

Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

**A Case Study of Outdoor Education: Implications for New Zealand  
Schools.**

A thesis presented in partial fulfillment of the requirements of Masters in Education.

At Massey University, Palmerston North, New Zealand.

James Neilson Park

2003

## **Abstract**

This descriptive case study explores outdoor education, one of the key learning areas in the Health and Physical Education in the New Zealand Curriculum. It is a single site case study based on an Intermediate School's end of year camp programme and explores the teachers', students' and parents' before and after perceptions related to the camp experience. The methodological tools used were teacher interviews, student and parent questionnaires, field notes and teachers' logs.

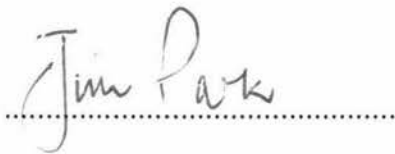
The focus of the study and the analysis of the data were based on a number of themes: teacher, parent, and student expectations, personal and social development, learning about self, others and the environment, transfer of learning, safety in the outdoors and the use of outside providers at residential outdoor centres.

The results of the study suggest that teachers and parents have similar expectations of a camp experience for the students: fun and enjoyment, teaching of outdoor skills, environmental awareness, a concern for safety and the use of the outdoors as a leisure outlet. This study showed that the students' expectations have a far greater focus on fun and enjoyment and social aspects and less on the learning of outdoor skills and environmental awareness. The findings of the study put a focus on the importance of transfer of learning and impact of a residential camp experience on the development of friendships and social relationships as well as the management of safety and use of outside providers, in instructing outdoor pursuits activities with Intermediate School students in a residential outdoor setting.

The study reinforced the philosophy behind the new Health and Physical Education curriculum and the role of outdoor education as one of the key learning areas. Outdoor education is still a powerful learning medium in the development of the students' personal and social development and outdoor pursuits activities can have a positive effect on students developing a positive attitude about self, others and the environment.

## Declaration

I declare that this thesis represents my own work and the contents have not been previously included in a thesis, dissertation, or a report that has been submitted to this University or any other tertiary institution for a degree, diploma or other qualification.

A handwritten signature in cursive script that reads "Jim Park". The signature is written above a horizontal dotted line that extends to the right.

Jim Park

## Table of Contents

	<b>Page</b>
Title page	i
Abstract	ii
Declaration	iv
Table of contents	v
Acknowledgements	viii
<b>Chapter One: Introduction</b>	
Purpose of the study	2
Research questions	2
The researcher	2
Participants	3
The school	4
The organization of the thesis	5
<b>Chapter Two: Literature Review</b>	
History of outdoor education	6
Learning process in outdoor education	11
Defining the term outdoor education	16
Outdoor education and the Health and Physical Education curriculum	18
Safety and the management of risk	18
Residential outdoor education programmes	20
Transfer of learning	22

**Chapter Three: Research Design- Methodology in Theory**

Design	24
Data collecting techniques	26
Ethical considerations	27
A case study approach to research	27
Theoretical considerations- reliability / validity / triangulation	29

**Chapter Four: Research Design- Methodology in Practice**

Focus questions of the study	33
Interviews	34

**Chapter Five: Emergent Themes.**

Introduction	37
Outdoor programme aims and objectives	38
Teachers', parents', students' expectations	41
Personal and social development	43
Learning about self, others and the environment	45
Transfer of learning	53
Safety in the outdoors	56
Taking responsibility for student welfare	58
Use of outside providers	59
Use of residential outdoor facilities	62
Summary	63

**Chapter Six: Discussion**

Aims and objectives of the camp programme	65
The Johnston Report Growing, Sharing, Learning (1978)	67
Health and Physical Education in the New Zealand Curriculum	68

Administration of the outdoor programmes	70
Parents' perception of outdoor education	71
Students' perceptions	71
Teachers' perceptions	73
Safety in the outdoors	73
Transfer of learning	74
<b>Chapter Seven: Conclusion</b>	
Limitations of the study and further research	77
Principles for conducting outdoor education	79
<b>Appendix: I</b>	
I Human Ethics Committee Application	82
II Teacher interview questions	86
III Parent questionnaire before / after camp	90
IV Student questionnaire before / after camp	92
V Teachers' logs	94
VI Information sheet for participants	95
VII Consent form for participants	97
VIII Parents information letter	98
IX Outdoor education camps 2001	99
X School policy LEOTC	101
XI Johnston Report (1978) aims and objectives	103
XII Parent survey outdoor education camps	105
<b>Bibliography</b>	<b>107</b>



## Acknowledgements

This study has been the result of personal experience in the outdoors and the influence of a number of fellow colleagues who have had an effect on my thinking related to teaching and learning and outdoor education in particular. As a young teacher I was fortunate to spend a year as a post-graduate outdoor education student at Charlotte Mason College of Education, University of Lancaster. At Charlotte Mason College of Education Colin Mortlock and Jack Parker the outdoor tutors on the course, challenged my thinking about outdoor education and provided me with personal experiences in the outdoors that enriched my own personal life. As a teacher I have been in contact with fellow colleagues who have made themselves available to discuss, debate, and share their thinking on what teaching and learning is all about. To Shayne Gallagher, Innes Kennard, Dave Patchett, Joe Harrison and Peter Harper, I thank you for your time, support and assistance over the years with aspects of this study which has been the result of a lifetime spent in education and the outdoors. A special thank you to the principal, staff, parents, and students at the school that was used for this study. Their cooperation and support in administering and managing the survey materials was very much appreciated especially as for extended periods of time, I was living and working in Tokyo, Japan. This situation presented its own set of hurdles and difficulties being an extra-mural Masters student living and working in a very different cultural and social environment.

Finally I wish to thank Jenny Poskitt and Peter Lind at Massey University, my two thesis supervisors for their assistance, guidance, and support. Peter for

his knowledge, experience and interest in the area of study and Jenny for her guidance in the structure of the thesis. Your insights and responses were always valued and appreciated. A special thanks to Mike Boyes a lecturer in Outdoor Education at Otago University who a number of years ago suggested that I undertake some post-graduate studies. Little did I realize at the time, that some ten years later, it would result in the completion of this study into outdoor education.

## CHAPTER ONE

### Introduction

*"I believe that outdoor education enables us more effectively to reach more educational goals than any other medium, given sufficient preparation and leadership."*

*Philip A. Smithells.*

The development of outdoor education programmes in the *Health and Physical Education in the New Zealand Curriculum* (1999) states that schools should make the most of their opportunities for direct experiences, and provide relevant, challenging learning programmes that offer students the opportunity for reflective thinking. The document also states that outdoor education programmes should follow safe practices and comply with legislative requirements. Since the introduction of the *Health and Physical Education in the New Zealand Curriculum* (1999) document, there has been little research to examine its impact on New Zealand schools and what constitutes good practice in the implementation of an Intermediate School's outdoor education programme.

This is a descriptive case study that will examine the impact of the Health and Physical Education curriculum statement (1999) on the current practice and development of an Intermediate School's outdoor education programme. The study focuses on two aspects of the school's outdoor education programmes; the end of year school camp which involved year seven and eight students and the year eight Learning Experiences Outside the Classroom (LEOTC) options programme.

**Purpose of the study**

As a classroom teacher, an outdoor instructor, a College of Education lecturer and a Principal of a Primary School, I have been involved in taking students into the outdoors for a number of years. On occasions I have asked myself what is my role as the teacher, the outdoor instructor, the principal and how does this role change when utilising a different set of circumstances and outdoor environments. When students, teachers and parents are involved in a school's outdoor camping programme what are some of their expectations, fears, challenges, and difficulties that they face when involved in outdoor activities and working with others? In this study of an Intermediate School's outdoor camping programme, I hoped to provide some answers to the above questions as well as make some recommendations related to teaching and learning in the outdoors.

**Research questions**

The research questions explore the philosophy and practice of the school's outdoor education programme, the teachers' beliefs about outdoor education and examine the teachers', parents' and students' before and after perceptions of the camp experience as well as identifying what constitutes good practice in an outdoor education programme.

**The Researcher**

As a young teacher in the 1970s, I remember being involved in my first residential camping experience for year seven and eight students at Forest Lakes in Otaki and then venturing further a field over the hill to the Tararua State Forest Park in the Wairarapa. The focus was on tramping, bushcraft and using the Forest Park huts to experience living as a small community in the outdoors. The educational aims of the

programmes focused on the students' personal and social development, outdoor skills and utilisation of the outdoors as a leisure pursuit.

Experience at Charlotte Mason College of Education introduced me to the journey concept of outdoor education and the whole question of self-reliance as well as the potential of young people in the outdoors. New Zealand experiences at Tihoi Venture School exposed me to the benefits of a residential experience for year ten students and the living and working together in an isolated rural community.

After a considerable amount of experience of living and working in the outdoors, I questioned some of the learning outcomes of an outdoor education experience. As teachers and educators we make a number of claims of the potential benefits of outdoor education which in reality cannot always be supported. So I was looking forward to this study answering some questions about the benefits of an outdoor camping experience.

### **Participants**

The four teachers who participated in this study had a variety of experience in teaching and outdoor education. One participant was a mature first year teacher who had a number of years of personal experience in outdoor education whilst the three other participants had four to seven years of teaching experience and were in the 26-35 year age bracket. All of the teachers had led a number of outdoor camps and assisted the outdoor instructors in the running of the year eight outdoor pursuits options programme. (LEOTC) One teacher had attended an adult Outward Bound course which reinforced his personal beliefs in the benefits of outdoor education for the students, and another teacher had attended an outdoor leadership course at the Sir

Edmund Hillary Outdoor Pursuits Centre. The other teachers had personal experience in skiing, tramping and kayaking.

The students involved in this study were from four different year seven and eight classes (ages 11-13). In each class there were approximately thirty two students with an equal number of boys and girls. The sixteen parents who were involved in the study came from across the four classes that went on camp and two of the parents who returned the questionnaires attended the camp as parent helpers. The low return of the parents responses (12%) still provided an insight into the students' camp experiences.

### **The School**

The school was a traditional Intermediate School situated in a rural / urban setting and had been in existence for a number of years. It was a well resourced school and had some well established outdoor and environmental education programmes. It had for a number of years used the outdoors to enrich the curriculum and as a result of the innovations of the staff, provided the students with some special experiences in a number of areas: music, choir, drama, sports and cultural exchanges. At a parents open evening which the researcher attended, the principal spoke of the school goals being to provide a well balanced curriculum, the utilisation of the teachers' strengths and interests, and catering for the students' individual academic, social and emotional needs.

### **The organization of the thesis**

The next chapter focuses on the literature associated with outdoor education from an historical perspective within the New Zealand context. The following chapters three and four outline the research design that was selected for the study including the

methodology in practice. In chapter five the themes that emerged from the interviews and the questionnaires are discussed and chapter six discusses some of the outcomes of the study. Finally chapter seven puts forward some principles for conducting outdoor education programmes and suggestions for further research into outdoor education and Intermediate Schools.

## CHAPTER TWO

### The Literature Review

*“Adventurous experiences out-of-doors are perceived to kindle the enthusiasm of the young, to develop their concerns for others, for their community and for the environment. Such experiences provide the means of self-discovery, self-expression and enjoyment which are at once both stimulating and fulfilling.”*

*Lord Hunt of Lianfair Waterdine.*

This chapter reviews the literature related to the historical development of outdoor education within a New Zealand context. The learning process in outdoor education is then discussed and the learning theories of Dewey and Vygotsky are explored. The relevance of Dewey and Vygotsky on learning by doing and the social construction of knowledge adds to the understanding of the learning process associated with outdoor education. The influence of experiential education and adventure based learning programmes and the relationship of outdoor education to the Health and Physical Education curriculum, the management of risk, and the place of residential outdoor education programmes is discussed.

#### **The history of outdoor education**

New Zealand has a unique physical environment and because of its small size and diverse natural terrain, it is able to offer a variety of outdoor recreational pursuits (Abbot, 1990). So it is not surprising that early in the history of schooling in New Zealand, both primary and secondary schools responded to the utilisation of the



outdoor recreational opportunities that the environment provided and organised outdoor education programmes for the students (Stothart, 1993).

Outdoor education in the New Zealand school setting and the school camp has had a long tradition, dating back to the turn of the century (Stothart, 1993). Lynch (1998) has documented school outdoor education excursions as early as 1876 and schools have subsequently provided for a variety of outdoor experiences for their students. These have involved trips linked to curriculum studies, educational visits, field trips, education outside the classroom (E.O.T.C) experiences, as well as outdoor pursuits based activities and camp experiences. A number of primary schools ran school trips and treats usually in the form of the school picnic (Lynch, 1998).

As school programmes developed so did the nature of outdoor education which at the close of the twentieth century took the form of school field trips and educational visits associated with the curriculum or the ethos of the school (Lynch, 1998). By 1900 outdoor education became an accepted feature of the life of a school. At the turn of the century a school in Nelson was organizing tramping trips for its standard five and six pupils and nature study specialists were appointed by Education Boards to assist teachers with classroom programmes and gardening (Stothart, 1993). The nature study specialists visited the schools and encouraged the teachers to take their pupils outside the classroom for their lessons.

Lynch (1998) stated that the term 'school camping' and 'outdoor education' emerged in the late 1940s in New Zealand schools and that the primary school camp initially was in the form of a seven to ten day programme involving outdoor pursuits, nature study and curriculum related studies. At this time, teachers who had a personal

interest in outdoor activities as a leisure pursuit were involved in taking their students into the outdoors, enriching the curriculum and providing a leisure outlet for the students.

In 1949 the first camps were organized by the physical education advisory staff (Stothart, 1993). From the mid 1950s to the 1970s, primary schools experienced a rapid increase in participation in outdoor activities (Lynch, 1998). Several residential outdoor education centres were established and many employed resident teachers. By 1972, 186 different sites were used for school camps and 26000 students were involved in camping programmes (Stothart, 1993).

In 1974 at a national Wallis House course on outdoor education a significant statement on outdoor education was produced.

*“The term outdoor education does not indicate a body of subject matter, but rather a range of learning experiences designed to reinforce the development of abilities which help pupils understand the world about them” (Stothart, 1993).*

This statement put the focus on outdoor education as a method or a process which involves the students in direct experiences. Outdoor education is not a subject in its own right but a vehicle to integrate and enrich the curriculum, so as to achieve a number of educational goals. At this time another key factor in the development of outdoor education in New Zealand was the Accident Compensation Scheme which to a degree removed the North American paranoia of potential litigation following an outdoor accident (Abbott, 1990).

At the primary school level outdoor education has had a thematic, multi-disciplinary approach to teaching and learning whereas at the secondary level it has been associated with specific subjects and outdoor pursuit activities (Boyes, 2000). The development of outdoor education in New Zealand primary schools has been rather spontaneous and haphazard, with the direction being influenced by enthusiastic teachers who have had a passion for the outdoors. In the past, the growth and interest in the development of primary school outdoor education programmes were promoted by the Physical Education Advisors.

In the early 1970s the Sir Edmund Hillary Outdoor Pursuits Centre was established. It initially ran outdoor education programmes for secondary schools throughout the North Island but has now broadened its horizons into leadership training and specialized Outdoor Pursuits courses. During this time the school camp became a regular feature in many Intermediate Schools as well as the use of the outdoors to broaden curriculum based studies. Even though outdoor education made rapid progress at both the primary and secondary levels of the school system, a national syllabus for outdoor education did not exist, despite a number of guidelines having been produced by the Department and later the Ministry of Education. In 1978 the New Zealand Educational Institute (NZEI) published its Year Book (no 7) which focused on outdoor education and this gave outdoor education a higher profile in primary and secondary schools.

