



QUARTERLY

NEWSLETTER OF THE NEW ZEALAND OUTDOOR INSTRUCTORS ASSOCIATION

ISSUE 74: NOVEMBER 2016

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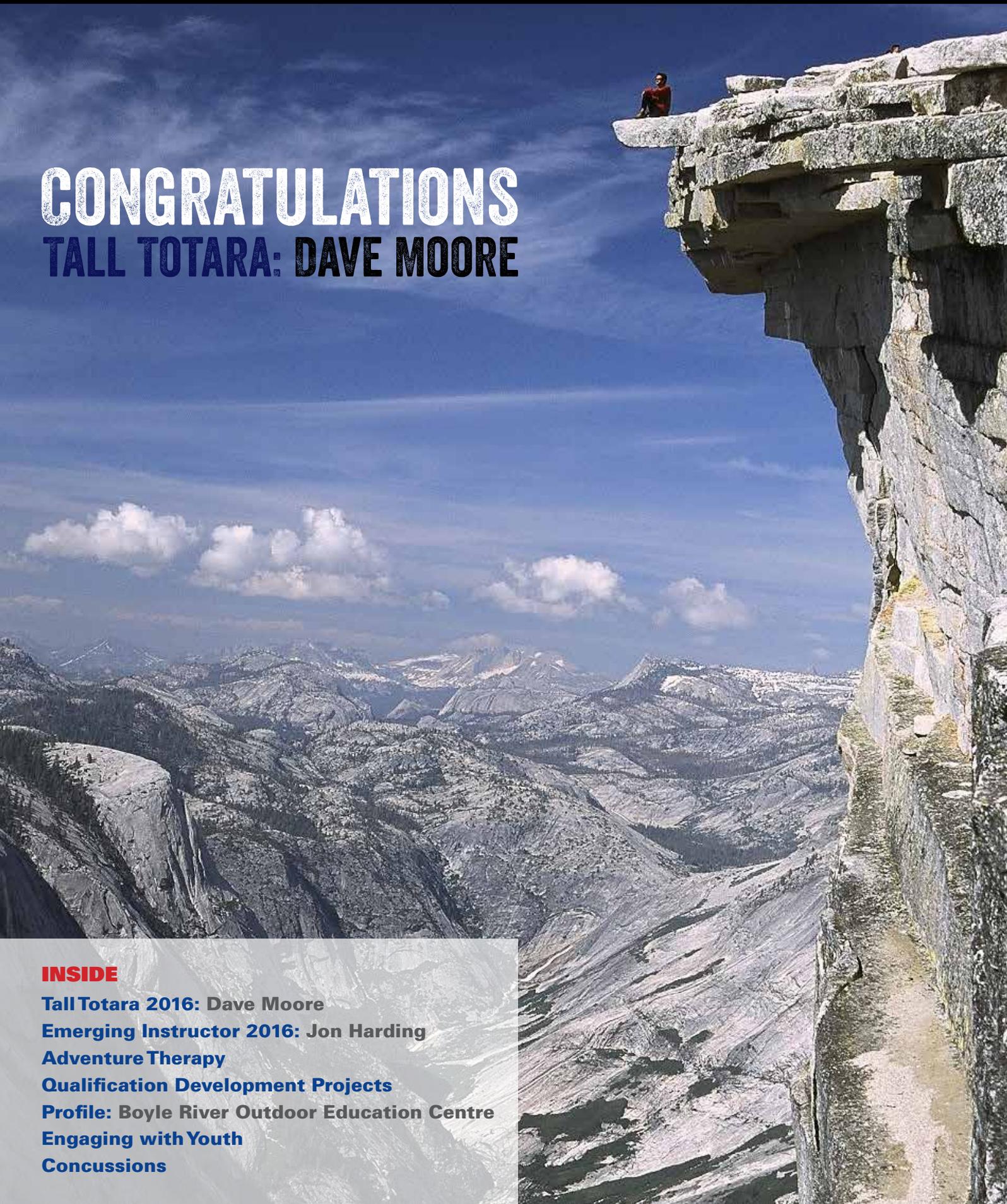
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Articles should be submitted in Word format. All photos must be supplied individually in jpg format and cannot be used if embedded in a Word document.

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If you are not receiving weekly emails every Friday from NZOIA, then we either don't have your current email address, or your membership details need updating.

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Whether it be training, assessment or revalidation we are happy to run a custom course for you.

Contact the programme and membership manager to discuss your needs and we'll do our best to make it happen. Costs may vary from scheduled courses and minimum numbers of participants dependent on the course type will apply.

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Cover photo: NZOIA Tall Totara Dave Moore – Top out on half dome! Photo by Linda Wensley

NZOIA gratefully acknowledges the financial support of Sport New Zealand



Congratulations to the Tertiary Award winners, and Emerging Instructor:

Front row: Ben Cockell, Blythe Southern, Jon Harding Back row: Tom Batt, Gill Wratt, Chris Mackie, Alan Carpenter. Not pictured: Zoe Findlay. Photo by Andy Thompson Photography NZ.

Chairperson's Report

Kia ora all

Another successful Symposium has now been and gone. Thanks to Janet Prier and her team at Hillary Outdoors Tongariro for being great hosts, and to Sonya and Penny for organising another excellent Symposium. We had 141 people attend and a great range of workshops and refreshers – from rope and rescue techniques, to caving, who conservation, adventure therapy and more; and bush, alpine, rock, cave, sea kayak and kayak refreshers. Thanks to those who ran these events – they are the core of the Symposium. Watch the NZOIA website for the timing and venue of next year's Symposium.

One of the highlights of the Symposium is the opportunity to recognise some of NZOIA's outstanding members. Congratulations to the winner of the Tall Totara Award Dave Moore, and the Emerging Instructor Award Jon Harding.

Tertiary institutes that have outdoor education programmes have the opportunity to select an outstanding student from their programme for complimentary attendance at the Symposium. Congratulations to the Tertiary Award winners: Allan Carpenter (Auckland University of Technology), Ben Cockell (Whitireia New Zealand), Blythe Southern (ARA Institute of Canterbury, Christchurch Campus), Chris Mackie (Tai Poutini Polytechnic), Tom Batts (Hillary Outdoors, Tertiary Programme), and Zoe Findlay (ARA Institute of Canterbury, Timaru Campus). This year we also had a Diversity Scholarship provided by NZOIA member and assessor Matt Bennett. The winner of this award Tui Kraal is from Outward Bound.

The Symposium was preceded by the annual Assessor Conference and a one-day Assessor training workshop for new Assessors run by Penny Holland and TSC Convenor Tim Wills. Our Assessors provide the backbone of NZOIA – delivering robust, professional assessment for the NZOIA qualifications.

Thanks to those who put up their hands, and to this year's new assessors – Stu Arnold, Sarah Sellar, Loz Ogle, Gregg Beisly, Russell Hodgson and Jess Pedersen.

There was also a great turnout to the AGM following the Symposium, with 66 members delaying their Sunday morning departure to attend. Congratulations to new elected Board members Ben Corcoran and Jo Martindale, and thanks to departing Board members Jo Parsons and Dave Ritchie.

