Education Outdoors New Zealand

Out and About

This Issue

Students' perceptions of independent experiences in outdoor education

The wisdom of our youth:

Billeting... some thoughts

Thinking Outside of the Classroom

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Spring 2016

Editorial

by David Irwin

Kia ora and welcome to this spring 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, letters to the editor and both feature and minor articles are welcomed and can be sent to me via email.

Earlier this year I attended the Physical Education New Zealand (PENZ) Conference and it was wonderful to meet some of those attending. I was privileged to be able to hear presentations from teachers about their

• *Continued on page 4*

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work and witness them first hand demonstrate strategies they employ in their teaching. Issues such as gender and ethnic equality were incorporated skillfully into learning workshops. I also got to sit in on the PENZ tertiary advisory group and hear about the concerns and issues for physical education tertiary educators and programmes. Without exception, these people described a shifting political landscape where more and more emphasis (and funding) was being focused on sport, to the detriment of health and physical education.

The reason this is so concerning is that, although increasing participation in sport and active lifestyles is admirable, if this occurs at the cost of declining support for curriculum based learning within Health and PE, then our students and society are worse off. This is because the Health and PE curriculum is very future focused and requires students to think critically and analytically about themselves, their communities and the environment they inhabit. Sports do not require such thinking or level of engagement.

Encouraging such thinking in students has always been important but never more so than now. This year is going to be the warmest year on record, with every month to date setting a new record for above average temperatures. Humanity has such a small window of time to address the issue of carbon in the atmosphere and maintain a steady and predictable climate, and education is critical in preparing students for this challenge. But future thinking is not just about the climate, it is about coming to terms with the driving forces of our time. These include religious fundamentalism and ethnic intolerance, destruction of forests, the unequal distribution of wealth, over consumption, over population, and loss of biological diversity. Health and PE will not solve these problems, but the curriculum, if delivered with the intent that is outlined in the vision statement, goes someway to at the very minimum getting students to engage with these concepts, to think beyond the personal – what is in it for me?

We find ourselves in precarious times. As I write this, Donald Trump has been elected to be President of the USA, a decision that has perplexed many people around the world. Elections are complex processes and there are likely many reasons for the Trump victory. However, it is hard to argue that education (or lack of it) has not been a contributing factor. As teachers, we need to defend the place of education in our society and the right of all children and young adults to receive it. The future of democratic society depends on it.

This edition of *Out and About* focusses on a number of different aspects of education outside the classroom. In the first feature article, Chris Patalano and Dr. Chris North explore the perceptions of students when encouraged to take ownership for their own learning through remote supervision. In the second article, Dan Eastwood and Dr. Jo Straker explore nuances of relationship building within an adventure therapy context. In the third article, Arthur Sutherland investigates the widespread practice of billeting through a legislative lens and offers advice to EOTC co-ordinators. In the last feature article, Rachael Pelvin continues discussion about funding and EOTC. Also in this edition, readers will encounter a short but very compelling article by John Furminger about a shooting accident that injured one of his staff whilst camping with children.

This is the last edition of Out and About where Liz Thevenard has written "A word from the chair". Liz has worked tiressly and with considerable generosity for EONZ, and as she steps down from the role of chair, I would like to thank her on behalf of all members.

I hope you enjoy this edition of Out and About, and wish you well for the coming summer months. Please consider sharing your own reflections on the issues facing EOTC through this forum.

Noho ora mai rā, nā Dave

David Irwin, PhD
Sustainability and Outdoor Education
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A word from the Chair

WE MUST TEACH OUR CHILDREN

TO SMELL THE EARTH

TO TASTE THE RAIN

TO TOUCH THE WIND

TO SEE THINGS GROW

TO HEAR THE SUN RISE AND THE NIGHT FALL

TO CARE

(by John Cleal)

By Liz Thevenard

In this article I will highlight the incredible role the voluntary national executive plays and suggest some key bullet points for EOTC.

The EONZ Chair

I step down as Chair of EONZ after nine years of a journey of challenge, adventure and pleasure. I pass the Chair's role to two very experienced, passionate and capable educators - Libby Paterson and Fiona McDonald. They have both played critical roles in guiding and developing opportunities for EONZ to lead in the education sector in Education Outside the Classroom (EOTC).

Executive.

It has been a pleasure to lead this dedicated, passionate, committed and very knowledgeable team. I must take my hat off to the many great people who have served on the Executive during my term as Chair. I will highlight some of those who have greatly influenced my role. Arthur Sutherland and Mike Boyes have been the backbone of the organisation for many years and have provided guidance and insightful vision. Arthur encouraged me to take the Chair role and provided both mentoring and reassurance. Mike has been a passionate educator who has provided leadership and a clear philosophy. Our Executive Officer, Catherine Kappelle has been outstanding! She is in touch with our members, maintains our finances and web site, and provides regular up-to-date information. I cannot thank her enough for the role she plays for EONZ. Dave Irwin has been brilliant in sourcing and editing the *Out and About*, which is always interesting and thought provoking.

Education and the Outdoor Sector

We have seen huge changes in both society and the Outdoor Sector. The delivery of Teacher Education both Pre and In-service has changed drastically. We have also seen changes in people's lives with the development of technology, working families, immigration,

urbanisation, legislation and accountability. EONZ has continued to maintain a relevant and consistent profile and has a very bright future ahead.

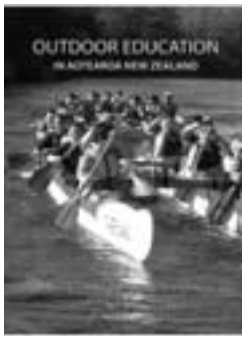
The role of schools, communities and families has become critical in allowing our young people the opportunity to experience and learn from the Outdoors. Every child needs to be given the chance to experience those lessons that give confidence, freedom, friendships, leadership, self-reliance, responsibility, awareness and care for the environment. "The outdoors is the teacher and the environment is the textbook."

My key bullet points for EOTC.

- Learning beyond the classroom is part of the New Zealand Education and helps to connect students to the land, and helps build love and caring for the environment.
- Place based, place responsive approaches link history and culture in local areas, encouraging awareness of local issues and personal responsibility.
- Authentic experiences, 'in the real' are essential where learning can be seen, heard, tasted and touched. Learners need hands on and feet on.
- Encourage slower journeys and simple living where activities and trips focus low tech journeys that make time to see the little things.
- Be "As safe as necessary not as safe as possible" (Mullarkey, 2010).
- Reinforce the New Zealand Curriculum (NZC) - enriching, engaging and enhancing learning by building connected, confident, actively involved lifelong learners.

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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Students' perceptions of independent experiences

in outdoor education

By Chris Patalano and Chris North
University of Canterbury

Abstract

In 2007, the New Zealand Curriculum (NZC) articulated a vision for confident, connected and actively involved young people and signalled a shift in the role of teachers in student learning from more directive towards more facilitative pedagogy. In the NZC vision, students should take more responsibility for their own learning but what could this look like in outdoor education (OE)? The OE literature in New Zealand reveals debates about the importance of supervision in the outdoors, however student perspectives on this topic are largely missing. This research explores student perspectives of the benefits of remotely supervised outdoor experiences (small groups of students travelling without teachers). Participants in this research were enrolled in a university course where they completed a night-time, off-track navigation to a campsite. On arrival at the campsite, students completed a questionnaire to explore their perspectives on the experience. Results indicate that in general, students highly valued the remotely supervised time and felt that it encouraged both inter-personal aspects and skill learning. Student responses link strongly to the intent of the New Zealand Curriculum. Implications for teachers within schools are discussed.

Key words: *outdoor education, legal responsibility, student engagement, supervision*

Introduction

"Mum I'm in Cwmbran (small welsh village) I can't find a bus to get home, help!" This was my first unsupervised trip to Cardiff by bus from my home town of Bridgend. In letting me go alone, my parents had to think long and hard, weighing up the risks (being hit by a car, getting lost) versus the learning involved. I still vividly remember the experience and what I learnt that day. (Reflection, Chris Patalano)

Photo: Chris North

In this situation, Chris' parents made the conscious decision to allow him to travel independently because they felt this was an important part of him growing towards adulthood. The front end of the New Zealand Curriculum document provides a powerful vision for education and indicates support for such approaches. It promotes educational experiences which develop resourcefulness, resilience, enterprise, participation and contribution. In order to reach these outcomes, teachers are expected to use pedagogies which show students the relevance of learning through application and to maximise the impact of learning time.

In outdoor education, decisions to allow students a level of independence are designed to foster many attributes such as leadership, problem solving and conflict resolution (Davidson, 2004). Within stationary solo experiences, Maxted (2011) discovered that adolescent boys endured, rather than enjoyed their time alone. Unsupervised time when travelling is common for OE students while completing orienteering courses. Such experiences require that students make many decisions about route choices and a variety of other aspects of the experience. In all of these situations, the teachers or leaders face the same dilemma as Chris Patalano's parents did. The difference is that parents are making decisions for their own children, while teachers are employed with a legal and moral duty to care for other people's children. There have been several articles written on the subject of supervision, but mainly from the perspectives of teachers and leaders.

This research arose from Chris Patalano's honours project (completed in 2015) and examines students' perspectives of experiences in the outdoors without direct supervision. In the introduction we examine what is meant by the term supervision, then we explore the literature for and against student autonomy in the outdoors.

Exploring the concept of supervision

Drawing on recent legislative changes, the latest edition of the EOTC guidelines (Ministry of Education, 2016) states that schools must provide "supervision necessary to protect workers and others from risks to their health and safety" (p. 18). Furthermore, students should "Always participate in EOTC activities responsibly and under supervision" (p. 26). However it also identifies 'remote supervision' and defines it as "Students doing an activity independently without direct supervision (e.g. bush navigation) where the activity leader is not with the group but in a known location and in these circumstances, students must be briefed on how to access help if required" (p.75). There is potentially some tension between the statement that students should always participate under supervision and the concept of remote supervision. However this can be resolved if we consider that 'remote supervision' is one type of supervision. Statements about supervision have been significantly strengthened since the previous EOTC guidelines.

For the purpose of this article, we define supervision as having a teacher or instructor within a distance that he/she can communicate verbally or through visual contact sign to the students. Conversely remote supervision is where the person overseeing the group cannot directly communicate with the group other than with an aid i.e. two way radios/mobile phone/ satellite communication device.

Arguments for direct supervision.