*The Johnston Report Growing, Sharing and Learning (1978)* which focused on health and social education stated that the aims and objectives of outdoor education experiences can enrich and improve the relevance of the curriculum as well as make integration of subjects meaningful. Outdoor education has the potential to provide a

learning environment where social relationships can be developed in a less formal manner and the students can be introduced into activities that might become lifetime interests. At the same time the students are being involved in healthy exercise, personal challenge and risk taking. The Johnston Report (1978) recommended that outdoor education be established as a high priority area for curriculum development and that further reference manuals and resource materials be provided and equipment pools established.

Since the Johnston Report (1978) was written a number of Department of Education documents on the Physical Education syllabus have mentioned the links that health and physical education have with outdoor education. In 1986 the Department of Education produced circulars on *Safety and Supervision and Legal Aspects related to E.O.T.C.* as well as a booklet on a *Policy Statement on Education Outside the Classroom*. Then in 1992 *Anywhere Everywhere- E.O.T.C. Curriculum Guidelines for Primary, Secondary and Early Childhood Centres* was published which provided some direction in the planning and management of E.O.T.C. programmes. With the emphasis on self-management under the climate of “Tomorrows Schools” *Education Outside the Classroom: Guidelines for Good Practice* (1995) was circulated. It was a guide for Boards of Trustees on sound professional practice requirements for the running of outdoor education programmes. This guideline put an emphasis on risk management procedures, teacher qualifications and competency guidelines for schools.

The implementation of “Tomorrows Schools” created changes to schools’ administration and management systems and gave boards autonomy in the approval of their camp programmes. Before “Tomorrows Schools,” Primary and Intermediate

schools had to submit an outline of their camp programmes for approval to the General Manager of the local Education Board. The Education Board had an Inspector of Schools who was responsible for outdoor education and a camp advisory committee that was responsible for pools of equipment that could be booked by prospective schools. Now the Boards of Trustees and the principal have the responsibility of over-seeing outdoor education programmes and the schools resource their own outdoor programmes.

Today special outdoor education programmes have been developed for the disabled and youth-at-risk and wilderness experiences have been used by the Justice Department for their inmates as part of a probation / rehabilitation programme (Abbott, 1990). In a number of primary and secondary schools the concept of Education Outside the Classroom and the use of Risk Management Analysis of outdoor programmes are well established. It could be stated that “outdoor education is now fully integrated into the school curriculum via Health and Physical Education” Lynch (2000, p.34). The publication of the Health and Physical Education in the New Zealand Curriculum document and the inclusion of the statement on outdoor education, a significant development in the history of outdoor education has occurred. Outdoor education is now officially recognized as one of the key learning areas in the Health and Physical Education curriculum.

### **Learning process in outdoor education**

In the outdoor education setting a number of behavioural learning theories can be found in the practice of adventure and experiential based learning (Kraft, 1999). Two learning theorists who have had an influence on teaching and learning in the outdoors are Dewey and Vygotsky. The implications of Dewey and Vygotsky theories on

learning are critical for adventure and experiential based educators. As learning takes place through social interaction and communication and initially through play (Vygotsky) learners are active and interpret their experiences within their own culture, family and society. Learners learn best from concrete experiences in the development of new knowledge. The providing of outdoor experiences that involve active, concrete learning, and interaction with the physical environment as well as social interaction in group situations with others, are examples of putting into practice the theories of Dewey and Vygotsky (Kraft, 1999).

Vygotsky's theories of learning have also had an influence on adventure and experiential based educators who actively promote learning by doing. He was a contemporary of Piaget but for him the learning process was not a solitary exploration by a child of the environment but more a process of appropriation by the child of culturally relevant behaviour (McInerney D & McInerney V, 1998, p.38).

Vygotsky's socio-cultural approach to learning was developed through activities in a context of social interaction and relationships. For Vygotsky, cognitive development is not so much the unfolding of mental schemas within the individual, so much as the unfolding of cognitive understandings of social beings within social contexts (McInerney D & McInerney V, 1998, p.38). Vygotsky emphasized the importance of social interaction between teacher and students as well as moving the student beyond their comfort zone. He stated that students come to understand and know the world through their own activities in communication with others and if interested and challenged, then the greater the understanding and the knowledge. The learning of language is an important characteristic of schooling which is influenced by the home, peers and family. It supported Vygotsky's statement that language was a major means by which cognitive development occurs (McInerney D & McInerney V, 1998,

p.42). In the outdoors the students are challenged by the environment, the outdoor activities and the peer group situations.

The other learning theorist whose writings had an early influence on the school camp programme was Dewey who believed that education should be concerned with living and learning through direct experience and involve the whole person- physically, mentally and emotionally (Raiola & O Keefe, 1999). Dewey described a quality educative experience as one which was engaging for the student and an enjoyable experience that may lead to desirable future experiences (Dewey, 1938). He took seriously the role of experience inside and outside the school and put forward a sequential order approach to the learning process. Dewey allowed learners a hands on experience where they were given the opportunity to test their information and reflect on what they have learnt as well as change their practices if they were not working (Wurdinger & Priest, 1999). He stated that children should have some responsibility for directing and influencing their own learning as well as a sense of belonging to social groups while retaining their individuality (McInerney D & McInerney V, 1998, p.233). Dewey's work contributed to the constructivist philosophy that cognitive development occurs when understanding is based on personal experience.

Today the thinking on outdoor education has been influenced by a number of overseas writers who have made a contribution to the development of adventure and experiential based learning, the management of risk and curriculum integration. Priest (1999) has stated that adventurous experiences are activities with uncertain outcomes which require participants to use their skills to meet a challenge that may have an uncertain outcome. Some examples include outdoor pursuits activities like caving, rockclimbing, skiing, kayaking and tramping. Outdoor educators utilise these

activities to promote interpersonal and intrapersonal relationships and environmental awareness (Priest & Gass, 1997).

Experiential learning has often been captured by the proverb, *What I hear I forget, what I see I remember, what I do I understand*, but experiential learning is much more than learning by doing (Henton, 1996). Experiential learning utilizes the learning cycle of: the activity, reflection, generalizing, analysing and transfer which today shapes much of current experiential learning practice. This process is supported by the new Health and Physical Education curriculum with its focus on a socio-ecological philosophy and outdoor education as an effective medium in providing students the opportunity to reflect on the outdoor experience and transfer the learning to other aspects of life.

Martin (1999) believes that learning from outdoor adventure, outdoor recreation and outdoor education needs to go beyond the activity. He uses the term 'critical outdoor education' to describe the relationship of recreation and outdoor education issues to their dominant social order. Martin (1999) argued that critical outdoor education is distinguished from outdoor recreation and adventure education by its deliberate focus on educating participants for environmentally sustainable living. A critical approach to outdoor education allows the learner to have a relationship to nature, to examine their own outdoor recreation beliefs and practices and to see whether they maintain or resist the dominant social order. For example when the trampers visit the bush to enjoy and have fun they look more critically at the environmental aspects particularly those that shape the human- nature relationship, thus taking a more active role in maintaining the environment for sustainable living. A critical approach to outdoor education can enable the student to understand that aspects of our lives are social



constructs of our own doing and depend on the context, time and space (Martin, 1999). It is through this social interaction in the outdoors that the students can learn about themselves, the environment and others.

Lynch (2000, p.35) has stated that “outdoor education has a social and moral relationship with the curriculum and has been used by the students themselves to develop their recreational skills for personal safety, new experiences and a wider circle of friends for greater enjoyment of life.” So outdoor education has over the years served a number of educational purposes: personal and social development, citizenship, development of communication skills, teamwork and a respect for nature and socialization aspects associated with individuals and groups (Lynch, 2000). At times too much has been asked of outdoor education which has affected the credibility of some of the programmes.

Cosgriff (2000) has made some direct links between adventure based learning and the Health and Physical Education in the New Zealand Curriculum (1999). Cosgriff (2000, p.90) defines adventure based learning as the deliberate use of sequenced adventure activities - particularly games, trust activities and problem solving initiatives - for the personal and social development of participants. The origins of adventure based learning can be traced back to 1971 when the first Project Adventure programme began in Massachusetts. The first school-based programmes embraced experiential and adventure education and promoted a multidisciplinary approach to the curriculum (Cosgriff, 2000).

Some of the direct links that can be made concerning adventure based learning and the Health and Physical Education in the New Zealand Curriculum, is the focus on a

learning environment that promotes fun, collaboration, creativity and a healthy interdependence approach to teaching and learning. The students are asked to reflect on their experiences as well as exploring the socio-cultural areas that may relate to other aspects of their lives (Cosgriff, 2000).

### **Defining the term outdoor education**

Before undertaking the study it was important that the term outdoor education was defined. The *Health and Physical Education in the New Zealand Curriculum* (1999, p.46) states that “outdoor education provides students with opportunities to develop personal and social skills, to become active, safe, and skilled in the outdoors, and to protect and care for the environment.” The term outdoor education has been associated with outdoor activities that include both adventure based activities and outdoor pursuits. Traditionally, outdoor education is education ‘In’, ‘For’, and ‘About’ the outdoors (Hammerman & Hammerman, 1973). The definition of outdoor education with the focus on education ‘In’, ‘For’, and ‘About’ the outdoors is the most appropriate definition for outdoor education because it tells where the learning takes place and what is to be taught. This may include adventure based learning, outdoor pursuits and environmental education. The activities known as outdoor education are now accepted as an essential part of a school’s curriculum. Outdoor education has been seen as a combination of outdoor pursuits, environmental education and social and personal development. The term outdoor education has also been referred to as activities out-of-doors which involve some degree of physical challenge and risk (Gair, 1997). Knapp (1990, p.6) has defined outdoor education as “the use of resources outside the formal school classroom to meet educational goals and objectives” and Hammerman et al (1985) defines outdoor education as any educational experience which takes place in the outdoors.

Outdoor education is regarded as an approach or a methodology where challenging activities, and the natural environment, are used to develop an individual's personal and social, and educational development. It has been accepted that an individual's involvement in outdoor activities can have long-term benefits on their personal, physical, and social growth, and provide enjoyable recreational outlets (Gair, 1997). Outdoor education is not seen as a subject area in its own right but as a component of education and leisure. It is very important in the development of an individual's social, emotional and physical development, and includes environmental education, outdoor recreation, leisure pursuits and outdoor adventure education (Lates, 1992). Priest and Gass (1997, p.17) have stated that "outdoor education follows the experiential philosophy by doing. It takes place primarily, but not exclusively, through involvement with the natural environment. In outdoor education, the emphasis for a subject of learning is placed on relationships concerning people and natural resources."

The 1980s saw a shift in focus in the use of the term 'outdoor education' to 'education outside the classroom'. The term education outside the classroom (E.O.T.C) was adopted by the then Department of Education in response to putting a broader focus back onto the teaching and learning in the outdoors. The use of the term E.O.T.C was also seen as a response to the influence of the outdoor pursuits lobby and the influences in the United Kingdom where the term outdoor education was becoming associated with outdoor pursuits. In the New Zealand context the use of the term E.O.T.C was an attempt to ensure that the learning opportunities beyond the classroom were given some credibility in the development of the curriculum. But the adoption of the E.O.T.C term created confusion for it lacked credibility in that a

theoretical knowledge base was not acknowledged (Boyes, 2000).

### **Outdoor education and the health and physical education curriculum**

Culpan (1998) has stated that a socio-ecological integration perspective was adopted in the development of the Health and Physical Education curriculum in an attempt to provide a balance between individual and global (societal) concerns. Some of the characteristics of the socio-ecological approach are the individual's search for personal meaning and that personal meaning to be achieved through the integration of the natural and social environments (Culpan, 1998). Outdoor education has a significant role to play in the enhancement of a socio-ecological integrated perspective where the individual learner operates in a social context. Boyes (2000) has stated that the development of skills, attitudes, and values as well as environmental awareness, can all contribute to the holistic development of students who can effectively operate in both the natural and social worlds.

### **Safety and the management of risk**

Since the introduction of The Health and Safety in Employment Act (1992) the question of outlining risk management procedures became an issue for teachers, principals and Boards of Trustees of Primary and Intermediate Schools. The objective of the 1992 Act was to “promote health and safety in the workplace and the implementation of management systems” (Outdoor Pursuits: Guidelines for Educators, 1996, p.10). The Health and Safety and Employment Act of 1992 has placed the responsibility of the implementation of management systems associated with outdoor activities on the school Principal and the Boards of Trustees who have a responsibility to ensure that in the planning of outdoor programmes the risks and hazards are identified and steps are taken to eliminate, isolate or minimize them

(Outdoor Pursuits: Guidelines for Educators, 1996).

In the management of risk the key task is to get the balance right between the uncertainty of the outdoor activity, the skill level of the students, and the risk factors associated with the challenge of the activities. In getting the balance right and in the promotion of staff awareness, the use of a Risk Analysis and Management System (R.A.M.S.) is an excellent way to identify the risks involved in an outdoor activity and make the staff aware of the hazards, the likely causes of undesirable incidents, and to have risk management strategies in place (Schusser, 1996).

In the context of the school what is risk management all about and what impact does it have on the school's outdoor education programmes? Risk management is about controlling the odds and involves identification of the equipment, the activity, the people and the environment. Risk has been defined by Priest and Gass (1997, p.19) "as the potential to lose something of value." This loss may lead to harm that is physical, mental, social, or financial. The management of risk is the implementation of management policies and procedures that identify and analyse the potential of the risk involved in a particular outdoor activity. In the New Zealand context, risk management in the outdoors is associated with the Risk Analysis and Management System (RAMS) developed by Grant Davidson (Davidson, 1992). The RAMS form involves the identification of possible risks involved in an outdoor activity and the causal factors associated with people, equipment and the environment. The management of the causal factors is listed and relevant emergency procedures are identified. The relevant industry standards are recorded as well as the skills required by the staff. Then a decision is made whether to proceed with the outdoor activity (Zink & Leberman, 2001).

The definition of risk depends on the circumstances and the type of situation. In the outdoors it is accepted that an element of risk will occur when individuals are involved in challenging outdoor pursuits activities. Gair (1997) stated that an individual's understanding and awareness of danger and their ability to accept risk, changes as they develop, age, and mature. This is especially relevant to those teachers and outdoor leaders who are dealing with adolescents. The adolescents' ability to recognize risk and their aptitude to approach it in a common sense and rational manner will change as they mature. Therefore in the planning of appropriate outdoor activities the teacher / instructor will need to consider the adolescents' stage of development and their ability to deal with risk (Gair, 1997).

Teachers and outdoor leaders cannot hope to assess and analyse every risk situation. In order to minimize the risk associated with an outdoor activity, the disclosure of the risk to the students, the teaching of outdoor skills by progressions and considering the equipment, the people, the activity as well as the environment in the identification of risk will all need to be considered. Gair (1997, p.45) has stated that "everywhere we go and everything we do involves an element of risk. We cannot escape it." In the context of the school this puts considerable responsibility on the teachers / instructors and the principal as well as the Board of Trustees who are ultimately responsible for the safety of the students under their care.

### **Residential outdoor education programmes**

Residential outdoor education programmes vary from those that are structured and organized and have permanent qualified staff to those where the teachers are expected to organize and run the programmes themselves. At residential outdoor centres the objectives of the programmes include personal and social development,

environmental awareness, the learning of outdoor skills and inter-curricular activities (Hayllar, 1990). Given the range of services and facilities that are available, it is not surprising that residential centres are popular. The popularity of residential centres can be attributed to a number of factors. Some of these include their location in a natural environment, the existence of accommodation and catering facilities as well as an established programme based on the use of the local environment. A programme at a residential centre is also less affected by the changing weather patterns (Hayllar, 1990). The programmes at residential outdoor centres attempt to meet a range of educational objectives as well as exposing the students to a wide range of outdoor activities.