Proposals put to the AGM by the NZOIA Board for a simplified individual membership fees model and a new membership model for organisations wanting to qualify more than 5 staff as NZOIA Leaders were both passed. The new NZOIA Code of Ethical Practice for Outdoor Professionals was the subject of lively debate, and then passed by a show of hands with the addition that it will be subject to annual review.

Another area of lively debate is that of new qualifications for mountain biking, multisport kayaking and artificial whitewater course instructing. This is covered later in this issue by Dave Mangnall who is supporting Penny in running these processes. It is pleasing to have demand for new qualifications. The challenge is providing a timely response within NZOIA resources, that delivers to the outdoor sector needs, while protecting the integrity of the NZOIA system.

Lively debate, a great turnout for the Symposium and AGM, and strong competition for election to the Board are all signs of a membership association that is in good health!

Best wishes for the rapidly approaching Xmas and the New Year, and awesome and safe summer adventures.

Gillian Wratt, Chairperson

Congratulations

on these recently gained NZOIA Qualifications!

Abseil Leader	Shane Hoare, Scott Robinson, Devon Scott, Marcus Speck
Bush 1	Melissa Harris, Hilary Cave, Ellen Rankin, David Bolger, Drew Coleman, Kayla Stuart
Alpine 1	Paul Cunningham, Hugo Verhagen, Daniel Riggs, Kieran Chandler, Nic Ewen, Boyd McManus, Julie Grant, Stefan Austin, Frankie Sanders
Alpine 2	Peter Cammell, Paul Nicholson, Jorn Haack, Rob Dunn
Climbing Wall Supervisor	St Martins Scouts Den – John MacDonald, St Martins Scouts Den – Greg Ellis, St Martins Scouts Den – Pete Scott, St Martins Scouts Den – Becky Baichoo, St Martins Scouts Den – Hugh Worrall, St Martins Scouts Den – Nathan Holder, St Martins Scouts Den – Hayley Cleghorn
Kayak Leader	Matthew Beban
Kayak 1	Andrew Riley
Rock Climbing Leader	Shane Hoare, Scott Robinson, Marcus Speck, Stephen Johnstone
Rock 1	Emily Warne, Zoe Findlay, Sean Jolliffe, Samuel Aldrich, Kayla Stuart, James Beattie, Ryan Camp, Zuri George
Rock 2	Asher March, David Van Der Gulik
Sea Kayak 1	David Moss
Sport Climbing Endorsement	Julie Grant

NZOIA
Excellence in Outdoor Leadership

Capital Connection:

The Importance of Insights

In July I attended a presentation by Mountain Safety Council (MSC) to launch the next stage of their insights research 'There and Back'. This is an impressive piece of work that deserves a good read from anyone working in the outdoors, but particularly those involved with:

- Tramping
- Hunting
- Mountaineering
- Trail running
- Mountain biking

The production of this research is a great example of how 'the whole is worth more than the sum of the parts', while it is MSC that has pulled this together, it would not have been possible without the engagement of their partners which included ACC, Met Service and Coronial Services to name a few. MSC has pulled any data they can find relating to injuries, search and rescue and fatalities together to look at:

- What caused an incident
- When it occurred
- Where it occurred
- Who was involved

The idea being that once this information is known and understood, other agencies like NZOIA can work together to come up with solutions to address some of the quite frightening trends like 84% of fatalities are men and 71% of fatalities are in the South Island. While MSC's role will be come up with the right messaging for the right people in the right places, the opportunity for NZOIA and its members is to ensure there is a highly skilled workforce holding appropriate qualifications in the areas of most concern around the country.

Since the launch MSC has already been working with NZOIA members in some of the 'hot spots' around the country to come up with solutions and get a better understanding of the environment from people on the ground. There will be more

opportunities for this in the future and it would be great to see an ongoing NZOIA presence in these sessions, wherever they may be.

In August Water Safety New Zealand (WSNZ) announced the recipients of WSNZ investment. Sadly for the first time in 10 years NZOIA was not one of those recipients. Somewhat ironic when you consider NZOIA Board member Matt Barker has since been appointed to the WSNZ Board. It came as quite a shock to us as water safety is a key component of many NZOIA qualifications. However what it did drive home is that the funders are tightening up their priorities and the importance of having clear evidence of how an applicant can have a positive impact on that priority. I hate to bang on about it but for NZOIA, use of the log books will be a key component of our value proposition to funders and a one size fits all approach will not see the level of investment in NZOIA or other organisations for that matter, as it has in the past. Another way to support the NZOIA story of success is through case studies, so if any of you are interested in sharing your story of who you work with and the wider impact that work has, particularly on young people both in terms of water safety/drowning prevention and increased participation in outdoor activity send a note to Sonya at accounts@nzoi.org.nz and someone will follow it up with you.

The Outdoors Forum was held in Wellington in early September. Again collaboration and insights were key themes that ran throughout the Forum. NZOIA's efforts to collaborate with others was recognised by a 'highly commended' mention in the MSC Organisational Excellence category at the Awards' dinner.

Not only was the Forum a great opportunity to network but it gave everyone present the chance to consider some of the things outside of the sector, like climate change and accessibility of funding, that do and will continue to impact on our sector.

Deb Hurdle, Executive Services Provider, NZRA

We want your story!

We are looking for contributions from you, the NZOIA members, for the NZOIA Quarterly. Do you have a story to tell? Do you know someone who has thoughts to share?

Articles could be:

A personal adventure and how your experiences have impacted your instruction of others. / An incident, near miss or accident that others could learn from. / A personal profile - an interesting tale about how you got to be where you are now in the world of outdoor instructing. / An organisation that is doing innovative and interesting things - with its programme, philosophy, direction and instruction. / A reflection on any aspect of outdoor instruction that you think would be educational and beneficial for others to hear.

Contact Jen Riley, the editor with your ideas and for guidelines: editor@nzoi.org.nz



TALL TOTARA

Tall Totara: Awarded to a current instructor who personifies 'excellence in outdoor instruction'. A highly respected role model, someone who has contributed significantly to outdoor education in New Zealand through both work with clients and with aspirant instructors.

CONGRATULATIONS TALL TOTARA: DAVE (MOZZA) MOORE

On belay on the last pitch of 'The Nose' on El Cap, Yosemite, USA. Photo by Linda Wenzely.



“ I have known Dave since 2002 when I was studying at Aoraki Polytechnic and he was working as a contract instructor. I have also known him in the role of assessor and now through our work at the NZ Army Leadership Centre (NZALC). Dave has always been a role model to me not only in terms of his guru status in outdoor pursuits but also in his instruction style and personal approach to people. He has always personified excellence in outdoor education and leadership.

From a polytech student's perspective, Mozza was regarded as a fantastic instructor who not only possessed an array of technical skills and qualifications, he had an excellent instructional approach; building rapport and delivering technical content in a logical succinct way. It was evident that not only was Mozza an outdoor professional, but he had a level of skills and knowledge way beyond the level required for his qualifications. Hearing stories of his adventures was always super inspiring, yet they were delivered in a low key, humble way. Looking back on my time studying, many of my best learning experiences and adventures happened when Dave was instructing.