Brookes (2011) argues that supervision is crucial for student safety. For example Brookes argues that even where students had been observed prior to the trip and deemed competent to deal with potential issues, when problems were encountered on hazardous terrain the students made poor decisions which ultimately led to their deaths. Clearly there is an interaction between student competence and the specifics of environment that contributes to incidents. Weather and flooded rivers would be examples where an otherwise relatively low risk environment can change rapidly to a high risk one. Without teachers present, students may not have the ability to make suitable decisions. In a study of 1,908 incidents Davidson (2004) concludes there is a much higher chance of serious incident if supervision is removed. Brookes (2011) records nine fatal incidents which occurred with teenage boys on steep ground. In all nine cases, there was either no supervision or a lapse in supervision at the time of the incident. Such fatal incidents suggest that removal of supervision is unjustifiable in terms of fulfilling our responsibilities as teachers and outdoor leaders.

According to Davidson (2004), teachers have a responsibility to provide a duty of care for a student which is both a legal and moral imperative. When teachers are not directly with their students and able to intervene for safety reasons, Davidson argues teachers are not fulfilling their duty of care. Brown (2008) reminds us that teachers are the guardians of someone's child, brother, sister or grandchild and there is no justification for placing students in situations that are needlessly risky and not linked with any educational benefits.

Furthermore, without direct supervision the learning of students may be compromised. It could be argued that without a teacher or instructor, there is no information on what is being learnt, no facilitated reflection on teachable moments and no opportunity for assessment. Arguably, without a teacher, outdoor experiences are no longer education, but just a recreational experience. Brown and Fraser (2009) suggest that this is a danger for educators who are passionate about outdoor recreation.

Arguments for remote supervision

Allen (2005) talks of an invisible line between students on a tight leash when supervised, and the almost complete freedom students experience outside of supervised time. He argues that if educators want to develop decision-making in their students, then they need to provide students with opportunities to make such decisions. Allen (2005) argues that 'remote supervision' is one such opportunity in which the students have greater freedom but are monitored from afar with regular opportunities for reflection, encouragement and assessment. Allen makes that case that this represents a more appropriate "duty of care" because it helps students learn to understand the risks and safeguard themselves from harmful situations in the future. This approach is employed in multiple training and educational scenarios where novices move from requiring close supervision to a level of competency where they only need occasional support.

The literature has provided a range of arguments about the influence of supervision on safety and learning, yet the perspective that is missing from the debate is that of the student. Zink (2005) argued that we should pay more attention to student voice in our understanding of outdoor education. Following Robyn Zink's lead, the literature on the subject and our personal experiences, the question that guided this research was:

What are students' perspectives of remotely supervised experiences in the outdoors?

Context

The opportunity to explore this question arose within a first year university course with a focus on exploring land ethics and developing practical outdoor skills. Similar to the transition of a novice being mentored towards greater autonomy, students in the course are given increasing responsibility for decision-making. In the culminating practical experience, students navigate their way in small groups (4-5 students per group) through native bush on an unmarked route to a forest-edge campsite. Most groups take between one and two hours to reach the campsite (a distance of 0.5 – 0.8km) depending on the starting point, however some groups have needed to sleep out overnight and locate the camp in the morning.

Each group carries equipment for independent tramping including food, cookers, tent, compass, whistles, personal first aid kits and a two-way radio. Students are aware of incident protocols and carry paper copies of these.

Data collection and methods

This project used largely quantitative methodology by using the principles of survey design and methodology (Dillman, 2007). This method was chosen as it is in line with papers published in this field (Johnson & Wattchow, 2004; Martindale, 2011). It reports quantitative data through the participants' selection of tick boxes and a Likert type scale (1 disagree to 7 agree). The survey was designed for this study and underwent a piloting process with three different peers. In addition to demographic information, the 20 survey questions covered three areas: perceptions of risk, inter-personal and skill learning). Ethical approval was gained from the University of Canterbury prior to the study commencing and 38 students out of a cohort of 48 consented and completed the questionnaire. The students in the sample had an average age of 20.7 years, 13 males and 21 females responded and the majority were international students, predominantly from Europe and North America. Due to word limits, not all questions are discussed and this article focuses on the responses to questions which we identified as providing the greatest insights.

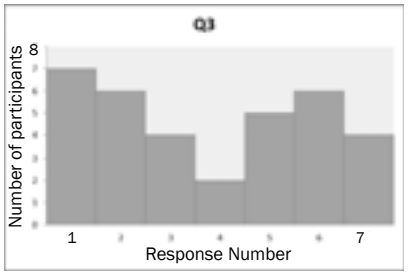
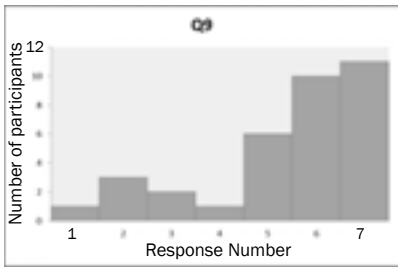
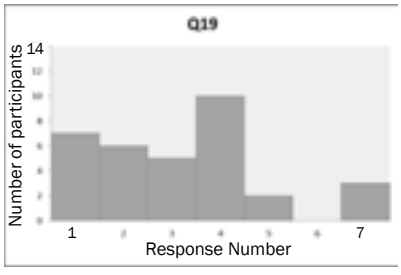
Analysis:

Descriptive statistical analysis was performed on the results with mean and standard deviation. The distribution graphs are also presented to better describe the spread of the responses because the mean can be misleading for example when there are two peaks.

Results and discussion

Results have been separated into skill learning and social outcomes in the results section.

Skill learning results- a puzzle

No	Statement	Mean	Standard deviation	Graph (1= strongly disagree, 7 strongly agree)
3	I personally kept track of our group's progress on the map	3.76	2.16	
9	I was more engaged with the learning on this course because there is an element of unsupervised back packing	5.41	1.74	
19	I would learn more about backpacking skills if we were supervised	3.18	1.75	

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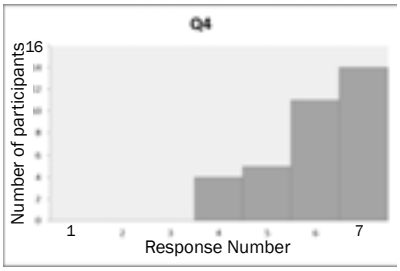
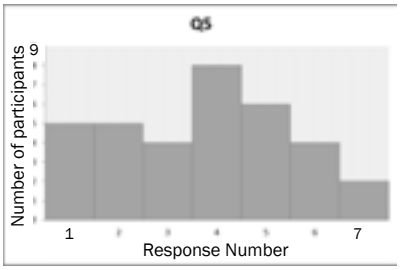
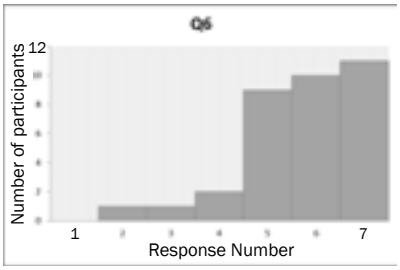
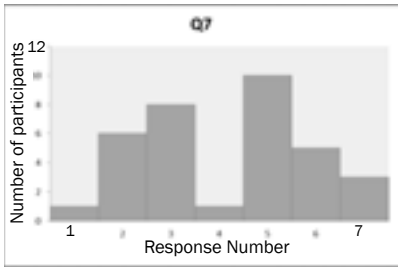
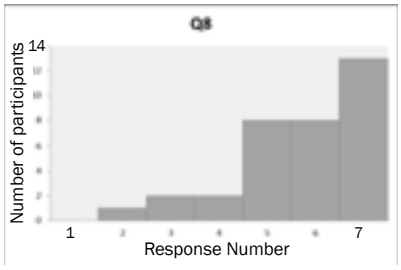
From these results it was clear that there were a large number of students not keeping track of their progress on the map (Question 3). Yet a majority felt they were more engaged in skill learning (Question 9) and the majority of students felt either neutral or that they would not learn more if they were with a teacher (Question 19). These potentially contradictory findings were at first perplexing- how can students be more engaged with learning yet not look at the map? Examining the context helped to shed some light on these findings.

The navigation experience was structured so that there were specific jobs within the group: front navigating, check navigating (checking the compass bearing from the back), pacing and timing. Prior to the trip, the group had already developed a detailed route plan with key distances and expected features. Therefore it seems possible that students did not feel it necessary to consult the map while travelling as they already knew the route plan, and also because they would gain little extra information in the dark. The comments in the questionnaire also revealed that some students had problems with torches and some were too tired. By contrast, other groups swapped their roles regularly and took turns in the process. The experiences of students in skill learning during this time depended on the approach the group took to solving the problem of getting to camp. The pre-assigned specialised roles probably helped with efficiency but perhaps limited students' exposure to different skill-learning opportunities. Individual factors also clearly played a part in how active students were in learning skills such as tiredness and problems with torches. Ultimately students perceived that by being remotely supervised, they were more actively engaged in learning.

Interpersonal Aspects

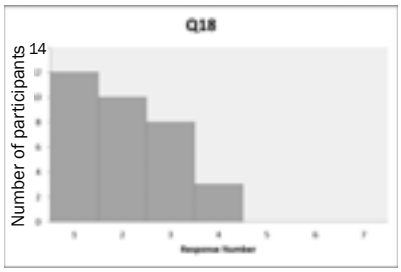
No	Statement	Average	Standard deviation	Graph (1= strongly disagree, 7 strongly agree)
4	The group discussed important decisions which helped us get to our destination	6.02	1.02	
5	One person took the leadership role in the group	3.73	1.79	
6	Being without an instructor meant everyone in the group had to take a more active part within the group	5.73	1.23	

continued overleaf

7	All group members took an active role in decision making and navigation	4.17	1.66	
8	Our group performed strongly as a cohesive team	5.73	1.35	

The majority of students felt that they discussed important decisions (Q4) and took more active roles in making decisions (Q6) because there was no instructor present. However responses to taking an active role in decision-making and navigation were split very evenly (Q7), suggesting that some students took more active roles than others. At times it seems that one person took on a stronger leadership role within the group (Q5) in at least some groups, yet the majority felt that their groups performed well as a cohesive team (Q8).

One of the strongest responses was to the statement regarding learning about the group (Q18 - below). In this situation the students strongly rejected the idea that they would learn more about the group if they were directly supervised. While this statement leaves open the idea that they might learn the same amount if they were supervised, it is suggestive that students felt that social understanding was enhanced by the absence of a teacher.

No	Statement	Average	Standard deviation	Graph (1= strongly disagree, 7 strongly agree)
18	I would learn more about the group if we were supervised	2.06	0.99	

Implications

Students reported a greater sense of responsibility for their decisions when there was no teacher present. They felt that this led to higher levels of participation in decision-making and engagement with learning. These outcomes tie closely to the front-end of the NZ Curriculum (NZC) with visions for confident and connected citizens. In addition to the NZC, the vision statements of schools generally see their students developing in competence and confidence. What does this mean for teachers in schools? First we must reiterate some of the limitations of generalising from this study.

