive the world through five primary senses and ideally we can use them all. I enjoy introducing my own children and my students to the taste of various wild foods and I love working with natural materials: flax, raupo, astelia, supple jack, etc. A craft produced from the land might have practical utility or it might simply be art, but for me the process and the finished article are always rewarding. Crafting is a great way to engage students with nature and with each other.

Another obvious way to interact with the bush is to eat things that grow and live there. Children and adults alike are fascinated by things you can sample from a forest. The plants around them cease to be "just trees" when students bite into a berry or something else they realise can sustain them; they become allies.

Crafting, hunting and gathering are great ways to foster respect and develop judgement around when, where, and how to interact with a place so that one's impact is sustainable. I think a conscious part of our personal interactions with nature should be about kaitiakitanga or the concept of stewardship. With groups it is vital to find opportunities to impart those values.

It might appear a contradiction to harvest natural resources and promote environmental stewardship, but I think principles of sustainability are easier to convey when real choices have to be made. When harvesting from nature we are directly confronted by the impact we have on a place and sustainable practice is a vital part of the foundation of the activity. "Look but don't touch" is not a principle that students can readily transfer back to their lives; everything they buy, eat, or drink comes from nature and has an impact someplace. Crafting, hunting and gathering are great ways to foster respect and develop judgement around when, where, and how to interact with a place so one's impact is sustainable. I think kaitiakitanga or the concept of stewardship should be a conscious part of one's interaction with nature and the decisions made.

So as eco-sensitive as it sounds, I have never been able to buy into "leave only footprints and take only photographs". There are places where I think that that ethos is entirely appropriate; nature can be incredibly delicate and vulnerable to human impacts. At the same time nature is incredibly robust and resilient. Witness the aftermath of a big rain event causing earth slips and an associated timber loss on

a scale that dwarfs local human impacts on the environment- Mother Nature does not practice Leave No Trace. It is interesting however that a nature lover's eye will travel over such a landslide and register respect and awe, but a single cut branch hacked with an axe or a piece of litter on the ground will draw a frown- that is the scrutiny that mine and my students' impact must pass, that of the nature lover.

Leave No Trace

I am sure that most of us have come across inconsiderate behaviour or nasty impacts on our trips in the outdoors. How offensive we find the impact depends on our culture and values. New Zealand has a population that now lives mostly in cities and often with less access to natural settings. Over the years I noticed that many of my students were not aware of what was appropriate in the outdoors. Sometimes they left unnecessary impacts just because nobody had ever talked with them about what the best things to do in order to take care of plants, animals and respect other people. Often times it seemed as if their attitude was shaped by consumerism and the shopping mall experience where 'everything is here for our taking'. I thought that as an outdoor educator one of the benefits of going outdoors was to teach my students that there should be places where we learn to restrain ourselves, if we want to take something, we should first think carefully about why we want to take an item. One example that was recently submitted for the leave no trace blog was of a group out on a tramp who began collecting shells of the endangered giant snail. The group were a rough lot and they took great care of these shells and the shells came to mean a lot to them. Upon returning to town, the leader found out that snails often lay their eggs in empty shells. Sure enough, once they looked inside the shells, many contained baby snails, and the leader then spent the next couple of days returning the shells to the area where they were collected. The simple act of collecting an object can have effects beyond what we can conceive of, and I believe there should be places where we can learn to leave our consumerist tendencies behind.

Photos: Mark Jones

In the past we could all go out and cut down trees, flatten out the ground and build a camp. These days I don't want to go into the hills and find a series of high impact camps, it takes something important away from my experience. It isn't just a Pākehā idea either. Whatungarongaro he tangata, toitū te whenua can be interpreted as "people come and go, leave the land undisturbed". Kevin Prime of Ngati Hine stated that Leave No Trace is very consistent with the Maori belief that when you are respecting the land you are respecting the people who have mana whenua over the land regardless of where it is. He gave examples of taua (war party) wanting to avoid leaving any traces, but also a tira (travelling party) just passing through the rohe (territory) of another iwi in general and the tradition of leaving no trace out of both safety and respect.

As an educator I had always struggled with the Environmental Care Code, it seemed dry and lifeless to me. My work in education and my desire to reduce these impacts motivated me to do something about it and so I got involved with Leave No Trace and in 2008, together with a group of passionate people, we introduced the idea to New Zealand. I find the Leave No Trace principles are great way to open up discussions about outdoor recreation impacts. I was drawn to Leave No Trace because it is about learning how to minimise our impacts so that the integrity of ecosystems and the

quality of outdoor experiences can be sustained.

Common Ground?

Crafting seeks to connect people to places through interacting with the resources that are present in a sustainable way. Leave No Trace seeks to connect people to places in ways that are respectful with a view to 'responsible outdoor recreation' and minimum impact practices. As such, at their core they have a similar goal but go about it quite differently. In the past these two approaches have been set up as oppositional. In countries such as the USA, the extremes have been polarised by descriptions of Leave No Trace advocates: "The most devoted backpackers fluffed the grass on which they slept, gave up toilet paper rather than burying it, and preferred drinking their dishwater to pouring it on the ground" (Turner, 2002, p. 462), and generally describing people in the outdoors like bulls in a china shop. Conversely nature-craft became the unsustainable domain of plunderers and exploiters who left a trail of destruction behind them. These unhelpful extremes don't really contribute to a shared understanding which is what we are seeking here. In Aotearoa New Zealand, I believe our outdoor culture is less polarised, many trampers are also kayakers, mountain bikers, hunters, anglers and have a more pragmatic approach to caring for the outdoors.

So what do Leave No Trace and Crafting have in common. Let us use campfires as "a third space" to explore between the two extreme positions.

Looking at fires through Leave No Trace and Crafting

Fire-Craft influence

Campfires have long been part of New Zealand's camping culture. All three authors have had fantastic experiences around fires. Whether it was on a beach, or in an open fireplace in an old hut or under the stars. Often the fire was used for cooking, but it meant so much more to us than a stove. It evokes rich histories of ancient people and protection from the elements and probably wildlife too. Jonathan Taylor (2005) writes about his experiences of fire in New Zealand; "we have been spellbound by fire, its vivaciousness, its sheer mystery" (p.18). Fires can have a magnetic and relaxing effect on us, at times almost approaching magic. Thinking about fire lighting can open our eyes to native plant identification that is more than just rote learning names. These plants can help us cook dinner. The rise of Crafting approaches has gone someway to re-invigorating fire lighting techniques and developing a knack for finding dry wood in an often soggy country.

Leave No Trace influence

Within the Leave No Trace community, fires are a pretty hot topic (pun intended). I believe the first question about lighting a fire should not be "why not?" but rather "why?". Some of the worst impacts of any outdoor recreation contexts are associated with fires that get out of control and burn entire forests or wetlands. Our ecosystems are not fire adapted (unlike many countries like Australia where fire is a frequent event that plants and animals have adapted to). Often times I also see fires that are filled with broken bottles and food wrappers that never burned- fires seem to be magnets for rubbish. Light fuel stoves have revolutionised our ability to minimise impacts in outdoor recreation settings. Where fire was once a necessity for heat and cooking; it is now largely a choice. However, along with that has been a potential decline in knowledge on fire lighting and how to have an appropriate fire. I believe there are good reasons, such as the great learning and joy that comes from a fire experience.

The choice of having a fire should not be taken lightly. To have a fire or not are both important decisions and modelling this process to our students can help them make better decisions in

the future. To have a fire may risk further damage to an already fragile area but to exclude a fire may risk the loss of an important value and skill building experience. A mindful approach based on Leave No Trace and Crafting techniques to make the decision could then be based on some of the following:

What are the natural impacts of this fire?