As an assessor Dave has a very clear understanding of the standard required and candidates are assessed through a fair and transparent process. I was impressed at his ability to put people at ease, removing as much stress as possible, allowing the candidate to perform to the best of their ability. The feedback I received from Dave was invaluable for my professional development.

As a work colleague Dave sets and maintains a high level of mastery, from delivering student centred facilitation sessions to programme design and management. Dave has the rare gift of having a high level of technical competence as well as a high level of intellect to analyse and improve teaching pedagogy and the education of students. Dave has now moved into the role of Training Manager at the NZALC and is doing a fantastic job of

engaging staff with a focus on continuous improvement. Dave is highly regarded by his peers as a role model and mentor.

Dave is still as into the outdoors as ever, doing personal missions and as an active instructor and assessor. He is current and highly skilled in all of his qualifications, paddling class 5, climbing in the 20s and I am still trying to keep up with him walking and biking up hills.

I think it is important to recognise Dave's efforts in inspiring many budding instructors into careers in the outdoors, in contributing productively to our industry and in his excellence across a range of technical qualifications. I believe Dave exemplifies all the qualities of a great leader through his actions, behaviours and competence.

If anything, this award will put Dave outside his comfort zone as he prefers to avoid the lime light. ”

Ben White, NZ Army Leadership Centre



“ Dave has been a member of NZOIA since 1994. As a young adventurous male in his 20's he had the insight to recognise that some NZOIA qualifications would head him in the right direction. He faced a few 'green' moments as he stepped out of his wild recreational scene into the structured NZOIA assessment process. But a quick look over his shoulder to see what the other candidates were doing was all it took for the bright and experienced young lad to gain success. Dave now holds Alpine 2, Bush 2, Kayak 2 and Rock 2 and is a Level 2 assessor in all these qualifications.

TSC

Dave has dedicated two periods of his life to being the TSC Convener. The more recent appointment was back in in 2013 when Dave made the unfortunate mistake of sending an email to CE Matt Cant saying that he had a bit of spare time on his hands and would like to put this to a good cause. Little did he know that as he wrote, Matt and I were scratching our heads over who would fill the boots of Mike Atkinson. Bingo! It's not what Dave intended but he took it on anyway and completed a two and bit year term as the TSC Convener. If you plugged the perfect TSC Convener role description into the computer, it would spit out Dave Moore's name. Dave is analytical, has excellent facilitation skills, a variety of teaching tools and a large amount of assessing under his belt. Dave put in a significant amount of time into reviewing the latest Alpine 2 qualification. He always responded to my urgent emails and phone calls. He would seek advice from others in areas of expertise to help him process his thoughts. And when the going got tough, Dave's quick and quirky sense of humour kept us going.

Instructor

I worked with Mozza Moore during his time as an instructor at Aoraki Polytechnic. He mentored me through those early years as I watched him run adventurous, inspiring, thought provoking and life changing sessions that were labeled mountaineering skills, tramping skills, kayaking skills... yeah right!! The 8 hour day didn't exist, those students got way more than they bargained for even if they didn't appreciate it at the time. Take a look out in the industry and you will see that many of the current highly skilled and experienced instructors in quality employment roles spent some time learning with Mozza! ”

Penny Holland

“ I have known Dave Moore since the end of January 2000, when he turned up on my doorstep around 9pm in preparation for students arriving for the new academic year beginning the next day. He was fresh from overseas adventures and keen to get into it.

He worked on staff with us during two different stints, with some time freelancing and back at OPC thrown in between. He was a massive asset to students and staff on the Aoraki programme. The ultimate multi-skilled adventurer and passionate educator; alpine, bush, rock, whitewater kayaking, Dave was good at all of them and maintained his drive to continue developing his skills through personal adventures.

The students thrived on his "let's get out there and get into it" attitude as well as his technical knowledge. Despite being such the committed outdoors man Dave was always very professional in his approach to administration, marking and preparation for classroom lessons. It can be a challenge finding both these aspects in a tertiary tutor. Dave was also generous in sharing his skills and experiences outside of programmed class time, with lots of kayaking trips and a particularly memorable evening presentation about an alpine expedition in the Himalayas.

It has been a pleasure to observe Dave's contribution to NZOIA's Technical Sub-Committee (TSC). He has been the right person for it – able to combine technical knowledge of the pursuits, a great understanding of people, and a passionate commitment to NZOIA's assessment philosophies.

The other significant contribution that Dave has made to the outdoors industry over the years is his mentoring of young (and now not so young) instructors. A number of New Zealand's top outdoor instructors have come under his wing from time to time and benefited significantly from it.

It is more than appropriate that Dave's contribution to our industry be recognised with the Tall Totara award. ”

Ian Logie



Dave and Rachael Moore on Murchison Glacier. Photo by Emily Moore

EMERGING INSTRUCTOR

CONGRATULATIONS JON HARDING

Emerging Instructor: Awarded to an instructor who displays great potential for the future, and who demonstrates strong commitment to professional development and qualification acquisition. They are recognised as a talented instructor who stands out from the crowd.

“ Jon developed a love of kayaking during his Outdoor Education classes at high school and through trips out with his Dad. It was his Dad’s stories that got him inspired and intrigued.

He decided to follow his passion for working and educating in the outdoors and has quickly achieved a solid foundation to begin his career. He completed the Aoraki Diploma in Outdoor Recreation course in 2013 majoring in whitewater kayaking, mountain and personal rock. Since graduating he has worked for Dilworth Rural Campus for two years gaining experience and qualifications in a range of settings.

When I reflect on my experiences with Jon, four elements come to mind: the outdoor instructor, his professional manner, the dependable coach, and a man of strong personal character.

Commitment to working as an outdoor educator

Throughout his time here, Jon has been committed to developing himself into the kind of instructor he wants to be; “...an instructor that can inspire people to love the outdoors as much as I do, knowing the impact it has had on my life and those close to me.”

Jon is steadily working his way through the NZOIA awards. He holds Kayak 1, Bush 1 and Rock 1 and is booked in to do Sea Kayak 1. A keen mountaineer and paddler, he is also gaining experience toward Alpine 1, and the new Class 3 River Management award.

Dilworth Rural Campus had only been running for 2 years when Jon joined us and it’s unique delivery concept raises some issues for developing outdoor instructors. Outdoor trips are only run once a fortnight for most students and staff, which make it harder for a new instructor to gain valuable miles in the outdoors.

Jon has approached this as a positive and taken the opportunity to learn how to develop the infrastructure of an outdoors centre and contribute behind the scenes where there isn’t much recognition of work done.

He has also frequently given up his own professional development time to invest it in instructing other staff who are working toward their NZOIA awards. They state he is always keen to share his experience, knowledge and passion.

Demonstrated commitment to personal outdoor recreational participation

Jon is an exceptionally keen kayaker and makes every effort to fit this in around a busy schedule. Weekends are spent in the Central North Island paddling class 4/5, particularly focusing on interesting new rivers and tributaries. He spends most holiday breaks making the pilgrimage to the South Island, usually to the West Coast. Highlights of these trips would be: Upper Whataroa, Upper Arahura and Whitcombe. For 2016 Jon finished working at Dilworth to spend 5 months kayaking in the USA and Canada and to work for Go Orange in Fiordland.