Due to word limits, background information was not provided in detail in this article including a framework of student skill and social development. This framework

would require teachers should ask questions such as "Have the students demonstrated sufficient levels of skills, productive group culture and maturity for such an experience?", "Is the environment suitable (weather, terrain…)?" "Are the safety management practices sufficient?" Building up a picture of the students in our charge and considering the environmental aspects is a crucial pre-cursor to running remotely supervised activities.

Also, clearly there are differences between the students in this university level course and those in schools; the average age of students in this study was over 20 years. The difference between this group and a school-aged group is significant particularly in their cognitive development. Younger people have a lower ability to evaluate consequences of actions as this part of the brain develops late. This places a greater responsibility on teachers to select low risk environments for such opportunities.

Despite these qualifications, the great majority of the student perceptions supported the benefits of remotely supervised activities. In light of these findings, we believe that there is a case to be made for remotely supervised experiences. As mentioned earlier, orienteering courses are largely remotely supervised, so are a variety of other times during OE experiences. The critical question is "What learning is important for each of these students in this context?"

This research indicates that students value opportunities for remote supervision as part of an OE programme. With support from school leadership and the community, we argue that teachers should consider offering appropriate, remotely supervised outdoor experiences to enhance engagement and provide powerful learning experiences. The starting point may be discussions with all relevant parties to explore what the students are capable of, and what the teachers, the school and community feel is appropriate. We believe that this is an important area for future research and can support the outcomes envisioned in the New Zealand Curriculum.

Photo: Christian Michelsen

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About the authors:

Chris Patalano has a passion for the outdoors, climbing and kayaking at an early age. At eighteen he travelled to Europe where he soloed Mount Blanc and The Matterhorn.

Chris was a member of the elite Royal Marines Commandos for 7 years which led to more adventures across the globe. During his time in Antarctica he was part of a team to successfully cross South Georgia in Shackleton's footsteps. He also became a Guinness World Record breaker for the most southerly Eskimo roll just 800 miles from the South Pole. After a stint as a training manager in the UK, gaining valuable teaching experience training adults he headed to New Zealand. The Christchurch earthquakes were a catalyst for Chris to undertake the Bachelor of Education (Physical Education) from the University of Canterbury. This article is a result of his first class honour's project. Chris has been teaching Outdoor Education and PE in Christchurch for the last year. Contact Chris at cjpatalano@gmail.com

Dr Chris North lectures in outdoor and environmental education at the University of Canterbury, Christchurch, New Zealand. His teaching background includes secondary and tertiary institutions in New Zealand and North America. He has worked as a teacher, tourist guide and outdoor instructor for a range of organisations. Chris' research is in the areas of outdoor education practices, adventure education, environmental education and initial teacher education. Chris is a founder of Leave No Trace New Zealand. In his spare time, Chris enjoys unicycling and family adventures in the outdoors. Contact Chris at chris.north@canterbury.ac.nz

The National EOTC Coordinator Database

EONZ, with assistance from the Ministry of Education have set up a national database for EOTC coordinators across primary and secondary schools nationwide. The new initiative forms a component of core EOTC support for all schools and aims to build capability and competency within the role.

Registration will create a direct pathway of communication between EONZ and EOTC coordinators widely across the country, to enable targeted, direct support into schools.

EONZ contact people in member schools are encouraged to sign up if they are their school EOTC coordinator and to pass on this notice to right person if they are not.

Registration is a really simple process and takes less than a minute to complete. The registration page is accessible from anywhere on the EONZ website through the EOTC Coordinator Registration button at the top right of every page. Check it out at www.eonz.org.nz.

Registration and currency on the database is identified as an element of good practice in EOTC management and noted in the updated Ministry of Education EOTC Guidelines 2016 – Bringing the Curriculum Alive. Ensuring that the information stays current is easy. An action point should be added to the annual EOTC Coordinator review checklist and on the EOTC Coordinator job description.

The database will be promoted to principals and schools boards through Ministry of Education communications during the course of the year.

Registration with the database provides EOTC coordinators with:

- Direct updates and need-to-know information from the Ministry of Education
- Information to help strengthen processes and systems including EOTC systems review, internal incident reporting and review, reporting to the Board and more
- Relevant professional development information
- Notifications of opportunities to up-skill
- Pathways for relevant qualifications across EOTC management and delivery

The wisdom of our youth:

Young people's perspectives on strategies for building relationships during an adventure therapy course.

By Dan Eastwood and Jo Straker

Photo: Dan Eastwood

Abstract

Relationships matter, but how they develop between students and teachers is complex. A qualitative approach was used to investigate relationship building from the perspective of nine young people who had participated in an adventure therapy programme. The research identified the importance of adults working hard to understand young people, asking not telling, keeping calm, and building safe environments. In addition, the youth identified the benefits of being challenged yet supported in the outdoors. Practical implications for working with youth are discussed.

Keywords: *Relationships, Youth, Adventure Therapy.*

Introduction

Relationships matter. We do not live in isolation, we interact with others and this shapes who we are and who we will become. When these relationships are negative, unsupportive, or unpredictable then they can have devastating effects, especially on vulnerable youth who face the additional stress of trying to cope with family violence, drug addictions, suicidal tendencies, unplanned pregnancy, sexual abuse, or sexuality issues (Russell, Widmer, Lundberg, & Ward, 2015).

Aotearoa New Zealand, when compared to other OECD countries, has the second highest rate of youth suicide, the third highest rate of teenage pregnancies, second highest unemployment rate for 15-19 year olds at 29%, and is ranked sixth for the number of young people not completing secondary education (OECD., 2009). The record of child deaths from maltreatment is also one of the highest among OECD countries, with child abuse, bullying, and physical punishment being serious issues (UNICEF., 2013). These statistics are disturbing, as it means many students are missing out on educational opportunities.

Young people struggle for many reasons, but forming positive relationships have been shown to help facilitate the social and academic skills of a diverse range of young people (Knoell, 2012;

Photo: Dan Eastwood

Roaten, 2011). Usually conflict at home and school tends to result in lower academic achievement and increased behavioural problems (Berry & O'Connor, 2010). Durie (2003) also notes that feelings of insecurity at home often contribute to an overall distrust of institutions.

Creating positive relationships requires time and effort, and when young people frequently move from one school to another the difficulty of forming stable relationsips is exacerbated. In addition, transitions between styles of schooling, peer groups, and teachers, can be stressful as students move through primary, intermediate, and secondary schools (Reinke & Herman, 2002). The shift from intermediate to secondary is particularly challenging, because it involves changing from one class teacher to multiple subject teachers, each with differing approaches. In addition, pressures placed on staff such as the compliance regime, class size, and on-going assessments reduce the time teachers have with individual students (Thrupp, 2013). This can result in relationships between teachers and students becoming less personal and more formal at a critical stage of adoloescent development (Sutherland, 2011).

Thus, while it is known that supportive relationships within schools assist youth, they are not always easy to build and maintain. This study asked young people on an adventure therapy course what helps them build relationships.

Adventure therapy

Gass, Gillis, and Russell (2012) define adventure therapy as "the prescriptive use of adventure experiences provided by mental health professionals, often conducted in natural settings that kinaesthetically engage clients on cognitive, affective and behavioural levels" (p. 1). In Aotearoa New Zealand however, adventure therapy is defined less clinically and covers a range of facilitated interventions that use challenging activities in outdoor environments as a medium for therapy or social and personal development (King, Pawson, Apiata, & Batin, 2008).

The adventure programme selected for the research was based at St John of God, Waipuna, which is a not-for-profit trust providing health and social services. Over the last 15 years Waipuna has developed a range of adventure therapy programmes in conjunction with schools and justice services. Waipuna uses strength-based practices, whereby participants are offered unconditional support by the staff who believe "the most troubled young people will seek help from those that don't give up on them" (Manso & Rauktis, 2011, p. 49).

As Gass, Gillis, & Russell (2012) note, some adventure therapy programmes are able to establish a

positive relationship between the facilitator and participant quickly and powerfully because they occur outdoors. Similarly, Straker's (2014) research noted that many young people felt more energised when outdoors which enhanced feelings of well-being and their ability to work cooperatively. Durie (2007) suggests this may be because open spaces offer different power and control structures for those who find restricted movement and confined places threatening.

Youth perspectives

Each young person has different expectations, motivations, personalities, and background experiences. This means that they vary considerably in terms of their social skills, readiness to learn, sense of well-being, and overall confidence. To grasp some of the individual issues, it is important to listen to what the young people themselves have to say about what helps and hinders their relationships. Eggleston (2000) contends that finding out what participants perceive as important offers more value than clinical and behavioral testing and recommends that researchers focus on exploring the knowledge and experiences of young people. This is similar to Jansen and Pawson (2011) who believe young people need to be seen as having wisdom and be given opportunities to share this wisdom.

Participants

Participants were drawn from adventure therapy programmes facilitated by Saint John of God, Waipuna Youth and Community Trust. Some students hear about the course from friends, whilst others are nominated by the school, often because they are struggling in some way. Attendance on the programme is voluntary, so they enter the course with some motivation to participate. Most of the programmes involved spending one day a week at Waipuna and the rest of the week at school. Participation in this research was optional, with counsellors describing the research and then asking for volunteers.

Data Collection

Data was gathered through semi-structured interviews. Each interview was between 15 – 35 minutes and while the participant had the option of having a support person none were present. Given that the interviews were about relationships, time was spent at the start checking that the participant felt comfortable with the process and understood their rights. Working with vulnerable youth can be problematic; hence steps were taken to assure confidentiality and anonymity of the participants. All participants were given a pseudonym and when they refer to specific counsellors and other group members, names and details have been changed.

Findings

All nine of the young people interviewed valued positive relationships, but admitted that they struggled at times to form them. Five key strategies for improving relationships emerged from the data – being calm and composed, understanding young people, asking not telling, high challenge high support experiences, and creating a safe and stable group culture.

In the next section the words of the participants are in italics and taken directly from the transcripts, no attempt has been made to remove offensive language or correct grammar.

Photo: Dan Eastwood

Being calm

The ability to remain calm was identified by all the participants as an important quality for adults. While showing some emotion was okay, displaying anger or yelling at them led to undesirable outcomes.

> *They should always remain calm, if they get grouchy that's just not gonna turn out too good – like stay calm and just go with the flow. (Dave 2012)*

Tim notes that even when something goes wrong, the adult should remain calm. Whereas losing composure would cause Tim to switch off, often resulting in an escalation of the situation.

