

SAPU

Outdoor Education

**A review of Outdoor Education
and
a programme to teach teachers
about Outdoor Education**

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Aim:

This document sets out the theory of Outdoor Education, it's purpose, history and models of delivery. Then in part 2 a programme for training other teachers is evaluated

Terminology

The term Outdoor Education conjures different pictures for different people, some see it as PE (Physical Education), some as skill acquisition of outdoor sports but a more widely held view amongst outdoor professionals is that Outdoor Education is an ethos or an approach to life and a vehicle for delivering the life skills including self confidence and self efficacy, team work, leadership, skills acquisition and much more.

History

The origins of what we now regard as Outdoor Education are a bit misty but some basic concepts can be seen to flow through time and events. The catalyst for such things stems from the great explorers.

There are accounts of many adventurers such as the David Livingstone Journeys in Darkest Africa 1852-73, Scott of the Antarctic 1910-12, The Crossing of Antarctica (The Commonwealth Trans Antarctic Expedition 1955-58, etc (Daniel, D 1962)

However it was the Second World War which was to have the most significant impact on exploration and adventure. This involved national service and the training of many young people. Money was spent on the development of new equipment and to this day modern climbing equipment and safety devices are largely based on innovations developed during the war years. "After the Second World War, when nylon ropes and cords became more generally available, protection improved" Fyffe and Peter 1990 P58.



<http://www.pbs.org/wgbh/nova/everest/history/firstsummit2.html>

At about the time of the war there was also huge interest in who would be the first people to the top of the World, the first to climb Mount Everest, the highest mountain in the world. Mallory and Irvine died on Everest around June the 8th 1924, many believe that they would have reached the summit of Everest "...between 7pm and midnight" Firstbrook 1999 p203 At that time communication was not what it is currently and it took several days for the news to reach England that Mallory had perished. Everest was finally conquered nearly 30 years later in 1953 "They reached the summit at 11.30 that morning 29th May.....To the general public in Britain it was a fitting national victory to coincide with the coronation of

Queen Elizabeth II." Bonnington 1992 P198



It is amazing to read of these types of expeditions and see the pictures of the equipment and especially the clothing they used. Whilst climbing ropes are similar to those used 50 years ago, clothing has moved on significantly with the use of man made fibres and breathable membranes. These have made the outdoors more

accessible to a greater variety of people and much of it such as fleece has come into mainstream clothing.

Today Exploration and adventure still play an important role in the development of Outdoor Education. Travel and adventure are much more widely accepted as a result of popular travels by people like Michael Palin 1992, 2004, and explorations like the 1st on foot crossing of the Antarctic Continent, Fiennes 1993, the recent filming of the epic climbing tale Touching the Void (Simpson 1988) or the interest in Ellen McArthur round the world single handed sailing challenge (<http://www.teamellen.com>). These and many more adventures and explorations have kept the profile of adventure in the public domain

Outward Bound

One of the most influential figures in the early days of outdoor education was Kurt Hahn. Kurt was a Jew born in Berlin in 1886, he went to university at Oxford returning home just before the declaration of war in 1914. He served in the German Foreign office and was respected as a person of influence. At the end of the war Hahn was assisting Prince Max of Baden, the last imperial chancellor of Germany. In 1920 the Prince started the Salem school and Hahn was appointed as headmaster. In 1933 Hahn was jailed by the Nazis, but the outcry from his friends in Britain, was sufficient to have him released and he set off for England. Friends encouraged him to open a school similar to Salem, but he took some persuading, he finally went to see the castle at Gordonstoun, and despite its state of dilapidation it sparked his interest and enthusiasm. The school opened in 1934 with 21 male students.

When World War II broke out the school was commandeered by the war office and the school moved to Wales. It returned to Gordonstoun after the war and is still a thriving and successful school which still includes Hahn's ideals for challenge, service and responsibility.