Professional manner

Jon has sought to be involved in all levels of school life. He has taken the opportunities to engage in discussion and contribute his thoughts and point of view in meetings ranging from academic curriculum to coaching pedagogies.

Jon has quickly developed a professional manner which is recognized and respected by teaching and management staff, as well as by the students.

Coaching and Mentoring young men to be good and useful citizens

Jon has been Coach of Cabin 2 this year in a role shared with another instructor. This means he has responsibility for the coaching and mentoring of 8 boys in his cabin. The young men in his cabin hold him in very high regard as noted below. Jon has been an incredibly influential role model in these boys’ lives. He has done this by:

- developing a strong rapport
- spending extra time with them
- learning each boy’s strengths and helping them grow these
- managing learning opportunities and discipline

Jon has taken the opportunity to attend in-house professional development on a range of concepts and then was able to implement it with the students in his cabin and on outdoor trips. A highlight for him has been hearing the students’ leaving speeches after a year spent investing in them.

Character

This is the area that Jon really shines in. Growing up around farms in the South Island, Jon reminds me of the classic Kiwi farmer. On the surface he won’t talk about his own capabilities, but shows through his hard work how capable he is.

Quiet, determined, he can be counted on to get the job done and will employ perseverance and ingenuity to get there. Nothing is a problem. Some days he can be handed an absolute disaster to work on and fix when it isn’t his job. Smile, positive attitude and ‘not a problem, I can sort that’. This has of course endeared him to many staff!

Jon is developing his signature character strengths and using them more in his instruction and coaching. Key character strengths like social intelligence and love have helped him connect with and invest in other people. His honesty and humility has built trust and dependability with others. Finally his stellar sense of humour is loved by staff and students alike.

Great potential for the future

When Jon started here he was a keen kayaker looking to develop a career in the outdoors.

As the year progressed and Jon spent time working alongside other staff and investing in the students, I have had the incredible privilege of watching the coach and mentor develop. His character strengths have really begun to shine and come through in how he instructs, both in the outdoors and in the centre.

Jon is showing the kind of character and potential that is exceptional amongst his peers. I will continue to watch his career with interest and hope that I have the privilege of working with him many more times.”

Alastair Burns – Deputy Head of Dilworth Rural Campus



Quick comments from Jon Harding’s cabin

Jon Harding is the most outstanding instructor I’ve ever met. He shows great confidence and has spectacular leadership material. He has inspired me, I look at him as a cabin father. He has been with me through tough struggles and has given me correct advice to improve. He is a supportive and generally kind cabin parent.

A. Chan

Mr Harding is a really cool guy / cabin coach. He’s fun to hang out with, and plays a lot of sport with students, such as basketball, touch, and soccer. He’s also caring because when I’m sad, he’ll just come over to me and have a chat with me, and talk about my problem. I couldn’t ask for a better Mr Harding.

B Perese

Recommendation from Simon Craggs – Deputy Head of Dilworth Rural Campus

I have now worked with Jon for almost two years. The most applicable adjectives that I could use to describe him would be unflappable and passionate. As his immediate line manager for his cabin coach role, I have found that he has a calm and methodical approach to any problem that occurs within his cabin. He cares deeply about the boys in his charge and is fully committed to their personal growth.

In addition, his passion for the outdoors is unquestionable. Every weekend and holiday, Jon is heading off on a new adventure and pushing new boundaries. He is also very humble about his achievements. It was only through others that I heard about his paddling Huka Falls and Tree Trunk Gorge in the same day. For one so young, Jon has made an outstanding impact on the students and staff of our campus and has a huge future in the outdoor industry.

Recommendation from Richard van Damme – teacher at Dilworth Rural Campus

Jon Harding was employed at the Dilworth Rural Campus for 2 years. In that time he has proven to be a valued and highly regarded staff member, respected not only for his technical competence but the intangible qualities that make good instructors great.

Jon’s maturity, integrity and sincerity set him apart from other young people that work with youth. He is able to be a part of every activity with the enthusiasm, competitiveness and vigor that students respect, yet is still able to remain apart, exercising a concomitant vigilance and concern and responsibility for his students’ learning and wellbeing.

The investment he makes in the relationships he shares with students, peers, and other staff are of the first order. He is a leader of learning. Sharing and adding to others’ learning, while remaining open to new or different ideas himself. His rational and mindful approach to all aspects of decision making, particularly in Outdoor Education and Pastoral Care are invaluable to the industry and us at the Dilworth Rural Campus.

As a candidate for Emerging Instructor of the Year, the above description is only a smattering of what I could provide to endorse his achievements and worth. Jon’s career burgeons with opportunity, and I am certain the future will prove him to be one of NZOIA’s finest.

ADVENTURE THERAPY

AMY HORN



Adventure Therapy in New Zealand is a diverse field of practice that uses outdoor adventure programmes with a therapeutic intent. Adventure Therapy is an approach that is used all around the world, with different definitions, in different ways, with different client groups, with different expectations of staff qualifications with all the fullness and richness that comes with a very diverse field of practice. This article looks at some of the ways adventure is used in therapeutic ways in the New Zealand context.

The international adventure therapy community is full of diversity. There are day programmes in Israel for youth justice, there are 12 week programmes in the desert of Utah for young people with mental health issues, there are residential drug and alcohol rehabilitation centres using adventure activities, this list goes on... There are 22 different countries represented on the International Adventure Therapy committee and everyone is doing things in their own way meeting the needs of their communities.

People often ask, 'How is adventure therapy different from youth development?', but there is no clear cut answer! It is rather a matter of personal opinion and cultural context. For example, in Australia they do not seem to use the term youth development such as we do here in New Zealand. They generally jump from calling it outdoor education to adventure therapy. Also, adventure therapy is not just for youth! It can be used as an approach with all ages of people, although most commonly used with youth. In my understanding, youth development is generally targeted at all young people who are negotiating the many challenges of adolescence. In contrast, adventure therapy is often targeted for young people who are facing extra challenges, higher risk factors and a greater likelihood of poorer outcomes. These might include drug and alcohol abuse, mental health problems, social anxiety, behavioural issues or criminal behaviour.

As a result adventure therapy programmes are likely to have a programme design that is targeted to address some specific issues; a client group that requires higher ratios of staff care; staff with more skills and experience in facilitation; potentially a multidisciplinary staff team including therapeutically trained people such as counsellors, social workers, occupational therapists or psychologists; consider extra risk management of gear, people and the environments they are in; have a larger focus on the facilitation side of the programme rather than technical skills; and adjust the programme for individual needs and follow up plans.

Why is adventure therapy such an effective approach?

Adventure Therapy is engaging and fun! The best part of adventure therapy it is that it is a way of engaging clients who don't usually want to attend a therapeutic 'programme'. Many young people in particular are not drawn to traditional talk therapy. They don't want to talk, they don't want to discuss issues, they don't recognize that they have a problem or need help, and they certainly don't want to share their deepest thoughts with an adult stranger in an office for 50 minutes! Having adventure activities as an integrated part of a programme focussed on behaviour intervention, therapy or rehabilitation can be a great way of just attracting clients to turn up each day!