> *Like if you fuck up, instead of being real abusive and like talking down to them and shit, you just explain to them whatever the fuck they did wrong… cos then like you can understand the person better as well, like where they are coming from and shit, instead of being all up in their face just abusing the fuck out of you when it just goes in one ear and out the other, if its real chilled and shit you actually just kind of, you know listen to it, cos you can process all the shit they are saying. (Tim 2012)*

It was not a case of ignoring poor behaviour, but remaining calm and listening carefully to what the young people have to say.

> *Well like when we done something wrong it wasn't like yous would like yell at us, tell us off, yous would talk to us calmly and let us know what we'd done wrong and stuff. (Baz, 2012)*

They were all very sensitive to been shouted at and this affected their learning. Hemi admitted that he adopted a defensive and negative attitude when someone shouted at him.

> *Shouting puts me in a bad mood and then when I am in a bad mood you know I just don't do anything. (Hemi 2012).*

What became evident throughout the interviews was that most of the participants were able to describe negative events, but they had fewer accounts of what worked for them. They all had had experiences of being shouted at school or home, so were impressed when facilitators stayed calm.

Understanding young people

Baz felt it was important for adults to make the effort to talk to one-on-one and as an equal. He did not like being talked down to, to this end he suggested that facilitators-

> *Just try to relate to them (the clients)... listen to them then they think like you're closer together and more similar... errr ... it would be easier to get along and stuff. (Baz 2012)*

The ability to communicate on an equal level was important as the young people tried to come to terms with transitioning to adulthood. At times they felt there was little rapport between some of their teachers and themselves as they had very different backgrounds and expectations. Liam suggested that adults needed to remain open minded and receptive to different ideas.

> *You've just got be open minded I reckon, like being able to get down and have a talk to them about their - ummm – stuff that's relevant to them. (Liam 2012)*

When the participants were outdoors and sharing lunch with the facilitators they felt they were a group and everyone was helping each other. At those times *we're all just chatting together* said Kate. Liam particularly valued a time when a facilitator shared stories about his own childhood.

Like Liam, Tania noted the need to be open-minded and to try and understand young people's views on situations. In particular, Tania thought the act of taking time to give each individual some attention when in group environments was important, as that created the feeling that the adult actually cared about them.

> *Listen to the people, yeah and understand their point of view instead of just sticking to what they think … so making time for them, like instead of just talking to the group the whole time and just talking to the select few ... like just make time for each person … cos it gives you the feeling they care and they want to know how you are … then the kid will probably have more trust for them and will talk to them about more things. (Tania 2012)*

Several participants felt it was two-way and if respect was shown to them then they could trust that adult more, although they did note that this took time and effort as they did not always make it easy.

Asking not telling

Most of the participants also expressed dislike at being overly disciplined. Many noted that they preferred it when adults listened to their concerns and issues and did not judge them. Kate and Dave emphasised that it was important to ask young people what they thought rather than telling them what they could and could not do, as that was irritating and annoying. Kate also felt that asking questions showed that the adults were making an effort which encouraged young people to respond.

> *- - by talking and asking questions err it would be like they'd talk to me and ask me a couple of questions and then I'd like talk to them – and ask questions back.(Kate 2012)*

The openness of the facilitators to negotiate and collaborate in goal setting appeared to be appreciated and set the scene for building relationships. Andrea felt safer and more relaxed on her first day because the facilitators asked everyone how they were feeling and what they wanted to do.

> *Like they made sure everyone was all right. They didn't just make us do something. They actually asked if we wanted to do it. (Andrea 2012)*

One problem with asking questions was raised by Andrea. She felt that it was detrimental to the relationship when the questions became persistent. She noted that facilitators should not keep drilling down for an answer or "*be on someone's case*" as that was threatening. She did however recognise that it was a difficult balance as it was important that they remained interested and sometimes it took a while for some students to "*open up*".

High challenge high support

Being pushed and challenged was an important part of the programme and they enjoyed being in outdoor situations where this could occur. It is often difficult to make changes in the context of everyday life so when young people have the opportunity to extend themselves they can gain new awareness of their potential.

> *Someone would push me out of my boundaries and that, but that was good … just tons of fun … so even though they pushed me out of my boundary it was still probably some of the best days I've had ... it was kind of like pushing you, but it wasn't negatively ... it was a good influence. (Liam 2012)*

Positive encouragement from the facilitators helped Hemi and Liam gain confidence.

> *Like keep telling me yeah I can do it…because it pushes me to do it, but I wanna do it as well ...they never push me too far. Makes you feel—like good cos I am trying something new. (Hemi 2012)*

There needed to be a balance though, as Liam pointed out. He felt the facilitators should push and encourage students, but not too hard because if they did, the young people wouldn't come back.

> *So it was kind of, um, pushing you but also trying not to push you so far that you didn't want to come back the next week. (Liam 2012)*

Giving young people support can help them to take the step and challenge themselves. Time just needs to be taken to make the effort to build these relationships and even walk alongside these young people as one facilitator does in this situation.

> *I was like, yeah, I just, I like didn't want to do it and then Sxxxx (facilitator) and me were talking, she was just like, "Oh, just have a go, like if you do it, I'll do it and so I'm like, "Yeah, I'll actually try it". It was er - it was sort of comforting. (Tania 2012).*

When well supported, being outdoors and physically active helped them both take on challenges and yet feel safer. Most participants noted that both peers and adults seemed more relaxed and easier to get on with when they were outdoors.

Safe and stable group culture

Several participants noted that their greatest concern about participating in the programme was what other group members would be like and whether they would be able to form good relationships with them. The

participants wanted to feel safe, not just physically safe, but emotionally safe within the group. Sarah enjoyed the programme mainly because of the group culture. She had fond memories of time they spent together, identifying moments outside of the structured activities as highlights.

> *Just like the laughter in the van and doing the outdoor stuff, the group was really talkative and nice. (Sarah 2012)*

The consistent and relaxed approach of the facilitators helped to create a positive supported environment. Baz felt the facilitators appreciated the importance of "*good mates"* and encouraged groups to work together, but also allowed them to have fun. For Andrea making sure the young people felt safe was also linked to having fun.

> *They always made sure everyone felt safe. They always made sure everyone was having a good time. (Andrea 2012)*

Discussion

This study involved young people in research and listened to their perspectives on developing relationships. While they revealed some important insights, it is important to note that all the participants had successfully completed an adventure therapy programme at one specific organisation. The participants also volunteered and as such may have been more positive than some of the other young people who attended the programmes. Nonetheless, these findings are informative and promote the value of taking time to build relationships.

The participants consistently emphasised the importance of the facilitators asking for their opinion and listening to them. This helped to create environments where less formal relationships could occur especially when they could work side-by-side and talk with the facilitators as mates. In particular, outdoor activities which encouraged sharing food and living together in huts broke down some of the traditional adult – youth barriers. It was also important to have a safe environment where students could support each other and trust other group members. This was also noted by Revell, Duncan, & Cooper (2014) who reported that in outdoor therapy experiences group aspects were perceived to be more important than the relationship between therapist and client. Overall this study suggests that it is more likely to be a range of factors the outdoor setting, challenging activities, caring and supportive facilitators, and the group which help participants gain the skills and self-belief to build relationships.

During the interviews however, it was evident that many participants did not have examples of positive relationships to draw on and often talked more about their distress at being shouted at. The dislike of confrontational approaches supports Manso and Rauktis (2011) who highlighted the importance of staying calm. As Manso and Rauktis (2011) contend, young people find it hard and frustrating to build relationships with adults who are strict and demanding. The participants did not object to boundaries and rules, but preferred negotiating them. They also accepted and felt safer when those standards were maintained by the facilitators, but they wanted it done in calm and composed ways.

While some participants had not experienced many positive relationships, they were seeking them and did desire them. Some of these relationships were idealised like one of the young men commenting positively about his relationship with his dad despite not having any contact with his father for many years. The lack of positive role-models meant at times they pushed the boundaries as they had no confidence in their ability to form and maintain relationships. Many of the participants openly acknowledged that they could be difficult to work with, but in general they wanted to be liked and were pleased about the relationship they had formed with their facilitator. This is highly significant as some research (Bettmann, Olson-Morrison, & Jasperson, 2011) suggests that a history of mistrust restricts the ability to build relationships. The findings of this research however, clearly identify that despite young people's experiences of problematic relationships with adults, trust can be built when consistent support and an overt belief in their wisdom and strength is given.

Participant talk validates and adds to academic understanding regarding adventure therapy programmes. The challenging yet

supportive nature of the facilitators encouraged participants to work together in order to have fun and feel safe. It is apparent that Waipuna's caring environment was a significant component of the programme. The young people interviewed enjoyed being challenged and extended, but noted that it was the support that helped them build confidence and develop relationships.

Photo: Dan Eastwood

Practical applications

Take time to get to know students and comment on their strengths. Adopting a strengths-based approach which recognises the wisdom and abilities of what young people can achieve, appeared to bring out the best in the participants. They valued being taken seriously and asked what they thought was important.

Avoid confrontation Adults who shouted at, or publically criticised a young person, often escalated conflict which resulted in them withdrawing from the situation. According to Durie (2007), Māori often shun directness, preferring communication that alludes to, rather than directly addresses, a detailed point. The use of metaphors and stories to highlight issues is thus preferable when addressing delicate situations.

Negotiate plans and goals with the adolescents. Taking time to find out what each individual wants demonstrates respect for, and interest in, them. From that point it is necessary to negotiate with young people in an effort to promote the goals, structures, and activities which they believe are relevant to them. It is still possible to challenge and encourage them to do more providing it is within a supportive group culture.

Take groups outdoors. Well delivered outdoor experiences offer opportunities for building relationships with vulnerable young people. As Durie (2007) notes, on a marae (Māori meeting place) people can move around so they do not feel trapped in a corner which is an important element in avoiding confrontations. Likewise, going outdoors provides opportunities for students to move freely, engage in physical activities, and support one another.

Prioritise programmes and policies which support developing positive relationships. Despite the endorsement of adventure based youth development programmes from the research participants, there are pressures placed on organisations such as St John of God Waipuna because of insufficient guidance, finance, and support from policy-makers. Time was often indicated as a component of building a relationship, yet the pressures of raising funds and meeting compliance standards appears to be reducing direct contact time. Many of these programmes need longer term financial security as they do help some of our vulnerable youth re-engage with school. While it is difficult to meet the needs of all vulnerable youth with one style of programme, it is important that policy makers value and support many of the community efforts that go in to helping our youth transition to adulthood.