Whilst in Wales Hahn developed further a plan for a County Badge Scheme, which would develop personal fitness, tenacity and compassion in youth. He heard of Lawrence Holt a partner of Alfred Holt and Company who was concerned about the faulty training being given to seamen and this was leading to many deaths in the war at sea. Hahn and Holt joined forces to start a new school offering Hahn's new County Badge Scheme and funded by Holt and his company. The school was called Outward Bound and opened at Aberdovey in Wales in 1941. The school offered month long courses that included small boat handling, fitness training, cross country navigation work, rescue training, an expedition at sea, a mountain expedition across three ranges and service to local people.

After Miner in Miles and Priest 1990 pp55-66



<http://www.outwardbound.net/locations/>

the field it has to be clarified by describing it as like Outward Bound.

Outward Bound was born. The schools developed and now there are 5 centres across the UK and more than 30 round the world including the areas shown on the map. The main courses are still up to three weeks long and include various expeditions often culminating in a solo expedition of several days. They also offer a range of other courses to gain national qualifications or have a taster of an activity. The name Outward Bound is synonymous with Outdoor Education and often if discussing Outdoor Education with someone new to the field it has to be clarified by describing it as like Outward Bound.

The Duke of Edinburgh' Award Scheme

The Duke of Edinburgh's Award is now a highly respected award that came out of the work by Kurt Hahn. The County Badge Scheme was in affect the test run of the pilot of the scheme. The County Badge Scheme

was started by Hahn in 1934 it was adopted by other schools in Morayshire in 1941 and then a national pilot was undertaken.

- 1956 Pilot Duke of Edinburgh's Award for Boys started under Chairmanship of HRH The Duke of Edinburgh. Sir John (later Lord) Hunt appointed Director. The Award has four sections: **Rescue & Public Service, Expeditions, Pursuits & Projects, and Fitness**
- 1957 7,000 boys have started Awards, 1000 Awards have been gained
- 1958 The Duke of Edinburgh's Award for Girls is piloted - with its own programme: **Design for Living, Adventure, Interests and Service**, First Gold Awards gained. Pilot projects start in eleven Commonwealth countries.
- 1959 The Duke of Edinburgh's Award set up as a charitable trust.
- 1960 35,000 boys and 7,000 girls taking part.
- 1966 3 Area and 3 Regional Offices now running in the United Kingdom. The Award now operates in 22 countries worldwide.
- 1969 The Duke of Edinburgh's Award for Young People (both men and women) aged 14 to 21 launched The Service, Expeditions and Interests Sections were available at all levels to everyone whilst at Bronze and Silver young women took Design for Living and young men Physical Activity. At Gold participants could choose between the latter two sections, and had to complete a Residential Project.
- 1975 One million young people have taken part in the Award since 1956
- 1980 The next major revision - one programme for all young people between the ages of 14 and 25: Service, Expeditions, Skills and Physical Recreation, with an additional Residential Project at Gold
- 1987 The 100,000th Gold Award presented. HRH The Prince Edward gains his Gold.
- 1989 Two million young people have started the Award since 1956
- 2000 The programme revised to allow participants to choose the section on which they will spend the longest time. 103,000 new entrants and over 48,899 Awards were gained in the past year.
- 2001 The Duke of Edinburgh celebrates his 80th Birthday, and hands over the Chairmanship of Trustees to Sir Tom Farmer. Prince Philip remains as Patron. The Duke of Edinburgh's Award in the UK celebrates its 45th birthday, and is one of some 60 sister Award programmes for young people, operating in 100 countries around the world

After History of the Award : <http://www.theaward.org/involved/index.php?ids=46,1495&id=1318>

The Award Scheme has gone through many changes, but the overriding philosophy is “challenge to the individual” across four sections of service to the community, learning and developing skills, participation in physical recreation and an expedition. There are three levels Bronze which may be started at 14, Silver to start at 15 and Gold to start at 16, the Awards must be completed by the 25th Birthday. The award shows commitment over a period of time to each area as outlined below.

Bronze Award (14+ Years)

Service	Skills	Physical Recreation	Expeditions
3 Months	3 Months	3 Months	Plan prepare and undertake a 2 day, 1 night venture

All participants must undertake a further 3 months in either the Service, Skills or Physical Recreation Section.