Hopkins and Putnam (1993, p.195) have stated that “outdoor education particularly when it includes a residential and an adventure component, is one of the most powerful means of assisting the process of personal and social development which teachers have at their disposal.” An outdoor experience at a residential centre, “is one of the best ways we know of acquiring a sense of the intensity, complexity and potential of community as a way of living” (Hopkins / Putnam, 1993, p.13). As individuals we learn from each other and a great deal of what we experience is as a result of living and working in a community. The outdoors is itself a powerful environment where students can explore the nature of community and establish social relationships. As a result of living and working in a residential environment, students can experience intense social relationships and learn how to relate to others and at the same time become a functional member of a community.

The Outward Bound movement is known for its programmes that enhance personal and social development. Their emphasis is on the development of self-confidence,

determination, awareness of self and others, team work, tolerance, communication and leadership skills (Hopkins / Putnam, 1993). At Outward Bound courses a specific emphasis is on developing self-confidence, determination, awareness of personal behaviour, positive reaction to challenge and difficulty, and effective decision making. The social goals included enhancing understanding and consideration of others, teamwork, tolerance, communication and leadership skills. At the conclusion of the Outward Bound courses the participants have expressed a high level of satisfaction and achievement and were involved in the development of personal action plans for the future. The development of personal action plans puts an emphasis on the transfer of the social and personal skills learnt in the outdoors, back into the 'real world' of the participants.

### **Transfer of learning**

It has been claimed with some degree of certainty, that involvement in outdoor activities will result in personal growth but what is less certain is the transferability of the outcomes to other situations. The real value of involvement in an outdoor activity is how the learning experience will serve the participant in the future (Gass, 1990). For the transfer of learning to occur it must be planned for and appropriate activities selected as well as methods of teaching. In the selection of outdoor activities real value has been found in activities that take the participants out of their local environment, use a contrasting outdoor learning environment that involves activities to provide personal challenge and some success for the participants (Hopkins / Putman, 1993). The focus on the transfer of learning in many outdoor programmes is facilitated through processing, debriefing, reflection sessions after the experience, which gives the students the opportunity to evaluate past learning experiences and plan for future situations (Gass, 1990).



In the selection of outdoor activities sometimes the focus is on the activity itself with the objective of providing a leisure or a recreational outlet. On other occasions the focus is on the outdoor activity with a focus on the development of educational, social and personal goals. Gass (1990 p.199) has stated that “the true value or effectiveness of the programme lies in how learning experiences during adventure activity will serve the learner in the future.” It is important that outdoor programmes that utilise challenging outdoor activities have a positive effect on the students. The effect that an outdoor experience has on a student should, for the credibility of the programme, have an effect on the student's future learning experiences. For this transfer of learning to occur the selected tasks need to have a specific application to future learning tasks and situations.

Transfer of learning is an important skill for the future and needs to be planned for. It is important that the teacher includes specific outdoor activities in the camp programme so that transfer of learning can occur. Gass (1990, p.201) stated that the “key to increasing transfer often lies in the selection or design of appropriate learning activities and the teaching methodology.” He has described ten techniques that can assist the transfer of learning from outdoor experiences. Some of these are to design conditions for the transfer to occur before the programme begins and to create elements in the student’s learning environment similar to those found in future learning environments. The students need the opportunity to practice the transfer of learning while they are involved in the outdoor programme, so that they can internalise their own learning and focus on processing techniques that facilitate the transfer of learning. A second application is the ability the learner has to generalize and reflect on previous learning that can be applied to a different learning situation (Gass, 1990).

## CHAPTER THREE

### **The Methodology in Theory.**

This was a qualitative case study that examined the teachers', parents' and the students' perceptions of an outdoor education programme through fieldwork and the analysis of interviews and documentation. The design of the study allowed for a flexible and responsive approach to the changing conditions of the study (Merriam, 1998). A qualitative research design was used for this study, as it allowed for a naturalistic and in-depth view of the participants' beliefs and their practices. Bogdan and Biklen (1992, p.42) have described what qualitative researchers do as seeking to "study the concept as it is understood in the context of all those that use it ..... The subject of the study focuses instead on how various participants see and experience goals." Qualitative research is a method of inquiry that helps us to understand and explain the meaning of social phenomena in a natural setting (Merriam, 1998). As qualitative research methods have a natural setting as the direct source of the collection of data, and the researcher as the key instrument in the gathering of the data, it allows the researcher the opportunity to reveal and analyse the different perceptions of the participants and make some comparative observations. Merriam (1998, p.6) has stated that "qualitative research can reveal how all the parts work together to form a whole. It is assumed that meaning is embedded in people's experiences and that this meaning is mediated through the investigator's own perceptions." Qualitative researchers are also interested in the meaning and the process and not just the product which supported the exploration of the teachers before and after personal values and beliefs. Merriam, (1988, p.17) has also stressed that "the world is not an objective thing out there but a function of personal interaction and preparation. It is a highly subjective phenomenon in need of

interpreting rather than measuring.” The function and characteristics of a qualitative research design supported the purpose of this particular study.

As qualitative research takes place in a natural setting, it allows the researcher to be involved in the experiences of the participants and it is not unusual for the researcher to seek the involvement of the participants in the collection of the data (Cresswell, 2003). As qualitative researchers use a number of different strategies of inquiry the researcher needs to reflect on who they are in the inquiry and are sensitive to their own personal biography in the shape of the study. Therefore acknowledging biases, values and personal interests ( Cresswell, 2003).

As qualitative research is descriptive and involves fieldwork, the methods of data collection most often used are participant observation, in-depth interviewing and document analysis, all of which are incorporated into the study. In qualitative research interviewing is a strategy that is used to gather descriptive data in the participants' own words. This helps the researcher to develop an insight into how the participants interpret their own world (Bogdan and Biklen, 1992). The use of participant observations and in-depth interviewing require the researcher to document what they see and hear. Merriam (1988) has listed the continuum of interviews, from those that are highly structured to open-ended conversational formats. For this study a semi-structured interview process was chosen as this allowed for the interview questions that were constructed, to be used in a flexible manner along with the use of prompts and probes. When the participants wanted to explore an issue associated with the questions that were asked, I let them express their line of thought and then returned to the set questions at a later date. This happened on a number of occasions especially in relation to issues associated with the management of risk and safety and

the question of documentation.

In assisting the researcher, the use of mechanical devices can make the interview tasks easier as well as provide a more accurate record of what takes place in the interview situation. Audio-tape recording and field-notes of the interviews were both used to provide an accurate record of the interviews. The recording and field-notes allowed the participants time to reflect on the questions that they were being asked and the recording of the participants' responses also allowed the researcher time to reflect and pause, especially to explore the participants' answers to some of the set questions.

Data analysis involves the researcher working with data, organizing the data and breaking it down into manageable units. It requires the researcher to search for patterns and note what is important and decide what is useful in the context of the study (Bogdan and Biklen, 1992). As the collated data was descriptive, the use of field notes were a useful written account to validate what was said in the interviews and when analysing the participants' responses.

The purposes of interviews are many and varied. The research interview can be used as a primary means of gathering information, enabling an interviewer to ascertain what a person knows, likes and dislikes, as well as what a person thinks concerning attitudes and beliefs (Cohen, Manion, and Morrison, 2000). In this study the focus of the interviews was on obtaining the teachers' perceptions of the camp experience so that a comparison could be made with the parents and students.

A qualitative case study allows the researcher to obtain an understanding of a school's educational programme and make some observations about what happens in practice

from a holistic perspective. Yin (1984) has stated a case study is particularly suited to a site where it is impossible to separate the phenomenon's variables from their context such as a school.

### **Ethical considerations**

An application was presented to the Massey University Human Ethics Committee outlining the justification for the study, the objectives, procedures for recruiting participants and handling information. The ethical considerations that were addressed were; informed consent, anonymity and confidentiality, potential harm to participants and legal concerns (Appendix I).

### **A case study approach**

A case study was a suitable method for researching outdoor education because of its interpretative paradigm approach and focus on a holistic view of the world. A qualitative case study has been defined as "an intensive, holistic description and analysis of a single entity, phenomenon, or social unit" (Merriam, 1988 p.16). As a research design they are particularistic, descriptive, and heuristic, and focus on inductive reasoning when handling a variety of sources of data. Yin (1994, p.13) has stated that a case study is "an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used." There are several types of case studies. Yin (1984) has identified three types of case studies in relation to their outcomes: exploratory, explanatory and descriptive. An exploratory case study can act as pilot to other studies and research questions whereas descriptive case studies act as narrative accounts and explanatory case studies are able to test theories (Cohen, Manion, and Morrison, 2000).

For the purpose of this study a single site descriptive case study was selected as the most appropriate method of gathering data. The focus was the school's organization and implementation of a curriculum initiative. A case study approach allowed the researcher to understand the phenomenon such as a school in a holistic manner. The focus of the case study was on the school's outdoor education programmes and the teachers', students' and parents' personal beliefs and attitudes about the end of year outdoor education experiences as well as the teachers' practices in a naturalistic setting. A single site case study allows for a flexible approach in design and the collection and analysis of data which would allow the researcher to respond to the changing conditions of the study as well as gathering a better understanding of the dynamics of the programme (Merriam, 1998).

When using a case study approach to research, it is important to pick a focus when studying an organization such as a school. This not only narrows the subject matter but it makes the research manageable (Bogdan and Biklen, 1992). Case studies as a research method do have a number of applications. One of the most important applications is to explain the casual links that occur in an organization such as a school. This may include the links between the implementation of a programme and the effects of the programme. Another important application of case study research is to describe what actually occurs in a real life context, and case studies are a way of investigating a topic in an organized, prescribed manner (Yin, 1994). When planning a case study a number of issues need to be addressed by the researcher: the use of primary and secondary sources in the collection of data, the use of semi-structured and open interviews, the use of observations, documents, diaries and questionnaires. The data gathering strategies used in this study will be addressed in the following

chapter on the methodology in practice. It has been suggested that as case studies provide an insight into organizations that are complex and unfolding, then it is advisable to approach the investigation with an open mind (Cohen, Manion, and Morrison, 2000).

The importance of the researcher in the design of a qualitative case study should not be overlooked for the researcher is the primary instrument in the collection and analysis of the data (Merriam, 1988). Bogdan and Biklen (1992) have stated that the analysis of data involves the use of interview transcripts, field notes and other documents, so that the researcher is able to obtain an understanding of the organization and programmes that are being studied. "Analysis involves working with data, organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is to be learned, and then deciding what you will tell others" (Bogdan and Biklen, 1992, p.153). The analysis of case study data is one of the most challenging aspects when undertaking case study research (Yin, 1989). After data collection and initial analysis, a coding system needed to be developed to organize the data. As data were read, words, phrases, patterns, themes and events repeated themselves and emerged into themes. The development of a coding system involved a number of steps: searching of the data for patterns and topics, and writing of words and phrases under specific topics which formed the basis for the coding categories. The development of coding categories after the data were collected was one of the crucial steps in data analysis (Bogdan and Biklen, 1992).

In this study a triangular approach was used in the collation of data. Utilizing multiple sources of evidence addressed the problems of reliability and validity of data

as well as providing multiple measures of the same phenomenon. The use of a triangular approach in qualitative research is an effective method of ensuring validity and reliability of data. In the analysis of the data, comparisons can be made utilising the different sources: teachers', parents' and students' responses. Some of the issues concerning validity and reliability of the individual's responses were addressed in the structure of the interviews and questionnaires. In interviews using the same format and sequence and wording of questions is one method of controlling reliability (Cohen, Mahon, Morrison, 2000).

In this study, questionnaires were used with the parents and students. The length and wording of the questions were important issues to ensure reliable and valid responses. As the parent and student questionnaires were anonymous this encouraged a more honest response. The problem of questionnaires is the number of non-response and the low percentage of returns. To address the problem of a low return follow up contact with non-respondents is important and layout of the questionnaire was simple in design and appeared interesting to answer. The concern of a low return and follow up contact with non-respondents is addressed in the next chapter. In order to increase validity and reliability of responses, logs and diaries can be used as another method of obtaining data (Cohen, Manion, Morrison, 2000). In this study teacher's logs were used in the process of gathering data (Appendix V).

Case studies are particularly useful when the goal is to evaluate an educational institutions and influence future policy decisions (Merriam, 1998). A case study design was used in this study to obtain an in-depth understanding of the school's outdoor education programmes. It was the intention of the researcher that the outcomes of the study would have a direct influence on policy, practices and future



decision making processes related to the school's outdoor education programmes. The next chapter focuses on the theory and practice aspects related to the research methods used in the design of the study.

## CHAPTER FOUR

### **The Methodology in Practice.**

This chapter will outline the methodological decisions that were taken in the design of the study, the focus of the study and the interview questions used with the teacher participants and student and parent questionnaires. The use of a case study approach and the qualitative methods used to collect and analyse the data will be outlined as well as the ethical issues that were addressed.

Interviews questionnaires and document analysis were the main data gathering tools used in the design of this case study. The qualitative data collected during the study consisted of the audio-taped transcripts of the teacher participant interviews and the before and after questionnaires used with the students and the parents. The views of participants were the main strength of the qualitative approach to research. The study required a flexible approach to interviewing and data collation which proved to be a strength in the design, for it allowed the researcher the opportunity to explore and probe the participants' responses.

In the construction of interview questions and collation of data, the focus was on a triangular approach where the teachers', the parents' and the students' responses were sought, so as to provide comparative and supportive information on the school's outdoor education programmes. A key instrument in understanding the descriptive data generated from the qualitative study was the analysis and insight of the researcher.

The following areas of focus were identified at the beginning of the study:

1. To describe the philosophy and practice of an Intermediate School's outdoor education programme.
2. To examine the teachers' goals and beliefs, values related to good practice of an outdoor education programme.
3. To identify the teachers' before and after perceptions what constitutes good practice of a residential outdoor camp experience.
4. To identify the students' before and after perceptions of a residential outdoor camp experience.
5. To identify the parents' before and after perceptions of learning and safety aspects of a residential outdoor camp experience.

NB: Learning aspects include: expectations, personal and social development and outcomes of the outdoor programme.

The above aims of the study were used to guide the direction of the study. As a researcher, I was interested in exploring the teachers' personal beliefs and values related to outdoor education as well as a number of the issues raised in the *Health and Physical Education in the New Zealand Curriculum* (1999) statement on outdoor education, especially in respect to what constitutes good practice. The statement on outdoor education was used as the focus for the construction of the teachers' interview questions and the parents' and students' questionnaires.

The focus of the interview questions were on exploring the following issues:

- \* The teachers' experiences in the running of outdoor education programmes

and their beliefs and values about outdoor education.

- \* The question of safety and the management of risk in relation to teacher accountability as well as the aims and objectives of the outdoor programmes.
- \* The question of personal and social development as well as the promotion of environmental education values and attitudes were all a focus of the interviews.
- \* The use of the school policies and documentation.
- \* The strengths and limitations of the outdoor programmes.
- \* The teachers' expectations of the outdoor education programmes.

The interview questions that were used as the basis for the initial teacher interviews focused on the teachers' beliefs and values, defining the term outdoor education and organizational and administrative aspects related to the camp programmes (Appendix II).

### **Interviews**

Semi-structured interviews were used with the participants. The use of a semi-structured interview process enabled the researcher to explore and probe the participants' responses. The use of probing questions allowed the interviewer to clarify, and explore in more detail, the participants' comments. A number of set questions were prepared beforehand and these formed the basis of the interview. The participants were informed at the beginning of the interview that they were free to respond to the set questions in whatever way they chose. The use of unstructured responses allows the participants the freedom to supply answers to the questions as fully as they choose, rather than being constrained by the nature of the question (Cohen, Manion, and Morrison, 2000).