Sustainability

- Can this ecosystem replace the wood I burn quickly or will my fire leave a lasting impact. For example: beaches, alpine areas, podocarp/beech forest all 'produce and replace' differently. Altitude and latitude, rainfall and temperature trends and forest succession all create ecosystems that produce wood and react to fire differently.

Risks

- How dry is the bush at the moment (rural fire risk indexes can be helpful here). Can I put the fire in a place where there is no chance of the fire spreading; finding an area with no organic matter (sand or rocks), avoiding overhanging trees, calm conditions, moisture levels…Where is the nearest extinguishing source? (water, sand, other)
- Will I reduce sensitive habitat or displace wildlife by starting this fire?
- How small can I make this fire? In North America there was a saying "white man's fires are big and everyone sits way back, red man's fires are small and everyone comes in close". If you want a spectacle, go to a fireworks display. Leave No Trace suggests that you should be able to break wood by hand "dead and dainty" makes the best firewood.

What are the social impacts of this fire?

- If I light this fire who will it potentially effect? Will this be positive/negative for their experience?
- Am I likely to influence others who will potentially use fires in the future? If so, what norms am I showing them? What are they learning about fire use?

Conclusion:

While from the outside, the approaches of Crafting and Leave No Trace might seem opposed, the ultimate purpose is to connect people with places in ways that are respectful and sustainable. Both approaches use decision making processes that explore the ecological and cultural appropriateness of activities. Both need to be conscious of impacts on the environment and ensure that messages we impart to students are consistent with practices that will be sustainable in the long-term.

Crafting foregrounds outdoor experiences as opportunities to be creative, find food and uses for the resources we find in the outdoors, and uses this as a starting point to connect people in meaningful ways to nature so that through emotional engagement we can learn to live more mindfully and respectfully.

Leave No Trace foregrounds outdoor experiences as opportunities to move beyond our own wants to start from a perspective of caring, and through considering non-human nature and others first, and from there to then think about what might be the best thing to do in this place.

Ultimately we believe that people should get outdoors, have a blast and think craftily and carefully wherever they go. We leave you with some further questions:

Questions to constantly keep asking:

What do I want my students to learn?

In our opinions we need to be teaching about both Crafting and Leave No Trace and promoting skilful, respectful, mindful, full of fun, connections and engagement with the places we go and the things we learn there. Within these ideas lie some further thoughts:

How vulnerable is this place?

Some areas are less resilient than others, slow growing, easily damaged; special care is required for our impacts to be sustainable. Some places should simply be avoided, stick to the boardwalk or track. The flammability of an area will affect decisions around fire use. If it is subject to frequent flood, or avalanche, then the impact you have may be miniscule in the greater scheme of things- the driftwood used is but a drop in the bucket of the tonnes flushed out to sea each flood event.

How often is this place used by others?

The drop in the bucket can soon

end up being a full pail with high use areas.

Who else cares about and has connections to this place?
Are we on land that has special status for others (e.g. a tapu or rahui (ban on harvesting), local conservationists or hunters)

How unique is this habitat?
Some areas have special status for the uniqueness of their plants and animals that might preclude some activities.

How confident am I that what I am doing is sustainable?
Do I have the knowledge and skills to minimise my impact in this place with this activity? (For example the threatened giant land snails discussed earlier are probably in the same endangered waka as long finned eels!).

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About the Authors:

Chris North *is a lecturer in outdoor and envrionmental education at the University of Canterbury College of Education. His areas of research include initial teacher education in outdoor and environmental education, and connections between research and practice. He enjoys getting outdoors with his family and is a founder of Leave No Trace New Zealand.*

Mark Jones *believes strongly in the importance of engaging with outdoor natural environments as part of healthy human development. He regards nature as a potent teacher. These views are not simply espoused, but lived in his own life. Engaging with nature in various challenging fashions is one way that he informs his teaching and furthers his own learning and development. The outdoors is a central pillar in Mark's life and has shaped his worldview and research directions. He is also a parent and enjoys introducing his children and his students to new ways of engaging with the outdoors.*

Daniel Moore *works as Curriculum Manager at Outward Bound New Zealand. His work focuses on course design and curriculum development. Other areas of work include outcomes research and staff training. Dan is a passionate backcountry user- he especially likes shared missions with his wife Clare.*

NZAEE Conference 2014 Report

By Faye Wilson Hill

The 2014 New Zealand Association of Environmental Education (NZAEE) was hosted by the Canterbury branch from Wednesday 15th to Friday 17th January with the theme of Shake Up! Ka huri to ao, Ka huri to whakaaro – a changing world, a new mind-set. The challenge put out by the organising committee was for delegates to come prepared to think about what is it that shakes you up and how that could be a catalyst for shifts in thinking and behaviour (rather than the earth beneath our feet).

Our first taste of this was through the panel discussion that included Eruera Tarena, Te Marino Lenihan and Rangiamrie Parata immediately after the mihi whakatau and welcome from Kay Giles CEO for CPIT. These three people working to advance the aspirations for Ngai Tahu talked about how earthquake legislation has enabled them to be 'at the table' as of right legally and for them it has literally enabled a 'foot in the door' to have an influence in decision making about how the future Christchurch will be shaped.

The second half of the first day was taken up with the experiential journeys which enabled people to see and experience the city and environs first hand. People were moved and 'stirred' by this time in the city – both for the loss but also the incredible passion and desire by people such as Juliet from *Rekindle* to make a difference and create alternatives to the predominant mind set of clear it away and start again. Many of the experiential

journeys enabled delegates to appreciate the creative and alternative mind-sets that we so often talk about as an aspect of sustainability. I am thinking in particular of the quote from Einstein how problems cannot be solved from the same thinking that created them. My experience in the journeys enabled me to see that in both Juliet (Rekindle) and Sam Crosfky at C1 café – neither would describe themselves as being driven by sustainability yet both exhibited many characteristics of the language used in EfS.

Feedback indicates that in some way a number of people were 'stirred' into thinking about what is it that they will do in response to what they saw and heard as a result of the afternoon's events. The aspect and significance of place that started through the journey's was continued by Mike Brown's key note address on place responsive outdoor learning. He emphasised how connecting to place for outdoor experiences rather than a focus on perceived high value (and often high cost) experiences has enabled and enriched learning outcomes that align with EfS principles such as cross-curricula learning, knowledge of the land and cultural practices. He also talked about how we value different roles and allow different roles to be undertaken in developing leadership – based on place. So for example the student who required support and direction from a peer with the kayaking section of the day, was later the leader in organising and directing peers to ensure an appropriate meal was served.

Thursday included a more traditional conference line up with two keynote presentations and delegate presentations and workshops. Bronwyn Hayward shared her experiences in working with young people to understand living and participating in democracy particularly issues around social injustice. She introduced the social handprint as a response to the ecological footprint and emphasised the importance of 'thinking' and supporting students around this.

Nikki Harre from the University of Auckland created great impact with her message of remaining positive and capitalizing on our desire to 'be and do good'. Her challenge to us to leave positive behavioural traces to prompt others like carrying our bike helmets to show that we bike, and having our re-usable coffee cups on the table where people can see that this is how we live day by day.

Our day at the University of Canterbury ended on Thursday with the AGM and a brief history of our 30 years as an organisation with Pam Crisp and Hilary Chidlow cutting our celebration cake. The final act of the day however was much later into the evening for those that attended the conference dinner. Catered for by Roots Restaurant (Lyttelton), their philosophy is to access food as locally as possible and so many of the vegetables on our plates that night had been harvested that morning.