Adventure Therapy is a powerful way to build relationships. Research shows that it is the quality of relationships that is the biggest influence in change; more than any programme design, therapeutic framework or any education programme – relationships are key!

Adventure activities can be a great way of breaking down the power dynamic that can occur between staff and clients,

adults and young people, or 'therapist' and client. Going on an adventure together allows us to truly be along-side people and build a genuine relationship. If it's raining, you both get wet. If there's a hill, you both have to climb it. If it's muddy, you both slip over. There is no power or privilege in the outdoors, nature does not recognize human ideas of who is more powerful or important, but rather treats us all the same.

It can also flip relationship dynamics upside down to the norm - the young person helps the adult through the cave, the child helps the parent when they're scared rock climbing, the quiet shy one becomes the one who is able to help others. All these things help to strengthen relationships.

Adventure Therapy is real and happening now. One of the great benefits of adventure therapy over other forms of talk therapy is that it is dealing with things that are happening in the moment. It's not sitting in a room talking about something that happened last week. They are frustrated NOW, they are excited NOW, they are angry NOW, they are anxious NOW. This opens an opportunity to teach participants how to manage those emotions in the moment that they are experiencing them. If they can learn to breathe, communicate and manage these emotions during an adventure activity, they can transfer those skills to other circumstances in life where they feel those emotions.

Adventure Therapy consciously uses metaphor. The use of metaphor is a powerful way of relating the current experience of the activity to a situation or therapeutic goal they have in their life currently. For example the rock climbing experience can be a metaphor for life. What is the thing you are trying to achieve in life? (the top for the climb?). What are the barriers to you getting there? (the tricky spots on the climb). Who are the people supporting you with your journey towards the goal? (the belayers and supporters on the ground). What does the rope represent to them?



The strongest metaphors are those that clients come up with themselves. For example, a young man with anger issues came on a sea kayaking programme and the weather ended up serving as a metaphor for his emotions. Whilst out on the water a southerly came through and the group had to dramatically change the direction they were heading. In the debrief, the young man described how he suddenly saw that the weather was like his anger. One minute there's a small little ripple on the water and a cloud on the horizon - the next minute everything has gone crazy. The wind and the waves take over and he gets blown by the anger to a place that he never intended to go. That weather situation was something he could relate to that showed him what had been happening with his emotions.



Adventure Therapy can use the activity as a backdrop for psycho-social education. Psycho-social education refers to understanding concepts related to social relationships, mental health and wellbeing. This might include how to manage difficult emotions, how to deal with stress, how to build relationships, effective ways of communicating with others, being able to identify and label emotions, understanding ourselves and our personality types. This type of education can be done in a classroom or anywhere – however adventure activities and nature offer a great back drop for these topics. For example, the activity of coastering lends itself to a discussion about risk-taking behaviour. A connection can be made between managing risk in the activity (eg. minimizing risk by checking depth of the water before jumping) to talking about risks they face in life and how they manage those – eg. do they think about the consequences of engaging in sexual behaviour and how could they minimize those risks?

Adventure Therapy looks for therapeutic moments throughout the programme. Much like 'teachable moments' this is the skill of looking for moments throughout the activity that arise for either the group or the individual that create an opportune moment for learning, reflection, change – or something that will help that person move forward in the healing, growth or development. These moments might be asking an empowering question to an individual at a critical time, providing a moment for reflection, stopping the activity and processing something that just happened with the group or any number of other things! ▶



What skills and qualifications do I need?

Adventure Therapy requires the combined skill sets of outdoor instruction and therapeutic professions such as counselling, social work, psychology or occupational therapy. In some cases, practitioners have training and qualifications in both fields. However, in most cases practitioners have one dominant field where they are qualified and have developed skills in the other by attending professional development courses, or on the job learning etc. Often once people get a taste for this work they continue with training and choose to become fully qualified in both fields, e.g. a social worker gaining NZOIA qualifications or an outdoor instructor completing a counselling certificate.

Because most adventure therapy programmes are co-facilitated it means one staff member doesn't need to have all the skills. Rather, the facilitating team combined need to have the required skills. Often one is more the expert on the outdoor instruction and the other is more the expert on the therapeutic process. Not only does this ensure a high quality programme, it is also a way of each practitioner developing the skills in their less dominant field.

How do I learn more about Adventure Therapy?

- Connect with Adventure Therapy Aotearoa network the following ways:
 1. Adventure Therapy Aotearoa facebook group.
 2. Sign up to the mailing list which you will find on the website.
 3. Check out our website: www.adventuretherapyaotearoa.nz
- Attend the next International Adventure Therapy Conference in Sydney 29 August – 2 September 2018.
- Read more information on the Australian Association for Bush Adventure Therapy website and the Outdoor Behavioural Healthcare Centre (USA) website. Both of these websites have really good bibliographies of a range of books and academic articles that have been written on different aspects of adventure and wilderness therapy.

Amy Horn, Adventure Therapy Manager, Adventure Specialties Trust

QUALIFICATION DEVELOPMENT PROJECTS

DAVID MANGALL

NZOIA is currently working on three qualification development projects which I have been contracted to co-ordinate and manage.



Kaiteriteri MTB Park

Mountain Biking

Mountain Biking (MTB) has seen phenomenal growth in participation over the past decade and now arguably has the greatest number of participants of any outdoor recreation activity in NZ. With such growth its only been a matter of time before NZOIA started offering instructor qualifications for mountain biking. The TRoQ review and subsequent development of National Certificates in Outdoor Leadership (Mountain Biking strand) was the catalyst for this to happen and NZOIA has been working closely with Skills Active at the various stages of the development of the National Certificates.

NZOIA will offer mountain biking qualifications at 3 levels (Leader, Level 1 and Level 2) which will be approved courses of study toward the National Certificates. A candidate will attend an NZOIA assessment in the same way they do now for any of our other qualifications but will have the option of also gaining the appropriate level National Certificate, which will be a NZQA framework based qualification. A MTB Technical Committee will be meeting in Nelson in November and the aim is to have the NZOIA mountain biking qualifications ready to shred by early 2017.



Multi-Sport Kayak

Earlier this year NZOIA was approached by the organisers of the Kathmandu Coast to Coast to develop a Multisport Kayak Instructors qualification, specifically aimed at instructors who are instructing multisport kayaking and assessing candidates for the grade 2 certificate required for entry into the Coast to Coast event. This is not the first time NZOIA has ventured into the multisport paddling area, in the mid 2000's Linda Wensley developed a NZOIA Multi Sport Kayak Instructor Syllabus. At that stage the qualification didn't progress any further and sat in the NZOIA archives until the approach by the Coast to Coast. A Technical Committee met at ARA Institute of Canterbury in Christchurch at the end of August and the final Scope & Syllabus and Assessment Guide documents are almost ready to go the TSC for final approval. The first assessments are planned for March and April next year.