Questionnaires were used with both the parents and the students (Appendix III / IV). The teachers were required to undertake a forty minute interview before and after the outdoor education camps (Appendix II) as well as a camp log (Appendix V). The interviews examined the participants' experiences in outdoor education, the beliefs that they held about the benefits of outdoor education as well as their before and after perceptions concerning the particular camp experience. As teachers, parents, and students were involved in this study and data were obtained from a number of different sources there were various ethical considerations.

In the collation and analysis of data the interview transcripts, questionnaires and documents were reviewed. This allowed the researcher to identify a number of emerging themes and develop a coding system based on the phrases and key words that were recorded in the participants' interviews and the parents' and student's questionnaires (Bogdan & Biklen, 1992). After examining the categories, nine broad themes were identified, which were verified by participants in the final interviews.

The school management identified teachers who had some experience in the area of outdoor education and had been involved in in-service courses related to the implementation of the *Health and Physical Education in the New Zealand Curriculum* (1999) document. An initial meeting with these teachers who indicated an interest in the study was held. The participants were given an information sheet (Appendix VI) which was discussed and a consent form signed (Appendix VII). The parent and student participants came from the teachers' classrooms who were involved in the study. A letter was sent to the parents outlining the purpose of the study and asking for their assistance with the questionnaires (Appendix VIII). After the parent

questionnaires were sent, the teachers followed up the initial parent responses, to ensure a reasonable return of the questionnaires.

The researcher assured the school and the participants of confidentiality and anonymity. The participants would have access to their own interview transcripts, so that they could verify their accuracy. It was stressed that the purpose of the study was not to evaluate or assess the outdoor education programme but to describe what was happening as a result of good practice. All of the information that was gathered by the researcher was treated in confidence. At the completion of the study all of the data will be destroyed as well as the audio-tapes and in the event of aspects of the study being reported, permission was to be sought from the participants.

## CHAPTER FIVE

### Emergent Themes

*“The belief that all genuine education comes about through experience does not mean that all experiences are genuinely educative.”*

*John Dewey*

#### **Introduction**

The initial teacher interviews carried out by the researcher determined the focus of the student and parent questionnaires, and the structure of the follow-up teacher interviews. Analysis of the data arising from the interviews, questionnaires, field notes and teacher logs resulted in the following dominant themes.

1. Outdoor programme aims and objectives.
2. Teachers', parents' and students' expectations.
3. Personal and social development.
4. Learning about self, others and the environment.
5. Transfer of learning.
6. Safety in the outdoors.
7. Taking responsibility for student welfare.
8. Use of outside providers.
9. Use of residential outdoor facilities.

Each of these themes will now be discussed.

### **Aims and objectives of outdoor programme**

The main aim of the school's outdoor education programme was to involve the students in a variety of outdoor experiences and the opportunity to participate in quality outdoor education experiences. The teachers mentioned that the development of the students' personal and social skills as well as teaching the students some outdoor skills were important aims of the outdoor programmes. The teachers wanted the students to realize that when involved in outdoor pursuit activities, it was important that they considered the safety aspects.

*If the students do not respect the outdoors, and the weather, then the outdoors can be a dangerous place. (Teacher A, personal communication, 20 August, 2001.)*

The teachers hoped that the students would develop a respect for the outdoors in terms of the weather, and conservation, and appreciate that in terms of outdoor education, New Zealand has something special to offer. The outdoor education programme emphasis related to personal and social development were the working together, the sense of achievement, the development of confidence and a respect for nature. These were all seen as positive outcomes of the outdoor programmes.

It was mentioned that due to the pressures of an over crowded curriculum, the financial costs of some of the outdoor activities, and the skill level of the staff, it was difficult to cover all aspects related to learning 'in', 'for' and 'about' the outdoors.



*An over crowded curriculum and the amount of time available to cover the curriculum is a concern. We try to keep our students at a good reading and numeracy level. It is a juggling act, a busy school day and a schedule with a wide approach to try and give the students the opportunity to experience a number of different outdoor activities. (Teacher D, personal communication, 21 August, 2001.)*

The teachers' responses expressed a concern that it was difficult to include new programmes in an already full curriculum. This was partly why the school management tried to utilise the year-eight outdoor options programme where the students decide what they want to do for a term, such as tramping, rockclimbing, caving and mountain biking.

*Some sports activities are popular and skate and blade riding are probably the favourites along with the use of the BMX track and the Aces climbing wall. (Teacher A, personal communication, 20 August 2001.)*

The intention of the school management was that outdoor education be all inclusive in that all students had the opportunity to experience the camp programme and the outdoor activities, and that outdoor education did not just happen as part of a Physical Education or a Science lesson. It was the intention of the school management that a holistic approach to teaching and learning should be the focus of the school's approach to curriculum development and the planning of the outdoor education programmes.

In the LEOTC year-eight outdoor options programme the school was fortunate in that

it had access to some quality local venues for the outdoor activities. The students had the opportunity to experience caving, abseiling, tramping, kayaking, rafting, sailing and the use of a climbing wall, all within easy reach of the school. The teachers considered the outdoor programmes were well planned and organized in a co-operative manner, in consultation with the senior management who oversaw the implementation of the outdoor education programmes (Appendix IX). The school had an A-Z handbook which was its administration manual and included was a policy on outdoor education (Appendix X) but some teachers were not familiar with the contents and made little reference to them in their planning. The documentation of policy and procedure and the management of risk was an area that the teachers felt needed to be given more emphasis, and the policies needed to be working documents that were referred to when planning the school's outdoor education programmes.

*I feel that some of the staff are not trained well enough to do a risk analysis before they venture out on an outdoor experience with students. I do not believe that anyone has stood up and said 'hey', you need to fill out one of these before you go on an outdoor experience. I think that we need to look at that a bit more here. A staff meeting could be used to address this issue. (Teacher C, personal communication, 21 August 2001.)*

*We have a lot of learning outside the classroom experiences for the students that have a lot of risk in them. I do not think that we cover ourselves well enough. If anything did go wrong and they asked to see a risk management policy and what sort of back up plans we had, then I think we would fall down. (Teacher B, personal communication, 20 August, 2001.)*

**Parent / student / teacher expectations**

Students, parents, and teachers had an expectation that the students would experience a variety of outdoor activities which would be enjoyable and fun experiences. This expectation supported the objectives of the outdoor education programmes, “to provide the students with adventure based activities that focused on the development of outdoor skills that were fun and enjoyable.” (Teacher A, personal communication, 21 August, 2001.) The students expected to learn a number of different outdoor skills such as how to light a fire without using matches, how to look after yourself when lost in the bush and some of the hard outdoor skills associated with kayaking, abseiling, rafting and climbing. The word challenge was mentioned by the students, parents and the teachers as well as confidence when expressing their expectations of new outdoor experiences.

*I know that I will gain more experience from having done the outdoor activities, and I want to do different outdoor activities properly and experience some challenges in the outdoors. (Student A.)*

For the parents it was important that the students be provided with a variety of outdoor activities that were not always available in their daily lives. The parents mentioned new challenges and experiences which would allow the students to gain in confidence, develop their social and personal skills, learn to get along with others, work effectively in groups and develop new friendships.

*I expect that my child will have some fun, be well cared for and have the opportunity to experience some things she has not done before and possibly extend her mind. (Parent A.)*

*I would like my child to learn new skills, gain in confidence and have some fun. (Parent B.)*

The students mentioned that they wanted to develop their personal and social skills and that it was important for them to make new friendships, meet new people and work better with others.

The focus on caring for the environment and becoming more environmentally aware was an expectation of the parents and the teachers but was not mentioned by the students. However in the students' follow up responses they were aware of the importance and impact of the environment. The teachers wanted to provide the students with a positive experience in the outdoors and hoped that in the future, they may look at getting involved in the outdoors from a leisure perspective. This aspect of the development of a worthwhile leisure activity was supported by the parents but was not mentioned in the students' responses.

The teachers expected that the camp would be organized and that sufficient numbers of outdoor instructors would be provided to cover the outdoor activities such as abseiling, rafting, kayaking, climbing and the high ropes course which were the activities that involved an element of 'risk'. A concern in the planning of the outdoor programmes was the question of student motivation especially the influence of television and play stations. The utilization of the outdoors was seen as an alternative

leisure pursuit to the television and playstations but it did appear that some of the students were drawn to playstations and television for stimulation and as a leisure outlet.

*It is really hard to motivate the students when they are so stimulated by television and playstations. (Teacher A, personal communication, 20 August, 2001.)*

*Today students are getting their stimulation from television and playstations. When we were young we were in the outdoors playing, building tree huts, you just don't see that anymore, especially in this town. I suppose it is a different story with the students brought up on farms. (Teacher A, personal communication, 20 August, 2001.)*

### **Personal and social development**

Personal and social development includes both emotional and health aspects of the student s development which are important especially when living in a community which is both complex and forever changing. Some words like behaviour, social relationships, 'skills for living', 'independent skills', and 'citizenship' have all been mentioned in connection with personal and social development (McLaughlin & Byers, 2001). In the development of their personal and social skills the students were exposed to outdoor activities that involved them in problem solving situations, where they had to meet challenges and trust other members of their group as well as share and reflect on their outdoor experiences.

The teachers wanted the students to work together as a community, to have a respect

for the safety aspects associated with the outdoor activities and see the outdoors as a future leisure outlet. In the planning of the outdoor programmes an emphasis was placed on teamwork, the development of co-operative learning skills, and appreciating that as individuals we have our strengths and weaknesses but if we work together as a team we can make things better. The parents wanted the students to have a concern for safety, to over-come some of their fears, and develop a positive attitude when involved in outdoor activities. The parents mentioned the development of a 'can do' attitude where the students find out about themselves and appreciate that everyone is different. The development of teamwork, co-operation, the encouragement of others and considering that other peoples lives are different, were all mentioned as positive outcomes of outdoor experiences.

*We are all different requiring different needs, and we have different ways of coping, and these different needs are to be respected. (Parent A.)*

*I think my child will be more confident and positive and develop an attitude that she can do it. (Parent B.)*

The students were concerned about developing their personal confidence and getting along better with others, and were looking forward to being with their friends outside the classroom for a few days and having some fun. Just being with their friends and having some fun, rated highly in the students' expectations about camp. In the development of their social skills the students were concerned about the development of relationships with their peers. To get on with people better, to be able to talk to people without being shy, to make new friends and have fun with friends were the main social skills the students wished to develop at camp. The word friends and the

development of friendships was mentioned in the students' responses on a number of occasions.

What did concern the students was living in a cabin where they had to be patient with other people for four days and not having much privacy. The students were concerned with being able to work co-operatively with their cabin groups, especially as some of the groups were randomly selected and the members did not come from their own friendship groups. Sleeping in a cabin with people that they did not know as well as getting home sick, were mentioned as aspects about camp that the students were not looking forward to.

*I am not looking forward to being away from home and not having my own privacy and having to be patient with people I do not particularly like.*

*(Student B.)*

### **Learning about self**

The activities at camp that the students perceived would cause them some difficulties were being set a hard task and doing things that they had not done before. The activities that involved over-coming a fear of heights, having to tramp long distances, walking in the bush and activities involving running, especially if they could not keep up, as well as a fear of moving water, were all mentioned as challenges that might cause them some difficulty. As mentioned previously it was the relationships aspects that the students were most concerned about. Just being in a cabin with people that they did not know and having to get along with them presented its own set of challenges.

*Getting along with the other girls that worry about their hair and make up, I am not looking forward to that. (Student C.)*

The sleeping arrangements and having to give up some space put an emphasis on tolerance and having a concern for others. Having to leave behind the comforts of home was looked upon as a difficulty. Sleeping in another bed without the radio, television and their own music as well as having to get up early, were looked upon as hardships to be confronted.

When reflecting on some of the physical challenges after the camp, it was the confidence and the high ropes courses that caused the students the most difficulty. These activities all involved over-coming a fear of heights, and in some cases doing an activity for the first time as well as having to trust someone else.

*The high ropes course was for me really difficult because it was hard to get myself up there and when I did, I nearly fell off. (Student D.)*

*The high ropes course was pretty challenging but I would not mind doing that again. (Student F.)*

The outdoors has been used as a valuable medium for the learning about self and the student's comments reflected some 'real' learning about self, others, and the environment. The challenging physical activities allowed some of the students to over-come their fear of heights, to develop their confidence and the opportunity to push themselves beyond their perceived capabilities.



*I did not know how scared I would be on the high ropes course and how much fun I would have. (Student A.)*

*I learnt that I had the confidence in myself to do something that I thought I could not do. (Student D.)*

*I had to push myself to do things that were expected of me, and once I had done them, I found it was fun. (Student B.)*

*I found that there was no point in holding back. (Student C.)*

Some students realized that they did have their limitations and that four days of living and working in the outdoors, puts considerable pressure on working with others.

*After four days in the outdoors I was very tired and sore and some people in my activity group frustrated me. (Student D.)*

*I can get cranky with the lack of sleep and I am not as brave as I thought I was. (Student A.)*

### **Learning about others**

When reflecting on their learning, the students' responses showed that if they challenged and pushed themselves, then they could achieve their goals and that they were capable of more than they thought as well as being able to put trust in others.

*I did not think that I could do many of the outdoor activities but I did most of them.*

*If you don't give it a go, you will regret it later on. (Student G.)*

It was an expectation of the parents and teachers that the camp experience would have an effect on the students' personal and social development. To learn to cooperate with their fellow classmates and respect that everyone is different was mentioned by the parents as an important outcome of an outdoor experience. The words patience, encouragement, consideration for others and teamwork were used to describe desirable personal qualities.

When asked to reflect on what they had learnt about others whilst they were at camp, the students' comments supported some of the teachers' and parents' expectations. The acceptance that we are all different was observed by the students and that people at camp acted differently. It was mentioned that some people at camp were alright to work with whilst others were not. This demonstrated that the students were aware of the feelings and needs of others.

The living arrangements forced the students to work together and this created its own set of stresses and tensions. The students observed that some people are difficult to get along with and that they can get stressed when they are not at home. It was mentioned that after a while some people can become annoying. "You find out all of your cabin mates worst habits when you live with them for a few days" (Student D.) would sum up the students' experience of living and working together for a few days in a different environment.

Some students commented on the support that they received from others whilst doing the outdoor activities. This was appreciated especially when they were having some inner difficulties with a particular activity.

*A lot of people were very supportive and there are nice people who encourage you to do things. (Student P.)*

*I can do a lot more with support, encouragement and trust from others. (Student Q.)*

Some of the students' observations about others demonstrated that they could be quite perceptive and insightful with their comments in that some people were not what they seemed and that the outward appearances of others can fool you.

*Some peoples' personalities change when they are away from home and in a different environment. (Student F.)*

*Don't let peoples outward appearances fool you, for you might think that they are fat and slow but in actual fact when you see them doing the activities they are actually fit. (Student H.)*

The parent helpers at camp commented that some students can be inconsiderate and have little respect for others' space or property and that some students will not put in the effort and do not have the social skills to fit into group situations. The students observed that other students do not get along with others and just do not want to do things which reinforced the parents' observations.

The challenging aspects of the outdoor activities exposed fears in some of the students which they observed in others.

*Sometimes people are as scared as me to do things.*

*Most people had a go at things but some were really scared.*

*Some of the people in the rotation groups were scared of heights. (Student I.)*

Some of the comments showed reflective thinking, a sense of responsibility and a concern for others.

*To think a bit more before we did things instead of thinking whilst we did*

*Make sure that people in the group get to share their ideas and that everyone sticks together. (Students E.)*

When working together as a group the students suggested that members need to support each other, to cheer people on, to encourage each other, to share and care, to be considerate to each other and learn how to trust each other.