Friday included a keynote presentation from Greg Smith continuing the place-based theme. A highlight was his definition of sustainability:

Don't eat your seed corn or turn your forests into deserts

Don't pump wastes into your drinking water or the air you breathe

Don't let some people have so much that others – both now and in the future – are unable to live secure and meaningful lives

A discussion in one of the open space sessions wondered how this might be reframed from a New Zealand perspective and using positive language.

The open space processes was an effective time ably facilitated by Margaret Jefferies. It was pleasing and encouraging that people took responsibility for themselves to make this session work – it would have been easy for this session to have slipped being the Friday afternoon. Thanks to all the people who put forward sessions, to those who took notes and to all the participants. The notes from these sessions will be available on the NZAEE website as will the keynote presentations.

Finally our thanks to all the sponsors – Auckland Council, University of Waikato, Environment Canterbury, Christchurch City Council, University of Canterbury and CPIT.

Find out more about NZAEE at www.nzaee.org.nz

Serious learning and serious fun:
Weaving achievement standards into outdoor education

By Dave Irwin and Adam Brasell

In past editions of Out and About, a number of authors such as Sophie Watson from Wellington East Girls High School (issue 27), Jocelyn Papprill from Environment Canterbury (issue 25), and Chris Taylor from St Patricks College (issue 24) have discussed their experiences incorporating education for sustainability achievement standards into learning in out of classroom contexts. Such moves challenge traditional assessment in outdoor education in years 11-13, where assessment has historically focussed on unit standards associated with skill acquisition and risk management related to a range of pursuit activities. Last year the opportunity to engage with secondary education was presented to us at CPIT and we jumped at the chance to also explore alternative ways of assessing NCEA within an outdoor education context.

The Canterbury Tertiary College (CTC) is a partnership between CPIT (and other tertiary providers) and local secondary schools and provides a bridge between school, tertiary providers, industry training organisations and employers. CTC is available free to year 11 to 13 students and sees students dual enrolled at their secondary school as well as CTC. The idea is to blur the gap between secondary and tertiary study, and NCEA assessment can take place in both settings, as well as help move students towards future study and employment. Important for students, they still get to take part in school sports and clubs and interact with their friends at school. To enrol, students must be in years 11, 12 or 13 at secondary school, although students undertaking correspondence school are also able to attend. The students come to CPIT for their full school day on Thursday and Friday of each week. NCEA credits assessed vary between programmes, however all credits go towards NCEA qualifications.

The year-long programme we designed is comprised of three courses that include a variety of outdoor experiences and learning. Students learn skills and develop confidence in a range of different activities such as tramping, snorkelling, surfing and body surfing, paddling Canadian canoes and rock climbing,

but importantly also learn about local ecology, human-nature relationships and build awareness of their place in the world.

The first of the three courses we ran this year is CTOE202 Beach Activities and Marine Environment. This course is a 15 week, 15 credit course at levels 2-3 based around, as the title suggests, the estuarine and beach environment. The course sees students finding out about these places and undertaking activities that engage the students with these places. The assessment for this course is as follows.

90811	Describe the consequences of human activity in a biophysical environment within relation to a sustainable future.

Assessment against 90811 requires students to conduct an inquiry into human activities that affect local coastal and marine environments and to thoughtfully reflect and report on the effect of one activity on the environment. Human activities are those that change the biophysical environment. Examples relating to the local environment include:

- Constructions such as the Ferrymead bridge, McCormacks Bay causeway and the Sumner esplanade.
- Conservation efforts such as sand dune restoration and marine reserves.
- The impacts of primary industry activities such as fishing and aquaculture.

91188	Examine an Earth and Space Science (ESS) issue and the validity of the information communicated to the public.

Assessment against 91188 requires students to evaluate information presented to the public about sustainable levels of fishing. Students look at information presented to the public in newspaper articles, books, journals, pamphlets, websites, television programmes, films, blogs, and advertisements. Students then evaluate from a scientific perspective, the issue and the information presented to the public. Students need to consider and comment on:

- How accurate is the information presented? Is it factually correct and/or are the facts presented in such a way so that the audience only sees one point of view?
- How valid is the information? Valid information is based on good scientific information that is collected using scientific methods and is reliable i.e. backed up by other research or sources of information.
- Is the information biased? Bias is where the author may have a particular point of view. A biased article may be valid even though it is one-sided.
- In what style was the information presented?
- How did the author collect the information, and did they make any assumptions about the information they were presenting to the public?

90815	Work cooperatively to develop and present a strategy or design for sustainability in response to a future scenario.

Assessment against 90815 requires students to work with others to plan, prepare and present a strategy or design for sustainability. The strategy or design needs to identify and describe potential coastal and/or marine issues that a local council or government would need to address. The strategy or design forms part of a presentation that makes recommendations for actions to a hypothetical council or government. Students use the following questions to guide their research:

- What's happening now in your community with respect to human activities in coastal and marine environments?
- What are the sustainable practices your community is currently using in regard to the environment?

91330	Perform a physical activity in an applied setting.

Assessment against 91330 requires students to participate in a variety of practical activities in coastal environments, including swimming, snorkelling, and surf lifesaving skills. Students are observed and performance is accumulatively assessed over multiple sessions. Students are also assessed on their level of participation and the consistency of skills demonstrated. Skills assessed during the practical activities will include:

- Demonstrating adequate personal safety management.
- Identifying hazardous features in coastal environments, and how to manage them.
- Demonstrating knowledge of surf lifesaving skills.

Skills that may also be assessed could include:

- Group safety management

The course programme is as follows:

DAYS	PROGRAM	UNITS
Week 01: Thursday	CPIT: Welcome to the program.	
Friday	Aqua Gym: Swim test. Sumner: Games, oceanic ideas discussion.	Intro to Aquatic Skills & Biophysical Environment
Week 02: Thursday	CPIT: ESS media and discussion. Assignments. South Shore Reserve: Christchurch's coast discussion, bodysurfing, wildlife observations.	Intro to Communication Biophysical Environment Aquatic Skills
Friday	McCormack's Bay: Wildlife observations and exploring on SUPs. Taylors Mistake: Snorkelling, reading water, games and wildlife observations.	Biophysical Environment Aquatic Skills
Week 03: Thursday	Aqua Gym: Swimming and tube rescues. Moncks Bay: Citizen Science Marine Metre Squared Project (MM^2).	Aquatic Skills Biophysical Environment
Friday	CPIT: MM2 Project discussion, comparison with McCormack's Bay observations. Games. ESS media and discussions. Quail Island Preparation.	Biophysical Environment Communication
Week 04: Thursday	Quail Island: Historical tour, colonial/modern values discussion, conservation efforts, wildlife observations, snorkelling.	Biophysical Environment Aquatic Skills
Friday	Waimairi: Quail Island reflections and discussion. SLS skills, bodysurfing, games. Journal time.	Biophysical Environment Aquatic Skills
Week 05: Thursday	Summit Road: Future scenarios discussion and games. 60sec improvised presentations. CPIT: Different perspectives on Sustainable Fishing (ESS media). Millennium Ecosystem Assessment Session #1.	Intro to Sustainable Strategies Biophysical Environment Communication.
Friday	CPIT: Biomimicry workshop South Shore Reserve: Looking for examples of natural inspiration. 60sec improvised presentations. Extending on CHCH's coast discussion. Bodysurfing, tube rescues.	Sustainable Strategies Aquatic Skills
Week 06: Thursday	Governors Bay: Walk from Beach Road to Maori Gardens, biophysical alterations + flow-on effects discussion, exploring the harbour's inner coast. 60sec improvised presentations. Strategy development time.	Biophysical Environment Sustainable Strategies
Friday	Owles Terrace: Raft building, rafting out to Humphries Drive. Humphries Drive: Local history, the draw of the sea discussion. Estuary rubbish clean-up.	Biophysical Environment Sustainable Strategies
Week 07: Thursday	Waimairi: Presentations, games and discussions with BSOE Surf & Beach students. Surfing, SLS craft.	Aquatic Skills
Friday	Waimairi: Presentations, games and discussions with BSOE Surf & Beach students. Surfing, SLS craft.	Aquatic Skills
Week 08 Thursday	CPIT: Global Marine Census. MEA Session #2. Moncks Bay: Revisit MM2 site for further observations. Discuss changes to site and greater surrounding area, and links from GMC to MM2.	Communication Biophysical Environment Sustainable Strategies
Friday	CPIT: ESS media and discussions. 60sec improvised presentations. Journal time. Strategy development time.	Communication Biophysical Environment Sustainable Strategies