Conclusion

> *All of the brilliantly understood knowledge in the world will not make a clinician effective with adolescent clients unless he or she is able to form good relationships with those clients.* (Martin as cited in Roaten, 2011, p. 303)

It is easy as an adult to forget what is was like to be young.

The stresses and pressures that confront our young people as they transition to adulthood are constantly changing, and while they may appear tough many remain vulnerable. If we want to help them, then we must listen and respect their knowledge, because they do know what works for them. The young people interviewed have opened up and shared some valuable knowledge. Now it is up to us to use this wisdom.

About the authors:

Dan Eastwood

Dan works at Waipuna and is a graduate of the Sustainability and outdoor education degree at Ara (formally CPIT). His challenge at the moment is balancing being a father with the demands of work.

Jo Straker

Jo has recently retired from a career as an outdoor educator and now spends her time cycling, preferably uphill. Her PhD looked at the way different meanings attributed to the outdoors shapes outdoor education practices.

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Photo: Dan Eastwood

Billeting.....

some thoughts

By Arthur Sutherland

Is billeting-a practice doomed to die or continue as part of the toolkit that enables learning experiences that are sustainable? The news media has recently carried some stories where schools have considered billeting and either continued with this practice or rejected it on the grounds that they have not wanted to engage with the police vetting process. According to these stories the Health and Safety at Work Act (HSWA), 2015 is the reason but this is not the case.

Music Tour

The head of the Arts Facility at Cashmere High informed the staff by the internal network system of the school that one hundred and twenty students would be going on tour to Marlborough and the lower North Island. The tour she stated is a key component of the school's Performance Music learning and assessment programme.

Great I thought as I pondered sharing my thoughts about billeting with the *Out and About* readers.

Must talk with the tour leader and look at the Cashmere EOTC procedures.

The wellbeing and safety of children and young people is of paramount concern to the Board of Trustees and staff of Cashmere High. This statement, from the Cashmere 2016 Child Protection Policy, means they have met a prime requirement of the Vulnerable Childrens Act (VCA), 2014

Section 71 of the Education Act, 1989 and subsequent amendments, allows the Board to approve the music tour. *Except as provided in this section, a board may authorise any students to (a) undertake courses of education; or (b) obtain work experience; or (c) make visits outside the school premises; and where the board has done so, a student shall be deemed to be attending the school while undertaking the course, obtaining the experience, or making the visit.*

In the case of Cashmere the principal made the decision because such approvals have been delegated to him. Most schools follow the practice of including Section 71 in their Board delegations document. More often than not the term Education Outside the Classroom is used in the delegations document. (In a sample of 10 schools undertaken in 2010 the author found this to be true for 90% of the schools.)

As the Ministry of Education website states not all students enrolled at a school are educated on the school's physical site.

The planners of the Music Tour had considered billeting as an accommodation option. The school has used billets in the past including in Australia but not this time. The reasoning was 'workload related' and police vetting didn't get considered. I'm sure this would be an addition to the workload.

Workload in this case would see Cashmere and the host schools finding families prepared to billet the students; establishing the logistics; writing up the protocols; briefing both parties; and almost certainly ensuring the host family

was safety checked. The latter would be necessary because the host family would be regarded as an unsupervised volunteer who has the "Primary responsibility[1] for, or authority over the child or children present." (Children's Action Plan).

While a volunteer would not be captured by the VCA because state money does not change hands the schools are captured and have given the host family the primary responsibility for a child.

Police vetting, since the introduction of the VCA, is a subpart of what is called a 'safety check.'(See side-box 1). However, police vetting has been part of Education Act (Sections 78C and 78CA) for some considerable time. (See side-box 2)

Safety is also addressed in National Administration Guideline 5.

Each board of trustees is also required to:

a. *provide a safe physical and emotional environment for students;*

b. *promote healthy food and nutrition for all students; and*

c. *comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.*

The planners of such a tour have to follow their school EOTC procedures which will be based on the updated Ministry of Education EOTC Guidelines, 2016 which reflect changes to existing and new legislation. Namely,

- Health and Safety at Work Act (HSWA), 2015
- Adventure Activities Regulations, 2016
- Vulnerable Childrens Act (VCA), 2014

Given the update of the EOTC Guidelines and the changes and additions to legislation schools have been reviewing their EOTC procedures and will have noted the following statements *Parents attending a school camp are volunteering in a school. Volunteers (as unpaid workers) are not required to be safety checked under the VCA 2014 requirements. There is also no requirement to police vet volunteers under the Education Act 1989.* (para 249, p.54) and *while it is not a legal requirement for school (sic) to carry out a screening or vetting process on volunteers, it is recommended as best practice schools to take all opportunities to put good safety checking processes in place to keep children safe.(*para 250, p.55)

The VCA requires state funded organisations to designate their staff, both employees and volunteers, as either a core worker or a non-core worker.

In some Australian States a host in a billet situation is required to hold a licence and hence is subjected to police vetting. The responsibility to gain a licence lies with the potential host.

Advice to schools

In 2005 the author wrote the following guideline for schools engaging in the billeting process. In the briefing of students, leaders need to share the following (and any additional points):

- No alcohol
- All socialising to occur in 'common rooms'
- Exit ways are identified
- Ask the host to share with you the family 'evac' procedures and assembly point
- A standard 'lights out' time
- A cell phone use protocol
- Communication process
- Where and when to meet the next morning

Further, the author advised that staff should not consume alcohol while leading a school exchange due to them being on duty 24/7.

The benefits of billeting

The benefits of billeting are many. The following story about an Intermediate school exchange back in the day (shared with me by a colleague) captures the best of billeting.

"J, it is Mary (Board chair) here. You need to get my daughter out of that gang house."

1 Primary responsibility means accountability, duty of care, and obligation. Authority means power, right to provide guidance, set boundaries, make decisions, and the application of behaviour management techniques. Responsibility or authority must be primary. If a person will never be left alone with children and there is always another adult person present who is more responsible or authoritative, a person will be a non-core worker. This could be the case when a parent is helping at a camp.

J assures Mary that he will investigate and get back to her shortly.

Following a principal to principal conversation and assurances, Mary is advised to call her daughter to find out what the latter thinks of her situation. The hosting went ahead and subsequently the daughter and host daughter study at Otago University and live in the same flat in Dunedin. A life-long friendship ensues.

From time to time the author meets two guys that he stayed with through 1960s school sports exchanges.

Summary

In summary, it is the view of the author that a host in a billet situation would need to be safety checked because the host family has been given the sole primary responsibility.

About the author:

Arthur Sutherland is currently manager of the Christchurch Alternative Education sector. Alternative Education is a Ministry of Education funded programme that has school truant, excluded and alienated students engaging in learning. See http://www.chch.alted.org.nz

Side-box 1 Safety checking

The following checklist for new children's workers must be used from 1st Jan 2016

1. Identity confirmation, either by (a) electronic identity credential (e.g., the RealMe identity verification service) and a search of personal records or (b) Following the regulatory process to provide confidence that:
   - The identity exists (i.e. that it is not fictitious) by **checking an original primary identity document.**
   - The identity is a 'living' identity and the potential children's worker uses that identity in the community by **checking an original secondary identity document.**
   - The potential children's worker links to the identity either by checking an identity document that contains a **photo**, or by using an **identity referee**.
   - Searching **personnel records** to check that the identity has not been claimed by someone else.
2. Character assessment including an interview, obtaining and considering information from at least one referee (not related or part of extended family) and obtaining and considering work history for the preceding 5 years
3. Seeking information from any relevant professional organisation, licensing authority, or registration authority, including (but not limited to) confirmation that the potential children's worker is currently a member of the organisation, or currently licensed or registered by the authority.
4. Obtaining and considering information from a **New Zealand Police vet**, unless at least three-yearly New Zealand Police vetting is already a condition of the potential children's worker holding professional registration or a practicing certificate (and the specified organisation has confirmed that that registration or certificate is current).
5. Evaluation of the above information to **assess the risk** the potential children's worker would pose to the safety of children if employed or engaged, taking into account whether the role is a core children's worker or non-core children's worker role.

The following checklist for existing children's workers must be used every three years starting from now

1. Identity confirmation, either by (a) electronic identity credential (e.g., the RealMe identity verification service) and a search of personal records or (b) Following the regulatory process to provide confidence that:
   - The identity exists (i.e. that it is not fictitious) by **checking an original primary identity document.**
   - The identity is a 'living' identity and the potential children's worker uses that identity in the community by **checking an original secondary identity document.**
   - The potential children's worker links to the identity either by checking an identity document that contains a **photo**, or by using an **identity referee**.
   - Searching **personnel records** to check that the identity has not been claimed by someone else.
2. **Seeking information** from any relevant professional organisation, licensing authority, or registration authority, including (but not limited to) confirmation that the potential children's worker is currently a member of the organisation, or currently licensed or registered by the authority.
3. Obtaining and considering information from a **New Zealand Police vet**, unless at least three-yearly New Zealand Police vetting is already a condition of the potential children's worker holding professional registration or a practicing

certificate (and the specified organisation has confirmed that that registration or certificate is current).

4. Evaluation of the above information to **assess the risk** the children's worker would pose to the safety of children if employed or engaged, taking into account whether the role is a core children's worker or non-core children's worker role.

Periodic re-Checking every three years…all employees

1. Confirmation that the children's worker has not changed their name from the name on the documents produced during the initial identity confirmation (i.e., the presented primary or secondary document).
2. If there has been a change to the person's name since he or she was last safety checked, the person must reconfirm his or her identity by producing a supporting name change document relating to his or her name change.
3. **Seeking information** from any relevant professional organisation, licensing authority, or registration authority, including (but not limited to) confirmation that the person is currently a member of the organisation, or currently licensed or registered by the authority.
4. Obtaining and considering information from a **New Zealand Police vet**, unless at least three-yearly New Zealand Police vetting is already a condition of the children's worker holding professional registration or a practicing certificate (and the specified organisation has confirmed that that registration or certificate is current).
5. Evaluation of the above information to **assess the risk** the children's worker would pose to the safety of children if employed or engaged, taking into account whether the role is a core children's workforce or non-core children's workforce role.

Side-box 2 Education Act statements about police vetting

"78C Police vetting of non-teaching and unregistered employees at schools

- The board of a State school, or the management of a school registered under section 35A, must obtain a Police vet of every person—
  - "(a)whom the board or the management appoints, or intends to appoint, to a position at the school; and
  - "(b)who is to work at the school during normal school hours; and
  - "(c)who is not a registered teacher or holder of a limited authority to teach.

"78C(a) Police vetting of contractors and their employees who work at schools

- "(1)The board of a State school, or the management of a school registered under section 35A, must obtain a Police vet of every contractor, or the employee of a contractor, who has, or is likely to have, unsupervised access to students at the school during normal school hours.