Silver Award (15+ Years)

Service	Skills	Physical Recreation	Expeditions
6 Months	One Section for 6 months and the other Section for 3 months		Plan prepare and undertake a 3 day, 2 night venture

Participants who do not hold their Bronze Award must undertake a further 6 months in either the Service or the longer of the Skills / Physical Recreation Section.

Gold Award (16+ Years)

Service	Skills	Physical Recreation	Expeditions	Residential Section
12 Months	One Section for 12months and the other Section for 6 months		Plan prepare and undertake a 4 day, 3night venture	Undertake a shared activity in a residential setting away from home for 5 days and 4 nights

Participants who do not hold their Silver Award must undertake a further 6 months in either the Service or the longer of the Skills / Physical Recreation Section.

The Key principles of the Award are:

- **non-competitive - *a personal challenge not a competition***
- **available to all - *anyone can do it!***
- **voluntary - *it's up to you what you do, it's your leisure time***
- **flexible - *your programme is designed by you for you***
- **balanced - *it will stretch you in all directions***
- **progressive - *you improve at your own pace***
- **achievement focused - *you can't fail***
- **marathon not a sprint - *it takes more than a short burst of enthusiasm***
- **personal development - *it's the taking part that matters; getting an Award is the icing on the cake***
- **enjoyable - *it's about getting out there and having fun!***

Timescales: <http://www.theaward.org/involved/index.php?ids=49,158&id=112>

The Scout Association

In 1899 Colonel Robert Baden-Powell published a book to help fellow soldiers called Aids to Scouting for N.C.O.'s and men. Baden-Powell was about to become a national name as the Siege of Mafeking came to a close during the first half of 1900. In 1899 Baden-Powell was sent to Rhodesia to raise two regiments that would resist the expected Boer invasion of the Natal Colony. Baden-Powell decided that defence would be better than attack so he decided to hold the town of Mafeking. He recruited what troops he could and this included a cadet corps of boys aged 12-15 to act as messengers and orderlies. The Siege started on October 12 1899, just a few days before this Baden-Powell had sent off the final amendments of the book.

“Although wholly outnumbered by over 8,000 Boer troops, the garrison withstood the siege for 217 days, defying the predictions of the politicians on both sides. Much of this was attributable to some of the cunning military deceptions instituted by Baden-Powell”

Siege of Mafeking http://www.e-paranoids.com/s/si/siege_of_mafeking.html

Baden-Powell returned a hero and what was a small military book suddenly had appeal to many and was sold widely.

Baden-Powell was asked by many groups and associations for him to speak and write materials. He started to think about opportunities for young boys. He spent time with William Smith founder of the Boys Brigade.

“yet the Boys Brigade *did* impress him; they marched well, their bands played excellently and they clearly took their physical exercises and everything they did seriously..... in his opinion an organisation which had been active for 21 years would have attracted more than 54,000 members ‘if the work really appealed to boys.’”

Jeal 1989 P361

Smith suggested that Baden-Powell re-write his scouting book aimed at a younger generation. Baden-Powell was still in the army now a general, but he continued to follow his interest and spoke with many other people about his ideas. He became aware of some boys groups already using his NCO book as a basis for their work and even calling themselves BP groups. In 1907 Baden Powell held an experimental camp on Brownsea Island off Poole in Dorset with about 20 boys. This he heralded as a great success and Brownsea Island is regarded as the birthplace of Scouting. In 1908 he published ‘Scouting for Boys’ and the scout movement was officially underway. Today “There are more than 28 million Scouts, youth and adults, boys and girls, in 216 countries and territories” <http://www.scout.org>

Like the Duke of Edinburgh's Award Scheme it has undergone many changes and it now works very closely with the Award Scheme in the UK. The Mission statement of the World Scouting Movement.

"The mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society. This is achieved by:

- *involving them throughout their formative years in a non-formal educational process*

- *using a specific method that makes each individual the principal agent of his or her development as a self-reliant, supportive, responsible and committed person*
- *assisting them to establish a value system based upon spiritual, social and personal principles as expressed in the Promise and Law. "*

<http://www.scout.org/strat/mission.shtml>

Although camping and other outdoor activities are not mentioned directly in the scouting mission, they are an integral part of teaching and learning that takes place as a scout. Scouts spend much of their time outside and for most the culmination of the year is the annual week long summer camp.