Week 09: Thursday	Boulder Bay: walk from Taylors Mistake. Explore history of area and old homes. Discussions about living next to and off the sea. Potential kaimoana gathering. Coasteering & swimming in sea caves.	**Practical Assessment Complete.** Biophysical Environment Aquatic Skills
Friday	Aqua Gym: Swim & SLS skills. CPIT: Boulder Bay reflections. Journal & Strategy time. ESS media and discussions.	Biophysical Environment Communication
Week 10: Thursday	Sumner: 60 second improvised presentations. Sand dune restoration with CCC ranger and observations. CPIT: Journal & Strategy time.	Biophysical Environment
Week 11: Thursday	CPIT: Dream for the Ocean design workshop. South Shore Reserve: A Sandcastle Competition of Epic Proportions.	Biophysical Environment Sustainable Strategies
Friday	CPIT: ESS media and discussions. Journal time. Strategy development time.	Communication Biophysical Environment Sustainable Strategies
Week 12: Thursday	CPIT: Journal wraps up; discussion on what we've learned in the process. Reflecting on CCC conservation information, efforts and strategies. Ocean Philosophy Debates. Strategy development time.	**Journals due.** Sustainable Strategies.
Friday	Te Waihora & Lake Forsyth: Long term coastal effects and management. History of the lakes (Mowrey Harbour). Positive changes. Little River: Preparing for presentations. Student suggestions for final day.	Sustainable Strategies
Week 13: Thursday	CPIT: Presentations. Future scenarios wrap up. Action discussion.	**Presentations due.** Sustainable Strategies.
Friday	Final Day: Based on student suggestions. Possibly includes films, beach games. Wrap up CTOE202. Food & Drink.	

I asked Adam Brasell, who has developed and delivered this course, the following questions:

Have the students willingly engaged with the concepts you have woven into the course or have they wanted to focus on the pursuit activities?

Initially the students were primarily keen on the pursuits, so we talked less and explored more. After a few weeks of paddle boarding around the estuary, bodysurfing at Taylors Mistake and conducting simple investigations of flora & fauna in the intertidal zone, some evidence of their conceptual engagement started surfacing. By week seven, the CTOE202 students were lapping up tertiary level ideas that were presented to them by the second year degree students. Now, ten weeks in, I find myself constantly peppered by questions regarding the levels of plastic in the ocean or mercury levels in predator fish; two topics they've become quite passionate about. And they continue to become more engaged every week.

How has this course impacted on the students and their confidence in their academic ability?

Overall, the course has impacted positively on the students so far. Many have become more proficient swimmers and more water confident. Some are beginning to express a connection to the coastal and marine environments around Christchurch. Almost all have said they would like to continue surfing or snorkelling as a personal pursuit. A few are now considering further studies or careers in the outdoors.

Some of the assignments in CTOE202 have been

designed to include the option of a verbal assessment instead of a written assessment. This is working well for a few students in our course who are either not academically confident or have learning disabilities; these students feel encouraged to discuss their thoughts and have realised that their written ability is not the sum of their topic understanding. This is probably the biggest impact on the students as they have become more confident academically.

After reflecting on your course, what advice would you have for teachers about this model of environmental and outdoor education?

I did have a difficult time establishing a direction for the course with so many choices in achievement standards. Building a small character profile of my ideal emerging student helped me decide on which standards to use. For instance, the issues that pertain to the coastal and marine environment, locally and globally, are often political; infused with contrasting information and vague future directions. I decided I wanted the students to emerge with an understanding of these issues, an ability to discern political bias amongst scientific data, and the confidence to communicate these issues to their whanau and friends. This helped narrow down which achievement standards to utilise, and gave direction to an expansive theme. It has become an exciting and rewarding model to use, and it has enabled me to be creative with what we do and what we assess.

About the Authors:

Adam Brasell *is a graduate of the Bachelor of sustainability and outdoor education at CPIT and is currently employed as a part time tutor. He has a passion for the ocean, playing in it, and educating about it.*

Dave Irwin *is manager of the sustainability and outdoor education programmes at CPIT.*

Outdoor Education in Aotearoa New Zealand: A New Vision for the Twenty First Century

Edited by: *Dave Irwin, Jo Straker and Allen Hill*

Outdoor education in a variety of guises has a rich history in Aotearoa New Zealand, dating back more than 100 years. Outdoor learning experiences have a strong and often much-loved place in our collective education memories. However, the world in which we currently live is vastly different from the one which shaped those memories. What does that mean for education, and more specifically, what does that mean for outdoor learning experiences? This book attends to these questions from a forward looking position by providing a practical, insightful, and innovative reappraisal of outdoor education theory and practice. Embracing a critical socio-ecological perspective, the contributors celebrate aspects of creative practice and chart a direction for outdoor education which aspires to educate for a sustainable and more equitable future.

This is essential reading for outdoor educators, teachers, guides, and students who want to expand the possibilities and practices of education, especially education which builds a deeper understanding of our relationship to the world we depend on.

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Climbing with groups:
How did it come to this?

By Simon Beames

This article was sparked by my increasing bemusement with the widespread rhetorical claims about climbing's educational benefits, alongside the absence of robust empirical research supporting its inclusion as a stand-alone educational activity.

After briefly outlining the historical development of institutional rock climbing and the nature of typical current provision, I will attempt to identify and deconstruct what appear to be uncontested assumptions about the nature of taking a group rock climbing for educational purposes. The discussion yields three principal implications for practice that are outlined in the conclusion.

Context

The kind of rock climbing being scrutinised here generally has four principal features.

1) First, it involves a group of up to 12 young people with two instructors.

2) Second, it usually involves a short walk to a small crag or climbing wall.

3) Third, it is often an isolated 'one off' experience, that is one of a number of 'adventurous' activities that are sampled over the course of a few days during a visit to a residential outdoor centre. In other instances, there may be a handful of sessions (e.g. a youth-at-risk programme).

4) Fourth, and finally, the goals of institutionalised climbing do not generally concentrate on learning specific motor skills, but rather, focus on the participants gaining some sort of personal development (e.g. courage, self-esteem, self-efficacy) or social development (e.g. trust, communication).