  "(2)In this section, **contractor** means a person who, under contract (other than an employment contract), works at a school.

"78C(b) Police vet must be obtained before person has unsupervised access to students

- "(1)A Police vet required under section 78C or 78CA must be obtained before the person has, or is likely to have, unsupervised access to students at the school during normal school hours.
- "(2)The board of a State school, or the management of a school registered under section 35A, that is required under section 78C to obtain a Police vet of a person must apply for the vet no later than 2 weeks after the person begins work at the school.

"78C(c) Further Police vets to be obtained under this Part every 3 years

- "(1)The board of a State school, or the management of a school registered under section 35A, must obtain a further Police vet of every person on whom a Police vet has already been obtained under this Part by that board or management, as the case may be, and who still works at the school.
- "(2)A further Police vet required under subsection (1) must be obtained on or about every third anniversary of any Police vet that has been previously conducted on the person.
- "(3)The requirement for a further Police vet under this section does not apply to a person on whom a Police vet under section 78C or 78CA would not be required if he or she were about to be appointed to a position at the school or to work at the school at the time that the further Police vet would otherwise be required.

"78C(d) Procedures relating to Police vets

- The board of a State school, or the management of a school registered under section 35A, that applies for a Police vet of a person—
  - "(a)must ensure that strict confidentiality is observed for Police vets; and
  - "(b)must not take adverse action in relation to a person who is the subject of a Police vet until—
    - + "(i)the person has validated the information contained in the vet; or
    - + "(ii)the person has been given a reasonable opportunity to validate the information, but has failed to do so within a reasonable period."

Thinking Outside of the Classroom

By Rachael Pelvin

I loved school, and even more I loved school camps. I savour the memories of taking classes outside or fieldtrips to places I'd never been. I trace my creativity back to trips in beautiful places. I can follow my life's path from school camp to the adventure seeking young adult I became. The experiences and lessons that I gained through time we spent out of the classroom are etched into my character.

Now there seems to be a mutual feeling of nostalgia in the world today. As we reflect on the childhoods we had, the education we experienced, we hope that our children (or generations to come) can experience this also.

Maybe it is wrong to assume that the education we had is exactly what today's children need or want. With rapid advances in technology and resources our classrooms already look dramatically different to when I was a student. Despite (or in spite of) this, however, the opinion was unanimous, education outside the classroom is an invaluable teaching method. Now I'm not writing this to preach the value of EOTC, but to bring some understanding to the conversation and clear up some uncertainty surrounding the future of EOTC in our schools.

In Issue 31, David Irwin discussed Ministry statements with principals and teachers for his article Tightening the purse strings. In response to the *"increasing numbers of enquiries from teachers seeking clarity about the funding of EOTC in their schools"* Irwin found that *"schools find it increasingly difficult to cover the costs for EOTC trips and activities"* (Irwin,2015). These findings backed up a statement David Hodge made in an interview with Sam Thompson when he suggested that, "*the Education Ministry isn't clear about what it pays for, what it's not paying for, and who makes up the difference*" (Thompson, 2015).

So I set out to examine how policies regarding the funding of EOTC activities would impact the implementation of these programmes. I explored the importance of EOTC in the New Zealand curriculum and funding related issues by interviewing teachers and principals of primary schools across a range of deciles. I asked this wide range of professionals to share their perspectives and opinions of related policies, to analyse the impacts they may be having.

A common misperception, it seems, had us believing that rules and lack of funds were limiting the education that our children receive. This has gained media attention over the past couple of years, and Graham Stoop observes that, *"schools are trapped between a rock and a hard place after a crack-down by the Ministry of Education on schools asking parents for donations for curriculum activities"* (Daly & Winter, 2015, para. 33).

New Zealand's education system, a neoliberal governance and an excessively protective parental hand may be reducing the quality of the programs taught in our schools. In an education review Nowotarski explains this theory, *"this neoliberal model encourages competition over collaboration and turns education into just another commodity to be privatised"* (Nowotarski, 2014, para. 7).

However, my participants provided me with a much more optimistic outlook.

So, my research in primary schools began as an exploration into how funding impacts and potentially limits the implementation of EOTC. The further I delved into the topic the more complicated it got and therefore the focus evolved.

Analysis of my findings revealed a range of aspects of the New Zealand education system that impacted the way in which our public schools conducted EOTC. I considered the value placed on EOTC, definition of "compulsory" and understating of the legislation, diversity within our schools, vision and attitude of society, influence of the government and developments in looking for alternatives.

Value – Invaluable EOTC & new opportunities

As broadly as the term EOTC gets used, the benefits, although varied, are undeniable. The EOTC guidelines define it as a model to; *"support learning in ways that are consistent with the vision, graduate profile, principles, values, attitudes, key competencies, and effective pedagogy statements in the national curriculum"*. (Haddock et al., 2009) My interviewees told me stories of curriculum values being met when children gain confidence in themselves and connections with peers, teachers and their environment. All of the teachers shared anecdotes of EOTC supporting the curriculum in many ways; *"about the teambuilding and the environment and building their self-confidence and teaching them to overcome challenges and work in a team"*. They also expressed how important it is for holistic learning and personal development, *"I think it's more life skills, things that they need in their life"*.

A principal of a low decile school tells me how he believes *"cost should not be a barrier to the implementation of EOTC"* as he reminisces the importance it has had in students' lives. With enthusiasm he shares the story of a student who turned his life around. *"He was a year 8 boy, junior mongies, he'd started in some pretty nasty stuff, he discovered skiing, went and got a part time job, the following year he skied every weekend he could, he got out of the mongrel mob, so it turned his life around, just finding a sport he loved"*

Define – The definition of compulsory (and the ways around it) in the curriculum.

I spoke with teachers about the Education Act 1989 that states that all curriculum related activities and supplies are to be free for all students. Now it's hard to comply with a rule if you don't understand it, let alone, aren't aware of it.

This message, part of the act since first being written, has recently been reiterated through a Ministry of Education circular (Scott, 2013). Aware that the policy required more clarity the Ministry of Education released the statement to provide transparency. Despite this reminder, the policy may *not* have reached the ears of many of the teachers in our schools, as my experiences confirmed. A young teacher I spoke to explained that, at the decile 6 school she works at, parents are urged to reach out if they are having financial difficulty, *"we have some funds that can cover some of our lower income students"*.

The lack of transparency from the Ministry and some of my probing questions may have caused confusion but she later acknowledged that she was in fact unaware of any such policy. Of the teachers I talked to, 33% were unaware of the policy restricting the kinds of fees to be requested of parents and this figure would likely be reflected in the wider population of educators within New Zealand. It seems the Ministry's communications are failing and teachers are not informed of these important policies.

In New Zealand education is purportedly free of charge but requests for parents to pay fees for camps and other such activities or resources are rarely questioned. Even though the "ins and outs" of the policy aren't clear, the general essence certainly is. But as one educator stated *"the New Zealand curriculum is very open to interpretation so its saying that its linked to the curriculum I think that you could take any trip and make it linked to the curriculum*" and vice versa.

As one teacher (who was new to the details) explained; *"most families are happy to pay but the ones that don't, even for school camp, the school said "look you know, we'd still really like you to come" and somehow they found the funds for those kids, they can't exclude them if it's not paid"*.

On the other hand, some schools and educators have found the loophole. Out of desperation to be able to afford to offer these activities a teacher explains that *"we provide it as an extension opportunity for children if we want to charge parents and if the parents choose not to pay then the children*

are not able to go". This is not a decision these educators make lightly but when the budget is tight they see no other options. Either they make it happen for some or lose the opportunity for all.

Diversity – Socio-economic status and decile, different needs/values

EOTC is such a multi-dimensional concept that it can, and does, foster for all the differing needs of children in our schools. By offering potentially life-changing experiences to some children and merely just pushing at the comfort zone of others it can provide influential learning in many forms. EOTC challenges and compliments diversity in many ways and avoids cookie cutter methods.

The regulations should bring equity to these experiences and empower schools of all decile ratings to be able to offer out of classroom activities. With lower decile schools often in the most multi-cultural suburbs this is especially important in these areas. By giving ethnic and religious minority's the chance to experience and integrate themselves into Kiwi culture; "*children who are first generation New Zealanders may frequently go back with their parents to their home country but they don't get the opportunities in NZ*".

The socio-economic diversity of our communities can prove challenging in terms of resources, which makes it all the more important to offer these opportunities. One of the teachers of a rural decile 6 school acknowledges the major range of socio-economic backgrounds of her students. "*Lower socio-economic status families need more because this might expose them to something in the world that inspires them to do something great*".

In other ways the activities involved also promote acceptance which in New Zealand, a very diverse country, is important. The unstructured, less formalised nature of EOTC can provide many benefits to children of different learning styles. Giving opportunities for success to those children who may have, in the past, been considered failures; "*you'll see kids who maybe aren't as active in an academic setting maybe take off and I think that leads to more like later in life that's not the only thing that matters is your academics or your grades or the data its more about the values that you learn through things like EOTC*".

Vision – Society and attitude, parents and community

It was a concern of most of my participants that parents and the ideologies of society are bubble wrapping the children. It was a collective thought that EOTC and an element of risk taking and decision making in childhood was beneficial on a long term scale, producing more self-aware and confident teenagers; "*apply that to another scenario so that they make better choices as adults we will contribute more successfully to the world*".

An unnecessarily high focus on safety, stemming from society, seems to be having lasting effects. One teacher explained the term "teacup generation"; in that "*this generation is called the teacup generation because if anything bad happens to them they break apart like a teacup*". My participants felt this validated EOTC even more, by offering the skills to allow these children to break away from this stereotype and assumption to grow into positive members of society. "*This emphasis of the whole person, so not just academics but you watch them develop through these experiences and through pushing them outside of their comfort zone*".

Government – Neoliberal agenda – individual schools responsibility, government & political barriers

With government funding comes government influence and one principal explained how this is creating significant barriers for the implementation of EOTC. "*There has been a greater focus on measureable outcomes, if you can't measure the outcome then it's not worth doing. Now measureable outcomes and social things or sports pursuits are not easy, as long as you are focused on input/output I don't think you are going to get a shift in view*". With this statement a principal validated my concerns. This inability to gain measurable outcomes and recordable results seems to have prevented EOTC being valued by our neoliberal government.

Some of the educators believed that the government was making regulations to align with their values but disregarded any professional opinion; "*we've lost control in some*

ways they've taken it and made it very political and taken it away from the people". All participants agreed there needed to be a major shift in thinking before changes are made and that the education system is being used as a policy target by the government, implementing policies that further their agenda. One participant noted "*The woes of society are often fired back at schooling systems to change so till such time as there is a real major sort of change in thinking that schools are actually about preparing people for life then, every now and again there'll be a political agenda*".