Three models have been briefly discussed here to give some insight into the history of Outdoor Education. In depth analysis of these organisations could easily fill this whole paper and there are many published books that do this job admirably any way, Jeal 1989, Hogan 1968, Baden-Powell 1908, etc. These have however been influential in the development of current Outdoor Education programmes. There is one notable difference between Outward Bound and Scouts, Duke of Edinburgh's Award Scheme, that is the staffing. Scouting is almost entirely staffed by volunteers with a few paid staff at national and regional level, the Duke of Edinburgh's Award is mainly staffed by volunteers with some paid management and development posts at county and local level, whilst the Outward Bound Trust is a business and relies on paying staff throughout. The use of volunteers is further commented upon in this sections summary.

Contemporary Thoughts of Outdoor Education

As was alluded to in the introduction current thoughts cover a myriad of views and concepts. One of the key motivators in UK in the last generation is Colin Mortlock.

In 1971 Colin Mortlock was appointed Director of the Centre for Outdoor Education at Charlotte Mason College. In 1984 he published 'The Adventure Alternative'

Mortlock (1984) suggests that adventure can be split into 4 Stages.

- Stage 1 is Play. This is where someone is working way below their normal abilities and they can complete the activities easily without any concentration or thought. In fact there is a risk of boredom setting in and the person may become lackadaisical.
- Stage 2 is Adventure. There is more thought and concentration required here, but the task and activities are still well within the persons control there is nothing stressing them. This is often the stage at which new skills are learnt.
- Stage 3 is Frontier Adventure. This might be just a little further beyond stage 2, as there is now some stress either psychological or chance of physical harm.
- Stage 4 is Misadventure. The situation or challenge is beyond the person and some harm is likely to occur. At the top end of 4 this could result in death, lower in 4 the result could be loss of a limb or psychological harm that comes from a traumatic event like falling of a rock climb or taking a long swim whilst canoeing, but equally as well it could apply to someone being bullied as a result of an event or taking a severe knock to self esteem.

After Mortlock 1984 p 22-23

Mortlock suggests that Frontier Adventure is the stage that will lead to the greatest personal learning and gain “The peak experience of stage III is rather like going through a door into another world, which is altogether more magnificent and more indescribable than normal living.” Mortlock 1984 p38 An example of this could be an exercise called the Trapeze. Suffolk Local Education Authority (LEA) has one of these at Thorpe Woodlands. The participant dons a full body harness and is clipped to a safety line. Next they climb the ladder to about 3 metres at this point they climb the tree trunk assisted by small blocks attached to the tree. At about 9 metres the trunk is cut off and a very small platform “the postage stamp” is fitted. The aim is to stand on this platform and then jump forwards to grasp a trapeze bar. For most youngsters doing this for the first time this is Frontier Adventure, where they have to push themselves on and will need lots of support from others, however having jumped most also feel extreme elation at having completed a task they thought that they couldn’t. The Trapeze will be referred to later during the discussion about risk.



Trapeze at Thorpe Woodlands

What is self-esteem?

The Collins dictionary (1991) gives the following description of self-esteem “Good opinion of ones self, self respect.” Kimberly Ann Klint in Miles, C & Priest. S (1990) describes self-esteem as part of self-concept. This being the whole picture that one develops about oneself. She further states that “self-esteem refers to satisfaction and confidence in oneself, while self-confidence connotes confidence in one’s abilities and powers to accomplish a goal or task.” Klint, K. A. in Miles, C. & Priest, S. (1990) p164. In her work on Self-esteem in young offenders McRoberts, M. (1994) make no reference to a definition of the area and it is left very much to the individual to draw from their own understanding. Yet it seems that self-esteem in clinical terms is part of self-concept.