A quick 'google' on the internet reveals two of the countless examples of claims being made regarding climbing sessions being used in the name of outdoor learning:

> *Climbing is great for self esteem, trust, social interaction, teamwork, confidence building.*[1]

> *A climbing program also builds life-long wellness by*

developing characteristics such as problem solving, goal setting, courage, positive risk taking, perseverance, will power, patience, and confidence.[2]

The term 'institutional climbing' is used deliberately, as this kind of climbing is planned for the entire group with certain intended outcomes. In sociologist Erving Goffman's[3] terms, such a programme comprises a 'rational plan' that exists for 'the betterment' of the participants. Executing this plan requires the instructors to have a high degree of control over the participants. This control manifests itself through instructors employing exclusive knowledge of how to use specialised equipment in very specific ways.

The opposite of institutionalised climbing would be two friends going climbing together for the sole purpose of recreation. Within their relationship, both parties have a relatively equal capacity to exert power upon, and yield power to, each other.

Some history

Institutional rock climbing is probably about 60 years old. Although there are accounts from the 1930s of very small groups of students being taken to the Lake District by their keen school-masters[4], there was little institutional about it. There was no 'overall rational plan' for the young participants and the ventures were often organised to serve the needs of the climbing-obsessed tutors![5] Indeed, these practices were so 'loose' in their arrangements that they would likely constitute criminal offences under today's legal system (e.g. the Young Persons Safety Act, 1995).

After the second world war, the national educational agenda turned more towards developing young people in a more holistic sense. To this end, the 1944 Education Act and the 1945 Education (Scotland) Act encouraged local authorities to establish 'camps'[6]. In 1950 Whitehall, the first local authority outdoor centre was established in Derbyshire. The abundance of accessible rock in the Peak District must have played a considerable factor in establishing rock climbing's firm presence in the range of activities offered by Whitehall and the centres that it would subsequently influence. The other factor would undoubtedly have been the first principal's (Jack Longland) love of rock climbing. At that time, it was normal for groups to pack a lunch and walk to the crag, where they would spend at least one day (and sometimes several days), learning how to use equipment and improve their climbing technique.[7]

Now, if one was feeling especially critical, one could question the learning outcomes of rock climbing being used for educational purposes at places like Whitehall or Outward Bound Eskdale in the 1950s. However, and as shall be explained, these programmes seem to be on firmer educational ground than many of today's programmes, as they emphasised giving students plenty of time to spend at the crag and learn new practical skills.

Institutional rock climbing today

My concern about the current state of institutional rock climbing lies in the very brief 'taster' sessions that I see when I am out climbing with friends. I have witnessed countless outdoor 'education' programmes that feature rock climbing as one of up to four activities that are 'done' in one day. In order to accomplish this, some instructors have to be sent to the crag before the group arrives, in order to ensure that all of the top-ropes are set up and ready to be used (as well as claiming the 'space' before another rival group). Once the group arrives, they are briefed on how to put on a harness and helmet. Next, instructions are given on belay technique and communication signals. Then everybody does a climb, everybody belays, and a few keeners try a second, harder climb. At this point, it is probably time to take off the equipment and hustle off to the next activity, and make room for the next group.

Granted, the example that I have just described is perhaps more soul-less and sausage factory-like than in reality – but not by much. Of course there are many caring instructors out there who are doing everything they can to make their climbing sessions safe and fun. However, I would argue that safety and fun are not the principal aims of climbing sessions. Participant safety is a fundamental necessity of educational climbing sessions and fun is desirable by-product. Personal and social development in its many forms and guises is usually the stated intended outcome of a one-off institutional rock climbing session. It is worth highlighting that, in very basic terms, being physically

fit may be help one's climbing, but unless there are long walk-ins, recreational climbing at a novice level is unlikely to get a person fit.

So, while it may be possible for a person to gain self-esteem or self-confidence in one climbing session, it seems highly unlikely. Beyond these laudable outcomes, the loftier but oft-claimed goals of building character[8] and instilling virtue[9] are perhaps more appropriately likened to 'projects' that may take years, rather than a couple of hours, to come to fruition. Similarly, if someone has demonstrated that they are a trustworthy belayer in a climbing session, then they have demonstrated just that. Can we say that they will now be a more trustworthy person in another social situation? No, we cannot. We might hope that this happens, but there are strong theoretical arguments against this outcome[10], and no robust empirical evidence of it either.

If we accept the above argument, what, then, can participants hope to gain from a one-off climbing session? Well, they may find that they enjoy climbing and that they would like to do some more of it when they get back home – at a nearby climbing wall, for example. The paradox in this example is that pursuing this recreational side of climbing over an extended period of time may indeed result in the personal and social development that was hoped for from the one-off educational session.

One important exception to this critique of institutionalised climbing are those programmes whose principal aims are to teach climbing skills and improve climbing performance. Examples of these programmes can be found in after-school and community clubs. A crucial difference between these programmes and a one-off climbing session at an outdoor centre is that the former involves repeated visits. These repeated visits allow for practical skills to develop over the long term. The same paradox as above exists here, where these climbing clubs, which usually exist under the pretense of recreation (as opposed to education), may actually offer much greater potential for the personal and social development that is often hoped for, and claimed by, providers of 'taster' activity sessions. Just as motor skills can be developed with practice, so too can virtuous behaviour.[11]

Implications for practice

After reading a critique such as this, it is only natural for practitioners to ask how this article may inform what they do. I have three suggestions.

1) First, organisations need to temper any claims made within their marketing material about the power of participating in one climbing session (or even a few sessions). Bold, unsupported claims leave themselves open to critique and to participants, and funders being disappointed and disillusioned. It may be advisable for expectations to be lowered, while the quality of delivery is improved. As with any educational enterprise, programme planners need to be clear on their educational aims before deciding on the most appropriate learning approach, rather than choosing an activity and then rationalising its inclusion post-hoc.

2) Second, if climbing is to be employed for educational purposes, it is worth considering ways in which it can be made a much more dominant and measured part of a larger outdoor learning strategy. This can involve a broadening and deepening of conventional views of climbing curricula. A broader curriculum could include learning about

equipment manufacture and maintenance, and the geology, ecology, and human 'story' of the rock-climbing site. A deeper curriculum would include learning about the math and physics of rigging top-ropes, the balance and control of moving more efficiently on rock, and, if personal and social development was especially important, using specific pedagogical tools that were designed to heighten self-awareness and provide mechanisms for change.

3) Third, if an organisation is indeed in the business of providing a range of short, taster sessions of different activities, rock climbing may not be suitable. It may be more appropriate to focus on activities where participants do not require considerable amounts of experience to take part. This way they maintain more power and control, and the instructors do not have to regulate the activity to such a high degree. Experiential education (which is often strongly tied to outdoor education) advocates that students be presented with opportunities to reason, make choices, and take action. This cannot happen in a novel, highly technical environment, in a short period of time. Programmes requiring fewer technical skills and less specialised equipment, are usually able to afford their participants more choices and more power--the only choices that a first-time abseiler will be given are 'go' or 'not go'! A short 'taster session' of climbing (or any other activity) should be regarded as a brief introduction to a recreational pursuit and not an isolated episode capable of transforming a young person's life.

Can climbing sessions be informed by broader educational contexts? In terms of locating this discussion within outdoor learning and mainstream educational discourses, there is growing body of literature that may be worth considering. For example, there is increasing support for learning that focuses on the local landscape, emphasises pupils having power and choice while taking responsibility for their actions, and which is part of broader curricular aims--as opposed to climbing being an added-on, fun activity that has little relevance with the rest of a child's world).[12]

I love rock climbing. I have been working with institutional groups at crags since 1992. The trouble is that I don't believe in the kind of practice that I am seeing in the field today. I fear that rock climbing has become just another activity that possesses a very limited capacity to elicit any meaningful learning for its participants. Perhaps by making our climbing curriculum broader and deeper, we can reclaim it as a vital part of outdoor learning programmes.