*We worked well together, we did not fight and walked away if we were annoyed with each other. (Student F.)*

*I think that our group worked well together because everyone talked a lot and we used our brains to work things out. (Students G.)*

In the future when working together as a group the students thought that it was important to stop and think, to be more talkative and say what you think should be done before starting an outdoor activity. The students commented that it was important when working together to help and encourage each other, to get as many people as possible involved in the activities and to work as a team. The students thought that when caving, people need to be more considerate towards each other and

not laugh when someone falls or can not do some of the activities. A suggestion to improve working as a group was to make the groups smaller, remove problem students from the group and put more friends together in the same group whom they knew and could trust.

### **Learning about the environment**

In the *Guidelines for Environmental Education in New Zealand Schools*, (1999, p.7) it stated that an investment in environmental education is an investment in our future and that the goal of environmental education is “to encourage environmentally responsible behaviour and informed participation in decision making by promoting environmental education throughout the community.” At the Intermediate School the focus of environmental education is on the development of the students' awareness of the natural world, the interdependence of life, and the development of a responsible attitude towards preserving the state of the natural world. Priorities are to conserve, preserve, respect, and enjoy nature as it already exists. Everything people do in the outdoors has some environmental impact.

The teachers, parents and the students were aware of the importance of nature and developing a responsible attitude towards the environment. The students' responses reflected some of the teachers' and parents' expectations that they develop a greater respect for nature and become more aware of their surroundings. Some of the students' comments reflected a concern for nature and an understanding that the weather can have an impact on the safety aspects of outdoor activities, and they appreciated that the camp was clean with no rubbish.

*At camp I was disappointed with the weather because it stopped us doing some of the activities. (Student R.)*

*I learnt that no matter what activity it is there are always safety pre-cautions that you have to take. (Student S.)*

*The camp environment was pretty cool because everybody was happy and wanted to be there. (Student T.)*

At camp they were told to keep the environment clean, to be safe and be prepared for poor weather conditions. The students did experience some changeable weather which affected some of the outdoor activities not being able to be completed and although disappointed the students realized that safety came first. The statement that outdoor education included all of the things around you, the trees, the bush, the water, the ponds, the birds and the animals which are special and important, showed that the students appreciated that nature itself was special. The students' responses also showed a positive attitude towards the environment. They realized that it was important to look after the environment, and that the environment can work for you, if you work for it, and that it does not always do what you want it to do.

*I learnt to appreciate what the environment does to help us. It is very important that we look after it so we can receive its benefits like canoeing and other outdoor activities. (Student J.)*

For a number of years the school made a commitment to the development of its environmental education programmes and required the students to undertake an investigation into an aspect of the school environment. The school's environmental education facilities are quite impressive and include an eleven acre farm adjacent to

the school's playground, an environmental education centre which includes a trout hatchery, a waterfowl area catering for endangered birds, a wetlands area, a horticultural unit and a forestry block. These facilities, which have been developed over a number of years, enabled the school to develop in the students a respect for the environment, the caring for animals, birds and bees and the raising of trout from ova to liberation, propagation of plants, as well as hydroponics and the planting and thinning of trees associated with a forestry block.

### **The transfer of learning**

Before the students left for camp they were asked how the experience might help them in their every day lives. The students' responses focused on the learning of outdoor skills, personal and social development and environmental concerns. Some of the students were interested in becoming more confident in the outdoors and accepting challenges as well as being brave when doing outdoor activities like abseiling and kayaking. As for the learning of outdoor skills the students thought that the learning about survival and safety in the outdoors might help them in the future and knowing what to do if lost in the bush would be useful. How to live an outdoor life, to know more about the environment, getting closer to the outdoors as well as improving their personal fitness were mentioned as positive future benefits of a camp experience.

The personal and social comments were concerned with getting along better with people, developing friendships and becoming a more social person. To be more confident and have some self-discipline as well as enjoy life were also seen as long term benefits of a camp experience. The camp experience could also assist a person to learn useful living skills with flat mates. The adjustment to a different environment

and just being away from home and the computer for a few days were, for some students, a personal challenge.

*If I have more skills then I can do more things and I will feel more confident when doing them. (Student K.)*

When the teachers were asked if the students utilized what they had learnt at camp in other learning situations, one of the teacher's responses indicated that the camp was of insufficient duration to observe any noticeable changes in the students' attitudes and behaviours. On returning to school the students tended to stay within their own friendship groups even though at camp they were allocated cabin and activity groups at random with the goal of having to work with other students outside their friendship groups. At meal times it was observed that the students tended to return to their own friendship groups even though during the day the students had been working with students outside their home rooms. This supported the teachers' comments that the duration of the camp was too short to notice significant changes in friendships being formed as a result of working and living together at camp. In some ways the teachers thought that the social situation was just like being back at school. Some new friendships were formed as a result of the camp but the students' responses showed that this was not a common occurrence. However the following student comment demonstrates a significant shift in behaviour.

*Some people are hard to get along with but I did become friends with people that I was not very close to. (Student L.)*



The parent helpers at the camp had the benefit of observing their own children as well as having an understanding of the outdoor activities that the students had experienced. Some of their observations after the camp supported positive changes in the students' attitudes and behaviours as a result of an outdoor experience.

*My child was a lot more positive about herself and others.*

*She appeared more at ease with her peers.*

*I think that he is now prepared to give unknown things a go. (Parents A.)*

*It was interesting to see how my child fitted in around his peers. I found that it was a fine line between encouragement and forcing a child to have a go. Also at what point the group suffers for one child who will not make an effort. (Parent B.)*

The students thought that life at camp could help their social lives and in the future assist them to help people more. Just being around people and learning about them was seen as a benefit. A few student responses did not think that life at camp would change them and some students just did not know how it would affect them. This question proved to be a difficult one for the students on which to reflect and respond.

After the camp experience the students thought that they were more willing to give things a go.

*Push yourself, challenge yourself and give things a go. (Student F.)*

*I have learnt that I don't always need to do indoor activities like television and computer games. (Students M.)*

### **Safety in the outdoors**

As some of the teachers had some previous training in risk management, the use of Risk Analysis and Management System forms (RAMS) were a focus in the planning of the outdoor programmes. The teachers encouraged students to identify the risks involved in the outdoor activities, rather than telling them, so that they were taking some responsibility for their own safety. But the filling in of the RAMS forms did not in itself ensure that safe practices were in place. The teachers mentioned that sometimes their approach to risk management could be a bit casual because they visited established residential camp-sites, where the instructors were trained and had knowledge of the outdoor activities. But the teachers knew of the importance in being aware of the potential dangers involved in the more challenging outdoor activities.

*I like to visit the campsite beforehand and look at the outdoor activity sites, the equipment and the set up. If I were not comfortable with what was being provided, I would speak up. I look at the possible situations that could happen and in the event of something happening, I ask myself what would be the strategies to deal with the situation, and do we have the appropriate equipment and people if something did go wrong. (Teacher B, personal communication, 21 August 2001.)*

At camp the students were involved in some challenging outdoor activities that involved some risk: kayaking, abseiling, confidence and high ropes courses and a flying fox. The students were aware of some of the safety aspects involved in the above activities especially when abseiling and making sure that the equipment was used in a correct manner.

*It was important to have a harness for the high ropes course and a helmet when abseiling. I had to listen to the instructors very carefully. (Student N.)*

The parents wanted to see adequate supervision related to both bush and water based activities as well as knowledgeable instructors who used safe practices and equipment. The use of a safe river was mentioned as a safety concern and that the students should not be pushed beyond their limits. But what was meant by a safe river was not stated in the parents' responses.

When reviewing the safety aspects of the outdoor programmes the teachers were concerned about the student / adult ratios especially when the students were involved in water based activities such as kayaking and rafting. Before the camp the death of two students as a result of a canoeing incident in the South Island had a direct influence on the teachers reviewing the student / adult ratios. The initial instructor to student ratios for the water based activities were revised from 1: 8 to 1: 6 with which the teachers felt more comfortable. The parents were aware of the importance of student / adult ratios for the water based activities, and having the right safety equipment for the more challenging outdoor activities involving some risk. When kayaking on a lake the students were aware of the need for lifejackets and staying together as a group as well as not kayaking under the flying fox when someone was coming. The adult / student ratios for the water based activities was not mentioned by the students in their responses. The students appeared to be more concerned with the people aspects related to their personal safety, such as team work, staying together as a group, and thinking of other people and not just themselves.

*We had to watch out for other people whilst doing the activities and be careful and considerate of others. (Student O.)*

The promotion of student safety was a priority that concerned both the parents and the teachers. The teachers were aware that they were ultimately responsible for the students' welfare even when the instructors were leading the outdoor activities.

*The outdoor instructors informed me about the requirements of the activity but really the safety was taken out of my hands although I still felt responsible for what was happening. (Teacher A, personal communication, 20 August 2001.)*

### **Taking responsibility for student welfare**

A feature of the year eight LEOTC outdoor programmes and the camp programmes was the use of outside providers who were commercial operators. The use of an outside operator raised the question of who was responsible for student welfare, and the management and control of risk associated with the outdoor programmes. The Boards of Trustees under the National Administration Guideline Five are required to provide a safe physical and emotional environment for their students and Boards of Trustees are legally responsible for the actions of their staff when involved in employment related activities, together with outside helpers and instructors who are paid or in a voluntary capacity. The New Zealand Outdoor Safety Institute (1993, p.1) has stated in its guidelines on the Education Act and Education Outside the Classroom (EOTC) that “the Board of Trustees should ensure that all practicable steps have been taken to identify, assess, minimize, and manage risks and hazards, and to take such care as is reasonable and in accordance with sound professional practice.”

The teachers were concerned that outside helpers and instructors involved in the running of the outdoor pursuits activities followed appropriate risk management guidelines. This created a difficulty for the teachers and a conflict in their role in the supervision of the students under their care, especially when they did not have the knowledge, experience, and skills required to run the outdoor activities themselves. The teachers' role was focused on discipline, the management of the students, and ensuring that the rotations between the activities were organized. The teachers understood that they were acting in the role of 'loco parentis' (taking due responsibility of a parent) and that as teachers in the care of minors, they had the responsibility to ensure that the students received the degree of care expected of a responsible parent. This degree of care and responsibility for student safety applies even when outside helpers or instructors are involved (Outdoor Pursuits Guidelines for Educators, 1996).

### **Use of outside providers**

The question of qualifications and competency in the running of outdoor education programmes was an issue for the teachers when they were in a supportive role. The teachers did have some good outdoor management skills but they did not have the formal qualifications required to run some of the outdoor pursuit activities. The outside providers and instructors had qualifications in the outdoor pursuit activities, and membership affiliation with the New Zealand Outdoor Instructors Association, whereas the teachers' competency and qualifications were related to personal experience and teacher in-service courses.

*I am aware that my training in the outdoors has no official documentation. I*

*am aware that if I wish to take students into the outdoors, I need to do something about that. (Teacher B, personal communication 21 August, 2001.)*

The use of professional instructors was seen as a strength of the school's outdoor education programme as it allowed the staff to learn alongside the professionally qualified instructors and obtain some valuable first hand in-service training. As a school the teachers thought that more provision for the funding of teacher training in some of the outdoor activities that the students are involved in was needed. This would save the school money in the long term and provide a worthwhile professional development programme for the staff in outdoor education.

*We do not try to do it all ourselves. We look for experienced people and organizations in the community to help run the outdoor programmes. (Teacher C, personal communication 21 August, 2001.)*

The advantage of using professional instructors in the running of outdoor programmes related to providing a safe, high quality outdoor experience for the students, especially when the appropriate outdoor qualifications and skills were not available on the staff at the school. It is possible to increase the scope of the outdoor programme at an outdoor centre especially when specialised outdoor equipment for activities like kayaking, sailing and rockclimbing was required. The high cost of maintenance and replacement of the equipment was avoided when outside professional organizations were utilized in the running of the outdoor programmes. Some of the disadvantages were that the control of the programme was lost and the school could not always guarantee the quality of the programme offered by the professional instructors. As the instructors took responsibility for the content of the programme and the management

of the risk associated with the outdoor activities, it was difficult for the teachers to utilize the outdoor experience in follow-up sessions and when debriefing the experience with the students.

In the LEOTC year eight options programme the teachers were in a supportive role making sure that the RAMS forms and procedures were completed and the student / instructor ratios were set. Ratio numbers caused concern for the teachers that needed to be addressed at the beginning of the programme, so that teachers and outdoor instructors were comfortable with the safety of the activity. The determining of ratios for outdoor pursuits activities has been ineffective in many situations for a number of reasons (New Zealand Outdoor Safety Institute, 1993), as many factors need to be taken into consideration: the type of outdoor activity, the age of the participants and the outdoor experience of the instructors.

It is the Board of Trustees responsibility to decide on suitable ratios for the school. The *Outdoor Pursuits Guidelines for Educators* (1996) recommends ratios for teacher / student supervision, and it has been generally accepted that a 1: 4 ratio for water based activities, a 1: 6 ratio for bush activities and a 1: 8 ratio for residential outdoor experiences are acceptable guidelines. But when deciding on suitable ratios for student supervision, consideration needs to be given to the instructors' outdoor qualifications and skills as well as their knowledge and experience in the management of students. The age of the students and the suitability of the outdoor venues also need to be considered when determining student supervision ratios. At this school it was the school management in consultation with the teachers who decided what were acceptable ratios for teacher / student supervision, so as to ensure that adequate safety practices were in place.

### **Use of residential outdoor facilities**

For several years the school had been using residential camp sites. In 2001 the school utilized a number of different residential camp sites; one local whilst the others required a bus journey of some distance. The selection of the camp sites was determined by the facilities that the sites had to offer, the location of the sites, and the outdoor experiences that were available at the respective camp sites. As the teachers were taking large number of students into the outdoors it was deemed important for students to have a safe and positive experience.

The school's long term planning was to focus the camps at the end of the year. This took the pressure off the teachers to plan an outdoor experience at the beginning of the year and allowed the students time to raise funds for the term four camp experience. The availability of the camp sites, the time factor involved in planning and organization and fund raising were all reasons teachers cited for the camps taking place at the end of the year. The teachers mentioned that the planning of an end of year camp had its positive and negative aspects. It was felt that the camp was a good note on which to finish the year with the students. One of the participants did mention that a camp experience at the beginning of the year would allow the opportunity for friendships to be established and a sense of community to be developed which would reinforce the personal and social development aims of the outdoor education programmes.

The use of residential campsites allowed the teachers and the students to utilize the existing outdoor facilities and experience living as a community. As a result of living in cabins for the four days the students had to respect the property and space of fellow



classmates and show a responsible attitude towards each other. Even though it was a controlled environment where the students did not have to cook for themselves, they were in some respects developing a type of community. The teachers mentioned that it certainly was not a survival camp situation where the students had to fend for themselves, and as the outdoor facilities were already there, the students got the opportunity to experience a wide variety of outdoor experiences that they would not have had, had the camps not been at a residential camp site.

### **Summary**

The focus of the camp programmes were on personal and social development and the teaching of outdoor skills which supports the philosophy behind the new Health and Physical Education Curriculum. Some of the positive aspects of the camp programmes were the development of the students' environmental awareness, the learning about self and others and the opportunities that the students had to reflect on their own personal and social development associated with living together in a residential. The expectations of the parents and teachers were on the students having fun and enjoyment and the development in the students a sense of community as well as utilising a variety of outdoor pursuits activities.

Some of the concerns in the implementation of the camp programmes were the difficulties of an over-crowded curriculum and safety issues concerning student / instructor ratios especially when utilising outside providers. The outdoor programmes had a number of positive outcomes for the students. The development of a sense of community, the student awareness of safety, and the use of the outdoors as a future leisure outlet. Finally the benefits of using a residential camp site were explored especially the importance of the selection of a suitable camp site and the availability

of outdoor activities that would assist in the transfer of learning and making the camp experience a positive one for the teachers, students and parents.