“Self-concept can be thought of as an organized representation of our theories, attitudes, and beliefs about ourselves.” Pressley, M. & McCormick, C. B (1997) p210

Psychologists generally accept that there are many parts to self-concept “Shavelson, Hubner and Stanton (1976), for example, have suggested that the self-concept can be divided into the academic (cognitive), emotional, social and physical self-concepts...” Barrett, H. & Jones, D. (1997) p49. This can lead to the suggestion that pupils with problems in one area of self-concept will not necessarily have problems in other areas.

If as suggested by Barrett, H. & Jones, D. (1997) much of self-concept is developed from a basis of being able to reflect upon the life going on around. Then pupils who have difficulty with stringing a sentence together are going to have problems reflecting on their own self-worth. If the outer voice is confused as in some speech could not the “inner voice” also be confused? Pupils have a tough time coping with the present without reflecting on what has gone by. Certainly from personal experience pupils find it very hard when having to reflect on a session, and say what they did that was good or useful and what they did that was not good or useful. In the same way the author has used a video camera to record the activity of some sessions. When the group views the recording often pupils have a really tough time being faced with what they said or did. You cannot argue “it wasn’t me sir” if its clearly recorded on the tape for all to see and in

the most recent work the video camera has been used to make a 'big brother' style diary room where participants can review their days activities, relationships and other highs and lows. The process of them completing this is more important than the finished tape. As the process is encouraging them to reflect and think about their actions and how these affected not only themselves but others as well.

The National Curriculum

Since the publication of the National Curriculum 1988 and its implementation by 1990 schools have been required to follow a set curriculum. There is some choice within it but essentially the curriculum is the same from one school to another. Each subject has its own National Curriculum and relevant documentation. The National Curriculum was reviewed in the late 90's and the re-working of the Curriculum 2000 for implementation from September 2002. Outdoor Education became more difficult for schools to fit into the confines of the curriculum. The main areas that such activities would fall into are Physical Education (PE) and Geography. In Geography the work would be around field trips and navigation involving map and compass.

Within PE Outdoor Education is relabelled Outdoor and adventurous activities, and whilst it is good that it is an option for pupils in keystages 2-4, the fact that it is an option means that it is often overlooked. The options for each keystage (KS) are listed below.

KS2 Outdoor and adventurous activities

11 Pupils should be taught to:

- a take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments
- b use a range of orienteering and problem-solving skills
- c work with others to meet the challenges.

KS3 Outdoor and adventurous activities

11 Pupils should be taught to:

- a meet challenges in outdoor activities and journeys
- b use a range of orienteering and problem-solving skills and techniques in these challenges
- c identify the roles and responsibilities of individuals within a group when planning strategies
- d respond to changing conditions and situations.

KS4 Outdoor and adventurous activities

11 Pupils should be taught to:

- a meet challenges in large-scale outdoor activities and journeys
- b use a range of complex outdoor activity skills and techniques [for example, canoeing, sailing, rock climbing, hillwalking]
- c solve problems and overcome challenges in unfamiliar environments
- d respond to changing conditions and environments.

DFES 1999

It can be seen from the list of objectives above that the main aim of the PE curriculum is to teach skills, however there will be outcomes in terms of self esteem, self confidence etc as a direct result from participating in journeys and other adventurous activities. In the main the school will be dependant on one or two members of staff to have a keen interest in Outdoor Education, otherwise nothing will take place. It is a paradox that the main mention of Outdoor Education is in the PE curriculum and yet for most youngsters it is not PE staff that take them out. The staffing comes from a myriad of other subject teachers who run after school clubs and trips during school holidays often incorporating the Duke of Edinburgh's Award Scheme. This is a generalized statement, there are of course some excellent PE departments running Outdoor Education programmes, but they are few and far between.

The Tomlinson report 2004 is leading the debate about curriculum design for 14-19 year olds. And it seems likely that the outcome of this will be increased flexibility in the curriculum which may in turn lead an

increase in the amount of Outdoor Education taking place in curriculum time. This is further supported by the recent OFSTED report (2004) which is discussed later.