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Acknowledgement:

Originally published in Horizons (issue 57, in the spring of 2012), the Institute for Outdoor Learning is thanked for allowing EONZ to reprint this article in Out and About. Find out more about the Institute for Outdoor Learning at their website: www.outdoor-learning.org.

About the Author:

Simon Beames *is a lecturer at the Moray House School of Education, where he directs the MSc in outdoor education. Simon has taught outdoors in North America, Asia, and Europe for over 20 years.*

Camping and Learning –

A parents view of Otakiri school camp

By Leisa Ruiter

Day one: We met at school and I had some very excited children. The countdown was over and we were finally going on camp! This would be my first camp since my own school camps many years ago. I was a little worried how the wee five, six and seven year olds would handle camping two nights away from home.

At school we assembled and met the children we were transporting. I had a group of four including two of my own Chelsea (6 years old) and Joseph (5 years old). Being new to the school I knew only a few people. The trailers were packed with the equipment lent by local families. The children numbered off 1 to 46 and we were off on our adventure to the Blue Lakes camp site near Rotorua.

The kids were a great help: setting up the tents (banging in the pegs was a favourite), deciding where they would sleep and exploring the tents and immediate campsite area. The large tents took a bit of brain power to figure out but all the parents and teachers mucked in and it was done in no time. We also set up a marquee for cooking/food and two BBQs were brought for cooking. One little seven year old girl said to me "this is my third school camp" and I was impressed.

The children had been studying the wetlands and native/non-native species at school. In their PE classes they had been walking to improve their fitness. After lunch we went for a walk around the wetlands at Lake Okareka. We were split into our excursion groups (different to our sleeping and car groups), and ours was the Herons; I had 3 kids in my group. Each group was given a check sheet and we had to try and spot the native species of animals and plants. The kids took turns at telly marking the sheet. There was lots of chatter. We walked for approximately 3/4 hour - 1 hour then had afternoon tea all together before the journey back to the cars. The kids handled the walk really well.

It was a hot day and back at the camp we took all the kids to the lake for a swim forming a parent border for the kids to swim inside. Lots of splashing and laughing. The boys and girls were lining up to be thrown up out of the water by the camp fathers and mothers.

Dinnertime was Nachos and the kids ate everything and went back for seconds. We then went on a short walk with flashlights in hand to see the glow worms. The kids were amazed and they had lots of questions. We had silence

for about 30 seconds to take in the beautiful sight of the lights. Back at the campsite the kids had Milo and a bicky and went to bed (some earlier than others!)

Day two: Up at 7am, breakfast, then the kids got to pick from a (Subway like) line up of salad, meat and egg fillings for their lunch. We headed off to Paradise Valley Animal Park. The kids had the check sheet again and we marked off the animals and plants we saw. The kids got to feed animals by hand: llamas, pigs, fellow dear, trout, and wallabies, all were very friendly. They saw the trout swimming in the stream. They all took turns counting and tallying up the animals and plants. They were most excited about the Lions, first the large ones who were only a meter away from the fence then patting the Lion cubs. The kids were surprised by the texture of the fur.

After lunch the kids numbered off again and we went to Wingspan. We looked at the birds in their enclosures then were treated to two falcon flying demonstrations. It was incredible, some lucky kids got to have the falcons sit on their gloved up hands while the birds gorged on strips of meat. We learnt about the endangered species and how Wingspan was trying to help them.

On we went to the Aquatic Centre. Buckets dumping, canons spraying, kids splashing, laughing and squealing with delight. A play on the playground then back to camp for dinner, Chicken or beef hamburgers. Then the Bee movie and popcorn for a treat. The kids slept well that night!

Day three: Pack up of the tents then we headed to Hannah's Bay beside Lake Rotorua. Another walk around the wetlands, check sheet in hand, lunch, then back to school with tired kids who were happy to see mum or Dad.

I really enjoyed getting to know the kids, other parents and teachers. I think this camp was full of rich learning experiences including maths, science, communication, working together, patience, tolerance and leadership as well as a lot of fun. The kids were kept so busy they luckily didn't think of home. The learning and excursions were challenging for their age group and varied. The kids were focused during the camp and very proud of themselves for staying away for 2 nights. All of the adults were motivated and did their bit to make the camp flow and keep it fun.

I was confused when the camp started... I had a car group, a tent group and an excursion group, but this proved to be a brilliant way of getting to know the kids in more depth. It's nice to walk to school and know more kids, parents and teachers.

I feel the camp has helped with my children's confidence, and I also discovered the way their learning in school complimented their learning in camp. It must be far more interesting learning and teaching the life cycle of a glow worm when you have actually seen one!

It's funny, we learn so much at school but my most memorable times are my own school camps. I would like to congratulate the teachers for a well thought out and run camp. A huge amount of extra work and planning goes into a camp, so thanks for the lasting and emerging memories.

Environmental Leadership Award

presented at Outdoors New Zealand 2013 Forum

The 2013 Environmental Leadership Award was won by the Enviroschools Foundation. Nominated by EONZ, the Enviroschools Foundation is a not-for-profit trust that enables children and young people to be active citizens, contributing to ecological regeneration, social change and the creation of healthy and sustainable communities.

The Enviroschools Foundation works through two programmes; Enviroschools in English medium contexts and Te Aho Tū Roa in Māori medium contexts. Working with an action-learning approach to education, programmes support young people to connect with their cultural identity and community and explore their unique surroundings in order to contribute to changes that they see are needed.

Using an action-learning approach children and young people explore their environment to understand how it works and how healthy it is. They then question what changes they can make and then plan, design and implement the changes. Finally they reflect on the whole process and continue the change-making cycle again.

By reconnecting with nature and culture participants question the current worldview and their own. By taking action to care for and restore local ecosystems young people and their supporting communities gain first hand experience of the natural world that they are part of. This has a profound influence on how people view their place in the world and their responsibility to live sustainably.

Since 2001, Enviroschools has gone from being a seed funded pilot project to a nationwide movement that includes 930 schools, kura and early childhood education centres with over 240,000 children and young people involved over that time frame. Enviroschools estimate that 75% of these schools

are actively contributing to ecological restoration in some way, redesigning schools grounds, and even restoring whole local ecosystems. Conservation of other resources such as energy and water is also a part of maintaining a healthy environment – for everything comes from nature at some point. Therefore participants in Enviroschools programmes recognise that how they are at home, at work and the decisions they make in their day-to-day lives impacts on the natural world around us.

The Enviroschools Foundation is a nationwide network with a regional structure supporting 16 regional coordinators and 60 facilitators. With links to 9 Regional Councils, and partnerships with over 60 regional, and 12 national organizations, the Foundation is able to offer a range of services to regions that enables a high level of school and community action to be undertaken.

EONZ congratulates The Enviroschools Foundation on winning the 2013 Environmental Leadership Award and encourages readers to find out more about Enviroschools at http://www.enviroschools.org.nz/

Future faces:

Outdoor education research innovations and visions

Thoughts on the 6th International Outdoor Education Research Conference, held in Dunedin in November 26th-29th 2013.