One of my participants pondered that to overcome these barriers and the neoliberal agenda of government we need to be aware of the political motivation behind the policy. *"Is it short term fix for political points or are they thinking about that idea of education for life because if they are thinking about education for life and creating people who have a social, academic, physical, emotional wellbeing. If you are looking at all those things then you can say the government should be funding many of these activities to happen as part of the delivered curriculum and there should be no cost for them to happen and it shouldn't just be about this month's big issue*".

Development **– Alternative ways of funding, Non-traditional OE**

Despite the limitations and barriers faced it was made clear that these educators valued EOTC so much that they were working hard to provide these experiences regardless of costs. In some ways many schools are already going above and beyond to give children who couldn't afford the activities equal opportunities. A teacher in a decile 6 school told me of a child who couldn't afford a ski jacket, let alone the trip was still given the chance to attend; *"there's no way his family could have payed for the fees for that so he had received funding for that"*

A shift in perspective is needed in some cases, as the children of lower decile schools can gain just as much from the smaller and seemingly less significant experiences. A principal explained how the concept of an early morning and eating breakfast was quite foreign to some students. *"we had a huge breakfast and set them up for the day, there was no real cost but that was a huge opportunity for some children*"

Thus it appears that development of programmes and alternative methods for financing EOTC activities are already occurring, and many schools were already implementing innovative ideas and methods. Charitable trusts and partnerships were common methods of funding EOTC programmes within schools, and fundraising was critical to some schools and ineffective in others. Renowned for having a can-do "number 8 wire" attitude, New Zealanders are using initiative to implement EOTC.

Conclusion

The life changing stories that educators told me of children turning their lives around from near personal destruction, were full of emotion and pride. These passionate teachers truly believe in the benefits of EOTC; "*whenever we are out there you'll see their smiles and they are having the best time … it's where I really see them grow*".

I feel that these success stories, although few, are what keep these educators driving the EOTC programmes, for those heart-warming rewards. I believe that as much as the children are gaining from participating in EOTC the educators are also achieving and it is driving passion within their career.

With the gap between rich and poor growing, it is paramount that the issue of free education in schools is addressed. And hopefully this won't involve the government blindly throwing money just to win the next election but acknowledging the genuine societal benefits of EOTC despite the difficulty measuring outcomes. It is not just important that traditional education is provided for but the fundamental aspects for developing personal growth through mechanisms such as such as EOTC are maintained.

As all these different thoughts began to weave themselves together, it became clear to me that there are enough teachers who value EOTC to ensure the continuation of the practise. With all the support and commitment from passionate educators the inspiring success stories that I had witnessed will keep on coming, for teachers and principals who believe in these concepts are confident in their ability to maintain EOTC in their schools. Absolute belief in the

values gained from EOTC will see these educators promoting the practise throughout their careers and seeing the results first hand is a great motivation. As long as teachers have the ability to offer their students these valuable opportunities, EOTC will continue in New Zealand schools.

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About the author

Rachael has a background in outdoor education and has worked in conservation and is aspiring to a career in environmental education. This article is based on her independent enquiry for her Bachelor's degree in Sustainability and Outdoor Education from CPIT.

Reflective eyes on deer

Reflective tags on tent

Why did our staff member get shot?

By John Furminger

Spotlighting is the practice of shining a tightly focused, high intensity light beam on an animal to make it freeze in confusion and able to be shot. The membrane behind the retina in most mammals eyes reflect light and this is often the first thing seen at night when spotlighting. Think of a possum in the headlights. Spotlighting is illegal on public land. This includes all Department of Conservation (DOC) land.

Kahunui is the remote campus of St. Cuthbert's College. It is located 16km up the Waiotahe Valley in the Eastern Bay of Plenty. Students stay for 28 days experiencing a social living programme, a curriculum based on sustainable practices and tramping and sea-kayaking journeys.

May 13th 2016.

This was the first of the three day Kahunui Valley Tramp. After several river crossings, an off-track navigation section and slippery and steep terrain negotiated the group reached the often used Totara Campsite. This is in the DOC forest estate, on the river and across from a large clearing. There is road access to the clearing but the three kilometre forest road is gated at the start and locked.

Chicken korma had been cooked over the camp fire and consumed and tents and flies erected in areas safely assessed for overhanging branches, widow makers and flood danger. The twelve students and three staff were asleep in their tents or flies, warmly tucked up in their sleeping bags.

At midnight a shooter spotlighting for deer off the back of a Ute points a high powered rifle into the campsite, and fires. The projectile strikes a low hanging Totara branch and breaks up. Several bullet fragments pierce a staff person's tent and sleeping bag, one embedding in his eye orbit, another creasing his shin.

The angle of the shot indicates it was fired from the height equivalent to the back of a Ute, from a distance of about 115 metres and it is assumed the shooter mistook the reflective tag on the tent guy rope tie-in for a deer eye.

After staff lit up the camp the shooters drove closer then turned and speed away. The injured staff member decided to evacuate himself to Kahunui by vehicle taking his gear to meet the police and ambulance and to organise other staff to evacuate the remainder of the group. At the time of writing no arrests have been made. WorkSafe New Zealand deemed it not a notifiable injury due to the fact it was the result of an uncontrolled third person.

The resultant trauma has had a huge impact on those involved and the centre. As a result of this incident St Cuthbert's Kahunui have now made the following changes to their tramping policy.

CAMP SITE SAFETY

- Tent reflective tags are removed (and the Tent Manufacturer informed of the hazard the tags presented.)
- A reflective line of tape is glued high on each tent side.*
- We will not use any public or DOC bush campsites that have vehicle access.
- We will place a sign at the track start indicating we are camping in the area and the date.
- We have a reflective sign "CAMPERS" to hang between two trees on the approach direction to bush camps.
- Light weigh solar lights will hang in the trees above the camp site.
- We have increased signage on our property as well.

The assigned Police Officer to the incident suggested hanging the lantern above bush camp sites during the night. Andrew Glaser DOC Opotiki warns that a stationary dull white light may have inherent dangers and at distance in the glare of a spotlight may also look like a reflective eye.

In 2012 a camper was shot dead in a DOC camp site near Turangi. Her head torch was mistaken for a deer eye. The shooter was jailed for manslaughter.

Walking behind todays' trampers at night will display to your head torch a huge variety of small reflective tags, including backs of shoes and boots, jackets and packs. I think these create a danger rather than a safety feature and suggest a solid bar of reflective tape which cannot be mistaken for anything else but for what it is.

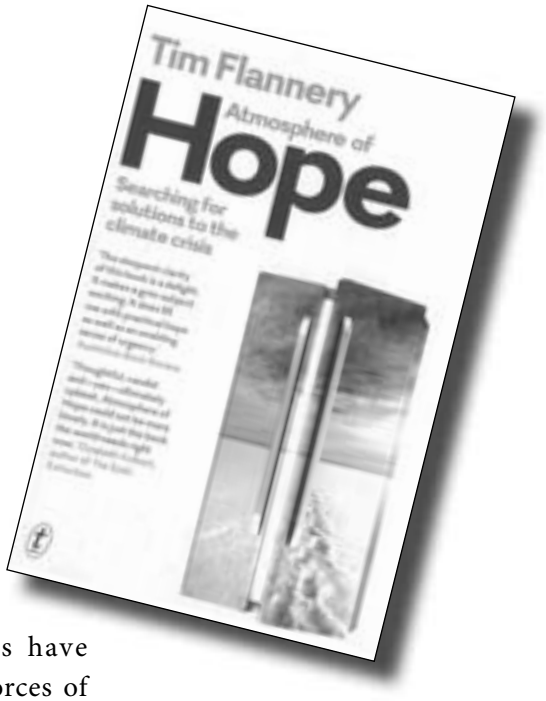
* We have used Tenacious Tape TM Reflective Fabric Tape.

About the author:

The author: John Furminger is the Co-Director of Kahunui with Christine. Kahunui is the Residential Campus of St. Cuthbert's College near Opotiki. Prior to Kahunui he was the Director of Tihoi Venture School and Resident Teacher/ Instructor at Motutapu Island Camp. He assesses this to be the most traumatic incident in his 40 year outdoor career.

Book Review

by David Irwin



***Atmosphere of Hope: Searching for solutions to the climate crisis*.**
By Tim Flannery

I am a big fan of the prolific writer and scholar Tim Flannery. For the uninitiated, Tim is a leading researcher and writer on climate change, and author of international bestsellers *The future eaters* and *The weather makers*. He was Australian of the year in 2007, and currently heads the Climate Council in Australia (which was controversially disbanded by the Australian government, but was able to quickly reform and continue its' advocacy role via crowd funding - quite a remarkable story in itself).

Earlier this year Tim appeared in Christchurch as part of the Writers festival where he presented his latest book *Atmosphere of hope*. He wrote this book in the lead up to the Paris Climate Change Conference in December 2015, and without a doubt it contributed to the discussions and successful outcomes reached there.

In my experience, the general population is not well informed about climate change, and as a result, governments have escaped the political forces of the electorate that require action from politicians. This political inaction and failure to engage with climate change in any meaningful way has resulted in global record temperatures and widespread weather instability. In fact, many academics now envision a world that is warmer than 2 degrees increase on pre-industrial averages, which will have devastating consequences for life as we know it.

Referring to the latest science, Flannery outlines the predicament that human civilisation now finds itself in; with intensified and more frequent storms, droughts, wildfires, and floods. People are already living with climate change, and for some, these changes are already catastrophic.

Yet the key focus of the book is not so much about describing the problem as about offering solutions. Flannery describes a wonderful range of innovations such as those related to renewable energy and geo-technical developments relating to carbon capture that together signal a new way of thinking and behaving. Flannery argues that together these signal a future where carbon emissions will be reduced and temperatures stabilised.

As the title suggests, this book offers hope for the future but only if people continue to innovate and adapt to change. Time is quickly running out and it is easy to slip into despondency, but I found Flannery's *Atmoshpere of hope* uplifting and motivating. As educators we need to assist our students to grapple with these issues, and need up-to-date resources to do this well. I recommend this book without reservation.

Flannery, T. (2015). *Atmosphere of Hope: Searching for solutions to the climate crisis*. Melbourne, Vic. Australia: Text Publishing Co.

Game

World Adaptation

A Climate Change Scenario Game

Adapted by Adam Brasell

Overview

World Adaptation is an expanded version of the game *World Domination* with a climate change theme. The educational aim is for players to understand how a warming climate will affect land and people. For better success, players should have some prior knowledge of what climate change is.