## CHAPTER SIX

### Discussion

This chapter will focus on the key focus questions of the study and examine significant findings of the study with reference to the literature review and the school's documentation on outdoor education.

#### **The aims and objectives of the camp programme**

The aims and objectives of the school's outdoor education programmes were based on the philosophy and guidelines of the *Health and Physical Education in the New Zealand Curriculum* (1999) guidelines (Appendix IX). The school's LEOTC policy put an emphasis on the students' learning by doing, the promotion of a holistic approach to teaching and learning and utilizing outdoor education experiences to enrich the curriculum. A focus on student supervision and the management of risk using a RAMS analysis form was also a feature of the school's LEOTC policy. The policy guidelines made specific mention of the adult / student ratios and the teachers' knowledge of the environment and adequate training and experience to manage the outdoor activities. This raised the question of the professional development and outdoor qualifications of the teaching staff when involved in adventure-based activities. When teachers are instructing outdoor pursuits activities their skill level needs to be at least two levels above the students. In the leadership of a canoeing trip the teacher needs to be a competent paddler who is able to eskimo roll and have knowledge of the environment.

The *Johnston Report Growing, Sharing and Learning* (1978, p.43) stated, that the aims and objectives of each outdoor experience will vary according to the interests

and emphasis of the class and teacher. If we compare the aims and objectives of the Johnston Report (Appendix XI) and the outdoor guidelines in the *Health and Physical Education in the New Zealand Curriculum* (1999), the focus is on the development of similar traits; personal and social development, personal challenge through adventure-based activities, promotion of environmental awareness and enrichment of the curriculum through integration. The school's LEOTC policy also focused on the social, emotional, intellectual and physical development of the students as well as enriching the curriculum and developing in students a concern for the environment. In the past twenty five years it appears that little has changed with regards to the focus of the aims and objectives associated with outdoor education. This is a statement that outdoor education is still a powerful medium in which to develop students' social, emotional, intellectual and physical development. The literature on outdoor education supports the focus of outdoor programmes contributing to a number of beneficial educational outcomes (Lynch, 2000).

Some of the teachers had the view that outdoor education was associated with adventure-based activities and getting at one-with-nature. It was having experiences outside the classroom that were different from the norm and making the most of the resources that were available in the local environment.

*To me outdoor education are things that you cannot do in the classroom. You have to go outside and experience it. (Teacher D.)*

*I think that outdoor education is all about doing things that you could not do in the classroom. It is going to venues that are outside your own school grounds. (Teacher B.)*

*Outdoor education is more about going to places where there are rivers, rockclimbing walls, things that differ from the normal school day. (Teacher A.)*

The teachers' understanding of the term outdoor education and their personal beliefs concerning outdoor education were influenced by their attendance at College of Education in-service courses, leadership courses at the Outdoor Pursuits Centre in Turangi and at Outward Bound, Anakiwa. Some of the teachers' personal involvement in the outdoors included kayaking, rafting, tramping, skiing and as a participant on the Spirit of New Zealand. These experiences influenced the teachers' personal beliefs about outdoor education in a number of different ways. The teachers through their own personal experiences in the outdoors saw the value in getting students involved in outdoor activities from an educational perspective and making the outdoor experience a positive one for the students.

*The experience at Outward Bound reinforced my personal belief that the outdoors is beneficial for students and gave me a few more outdoor skills. (Teacher A.)*

### **The Johnston Report Growing, Sharing, Learning (1978)**

The Johnston Report (1978) made some strong recommendations concerning leisure, recreation, values education and outdoor education which still hold true in today's educational climate. It was recommended in the Johnston Report (1978) that a balanced curriculum be provided with an emphasis on experiences that will enhance the use of leisure time and develop outdoor skills and attitudes. The Johnston Report

(1978) stated that some core basic values such as a concern and consideration for others, a belief in oneself, integrity, honesty, truthfulness, self-control and an appreciation of nature, all have universal appeal and are the basis of a healthy community. As every teacher is a teacher of values, then the teaching of some of the above core values should not be left to chance. Outdoor education which focuses on the personal and social development of students and the promotion of life-long interests has an important role to play in the teaching of core values. The teaching of the above core values should be a partnership between the students, the teachers, the school, and the community. As residential camp experiences are able to expose students to a variety of outdoor experiences, then the teaching of values should be an essential part of the camp programme. A residential camp environment is an ideal setting in the promotion of a sense of community in the students (Hopkins / Putnam , 1993). This development of a sense of community was supported by the teachers who believed that a residential camp environment was promoting a sense of community in the students and making them more aware of self and others. (Teacher B, personal communication, April 3, 2002.)

### **The relationship to the Health and Physical Education curriculum document**

The teachers felt that the *Health and Physical Education in the New Zealand Curriculum* (1999) document had put a greater emphasis on outdoor education in terms of getting the students into the outdoors. The *Health and Physical Education in the New Zealand Curriculum* document (1999, p.46) stated that "in developing outdoor education programmes schools should; make use of the school grounds and the immediate local environment; make the most of opportunities for direct experiences that can be completed in a school day." The Health and Physical Education curriculum document also stated that schools should provide relevant,

challenging learning programmes that can be provided in a realistic budget. The *Health and Physical Education in the New Zealand Curriculum* (1999) reiterated the philosophy of the Johnston Report (1978) in providing a balanced curriculum with an emphasis on utilising outdoor activities to develop the students' personal skills and positive attitudes.

At the school level the management had put in place a two year camping cycle which involved odd and even years when the year seven and eight students would have at least one opportunity to engage in a week long camp. A week was set aside in term four when the camps were to be held, so that there was minimal disruption to the school programme and in the selection of venues the issue of cost, travel, and the availability of the facilities were all considered. It was expected that the students would experience a wide variety of outdoor and recreational activities (Appendix IX). As the camps were at the end of the school year this provided ample time for those students to raise the funds to go to camp.

The year eight students had the opportunity to get into the outdoors through the LEOTC programme which was run with the assistance of the local Outdoor Pursuits instructors. In the LEOTC programme the students ventured out into the local community and experienced a number of outdoor pursuits activities; caving, sailing, kayaking, rockclimbing and rafting. The LEOTC year eight outdoor pursuits options programme was providing an opportunity for the students to experience a number of different outdoor pursuits activities within the local community.

It was mentioned by the teachers that the new *Health and Physical Education in the New Zealand Curriculum* document (1999) had made little impact on how the school

approached its outdoor education programmes. The existing programme supported the philosophy of the Johnston Report (1978) and hence the *Health and Physical Education in the New Zealand Curriculum* (1999) did not change this philosophy for it already existed. It could be stated that the school's approach to outdoor education was ahead of its time. It was thought that the existing programmes were well organized and meeting the needs of the students. The one aspect that the teachers thought was lacking was the documentation of the outdoor education programmes especially safety management systems.

### **Administration of the outdoor programme**

The teachers raised some concerns about the LEOTC and camp programmes, that not every student was given the opportunity to experience the outdoor activities. The LEOTC courses were for the year-eight students and the camps were run every two years. Therefore depending on the two year cycle, a year seven student could experience no outdoor activities in their first year at Intermediate School and a year-eight student might experience both the LEOTC options programme and a camp in their final year at Intermediate School. It was suggested that camp venues closer to home could be looked at with one and two night ventures, where the teachers and students were involved in the planning of the activities, rather than having everything provided for them. This may allow for more student involvement and reduce the costs but limit the opportunity to achieve some of the social and personal development goals, due to the duration of the outdoor experience. The year eight students experienced the LEOTC outdoor programme as well as the end of year camp programme. A question could be asked how did the LEOTC programme influence the aims and objectives of the camp programme. To answer this question the researcher would have had to interview a number of the students and probe some of



the teacher responses in their interviews.

### **Parents' perception of the outdoor programme**

At the end of the year the school surveyed the parents about the outdoor education camps (Appendix XII). The questions focused on the four venues used for the camps, the duration of the camps, the value for money and whether the fund raising activities were worthwhile. The parent responses supported a continuation of the two year camp programme with 93% of the parent respondents feeling positive about the camp programmes. The preference was for a four day camp experience in preference to a three day and the cost of the camps and fund raising activities were generally well received. A number of the parents' responses supported a camping experience every year but due to timetabling considerations this was not possible. The teachers and the parents both felt that the timetabling of the camps at the beginning of the year would allow for friendships and team spirit to develop but the availability of the venues, and time available for fund raising would need to be addressed if the camps occurred in term one.

### **Students' perceptions.**

The following student comments reflected the over-whelming support for the camp experience.

*I did not think it would be as good as it was and I really enjoyed myself.*

*I enjoyed it all but I would have loved more sleep. (Student F.)*

The students were looking forward to having some fun, wearing their casual clothes for the week and doing some of the outdoor activities: tramping, horse riding, fishing, canoeing, flying fox, abseiling, rockclimbing and the confidence course. When the

students were asked what was the camp highlight, the following outdoor activities rated highly: tramp, canoeing, high wire, waterslide, abseiling, nightline and climbing the tower. The residential camp experience was highlighted by the influence of friendships (Lynch, 2000). The students looked forward to having their friends in their own camp groups, being with their friends for the week and living in a cabin with their friends for a few days. Some of the students appreciated the opportunity to make new friends and it was important for them to share the same activities which they were able to discuss, talk and act on. The benefits of friends working together are that friends are more likely to trust each other and have a stronger commitment to each other that facilitates learning. Friends will feel more secure with each other when involved in exploring tasks and solving problems. The findings in this study reinforced the literature on the importance of friends working together when involved in outdoor activities (Cullingford, 1997).

The parents felt that the camps were a wonderful opportunity for the students to gain new insights and gave the students a taste of future leisure opportunities. The support for the residential camp programmes was also reflected in the teachers' logs (Appendix V) which reflected the comments of the parents and students on the benefits of outdoor experiences.

*The students were keen to get involved and the groups were successful with their challenges, they all had a laugh.*

*The students were excited about spending time out of school with peers and friends. (Teacher B.)*

But what effects did the camp experience have on the real nature of learning for the

students? The student comments reflected a fun, enjoyable, outdoor experience but from a teacher's and parent's perspective is that enough especially when the aims and objectives of the programme were on personal and social development and enrichment of the curriculum? The literature on outdoor education puts the focus on personal and social development, the teaching of outdoor skills, environmental awareness and the outdoors as a leisure outlet. (Gair, 1997).

The teachers expected that some of the outdoor activities would provide the students with a physical and an emotional challenge. Some of the students did find the low and high ropes courses difficult as well as the terrain when mountain biking and jumping off the cliff when swimming. The confidence course and the Burma Bridge activities on the ropes course proved to be a challenge. Having the courage and confidence to go abseiling involved over-coming a fear of heights for some students. When the students were asked which activities they would like to do again if they went to camp, they selected horse riding, kayaking, abseiling, shooting and the flying fox as their top five. The outdoor activities that involved some challenge and over-coming a fear appeared to be what the students wanted to do again.

This study reinforced the impact of personal and social development but showed a shift in student and teacher focus. The students' focus was on fun, being with friends, and enjoyment whereas the teachers were looking at the camp programme making a greater impact on the students across a number of areas: social, emotional, intellectual and recreational.

### **Safety in the outdoors**

The promotion of student safety was a priority for the parents, teachers and the

outdoor instructors who were involved in the running of the outdoor activities. The concerns focused on the student / instructor ratios and who was responsible for student safety when using outside providers, especially when a conflict of interest occurred in relation to the use of safe equipment. The school's policy addressed the student / instructor ratios which are clearly defined (Appendix VIII) and the use of RAMS forms in the management of risk. But the resolving of conflict of interests can not always be addressed through documentation and sometimes relies on the teachers' experience and knowledge of the outdoor activity. It is a judgement call that needs to be clarified at the beginning of the outdoor programme with all parties concerned in the running of the camp.

*We are encouraging all of the staff to complete a RAMS form but that does not always happen. It is the younger teachers who have recently graduated who have a better understanding of the RAMS form and are using them across the curriculum. (Teacher D.)*

It was mentioned that if the teachers had specialized in physical education and outdoor education in their teacher training then it was more likely that they would be familiar with RAMS forms. But if they had not attended an in-service outdoor education course, then the RAMS forms would be completely new to them. In the future RAMS forms are to become a feature of planning a residential camp programme.

### **Transfer of learning**

In a practical sense allowing the students to reflect on and evaluate the results of past learning experiences will allow them to see the value of the learning, so that they can

plan for the future. Some questions that could be used to process outdoor activities are:

What happened during the activity?

What did you do to make the activity work?

What skills did you need to participate in this activity?

What did you learn from this activity?

How could you use what you have learnt from this activity in another area of learning?

( Luckler & Nalder, 1997 ).

It is more effective if reflective questions are focused on effective communication, expressing appropriate feelings, deferring judgements, listening to and appreciating self and others (Knapp, 1990). In this study some reflective learning was evident in the students' responses, concerning changes they would make to their groups, if they had to work together again.

*We needed to encourage and listen to each other more.*

*We need to stop saying bad things to each other so that we could work together. (Student F.)*

*Take out the problem children from the group.*

*We got on really well and no one was rejected, we supported and encouraged each other. (Student H.)*

It is important in the transfer of learning that students have the opportunity to repeat the outdoor activities, so that they can experience the freedom of not having to focus on the activity (Martin, 1999). The student can then focus on other aspects of the

outdoor experience. Climbing the same route, paddling the same river, walking the same track builds in familiarity and confidence in the student's relationship and knowledge of place (Martin, 1999). On a tramp if the student does not have to focus all of the time on route finding, then learning about the environment can have more impact as part of the outdoor experience. As transfer of learning is a key element in the students obtaining the maximum benefit from a camping experience, it needs to be planned for and not left to chance.

## CHAPTER EIGHT

### Conclusion

*"I see in outdoor education perhaps the best means we have in education for spiritual and ethical growth and for the preservation of our fast dwindling natural environment."*

*Philip A. Smithells*

#### **Limitations of the study and further research**

The gaps in the literature on outdoor education revealed limited information on teachers', students' and parents' expectations of a camp experience and the impact of a residential camp experience on the development of friendships and a sense of community. The literature mentioned the importance of the transfer of learning but how this could become a feature of the learning process was not easily identified. This study filled in some of the gaps in identifying teacher, student and parent expectations of a camp experience and the relationship of outdoor activities and the development of social relationships. The main contribution to the outdoor education literature this study adds, are the teachers', students' and parents' perceptions of a camp experience in a number of areas: self, others and the environment, safety in the outdoors and the use of outside providers when using a residential outdoor centre.

A limitation of this study related to the use of a single site case study and the limited number of teacher and parent participants. To reinforce and substantiate some of the findings of this study, further studies of Intermediate Schools' outdoor education programmes, utilising a wider number of sites, teachers and parent participants would be needed. This single site case study had a limited number of teacher participants

and parent responses which resulted in a low return of the parent questionnaire. (12%) The use of parent interviews would have been a more useful method of data gathering and would have ensured a higher return of responses.

In the analysis of the teachers', students' and parents' responses, it was not an easy task to understand some of their written responses. To obtain clarification of some of the participants' responses, interviews would need to have been a feature of the method of gathering data. Some of the students' responses were insufficiently detailed to allow the researcher to understand the meaning of the student's written response. The lack of experience as a researcher meant, that I did not probe deeply enough in the teacher interviews to get more information from the teachers' initial responses, especially in the areas of transfer of learning and the utilisation of the camp experience in the development of an integrated curriculum.

A case study approach was an ideal method of research for what happens at an Intermediate School. However a multiple case study would allow some comparison of outdoor programmes between schools. Finally the use of different methods of research using qualitative and quantitative approaches, could be used in the collation and analysis of data.