By Catherine Kappelle

Hosted for the first time in New Zealand, this hugely successful, stimulating and provoking four day conference drew outdoor education researchers and leaders in the outdoor education research community together from across the world. The opportunity for EONZ to be clearly visible throughout the conference was snapped up, the offer having been made by Mike Boyes, who along with Mike Brown chaired the New Zealand organising committee. Fiona McDonald and I arrived in Dunedin as the unofficial 'EONZ delegation' with our EONZ drop-down banner, a pile of *Out and About* and other resources to distribute and the intention to gain as much as we could from the experience.

The thirty seven session slots in the programme were rolled out, four presentations at a time with a thirty minute turn-around time for each presentation. Each presenter had 20 minutes allocated to talk, followed by 10 minutes of question time and possibly a few minutes to allow people to move in and out of the space before the next presentation. Although presenters were held to their times ensuing questions invariably pushed sessions to the edge and beyond their allocation. Full on? Absolutely.

A five hour drive home at conference end provided time to reflect on the energy, the conversations, the people, the themes, the research implications and implications for practice. A 'to do' list comprising connections to make, people to follow up and articles to source was begun, to keep the momentum generated by the previous days going and to be added to by other EONZ people who attended.

We intend to include articles on

some of the research presentations in publications of Out and About over the next period, such as the one on climbing written by Simon Beames in this issue. It is hoped that summaries of as many presentations as possible will also be available through the conference website. The presentations listed below are just some of the quality research and presentations on offer.

- Participant transportation in outdoor education. Referred to as the 'elephant in the room' this Canadian research was lead by Tom Potter and made compelling listening. There are a number of implications for New Zealand situation, particularly around loading, pulling trailers, height of vehicle and driver experience.

- Supervision of secondary school children participating in snow sports at alpine resorts in Australia, from research by Andrew Brookes and Peter Holmes.

- Insights into outdoor education: a dialogue with rural primary school teachers in Aotearoa New Zealand. Tara Remington and Maureen Legge from Auckland University examined two primary schools and opened up the challenges faced by primary school teachers in teaching outdoor education. The research highlights the need for further investigation into what to teach, how to teach and where to teach in order to better inform primary school stakeholders about quality pedagogy in this area.

- The future 'faces' of outdoor education: Possibilities and promises in the primary school context in Aotearoa New Zealand. This conversation between Marg Cosgriff and Lisette Burrows outlined research completed by their team at Waikato University in Health and Physical Education (HPE). In 'reimagining' HPE beyond 'one size fits all' programmes they considered the parallels between their HPE findings and outdoor education.

- The rise and rise of the overseas school trip: Should outdoor educators take notice? The research conducted by Margie Campbell-Price from the College of Education, University of Otago provides insight into the experiences that support overseas trips. The findings showed a similarity to rationale used for outdoor education experiences, particularly around engagement in authentic contexts.

- A tale of two tragedies: changes in outdoor education 'best practice'. Ray Hollingsworth from AUT looked at 2 New Zealand separate outdoor education tragedies, from during 1953 and 2008, after key questions were raised concerning how the seven people who died at Mangatepopo Gorge in 2008 did so while attending a course run by an organisation that appeared to be using 'best practice'. The implications of his study are that the prevailing systems approach is still 'best practice' but may lead to further tragedy. A challenging piece of research.

- Girls transition back into society after 28 days outdoors. Research conducted by Shannon McNatty and Christine Furminger that focussed on the process of reintegration from Kahanui, the remote St Cuthbert's outdoor education centre, back into their home environments.

- Policy and practice: changes in teacher attitudes to outdoor learning in relation to recent education policy in Scotland, presented by Pete Higgins from the University of Edinburgh.

- "Don't forget to bring your cup". The role of the leader in the Danish 'simple outdoor life' tradition. Soren Andkjaer and Mike Brown compared the role of the leader in adventure education contexts with that of the leader in the Danish tradition and posed questions for thinking about how we conduct our programmes.

Was there value in EONZ having an actual presence at the conference? Most definitely. Was there value added to the conference in the EONZ presence there? Yes, I'd like to think so as well.

Meet the EONZ Executive Committee:

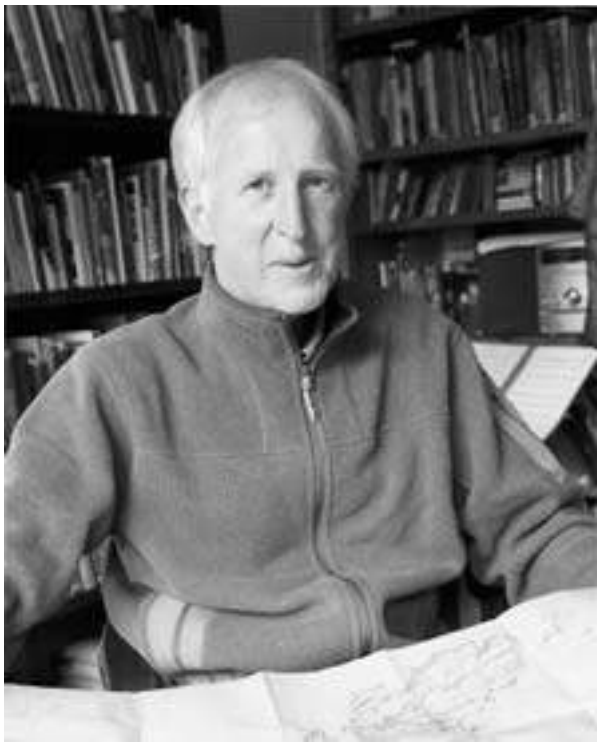
Liz Thevenard Dip PE, MA(applied) (Chair of EONZ)

Liz has been the on the EONZ National Executive for many years and the Chair for the past seven years. Liz has taught and lectured for 37 plus years in the primary, secondary and tertiary sector in health, physical education and education outside the classroom. She has specialised in educating in outdoor environments and is passionate about learning in authentic contexts. She is a regular contributor to publications, teacher in-service courses and conferences in the sector, In 2009 Liz was awarded the SPARC Supreme Award for outstanding contribution to outdoor education and recreation and in 2013 was awarded a Life Membership of Physical Education New Zealand (PENZ). Liz has spent her life dedicated to educating in outdoor environments on rock, river, bush or sea, planting trees, stream adventures, windsurfing or enjoying the beaches. She believes we as New Zealanders are blessed with the most wonderful environment and it is vital that our young people appreciate and enjoy the opportunities it offers.

Catherine Kappelle (Executive Officer)

Catherine's interest in EONZ began while teaching deaf students and coordinating Year 1-13 PE programmes. At that time experiential learning and ABL was used extensively in secondary programmes at her school, most particularly to scaffold language development. She found the EONZ network to be invaluable in her PE and Health department of one. Involvement in the National Executive resulted, with her taking up the role of executive officer in a small part time capacity in 2009. The role has grown, though remains part time.

Catherine lives just north of the Waimakariri River in North Canterbury on a small block. Last year she switched teaching shoes for gumboots, having spent 10 years in secondary education as an ORS funded specialist teacher. Favourite places include the Canterbury high country and wild winter beaches.



Dr Mike Boyes

Mike is an Associate Professor in Outdoor Education at the School of Physical Education, University of Otago, Dunedin, New Zealand. He has published widely in outdoor education journals, made numerous conference presentations and supervises a large number of postgraduate students. He maintains engagement with outdoor education practice, holds a number of outdoor instructor awards and is Chairperson of the New Zealand Mountain Safety Council research committee.

Fiona McDonnald

Fiona is currently an education outside the classroom consultant, project manager and assessor. She is involved with a range of projects working with a number of organizations and schools. She a member of the Ministry of Education (MoE) Reference group that was involved in the development of the EOTC Guidelines. She is on the MSC and EONZ Boards.