Stuart Dearlove and Lawrence Simpson. Photo by Wero

Wero Whitewater

The third area of qualification development is the most different to anything that NZOIA has done before and involves a partnership with the Vector Wero Whitewater Park in Manukau. Ian Ferguson (General Manager at Wero, multiple Olympic gold medallist and NZOIA member) has the goal of Wero being a centre of excellence for kayak training, coaching and instruction. As part of this he would like NZOIA to be able to offer an assessment based at Wero that is a stepping stone to candidates gaining an NZOIA Kayak qualification. At this stage we are developing a pathway that would enable a candidate to be assessed at Wero on the elements of the Kayak 1 syllabus that could be assessed at Wero, before then being assessed at a later date in a real river environment for the elements that could not be assessed at Wero. This would in essence be a 2-stage assessment model for gaining Kayak 1. This is obviously something new for NZOIA to consider and there are many details to work through to ensure the same standards of assessment can be maintained under this new assessment model as is with the current assessment process.

If you would like to have input into any of these developments, please contact David Mangnall at davidmangnall@hotmail.com

David Mangnall, NZOIA assessor and OutdoorsMark auditor

Have you tried the NZOIA online logbook yet?
NZOIA now has an online logbook facility available to members!



Benefits of the online logbook include:

- You can access the logbook from anywhere in the world!
- It's quick and simple to fill in.
- You don't need to worry about your computer crashing and losing all your data, or storing your hardcopies.
- It is easy to keep a similar format across all disciplines.
- You can keep your information up-to-date and then sort and export your data to excel spreadsheets when applying for jobs or submitting applications.
- If applying for an NZOIA course you can sort your entries and then with the click of a button 'upload' a file to the NZOIA course application.

Things you should know:

- There is a mixture of mandatory /drop down menu fields and free text fields. The mandatory fields enable NZOIA to collect and use data (in aggregate form only – individual members will not be identified). This data is really important for funding applications, reporting and advocacy purposes. The free text fields enable you to include more specific information according to your preferences.
- Coming soon... our computer guru is looking at options to enable you to upload previous logbooks to the online logbook, so you can have it all in one place. We are also working on a mobile friendly version, so you can simply fill it in while out in the field. Watch this space!!
- To access this logbook, sign in to your NZOIA profile, head to your dashboard and select 'My Logbook Entries' from the blue menu on the right hand side of the screen. **Give it a go!**



ENGAGING WITH YOUTH: FROM YOUTHS' PERSPECTIVE

JONI TOMSETT



Wakatipu High School Year 10 Branches camp. Photo: Ken McIntyre.

I am a twenty two year old recent graduate from the Adventure Tourism programme at Nelson Marlborough Institute of Technology (NMIT) and I want to share my thoughts on how we can engage youth more in outdoor settings.

I feel that I am in a privileged position to share my insight as I have taken on many roles over my life; I have been a highschool, polytechnic and university student, a primary school student teacher, a guide and trainee instructor. These have all allowed me to observe, discuss and formulate ideas on what we can do to truly engage youth.

I want to share five tips with you. These five tips are a product of sitting with different groups of students and asking them questions. I asked:

- 'what could your instructor do to help you learn?'
- 'what are five pieces of advice that you would give me as a new instructor?'
- 'what works well?, and
- 'what doesn't?'

I remember clearly when I first asked a group of young boys these questions at lunchtime. They sat slouched and guarded but within two minutes they were all excitedly shouting their opinions, upright and eyes bright. I knew at this moment that I needed to make sure that their ideas were shared.

All situations, students and environments are different so these tips are intended to be implemented where possible and appropriate. I hope this will spark some ideas and activities for your next group of students to empower them to be the great outdoor leaders they have the potential to be.

Tip One
Embrace technology and the information that it has to offer

It was the beginning of the week, the instructor explained that all the students must put their cellphone into the plastic box where it would be kept for the duration of the week. If they were found with their phone then it would be confiscated. One boy in

particular gave me a challenging stare and said "I'm not putting my phone in that box." "Why not?" I challenged back. "Why should I?" he said holding his stare... He eventually reluctantly added his cellphone into the box but he had made me think.

For many, the outdoors is a place to disconnect from technology. There is an increasing amount of information available through the internet and apps and I believe cellphones are currently under utilised. Cellphones are no longer just a device for connecting with people, they have become a multi use tool. Cellphones are a music player, alarm, camera, voice recorder, video recorder, note pad, GPS, stepometer, calculator, calender... the list goes on. Instead of denying its power, lets embrace it and use it.

Students should be exposed to the array of different apps available on their phones so that they can adopt these skills and information into their real lives

Example of an activity: Get students to connect to the WiFi on their cellphones, download an app and then share it with the rest of the group (or get the whole group to download it and critique it). Get the students to use these apps to find information regarding their next activity which could include weather, tides, surf, maps, birdsongs, photos etc.

Metservice, Maptoaster NZ Topo Maps, The official NZ surf guide, NZ Tides, and SwellMap Boat are just an example of the many free apps that are available to download.

Tip Two
Work together have clear, common goals

"There are so many rules and I wish that there was some compromise or that our teachers and instructors could see it from our perspective" A naturally quiet boy whispered when I asked what was one thing he would change about his outdoor experience. "Yeah, there's too many rules! Don't run! don't climb trees! don't jump off rocks into the river! don't wear cotton! don't do skids on the bikes! don't talk after 10PM! don't use your cellphones!... blah blah blah!" Another, naturally loud boy yelled as he swung off the verandah.

I thought about their comments and thought about their perspective. There are a lot of rules in outdoor educational settings and mostly for good reason but if instructors and students can verbalise their expectations of behaviour, gear, activities and roles then both can work towards a common goal and happily so.

Example of an activity: Get each student and instructor to go around in a circle and say their 'mana statement'. "My mana statement is that today I am going to participate and finish all high ropes activities even if I am scared" or "my mana statement is that this week I am going to always encourage and support the people in my group". A process like this gives the students an awareness of each others goals for the hour/day/ week/month and also make them accountable for their actions.

Tip Three
Let students take ownership over decisions

Allow the students to make decisions. Give them variety of different options and allow them to select as an individual or group what options they'd like to do. Be a good leader by empowering them to use the information you taught and then supporting them as they transfer it to the real outdoor context.

Allow them to time to discuss decisions with questions such as:

- What are the pros and cons?
- What idea would be best for the whole group?
- What idea would best suit the weather?
- Do we have all of the gear for these conditions?
- What is the best place to have lunch during the activity?



When the students have chosen one option or idea as a cohesive team they hold ownership over their decision and are responsible for the outcomes. They become fully engaged into the activity and work as a team towards the desired outcome.

Example of an activity: Planning a day tramp – get the whole group to look at a map which could include an area where there are three different routes. Get the students to decide on a route, lunch spot, and 'activity spot'. Facilitate their discussion if needed and support the students as they decide which tramp best appeals to the majority of the group. Walk it.

Tip Four
Allow students to 'choose their challenge'

"I don't think I can do this! Ahhhhh!" A girl screamed from the first platform of the flying trapeze. She came down crying and shaking. The next student in line clambered up to the third platform with a smile and leaped for the trapeze, "Can I hang



H Walker and Joni Tomsett with students at Whenua Iki Outdoors.

upside down on this?" he asked in an excitable rush. I went to the girl and asked what was wrong and she looked down and said "I'm such a wuss! Look how easy he can do it".