Use of Centres

In the late 1960's many Local Education Authorities (LEA) set up Outdoor Education Centres, often called mountain centres or activity centres or just referred to by the name of the place where these took place. Usually they constituted of a large building converted for residential accommodation in an area of wild country such as Wales, The Lake District, The Peak District etc. These were mainly staffed with qualified teachers who also had the experience and some qualification to teach in the outdoors. And thus LEAs all over the country had centres hundreds of miles away, that they could send groups of school children too. Generally the cost was subsidized for schools within the LEA. Teachers could organize trips and the LEA could easily manage the quality of the provision. Drasdo 1972 states "There will be more and more Mountain Centres, more and more schools and colleges with properties of their own in the hills, more and more courses for students and teachers...." Drasdo 1972 p62

Yet by the 1980's LEA centres were in decline. Mainly due to financial pressures, but operational difficulties also played a part. LEAs found it difficult to run centres along way from their main area of operations, advisors could not just pop in. There was a growing requirement for qualifications in each of the activities used and not just experience. This led to a growing number of people becoming qualified leaders of Outdoor Education activities who were not qualified teachers. Over time it was noted that these people were cheaper to employ than teachers and by the early 1990's very few LEA centres were completely staffed by teachers. For many LEAs this was not enough of a cost saving and the centres closed. At the same time many independent centres were being started and generally being staffed with Outdoor Qualified but non teaching staff instructors. These centres were therefore able to offer much less expensive courses.

Qualifications

National Governing Bodies (NGBs) of each sport were and still are responsible for the training and qualification of instructors in their chosen sport. The British Canoe Union (BCU) was responsible for Canoeing and kayaking, The Royal Yachting Association (RYA) for sailing, The British Mountaineering Council (BMC) for hill/mountain walking, rock climbing, etc. Most of these bodies have been operating a scheme since the 1960's

As mentioned above someone could become highly qualified in Outdoor Education and not be a qualified teacher, It is not the authors intention to suggest that not having a teaching qualification lessens the qualification of an instructor, merely to comment that one is not necessary.

By 1990 the use of LEA centres had declined and there were many other types of centre including those run by charities and those as money making businesses. Apart from individual inspections from NGBs there was no regulatory process or inspection. So if you wanted to become a BCU approved centre you filled in the form, went through the BCU inspection process and implemented any targets as required, but you could still offer canoeing activities without being a BCU centre the process was entirely voluntary. The other main NGBs also ran approval processes, but there was no central authority. The events of 22nd March 1993 were about to change this.

The canoeing tragedy itself was the result of a series of errors and circumstances, which the Devon County Council report states "quite simply, should not have happened." This report goes on to say that "the immediate cause of the tragedy was, however, the lamentable failure of the St Alban's Centre to organise and supervise the canoeing activity, to employ suitable staff and to have prepared and operated sensible and pre-determined procedures when difficulties arose." The successful prosecution of the parent company, OLL and the managing director, Peter Kite, was based around these issues.

The canoeing party set out from the Cob in Lyme Regis at about 10 a.m. on March 22nd 1993. The party of 8 pupils and their teacher were accompanied by two instructors from the St Alban's Centre. The intention of the trip was to cross to Charmouth and return to Lyme Regis by lunchtime. Almost as soon as the trip got underway, the teacher experienced difficulties, and whilst one instructor attended to him, the other instructor rafted the pupils together. The raft rapidly drifted away from the teacher and instructor, and lost sight of them. The pupils were wearing life jackets, the instructors buoyancy aids. No flares were carried, and the pupils did not have spray decks.

As the raft of kayaks drifted away from the coast, the wave height increased, and gradually, one by one, the kayakers were swamped until all nine individuals were in the water. Although the group had been due back for lunch at 12 noon, the emergency services were not asked to help until 15:30. The teacher and one instructor had remained in their kayaks, and were rescued by the inshore lifeboat at 17:31. The rest of the group were picked up by rescue helicopter between 17:40 and 18:40.

The events that surrounded and led to the loss of these four young people re-invigorated the campaign to better regulate the safety of outdoor activity providers, particularly those providing activities for school children. In addition, an investigation and review of coast guard procedures were undertaken, as the trial judge considered that the actions taken by HM coastguard on the day in question demonstrated "oversight" with regard to the search and rescue operation.