At the outset of the study it was stated that one of the purposes was to put forward some principles and guidelines for Intermediate Schools, in the planning and implementation of outdoor education programmes. The following are some principles for conducting outdoor education experiences that resulted from the outcomes of the study.



### **Principles for conducting outdoor education experiences**

1. The aims and objectives of the camp programme focused on the students' personal and social development, teaching of outdoor skills and environmental awareness. If these aims and objectives are to be achieved, then the duration of the camp needs to be considered. A camp programme that is from seven to ten days would allow for significant impact of the environment and the outdoor activity on the students' personal and social development. However outdoor adventure programmes that are three or more days in duration, can provide the students the time to leave behind the home environment and focus on the emotional, mental and physical aspects of the outdoor activities (Garst, Scheider, Baker, 2001). As the camp programmes in this study were of a four day duration, a number of educational objectives were achieved but whether the students left behind their home environment was not able to be answered.

2. In this study the teachers were concerned with documentation associated with the management of safety. In the future the completion of RAMS forms is to be a feature of all outdoor education experiences and are to be reviewed especially as residential camp sites are intended to be used on a regular basis.

3. In the camp programme the school was using outside agencies to run some of the outdoor pursuits options. This created a number of issues that were being addressed. The teachers had to clarify their roles with regards to student safety, supervision, and the management of the outdoor activities. **If a school uses outside agencies on a regular basis then documentation of the teachers' and outdoor instructors' roles would need to be included in the school's policy on outdoor education.**

4. At the beginning of the school year the school management and the teachers, who intended to organise the LEOTC and camp programmes, considered the purpose of the school camp, the needs of the students and their own professional needs. **The local outdoor instructors were used to assist the teachers to develop their own outdoor skills and as a follow up to the above professional development programme, the teachers could be encouraged to attend Mountain Safety Risk Management courses and obtain level one New Zealand Outdoor Instructors qualifications.** This would be at an initial cost to the school but the long term benefits to the staff and the school would be considerable.

5. As the students experience a number of outdoor pursuits activities in the year eight LEOTC programme, it is important that the end of year camp experience builds on these outdoor experiences. This would assist in the transfer of learning. The students would be experiencing similar outdoor activities in another setting and would be able to focus on a different aspect of the outdoor activity. The focus of the outdoor activity could be on the development of the skills, safety issues, impact of the activity on the environment, leadership and the supervision of participants. **In the selection of the outdoor activities the focus on transfer of learning and students reflecting on the outdoor experience are important student learning goals.**

6. **This study highlighted the role and impact of friendships as well as the structure of camp groups. The structure of outdoor activity groups would benefit if friends worked together.** Friends know each other better, feel more secure with each other, are more likely to trust each other and have a stronger commitment to each other that would facilitate learning (Cullingford, 1997).

7. This study highlighted the importance of safety in the outdoors which will always be an issue for teachers, parents and the school management. The teachers' focus was on the students' developing a safety consciousness and taking some responsibility for their own safety in the outdoors, so that they can work towards becoming self-reliant. **The students could use a modified version of a RAMS form where they identify the undesired events and dangers related to people, equipment and the environment.**

**Appendix I**

Massey University

Application to the Human Ethics Committee.

Name: James Neilson Park

Status of Applicant: Administration / Management / Coordinator  
K-International School Tokyo.Employment: K-International School Tokyo,  
3-31-5 Higashisuna  
Koto- Ku  
Tokyo  
Japan

Project Status: Masters in Education.

Supervisors: Peter Lind  
Jenny PoskittTitle of Research Project: The Health and Physical Education in the  
New Zealand Curriculum the implementation of one of the key learning  
areas- outdoor education.Attachments: Participants information Sheet (1).  
Consent form (2).Signatures: Researchers:  
Supervisors:

Date:

## Description

### Justification

This study is a qualitative descriptive case study based on what is happening in an intermediate school with regards to the implementation of one of the key learning areas- outdoor education in the Health and Physical Education in the New Zealand Curriculum. The study will examine the teachers' beliefs about outdoor education and what happens in practice with a focus on the end of year outdoor education programmes. The teachers before and after perceptions will be explored through the use of interviews and the procedures the school uses to implement its outdoor education programmes. This will require access to the school's documentation concerning outdoor education and the use of questionnaires for both students and parents on their before and after perception of the school's outdoor education programme.

It is anticipated that at the completion of the study some significant recommendations will be able to be made on the value of outdoor experiences from the teacher, student and parent perspective as well as what constitutes good practice in the implementation of outdoor education, one of the key learning areas in the Health and Physical Education document.

### Objectives

The key focus of the study is to describe what is happening from a teachers, parents and students perspective in an Intermediate School, concerning the implementation of one of the key learning areas- outdoor education in the Health and Physical Education in the New Zealand Curriculum.

A semi-structured interview approach will be used in the data gathering process from the teacher participants whereas questionnaires will be used with both the parents and the students. A set of interview questions based on the focus of the study will be used in a flexible manner. The teacher participants will be required to undertake two 40 minute interviews prior to undertaking the end of year outdoor education camp and after the camp experience has been completed. The interviews will examine the participants experiences in outdoor education, the beliefs that they hold about outdoor education and before, and after perceptions concerning the end of year outdoor education experience.

### Procedures for recruiting participants

As I am seeking to obtain data from three different sources- teachers, parents and students the recruitment of the participants will involve different approaches. The management team at the school has suggested identifying the teachers who have some experience in the area of outdoor education and have been involved in in-service courses, related to the implementation of the Health and Physical Education in the New Zealand Curriculum document. It is more likely that these teachers would be willing to be involved in the study. An initial meeting with those teachers who

indicate an interest in the study will be held, where a participants information sheet will be discussed as well as a consent form which would need to be signed, if they still wish to continue being involved. Then a suitable time would need to be arranged for the initial interview. It is anticipated that the students and parents will be randomly selected from the teachers' classrooms who are to be involved in the study.

The researcher will stress to the participants that:

Confidentiality as far as is reasonably possible will be observed.

Anonymity for the participants and the school will be strictly observed

Each participant will have access to their transcripts.

The purpose of the study is not to evaluate or assess the outdoor education programme but to describe what is happening as a result of practice.

### **Procedure for handling information.**

All of the information gathered by the researcher will be treated in confidence as is humanly possible with the name of the school and the participants being coded so as to preserve anonymity. The researcher will ensure that all of the audiotapes and written transcripts will be coded and only the researcher will have access to these codes. Finally the transcripts of the interviews will be shown to the participants for their comments, so that they can verify an accurate record of what took place in the interview.

## **Ethical Considerations**

### **Access to participants**

The researcher has permission from the Principal of the school where the study will be based, to interview a selected number of teachers (3) who consent to participate in this research project. It is the intention of the researcher to discuss the outline of the study with the interested teachers before asking for consent.

### **Informed consent.**

A written consent form will be obtained from each of the participants. (attachment 2)  
An explanation of the nature and purpose of the research study will be outlined to each of the participants, as well as an information sheet of what will be required of them, if they decide to consent and be involved in the study. As the study will involve gaining access to the school's records the researcher will gain consent from both the school and the participants.

### **Anonymity and confidentiality.**

The information gathered, as a result of the interviews, and the use of the school's documentation will be treated in confidence. At the completion of the study all data will be destroyed as well as the audio-tapes which have been used to record the

interviews. The participants will be given an assurance of anonymity as far as this is possible. As mentioned the name of the school and the participants will be coded as well as the audio- tapes and documentation. The researcher will be the only person who will have access to these codes. All materials will be destroyed at the completion of the study.

### **Potential harm to participants and researcher**

The participants will be protected by preserving their confidentiality and anonymity as well as providing access to the transcripts of their respective interviews, and assuring that the ethical guidelines as outlined by the code of ethical conduct for teaching and research involving human subjects are followed. The researcher will be in close contact with both of his supervisors in order to receive guidance, comments and feedback on procedures.

### **Participants right to decline to participate in the study**

All of the participants will be asked to sign an informed consent form (attachment 2) and included will be the right for the participants to withdraw from the study at anytime as well as the right to decline answers to any particular questions.

### **Legal concerns**

The privacy of the participants will be respected and the Massey University Code of Ethical Conduct for teaching and research involving human subjects will be followed and adhered to. The integrity of the research will be independent and principles and methods, process, analysis and reporting will be followed, so as to provide reliable and valid information.

### **The privacy act 1993**

The privacy of the participants will be protected and permission to report the outcomes of the project will be sought from the participants.

J.N.Park.  
10.06. 2001.

## Appendix II

### Teacher Interview Questions:

- What personal experiences have you had in the running of outdoor education camps with students?
- What are your beliefs and values about outdoor education?
- What is outdoor education?
- How has the Health and Physical Education in the New Zealand Curriculum document focus on outdoor education influenced the school's outdoor education programmes?
- What do you think are the strengths of the school's outdoor education programme?
- What do you think are the limitations of the school's outdoor education programme?
- How are the school's policies and documentation utilized in the planning of the end of year outdoor education programmes?
- In the planning of the end of year outdoor education programme what influences the aims and objectives?



- In the planning of the programme what influences the selection of some of the outdoor activities?
  
- What are some of your own expectations of the end of year outdoor education programme?
  
- What challenges you most about the end of year outdoor education programme?
  
- What safety practices and risk management strategies did you consider in the planning of the outdoor education programme?
  
- How does the school's outdoor education programme promote an integrated approach to teaching and learning?
  
- What do you expect the students will learn from the end of year outdoor education experience?
  
- In caring for the environment what do you hope that the students will learn from the end of year outdoor experience?
  
- Is there anything else that you would like to share regarding outdoor education?

**Follow up teacher interview questions:**

What were some of the advantages of doing the camp at the end of the year?

What were some of the disadvantages of doing the camp at the end of the year?

What were some of the advantages of using the outdoor instructors in the camp programme?

What were some of the disadvantages of using the outdoor instructors in the camp programme?

At camp when using outside agencies (instructors) what was your role as the teacher in charge of the camp programme?

Were the safety aspects and the management of risk up to your expectations?

Were the students aware of the safety aspects involved when participating in the outdoor activities?

What were the advantages of using a residential fixed campsite?

What were the disadvantages of using a fixed campsite?

Did the camp programme meet some of the students' personal and social needs?

Are there any other aspects about the end of year camp that you would like to share?

## **Appendix III**

### **Parents Questions:**

#### **Before the camp experience:**

What are your expectations concerning the end of year outdoor education experience?

What do you think your child will learn about self, others and the environment whilst they are on camp?

What challenges do you think your child will face at the end of the year outdoor experience?

What safety aspects concern you about the end of year outdoor education experience?

Have you any aspects about the end of year outdoor experience that you would like to share?

#### **After the camp experience:**

Were your expectations met concerning the end of year outdoor experience?

What did your child learn about self, others and the environment whilst they were on camp?

What challenges did your child face at the end of year outdoor experience?

Did you note any changes in your child's attitudes as a result of their end of year experience in the outdoors?

Are there any other aspects about the end of year outdoor experience that you would like to share?

## Appendix IV

### Students Questions: Before the camp experience.

Have you been on a camp before, what was it like?

What do you expect to learn whilst you are at camp?

At camp what are you looking forward to the most..... the least.....?

What activities are you looking forward to at camp?

What things at camp do you think that you might find difficult?

What aspects about the environment do you think are important?

What personal / social skills would you like to develop at camp?

How do you think being at camp for a week can help you in your every day life?

Are there any other things about camp that you would like to share?

**After the camp experience:**

What did you learn about yourself.....others.....the environment whilst you were at camp?

If you went on a camp again what activities would you like to do again?

What things at camp did you find difficult?

Can you outline a situation at camp that you found difficult?

What safety aspects did you have to consider whilst you were at camp?

When working together as a group at camp what did the group do well?

What changes would you make if the group had to work together again?

What surprised you about camp?

What disappointed you about camp?

What was your camp highlight?

What was something that you learnt or did at camp that you could use somewhere else?

Are there any other things about camp that you would like to share?

## Appendix V

### Teachers Daily Log: Guidelines.

What did you expect from today?

What happened?

What would you do differently next time?

What surprised you about today?

What disappointed you?



**Topic: The Health and Physical Education in the New Zealand Curriculum- the implementation of one of the key learning areas- outdoor education.**

**Information Sheet for Participants.**

I would like to thank you for showing an initial interest in my Masters in Education thesis study. Please read the following information sheet carefully before deciding whether or not to participate. If you do decide to participate your involvement is very much appreciated. I again thank you for considering my request, and if you do decide to participate it will not disadvantage you or the school.

**What is the aim of the study?**

The aim of the study is to describe how an Intermediate School implements one of the key learning areas in the Health and Physical Education in the New Zealand Curriculum document. The study will examine the teachers beliefs about outdoor education, their personal experiences in outdoor education and before and after perceptions related to the end of year outdoor education programme. The teachers perceptions will be explored through two forty minute interviews. It is also the intention of the researcher to explore some of the parents and students perceptions on the above outdoor education programme through the use of questionnaires. In the implementation of the school's outdoor education programme access to the school's documentation would also be requested.

**What type of participant is being sought?**

An Intermediate School that has put in place an effective curriculum development programme, and is progressive in the implementation of the Health and Physical Education in the New Zealand Curriculum initiative with an emphasis on one of the key learning areas-outdoor education.

**What will the participants be asked to do?**

Should you agree to take part in this study you will be asked to participate in two forty minute interviews where you will be asked some questions related to the implementation of outdoor education one of the key learning areas in the Health and Physical Education in the New Zealand Curriculum. I would also be requesting access to the school's policies and documentation concerning curriculum development in outdoor education.

As well as undertaking two forty minute interviews I would be requesting access to students and parents to complete a before and after questionnaire on their perception of the end of year outdoor education experience.

**Can the participants change their minds and withdraw from the project?**

You may withdraw from participation in the study at any time and without any disadvantage to yourself or the school.

### **What data of information will be collected and what use will be made of it?**

The responses to the interviews will be audio taped for later analysis. This study involves the use of open-ended questioning techniques where the precise nature of some of the questions which will be asked, will not have been determined in advance but will depend on the responses and how the interview develops. My supervisor is aware of the ethical aspects and the interview questions that will be used in this study.

### **Rationale behind the Study.**

It is my intention through the use of indepth unstructured interviews to look at the implementation of the school's outdoor education programmes from a number of different perspectives. Firstly from the perspective of the teacher responsible for outdoor education, secondly from the classroom teachers perspective, and the use of the documentation of the school's policies on outdoor education. Finally what is happening at Masterton Intermediate School in the area of outdoor education, is it a reflection of what is the focus, direction and goals of the new Health and Physical Education in the New Zealand Curriculum?

As a result of this study it is the intention to make some recommendations related to the implementation of one of the key learning areas, outdoor education, in the Health and Physical Education in the New Zealand Curriculum document.

The other areas of focus of the study will be:

To share innovative, effective strategies in the implementation of one of the key learning areas- outdoor education.

To define effective leadership, and management strategies in the implementation of curriculum change, and in the promotion of a new curriculum initiative.

To put a focus on the curriculum statement on outdoor education as well as the holistic approach to teaching and learning using outdoor education as the medium.

As outdoor education programmes cannot be seen in isolation to other aspects of the Health and Physical Education curriculum, it will have an influence on, and be affected by, a number of different factors that affect the management and organization of a school.

To make a contribution to future decision making in educational institutions in the implementation of outdoor education programmes.

### **What if the participants have any questions?**

If you have any questions about this study either now or in the future, please feel free to contact either:

## Consent Form for School Participants.

Study: The Health and Physical Education in the New Zealand Curriculum- the implementation of one of the key learning areas- Outdoor Education.