Everybody has their strengths and weaknesses. Whilst instructing, embrace the idea that everybody has a level of comfort and challenge is individual. Make students think about themselves and their goals for the upcoming activities. Students will feel responsible for their actions because they have set their own personal goals and are internally motivated to push themselves to succeed.

Example of an activity: Talk about 'choosing your challenge' and what it means to the group, how they can support others in the group to meet theirs, what are the benefits of challenging yourself, what are the disadvantages of not challenging yourself. Write a CYC code for the day/week/month/

Tip Five
Be fun and have fun!

"Come and play spotlight with us after tea miss!" A girl chirped at the dinner table, "Aw, I don't know". "Come on miss! Don't be stink". "Okay then... maybe one game..." I replied, unsure and wanting to go to sleep.

I'm glad I said yes. We all played for over an hour which consisted of a lot of laughing, strategy, debating and most importantly fun. The next day I noticed the students were more confident and began to ask questions regarding the activities we were doing. They were more open to new ideas and activities than they had been previously. They were having fun and saw that I was enjoying it to.

Example of an activity: Have a morning wake up game or activity. Let a pair/group decide what game they want to play and then teach it to the rest of the class. Join in! Enjoy yourself. Make things into a game, use your imagination, use friendly competition and think creatively.

I want to see young students engaged in activities so they become passionate about the outdoors and experience the enjoyment, challenges and adventure the natural world has to offer. I think outdoor environments are such a great place for youth to learn new skills, become a team member and also a leader. I hope that these five tips will help and make you think so you can be the instructor that leaves students feeling empowered, motivated and inspired after their outdoor experience with you.

Joni Tomsett, NZOIA Sea kayak leader, Rock leader and Abseil leader. Currently sea kayak guiding in Abel Tasman National Park.

Joni Tomsett, NZOIA Sea kayak leader, Rock leader and Abseil leader

REMEMBERING WHAT TO DO ABOUT CONCUSSIONS



I grew up in an era when very little was known about the real dangers of head knocks. Concussions were accepted, even celebrated as part of many outdoor pursuits and they can still seem to be today. Forgetting the second half of a rugby game or crashing your bike and not being able to see properly for a few hours were almost a badge to show you were going 'hard enough'.

As time progresses and brain study has become incredibly sophisticated, lots more is now known about the effects of different head injuries. These short and long term consequences can change the quality of a person's life and as such the assessment and treatment people receive following a concussion needs to be well structured.

A concussion is what is medically known as a mild traumatic brain injury (mTBI). When the head or body are violently jolted the brain gets thrown around inside the skull, resulting in bruising, tearing of the nerve tissue and disruption of the balance in ions and chemicals that assist cognitive function. The degree of damage is often, but not always, associated with the amount of trauma experienced by the patient. When concussions occur at the same time as other traumas, the effects can be greatly exaggerated.

Newer research has discovered that a concussion suffered while a previous TBI is still healing, increases the likelihood of life-threatening or long-term cognitive decline.

Some signs and symptoms of a concussion are obvious while others are more subtle. Essentially we are looking for any change in the patient following trauma:

- Loss of consciousness
- Confusion/loss of memory
- Repetition of speech
- Loss of balance
- Visible head trauma
- Seizures
- Nausea/Vomiting
- Impaired vision
- Head or neck ache
- Sensitivity to light
- Fatigue/Drowsiness
- Loss of emotional regulation
- Trouble sleeping

Most PHEC trained outdoor professionals seem to have a reasonable idea of how to recognise a concussion but there can be some confusion (no pun intended) in what we need to do next. Questions we often get asked are: Can I send the patient home if it's just a mild concussion? How bad does it need to be before I need to call an ambulance? Do they need to be hospitalised if they seem to fully recover within 15 minutes?

As such we adhere to the following set of protocols that are based on the ACC National Guidelines.
http://www.acc.co.nz/PRD_EXT_CSMP/groups/external_communications/documents/reference_tools/wpc136118.pdf

1. **Any patient who has been concussed does not continue with that activity.** This seems obvious but can be difficult to enforce if the patient refuses to cooperate. In a recreational capacity, if they are assessed to be competent (of sound mind) then they are usually allowed to make their own decisions. For example, a recreational mountain biker with a concussion who recovers to be GCS 15 (Glasgow Coma Scale) and knows the consequences cannot legally be stopped riding. However, if they were competing in an event or organised activity, the medical team/instructor/guide should intervene and not allow them to ride.
2. **Every concussed patient must be seen by a medical doctor.** Even if the patient recovers quickly, and an ambulance is not required, then a plan must still be made to have the patient assessed professionally. Assessment of a concussion can be complex therefore we need to ensure that an opinion of an appropriately qualified medical professional is acquired. This should include a return to work/sport plan. There is a fantastic concussion recognition tool that can be used to assist with this:
<http://links.lwww.com/JSM/A32>
3. **Include concussions as an index of suspicion for a spine injury.**

Most concussions will be a short-term problem and the brain will repair itself. A few will have the potential for long term or life-threatening damage. By having a structured, pre-planned approach to the way we assess and treat concussions we can be sure to give our patients the best possible care.



PROFILE: BOYLE RIVER OUTDOOR EDUCATION CENTRE

Their anticipation was palpable, their excitement catching and the grumbling good natured. The moment arrives and the slog up the hill - forgotten. I tell them it is good for the skin and like sheep into a dip, they follow one another into the mud. "Ugh! It's everywhere." Peals of laughter and squeals echo around the valley. As I leap into the mud, I think to myself; I have the best job in the world.

Tucked away on the edge of the Boyle River, at the southern end of the Libretto Range is the Boyle River Outdoor Education Centre. In 1972, a member of the Belfast Rotary suggested the Club "...*build a tin shed somewhere up in the mountains where our local high school kids can experience the high country of Canterbury.*"

After several years of planning, embellishment, consultation, research, tireless effort and the establishment of the North Canterbury Alpine Trust (NCAT), the Boyle River Outdoor Education Centre (Boyle River) was opened in 1978. The initial objective was to provide outdoor educational experiences for students from the founding schools Rangiora High School and Kaiapoi High School, and students from the Christchurch area. We have been open for nearly 40 years and it is not uncommon for students to let us know that their parents came to the Boyle before them!

"I saw people in a new light and made friends with people I didn't expect." BROEC student.

Today, our centre caters for up to 70 students at a time, from all over New Zealand and overseas, through school camp experiences and the very popular Boyle River Leadership courses and Gateway programmes. School groups are offered tailored programmes, which are strongly linked to the New Zealand Curriculum and can be powerful experiences for many students.

"I will be brave and try and push myself on the high poles because the low trees weren't as bad as I thought!" BROEC ABL Student

The week long Adventure Based Learning (L2) programme is a fantastic opportunity for students to develop their leadership skills through an adventure based learning lens. Students have the opportunity to obtain credits through a range of outdoor activities and facilitation with a focus on personal development. Leadership skills can be further developed through the level three Potential Leaders course. This course focuses on leading of others in an Adventure Based Learning setting.