The game is best played on a sandy beach with 4 – 8 players.

Game Scenario

All players are rulers of their own country. A changing climate is warming their world, and each ruler must balance the use of their land. Competition for resources forces rulers to launch risky attacks at neighbouring countries, gaining or losing territory in the process.

Game Format

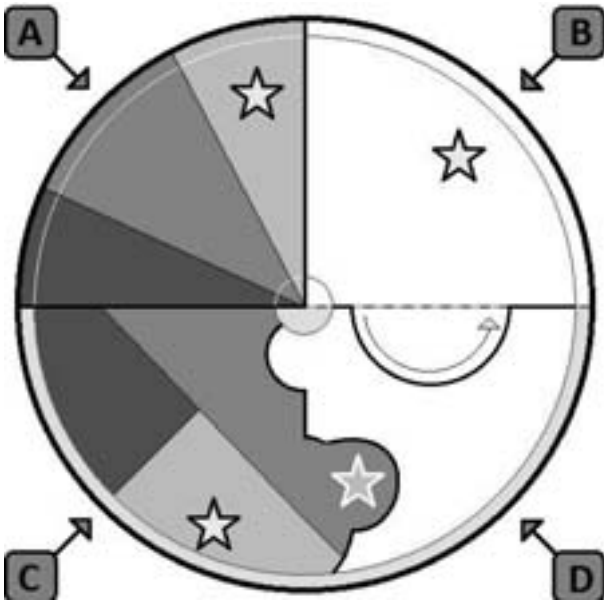
Players stand still on the edge of the circle. A large soft die is tossed into the air, and players may now begin moving. The die lands randomly in the circle, within a player's country. If the die lands in the country belonging to Player B (for example), all other players begin to move away from the circle, while Player B races to grab the die. Once Player B has grabbed the die, they will call out "Stop!", and all other players must freeze in their current position. Player B will attempt to throw the die at a nearby opponent; opponents must stand still and may not dodge or flinch. If Player B succeeds and hits their opponent, they may carve out new territory from that opponent's land. If Player B misses, their opponent may carve out territory from Player B. The number shown on the die after this throw has a corresponding effect (see Die Roll Events). The process now begins again with the die being thrown into the air. The game concludes after a set time limit.

Game Diagram

Layout: A large circle is drawn in the sand. Each player is allocated an equal portion of land; this is their country. In this diagram, four players start with a quarter each.

Player A: This is an example of a starting layout for each player. Countries are split into three areas: wilderness (represented by dark shade), farmland (mid shade) and urban (light shade). Players choose how to divide their land. A Capital City is placed in the urban territory (star). At the beach, this could be a big shell, a stone or a piece of driftwood.

Player B: In this example, Player B has successfully thrown the die at Player D and has carved out new territory for their country. This area becomes the new territory for Player B, who then erases their old line (dashed border line).



Players C & D: In this example, sea level rise has effected all countries. This means the original coastline (the bold outside circle) is submerged and a new coastline (outer thin circle) is formed. Similarly, arid areas (inner thin circle) is formed. Similarly, arid areas (inner red circle) have expanded and a desert has grown in the centre. While Player C has lost territory close to the centre, they have been more successful overall than Player D. Not only have they gained more territory, they have captured the Capital City of Player D.

Equipment: 1 x large, soft six-sided die. 1 x stick for drawing in, and smoothing sand. Fist-sized objects for Capital Cities equal to the number of players.

Rules & Events

Tossing the Die: The die can be tossed by a game facilitator, or the last person to touch the die in play. The die must be tossed overhead and land in the circle.

Carving Territory: Players must stand stationary in their own territory, and use a finger to draw a continuous carve that starts and finishes in their own territory. If they move their feet, or lift their finger off the sand before completion, then they lose their opportunity.

Land Use: Players must divide their country into three areas; wilderness, farmland and urban. Players can choose how to do this. The divisions do not need to be balanced. Players can change these divisions after successfully carving new territory. As a general rule, Capital Cities cannot be moved and must remain in urban areas.

Conquest: A player creates an Empire by successfully carving new territory and capturing an opponent's Capital City within it. The player then becomes an Emperor. The opponent cedes all of their land to the Emperor and becomes the Emperor's Advisor. The Advisor's old Capital City is removed, and all existing country borders between them are erased. New divisions are made.

Because they both now represent the new Empire, both the Emperor and the Advisor may toss or throw the die, but may not pass the die between themselves. The empire loses land if either player gets hit by the die. Only the Emperor can claim land, as the Advisor does not rule.

Union: A player creates a Republic by sacrificing their throw of the die and making a peace offering to an opponent. If declined, the player tosses the die. If accepted, the players join forces and become Leaders. All existing country borders between them are erased. New divisions are made, and a new Capital City is created. Because they both now represent the new Republic, both Leaders may toss or throw the die, and may pass the die between themselves. The Republic loses land if either player gets hit by the die. Either Leader can claim land, as both Leaders rule jointly.

Loss of Territory/Capital City: In the event of rising sea levels or land becoming arid, players lose any territory affected by the event. The new coastline/desert becomes a new border for all players.

Desert is considered neutral territory and cannot be carved out by any player. If a player's Capital City is lost to rising sea levels, land becoming arid, wildfires or shrinking urban area, it is removed. All other ruling opponents roll the die, and the opponent with the highest roll claims the player's land and establishes/expands an Empire.

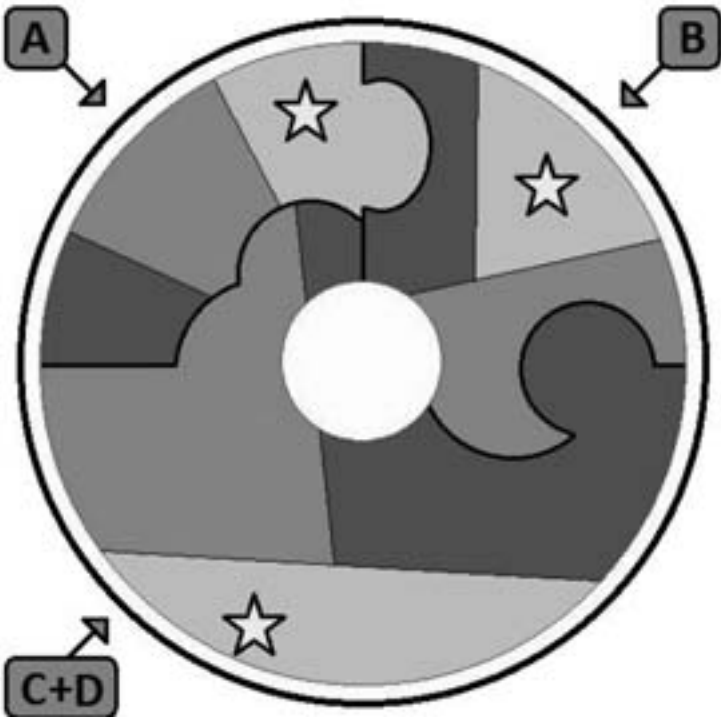
Die Roll Events: After each throw of the die, an event is triggered which has corresponding effects. The event depends on the number on the die that is face up, and takes place after a player's attempt to carve new territory. Events affect the last person to throw the die in play, or all players.

Die Roll Events

No	*Throw*	*Event*	*Effect*
⚀	Hit	Drought	Farmland suffers and your population gets hungry. Convert a third of your wilderness to farmland.
	Miss	Wildfires	Fire spreads through your wilderness and affects bordering areas. Wilderness claims a third of all neighbouring farmland and urban areas (including any opponents' areas if they share a border with your wilderness. It's still their territory though).
⚁	Hit	Immigration	You receive immigrants from the neighbouring country with the smallest wilderness area. You can now carve new territory from their land.
	Miss	Emigration	If wilderness is your smallest area, some of your population immigrates to the neighbouring country with the largest wilderness area. Due to the population influx, this country can carve new territory from your land.
⚂	Hit	Population Growth	**All Players:** If your farmland is your largest area, then your population grows. Convert a third of your farmland to urban, then a third of your wilderness to farmland.
	Miss	Population Decline	**All Players:** If farmland is your smallest area, your population begins to decline. Convert a third of your urban area to farmland.
⚃	Hit	Energy Demand	Your increasing population demands more access to energy. You install a new coal mine and convert a third of your wilderness to urban.
	Miss	Energy Savings	Your population wants cleaner energy. You install more solar panels and decommission a coal mine. Convert a third of your farmland to wilderness.
⚄	Hit	International Outrage	The international community criticises your recent territorial claim, as indigenous tribes were displaced from their traditional homes. Gift a third of a bordering area to your neighbour with the least wilderness.
	Miss	International Aid	The international community sympathises with your hardship. Have an additional throw of the die (an additional Die Roll Event is not triggered).
⚅	Hit	Desertification	**All Players:** Deforestation and bad farming practice causes land to become arid. The central desert spreads.
	Miss	Ice Sheets Melting	**All Players:** Recent temperature increases result in rising sea levels. This pushes the coastline further inland.

Simplifying Rules: Remove land types and use Die Roll Events 2, 5 and 6. Capital Cities can go anywhere.

Expanding Rules: If players score a hit while throwing the die, allow them the option of moving their Capital City or carving new territory. Or, Empires need half their land to be farmland to feed their military and large population. If they can't do this by the end of each turn, they roll a die. On a 6, riots collapse their Capital City; the Empire dissolves and new country borders are drawn.



Discussion Points

Discussions can be used to examine the outcome of the game. The current diagram displays a potential outcome from a game with a shorter time frame.

Wilderness Areas: How much wilderness is left? Are there enough ecological corridors for species to move around? How have ecosystems been affected across this land? What human activities affect wilderness and/or ecosystems the most?

Farmland Areas: What events affected the amount of farmland you needed? How much do you have now? How might these events affect farmers? What would life be like as a farmer in a warming climate? What kind of challenges might they face? Could we see changes to rural areas?

Urban Areas: What do they look like now? How have they changed? Examine any effects on Capital Cities (Players C + D very close to coastline). What happened to your population during the game? How might a warming climate trigger a movement of people?

Examine Decision Making: Analyse decisions that lead to Empires (Players C + D) or Unions forming. Competition versus cooperation. Protect what you have? Or combine what you have? Discuss initial decision making. What decisions would you change? What decisions were good? What would the outcome of this game look like in real life? What decisions are people and governments making now? Could this outcome happen in the future?

About the author:

Adam is a tutor on the Sustainability and Outdoor Education Programmes at Ara Institute for Canterbury. He is interested in educating for sustainability with a particular focus on marine environments.

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

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