I have read the information sheet concerning this study, and understand what it is about. All of my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I understand that:

1. My participation in the study is entirely voluntary.
2. I am free to withdraw from the study at any time without any disadvantage.
3. The data collated will be destroyed at the conclusion of the project but any raw data on which the results of the project will depend will be retained in secure storage for five years, after which it will be destroyed.
4. All information obtained will be confidential and anonymity in any subsequent publication is guaranteed.
5. An open-ended (semi-structured) technique of interviewing will be used.

I agree to take part in this study.

  
\_\_\_\_\_

(Signature of participant.)

  
\_\_\_\_\_

(Date)

## Appendix VIII

K- International School Tokyo  
 3 -31-5 Higashisuna  
 Koto- Ku  
 Tokyo  
 Japan 136-0074

Dear Parents / Caregivers

I would like to take this opportunity to introduce myself, I am a Masters in Education student enrolled at Massey University and presently I am undertaking work on my thesis at ..... Intermediate School. The focus of my thesis is on the outdoor education curriculum programmes at ..... Intermediate School especially the LEOTC options programme and the end of year camp outdoor experience.

I would like to request your assistance with my thesis in the form of a before and after questionnaire related to the end of year camp programme that your child will be involved in from the 19-23rd of November. My task through the use of interviews and questionnaires is to explore the teachers, students and the parents before and after perceptions related to the end of year outdoor education experience.

I have permission from the principal at ..... Intermediate School to undertake the study and the anonymity and confidentiality of the questionnaire responses will be adhered to. If you do accept to be involved in my study, I have attached the before and after questions which when answered will need to be returned to your child's teacher at ..... Intermediate who will be collecting the information on my behalf.

The Human Ethics Committee at Massey University and both of my thesis supervisors Peter Lind and Jenny Poskitt are aware of the procedures and contents of the study as well as the classroom teachers and the Principal at ..... Intermediate School. I appreciate that the answering of the questionnaire will take some of your personal time and if you do decide to respond I thank you for your assistance for it is very much appreciated.

Jim Park  
 K- International School Tokyo.

# OUTDOOR EDUCATION, 2001

## AIM

To provide all Intermediate students with the opportunity to participate in a quality Outdoor Education experience in 2001.

## OBJECTIVES

The following objectives are from the "Health and Physical Education in the New Zealand Curriculum" document (1999)

1. To provide adventure activities and outdoor pursuits that focus on physical skill development, fun and enjoyment.
2. To provide adventure activities and outdoor pursuits that focus on the development of personal and interpersonal skills.
3. To provide planning strategies to evaluate and manage personal and group safety, challenge and risk.

# OUTDOOR EDUCATION, 2001

## ORGANISATION

Each syndicate has been allocated a camp venue for Term 4, Week 7, 2001.

Camps will be held during this week so that there is minimal disruption to the school programme during the rest of the term.

This will also allow the Technicraft staff to be part of the Outdoor Education experiences - in effect, this will be a whole school venture.

In selecting the three venues the following issues were considered :

- Similar costs in terms of accommodation
- Similar costs in terms of catered meals
- Similar distances in terms of travel
- Similar facilities available for pupil use

## CAMP ACTIVITIES

The outdoor education opportunities that pupils will be able to experience will include many of the following :

Abseiling	Archery	Canoeing
Confidence Course	Flying Fox	Horse-riding
Orienteering	Raft Building	Tramping

Recreation time will also be available each day for students to involve themselves in :

Concert items	Eeling	Mud / Water silde
Scavenger Hunt	Spotlight	Swimming
Trampoline	Various sports	Volleyball

# LEARNING EXPERIENCES OUTSIDE THE CLASSROOM POLICY

May 2002

## **Rationale:**

Students learn by doing and enjoying experiences that are relevant to their individual needs and relate to the world around them. Students need to develop their social, emotional, intellectual and physical talents, and outdoor education provides a unique opportunity for students to develop a range of practical experiences. Outdoor education experiences will enrich all the curriculum areas as well as utilizing a number of different learning environments. Masterton Intermediate School has a wide variety of these learning environments within close proximity.

## **Goals:**

Learning Experiences outside the classroom (LEOTC) at Masterton Intermediate School will aim to:

- Develop the students' personal confidence and self-esteem.
- Enhance the students' learning through involvement in outdoor activities in a safe, enjoyable manner utilizing a variety of environments.
- Increase the students' awareness of, and concern for the environment.
- Develop the skills of observation, recording, reporting and reflection.
- Foster an appreciation and respect for the similarities and differences that exist between cultures, groups and individuals.
- Develop the students' knowledge, understanding and appreciation of life through living and working.
- Promote a student awareness of the interaction of learning between the different curriculum areas.

## **Guidelines:**

In order to achieve the above goals, the following guidelines apply:

- To encourage and develop existing outdoor education programmes across the curriculum.
- All LEOTC programmes will be managed according to risk management principles.
- Safety and supervision will be based on loco-parentis and the following adult/student ratios: trips 1/15, residential 1/8, water based activities 1/4, bush based activities 1/5.

All programmes will be managed according to the school's guidelines on health and safety.

The teaching of LEOTC will be introduced to the students by progressions according to their developmental needs.

LEOTC will take place across different environments and will often take the form of excursions.

A staff member will be required to have a current first aid certificate.

The staff will need to have the knowledge of the environment where the outdoor activities take place as well as adequate training and experience to manage the outdoor activities.

No provisionally registered teacher will travel out of school during a LEOTC without supervision from a registered teacher.

The supervisor will have the appropriate skills, experience and maturity to be supervising the set activity, with that group, in that environment.

### **Procedure:**

Parents are notified of the LEOTC in advance, asking for permission and medical information, and asking for help to meet required ratios.

Notify Senior Management and office of trip details, including times.

If ordering bus transport, ring Tranzit and then fax written details to confirm.

Write a Rams document covering all aspects of the trip. Check school Rams folder to help.

Give students detailed requirements for the trip, and check that all have them.

The day before trip, order and arrange to collect First Aid Kit and sick buckets from office.

LEOTC programmes to be evaluated and reviewed on a regular basis.

### **Conclusion:**

This outdoor education policy statement is closely associated with curriculum objectives in Health and Physical Education, Science and Environment Education.

Signed:.....

Policy statement to be reviewed.

Principal:.....

Dated:.....

Dated:.....

May 2002



## Appendix XI

### Johnston Report ( p.43, 1978)

2.6.2 "The aims and objectives of each outdoor experience will vary according to the interests and emphasis of the class and teacher but we believe that they can include:

improved individual adjustment and social relationships within the classroom as a result of lesser formality outside;

a wider range of learning-to-live-with-each-other experiences that encourage sharing, consideration for others, good habits of hygiene, cleanliness and tidiness, and the skills of leadership;

enrichment and improved relevance of the curriculum;

meaningful integration of subjects;

increased opportunity for concrete rather than abstract learning experiences;

opportunities for involvement of parents and other people from the school community;

a chance to introduce children to activities which might become lifetime interests;

an additional range of possibilities for students to find activities in which they can succeed;

a practical method for introducing environmental studies and the encouragement of conservation;

an ideal environment for learning about the process skills of investigation, interpretation, analysis and synthesis;

healthy exercise, personal challenge and risk taking.

We are in favour of outdoor education excursions, and we note especially the improved understandings and relationships that arise from living and experiencing together, away from the classroom."

## SURVEY - OUTDOOR EDUCATION CAMPS

Further to the survey of aspects of the recent outdoor education camps the forms were collated with the following results occurring:

School wide

1.	Was the venue for camps suitable?		
	Strongly agree		96
	Agree		66
	Disagree		9
	Strongly Disagree		=
	Total		171
2.	Should the camps be for a three day duration or four days?		
	Three day		25
	Four day		<u>148</u>
	Total		173
3.	Did the camps provide value for money?		
	Yes		151
	No		<u>20</u>
			171
4.	Were the fundraising activities provided worthwhile?		
	Yes		143
	No		<u>23</u>
			166
5.	Should the camp be included in the two year programme?		
	Yes		146
	No		<u>14</u>
			160

In analysing each camp the responses were:

KIWI RANCH

1.	Was the venue suitable?	-	Strongly Agree	15
			Agree	20
			Disagree	5
2.	Length of camp	-	3 day	6
			4 day	34
3.	Value for money	-	Yes	32
			No	8
4.	Fundraising	-	Yes	30
			No	10
5.	Two year programme	-	Yes	31
			No	6

## CAMP DAVID

1.	Was the venue suitable?	-	Strongly Agree	29
			Agree	16
2.	Length of camp	-	3 day	9
			4 day	37
3.	Value for money	-	Yes	43
			No	3
4.	Fundraising	-	Yes	42
			No	3
5.	Two year programme	-	Yes	40
			No	2

## FOREST LAKES

1.	Was the venue suitable?	-	Strongly Agree	20
			Agree	16
			Disagree	4
2.	Length of camp	-	3 day	5
			4 day	35
3.	Value for money	-	Yes	33
			No	7
4.	Fundraising	-	Yes	30
			No	7
5.	Two year programme	-	Yes	38
			No	2

## STONEY CREEK

1.	Was the venue suitable?	-	Strongly Agree	32
			Agree	14
2.	Length of camp	-	3 day	5
			4 day	42
3.	Value for money	-	Yes	43
			No	2
4.	Fundraising	-	Yes	41
			No	3
5.	Two year programme	-	Yes	37
			No	2

This is clear evidence that the venues selected were appropriate for outdoor education camps with each one having activities that challenge students. Kiwi Ranch was the least fancied while Stoney Creek was very favourably seen as an outdoor camp. Four day camps was a clear choice but this needs to be tempered with staff comments over size of syndicate and stresses that places on camp organization. One suggestion is that we run the camps over two weeks but this would eliminate some camps being available. Technicraft consideration should be taken into account as should the opportunity for technicraft staff to be involved. The fundraising activities were generally well received but a number of parents indicated that they would be happy to pay. There was also strong indications that the LEOTC camps should be included in the two year programme. Some said it should be every year but timetabling wont allow for that.

## Bibliography

Abbot, C. (1990). *Outdoor Education in New Zealand*. In McRae, K (Ed.). *Outdoor and Environmental Education*. Melbourne: MacMillan Education.

Boyes, M.A. (2000). *The Place of Outdoor Education in the Health and Physical Education Curriculum*. *Journal of Physical Education New Zealand*, 33 (2) 75-88.

Brogan, R and Biklen, T. (1992). *Qualitative research for Education: An introduction to Theory and Methods*. London: Allyn and Bacon.

Cresswell, J.W. (2003). *Research Design Qualitative, Quantitative, and Mixed Method Approaches*. London: Sage Publications.

Cohen, L. Manion, L. and Morrison, K. (2000). *Research Methods in Education*. London: Routledge / Falmer.

Cosgriff, M. (2000). *Walking out Talk: Adventure Based Learning and Physical Education*. *Journal of Physical Education New Zealand*, Vol 33 (2) 89-98.

Culpan, I. (1998). *Physical Education in the new curriculum: Are we agents of the state?* *Journal of Physical Education New Zealand*, Vol 31(2) 3-8.

Cullingford, C. (Ed.). *Assessment verses Evaluation*. London: Cassell.

Davidson, G. (1992). *A safety auditing instrument for adventure education*. Unpublished Masters thesis, University of Minnesota, Duluth.

Dewey, J. (1938). *Experience and Education*. New York: The Macmillan Company.

Gair, P. (1997). *Outdoor Education: Theory and Practice*. London: Cassell.

Garst, B. Scheider, I. Baker, D. (2001). *Outdoor Adventure Programme Participation Impacts on Adolescent Self-Perception*. *Journal of Experiential Education*. Vol 24(1) 41-49.

Gass, M. (1990). *Transfer of Learning in Adventure Education*. In J. Miles and S. Priest (Eds.). *Adventure Education*. (199-207) State College, PA: Venture Publishing.

Hayllar, B. (1990). *Residential Outdoor Education*. In K McRae (Ed.). *Outdoor and Environmental Education, Diverse Purposes and Practices*. Melbourne: MacMillan.

Henton, M. (1996). *Experiential learning cycle*. In Henton, M. *Adventure in the classroom*. Dubuque, Iowa: Kendall Hunt.

Hopkins, D. Putnam, R. (1993). *Personal Growth Through Adventure*. London: Fulton.

Johnston Report. (1978). *Growing, Sharing, Learning*. The Report of the Committee on Health and Social Education. Wellington: Department of Education.

Knapp, C. (1990). *Processing experiences*. In J.C.Miles, and S.Priest (Eds.). *Adventure education* (p189-198). State College, PA: Venture Publishing.

Kraft, R.J. (1999). *Experiential Learning*. In J.C.Miles, and S.Priest. (Eds.). *Adventure Programming* (p181-186). State College, PA: Venture Publishing.

Luckler, J L and Nalder, R S. (1997). *Processing the Experience- strategies to enhance and generalize learning*. Iowa: Kendal / Hunt.

Lynch, P. (1998). *A Romp Through the Past- One Hundred and Fifty Years of New Zealand Outdoor Education*. In Proceedings of the 3rd National Outdoor Education Conference, (p209-221). Auckland NZ. The Conference Co Ltd.

Lynch, P. (1998). *The Politics of Outdoor Education: Outdoor Education and School Curriculum in New Zealand*. In Proceedings of the 3rd National Outdoor Education Conference, (p201-208). Auckland NZ. The Conference Co Ltd.

Lynch, P. (2000). *Fitting In and Getting on. Learning in the School of the Outdoors*. *Childrenz Issues* Vol 4, No 2.

Martin, P. (1999). *Critical Outdoor Education and Nature as a Friend*. In Miles, J.C. and Priest, S. *Adventure programming* (p463-471). State College, PA: Venture Publishing.

McInerney, D.M. and V. (1998). *Educational Psychology Constructing Learning*. New York: Prentice Hall.

McLaughlin, C. and Byers, R. (2001). *Personal and Social Development for All*. London: David Fulton.

- Merriam, S. (1988). *Case Study Research in Education*. London: Jossey-Bass.
- Miles, J.C. and Priest, S (1999). *Adventure Programming*. State College, PA: Venture Publishing.
- Ministry of Education. (1999). *Guidelines for Environmental Education in New Zealand Schools*. Wellington: Learning Media.
- New Zealand Outdoor Safety Institute. (1993). *Safety Management Guidelines for Schools*. NZ Outdoor Safety Institute.
- New Zealand Outdoor Safety Institute. (1993). *Education Act and EOTC*. NZ Outdoor Safety Institute.
- Priest, S and Gass, M. (1997). *Effective leadership in Adventure Programming*. Champaign, IL: Human Kinetics.
- Raiola, E. and O Keefe, M. (1999). *Philosophy in Practice: A History of Adventure Programming*. In J.C.Miles, and S.Priest. (Eds.). *Adventure Programming* (p45-52). State College, PA: Venture Publishing.
- Schusser, E. (1996). *Lots o Tips for Camps n Trips*. Central Otago Education Centre.
- Stothart, R.A. (1993). *A chronology of outdoor education in New Zealand 1849-1992*. Wellington, NZ. Physical Education New Zealand.



Watts, J.(Ed.). (1996). *Outdoor Pursuits Guidelines for Educators*. The Hillary Commission for Sport, Fitness and Leisure.

Wurdinger, S.D. and Priest, S. (1999). *Integrating Theory and Application in Experiential Learning*. In J.C.Miles, and S.Priest. (Eds.). *Adventure Programming* (p187-192). State College, PA: Venture Publishing.

Yin, R. (1984). *Case Study Research, Design and Methods*. London: Sage.

Yin, R. (1994). *Case Study Research, Design and Methods*. London: Sage.

Zink, R and Leberman, S. (2001). *Risking a Debate- Redefining Risk and Risk Management: A New Zealand Case Study*. *The Journal of Experiential Education*. Spring, Vol 24, no1.