"I pushed myself outside my comfort zone and it made me feel better about myself." BROEC ABL Student

Students wanting to discover if working as an outdoor educator or a DoC Ranger is a career choice they would like

to investigate can join the Gateway programme. Students spend a week developing their first aid, weather reading, risk management skills and then head to the hills, working alongside DoC staff or Boyle River Outdoor Education Centre instructors.

"It made a real difference knowing my friend had my back." BROEC Student

The Cadet programme at the Boyle River offers students an opportunity to undertake a year-long trainee instructor course. It is a great way to live and train for a year under the guidance and experience of the Boyle River instructors. In the 13 years it has operated the course has produced some exceptional outdoor educators.

"The Boyle is a fun place to work and the staff are really cool and the centre is really well organised... I love stepping out of the (staff) house, I look around and I think 'wow', it is such a beautiful environment to work in... working with the students, it is nice to see the positive changes they make... the things they learn about themselves and others." BROEC Instructor

The staff at Boyle River are highly motivated, passionate and bring a diverse range of experience. Many have been associated with Boyle River for a number of years. The Centre is owned and operated by NCAT. The Board work incredibly hard developing the future vision and, marketing and sourcing funding to ensure the sustainability of Boyle River. The Centre is managed by a Centre Manager and an Assistant Manager and a Senior Instructor is employed along with contract staff to deliver Boyle River programmes.

"... A strength of our centre is the staff. Our staff are passionate, quality instructors. They have a wealth of experience and backgrounds and deliver a wide range of programmes." BROEC Instructor

The nature of the environment surrounding the Boyle River lends itself to a philosophy of sustainability. The values of "Leave no Trace" inform much of our practice at Boyle River and staff implement an extensive trapping, replanting and service programme to help the native wildlife. Excitingly, with the support of Mainpower and the Warehouse, solar panels were fitted to the Lodge to minimise our power use and feed excess power back into the national grid.

"Crunch crunch crunch" went their shoes along the frozen ground. The snow made quite an appearance last night, much to everyone's delight. I bent down to roll a snow ball in my hands, and then heaved it towards the students. Their squeals echoed through the valley, and chaos erupted!... Lots of magic moments, that is why I do this job!"



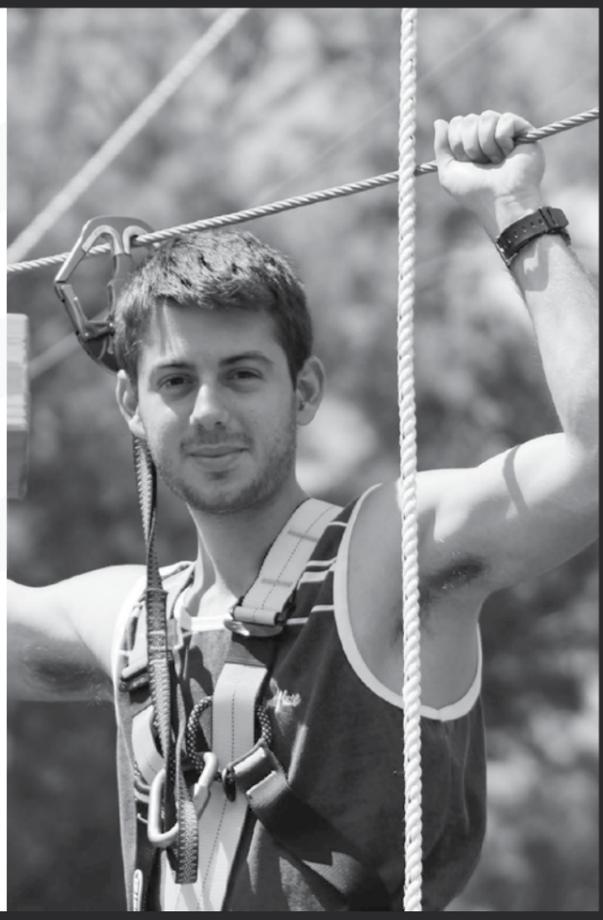


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COMMITTED TO ADVENTURE

we ARE climbing



Jennifer Olson
 'Scared Peaches' 5.12a (25)
 Air Voyage Wall
 Lake Louise
 Photo: ex-Bivouac Staff member - John Price / johnpricephotographic.com

NZOIA Training & Assessment

ASSESSMENT FEES	
Assessment course	Course fee
Abseil Leader	Contact an assessor directly
Bush Walking Leader	
Canoe Leader	
Kayak Leader	
Rock Climbing Leader	
Sea Kayak Leader	\$290
Sea Kayak 1 Upgrade	
Sport Climbing Endorsement	
Canoe 1	\$545 - \$595
Cave 1	
Rock 1	
Sport Climbing Instructor	
Kayak 2 - Class 3 River MMt	
Kayak 2 - Skills Instruction	
Alpine 1	
Bush 1 & 2	\$730 - \$780
Canyon 1 & 2	
Cave 2	
Kayak 1	
Rock 2	
Sea Kayak 1 & 2	
Alpine 2	\$930

The course calendars for Training and Assessments can be found at www.nzoi.org.nz. Members are notified of updates to the calendar via the NZOIA 4YA - our weekly email.

Booking for an NZOIA Assessment, Training or Refresher Workshop

1. Go to www.nzoi.org.nz
2. Check out the Syllabus & Assessment Guide, if you are applying for an assessment then make sure you meet all the pre-requisites.
3. On the course calendar, find the event you want to apply for (you will need to be logged into your member profile) and select 'Apply'. Upload your logbook, summary sheet, first aid certificate and any other required documentation to your application. (NB: Non-members can attend Training Courses)
4. Applications close 6 weeks before the course date.
5. After the closing date we will confirm that the course will run.
6. If we cancel the course we will refund all fees.
7. If NZOIA cancels a course, you will receive a full refund/transfer of your fee. If you withdraw before the closing date, you will receive a full refund of your fee.
8. If you withdraw after the closing date of a course, **the fee is non-refundable.** It is transferable under exceptional circumstances (e.g. bereavement, medical reasons), medical certificates/other proof may be required. Contact admin@nzoi.org.nz for more details.

Further Information

Details of courses run by NZOIA, pre-requisites and online payment are all available at: www.nzoi.org.nz

TRAINING COURSES		
Course Duration	NZOIA members	Non - members
1 day courses	\$200	\$315
2 day courses	\$400	\$515

Courses by special arrangement

It is possible to run assessments on other dates. You will need a minimum of 3 motivated candidates and the date of when you would like the course to be run. Go to the FAQ page on the website www.nzoi.org.nz/faq#custom for details on how to arrange a course. **Course Costs:** all courses run by NZOIA are discounted for members.



www.nzoi.org.nz

20% discount to NZOIA members

PLUS a percentage of your purchase supports NZOIA.

* Discount is off RRP, not to be used in conjunction with any other discount, special or offer. Some exclusions apply.



12 STORES NATIONWIDE

www.bivouac.co.nz



PLANTING THE SEEDS OF ADVENTURE



Photos supplied by Boyle River Outdoor Education Centre

Profiles of organisations are welcomed for the back page series "Planting the Seeds of Adventure". Contact editor@nzoia.org.nz



NZOIA
Excellence in Outdoor Leadership