Previously she has worked as a teacher, Head of Faculty, Assistant and Deputy Principal at high school level. She worked with Skills Active on the Outdoor recreation unit standards review and has been a member of the TAG for Skills Active Leader qualifications. She was involved in the Achievement Standards alignment process and the PPTA unit writing group and was part of the Outdoor Education team for the development of the New Zealand Curriculum.

Fiona managed the MSC, EONZ, NZAEE Education Outside the Classroom (EOTC) project funded by SPARC. This involved coordinating the development of professional development and resources to support teachers and other outdoor educators. She managed the production of professional development and resources for Maori medium schools funded by the Ministry of Education.

Fiona strongly believes in the value of quality integrated cross curriculum EOTC for students.

Kath Wilkie

Kath is a practising teacher with thirteen years of experience teaching Physical Education, Outdoor Education and Health. She gained a Bachelor of Business Studies Majoring in Sports Management and Coaching in 1999 and went on to complete a Post Graduate Diploma in Secondary Teaching in 2000. She has spent the last thirteen years teaching in Secondary Schools within the Wairarapa.

Kath has a passion for the outdoors and currently is an Instructor for Mountain Safety Council and an active member of the Wairarapa LANDSAR . As a teacher she runs Canoe Polo for Wairarapa College, is the EOTC Co-ordinator and is active in leading students in a variety of EOTC experiences including International trips. Kath also has a passion for things Maori and feels strongly about incorporating a Maori World view into her Teaching.

Dr. David Irwin (editor of *Out and About*)

Originally trained as a primary teacher many years ago, Dave now works on the Sustainability and Outdoor Education Programmes at CPIT where he has been engaged in teaching and research related to learning in the outdoors since the late 1990s. Dave is interested in how both educators and learners grapple with their identity, finding out about their place in the world, and the role of education (and particularly experiential education) in change towards a more sustainable future. Along with Allen Hill and Jo Straker, Dave contributed to and edited the book *Outdoor education in Aotearoa New Zealand: A new vision for the twenty first century,* published by CPIT and available through EONZ.

Annie Dignan

As a teenager I volunteered on a camp in the Catlin's and wondered why some things went so well and some things went so badly. A few years later I was lucky enough to be able to do a Degree in Outdoor Education in Australia and rather than answer my questions this merely piqued my interest. In the intervening years I have had a number of interesting paid and volunteer roles centred around the outdoors. These have been in the field, in offices, around board tables and some post graduate study. Currently I work at AUT in the School of Sport and Recreation. I am fortunate enough to continue to be able to recreate in the outdoors with tramping, mountain biking, skiing and camping being an important part of my life. I have been a member of EONZ for many years and had previous stints on the board. I value the role that EONZ has in the outdoor sector and the sense of community that it generates.

Tag Game: Possum Picnic

This game has been adapted by Liz Thevenard from a web site game by Barry Law and Bert McConnell of Christchurch College of Education. Refer to www.doc.govt.nz. Teaching Resource: Possum Picnic Activity for more details on Possum Picnic and Conservation.

Tag Games can be adapted to meet the needs of the unit or topic being studied by creating different roles to highlight different environmental challenges. Possum Picnic is one example and this game has been refined and adapted through discussions with participants. The debrief in each round is important to highlight the issues.

Begin with a Tag Game – Pairs. One person tags the other. Once tagged the tagged person does a 360° turn before going to tag partner. (This helps to get everyone active and warmed up) Walk to start and increase the speed as the students become more aware of each other.

1. Start with 2 possum's (with boffers for tagging). Tag below the shoulder above the waist. Tagged people become dead trees (Arms raised)

2. What happens if the possums are left to feed on the trees?

3. Discuss the effect of the possums and what we could do about helping the trees survive.

4. Answers could include planting more trees or ringing the trees so the possums can't climb up them (Introduce the hunter later).

5. Play the game again and have the people not tagged help the trees by surrounding them like a ring. (People act as rings or tree planters. Conservationists). The trees are then free to continue growing and the possums continue to feed.

6. Discussions can be had around group work and community efforts to improve our environment.

7. Questions: What else can we do? (Introduce the hunter)

8. Once the possum is shot (Throw a soft 'koosh' ball to hit the possum and the possum then goes out of the game).

9. What do we know about possums (Breed and travel distances). Possum returns to the game

10. Further developments of the game can be developed to meet your own class needs and their ideas.

In Possum Picnic discussions can be had during each phase:

- What happened when the possums were not controlled?
- Why is it important to control possums?
- How can we control the possums? Brainstorm.
- What can we do in this game to control possums?
- What do we know about possums breading habits?
- We introduce hunters and conservationists what impact did it have?
- What have we learned from this game?

THE EONZ POSITION STATEMENT ON EOTC

1. Purpose (What we do)

EONZ maintains that the primary purpose of EOTC is to engage with the New Zealand curriculum outside the classroom in order to enrich the learning of students in early childhood centres, and primary and secondary schools.

EONZ embraces all the principles of Te Whāriki He Whāriki Mātauranga mō ngā Mokopuna O Aotearoa / Early Childhood Curriculum (1996); Te Marautanga o Aotearoa (2008); and The New Zealand Curriculum (2007); including a commitment to the Treaty of Waitangi and cultural diversity, inclusive communities, coherence in learning across the curriculum, and future focussed issues such as sustainability, citizenship, enterprise and globalisation.

EONZ supports the values outlined in the above documents including excellence, innovation, diversity, equity, community, cultural and ecological sustainability, integrity, and respect.

2. Why we do it (benefits for individuals, communities, environments)

EONZ is cognisant of research (for example see TKI website http://eotc.tki.org.nz/eotc-home) that supports well-structured EOTC experiences. Studies have shown that educationally sound EOTC experiences can enrich student learning across the curriculum. The establishment of positive relationships with teachers and peers in places of significance can foster a sense of belonging to communities and environments that is essential to on-going learning.

3. How we do it (Pedagogy/practice/partnerships)

EOTC programme design should be informed by sound pedagogical principles as highlighted in the New Zealand Curriculum. EONZ maintains that EOTC should at all times occur within the framework of the EOTC Guidelines: Bringing the Curriculum Alive (2009).

EONZ actively supports partnerships with and between teachers, schools and the community. EONZ seeks to work collaboratively with other sector organisations with the goal to improve EOTC in Aotearoa New Zealand.

4. Where we do it (Place)

EONZ supports place based and responsive approaches to EOTC that seek to: strengthen the understanding that students have of their local communities and environments (as well as those further afield), and engender a sense of obligation to care for those communities and environments. To achieve these goals, EONZ encourages action oriented experiential education that explores individual and collective relationships to places to foster vibrant communities and healthy environments.

MEMBERSHIP FORM

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

For further information contact the EONZ Executive Officer:

Phone: 03 327 9551

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

Catherine Kappelle
Executive Officer
Education Outdoors New Zealand Inc.
354 Tram Road
R D 2 Kaiapoi 7692

Name:_____ Phone: _____

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Contact Person (in Organisation): _____

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Membership category (please circle one):

Organisation	**$110.00**	(all organisations, and Schools with rolls above 300)
Small Organisation	**$75.00**	(Schools with rolls of less than 300)
Individual	**$50.00**	(Not carried by school/ organisation)
Student	**$30.00**	

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REMEMBER! Membership of EONZ gives you:

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EONZ Resources

Refer to EONZ Executive Officer – see above

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