Bradford 2001 <http://www.aala.org/lymbay01.html>

In November 1993, the then Secretary of State for Education, John Patten, introduced a four-point plan as "government action to safeguard pupils and others in outdoor activity centres." This plan was:

- An immediate survey, already in hand, of outdoor activity centres followed by a special programme of inspection visits by the Health and Safety Executive (HSE) looking at standards of health and safety in them, over the next two years
- making publicly available factual information about the inspections and any enforcement action arising from them
- New comprehensive and detailed guidance by the then Department for Education (DFE) (later becoming the Department for Education and Employment) with the assistance of the HSE, to provide information to schools and local authorities on the lessons which they should draw from the Lyme Bay incident
- Changes in the documents concerning schools Articles of Government to make explicit the legal duty of care concerning health and safety.

Bradford 2001 <http://www.aala.org/lymbay01.html>

On April 16th 1996 the Young Persons Act 1995 came into force and the Adventurous Activities Licensing Authority (AALA) was born and commenced its inspection of activity providers in the autumn of 1996. For a centre of any type to be able to offer outdoor Activities they must be registered with AALA and pass their inspection process, if someone is working as a self employed freelance instructor they personally must be registered with AALA and pass an inspection process if they are to offer activities to young people under 18 years of age. "By February 2000 the total number of license holders had increased to 911 and total refusals to 29" Bradford 2001 <http://www.aala.org/lymbay01.html> and there were a further 49 who had withdrawn their applications. AALA continues to license centres and activity providers who charge for their services, but currently the voluntary sector is exempt. This has an impact on bodies such as the Scouts who provide voluntary instruction in outdoor activities, they were not untouched by the authority and have only narrowly escaped being part of the AALA system, by reviewing their own guidelines and authorisation process which includes insisting that leaders wishing to instruct these activities have relevant NGB awards and pass through a scout authorisation process every 5 years. Even so one big accident and the Scout Association may be forced to comply with the tougher requirements of the AALA scheme, which would be to the detriment of Scouting and Outdoor Education.

Litigation

The growth in American styled litigation has hit Outdoor Education and education in general quite hard, with teachers reluctant to organize any sort of trip and risk being sued if something goes wrong. Many

teaching unions like the NASUWT have recommended to their members not to take part in school trips. There is a fear that practices such as 'no win, no fee' are putting school visits at risk.

OFSTED

The Office for Standards in Education (OFSTED) are the government body assigned to assess the state of education in England including nurseries, 1st schools, secondary schools and colleges. They have recently published a report into good practice in Outdoor Education (OFSTED 2004). The report states much of what is good about Outdoor Education in Schools and centres. Pertinent key findings are:

- The quality of teaching in outdoor education in school-based settings and in centres is generally good. Weaker teaching focuses on the activity itself with insufficient attention given to the way the activity contributes to students' learning. In school-based settings, this is often due to limitations in accommodation and resources but also to teachers' insecurities in subject knowledge and fears of litigation.
- The quality of teaching in centres is good or better in 80% of sessions. In 32% of sessions it is very good. Factors contributing to good-quality teaching include small group size, teachers' specialist knowledge and their ability to adapt tasks to provide an appropriate challenge for students.

OFSTED 2004 p2

It is useful to note that OFSTED commented on the litigation problem and that generally the report was a very positive and encouraging one that did much to get a positive message through the media. There were of course a number of development points:

To achieve further improvements in provision for outdoor education, **schools** and **centres** should:

- develop the systems for evaluating the impact of provision on improving students' attitudes and achievements
- make better use of assessment data, including students' selfassessments, to seek evidence of students' learning, and the formation of attitudes and values over the longer term
- improve the quality of teaching still further by ensuring all teaching takes sufficient account of students' responses and teachers' intervention guides their learning
- ensure all teachers accompanying groups on courses can develop their skills and knowledge when working with specialist teachers
- improve programme planning to ensure that students' residential experiences support their future work in the school curriculum
- ensure the benefits of outdoor education can be experienced by all students.

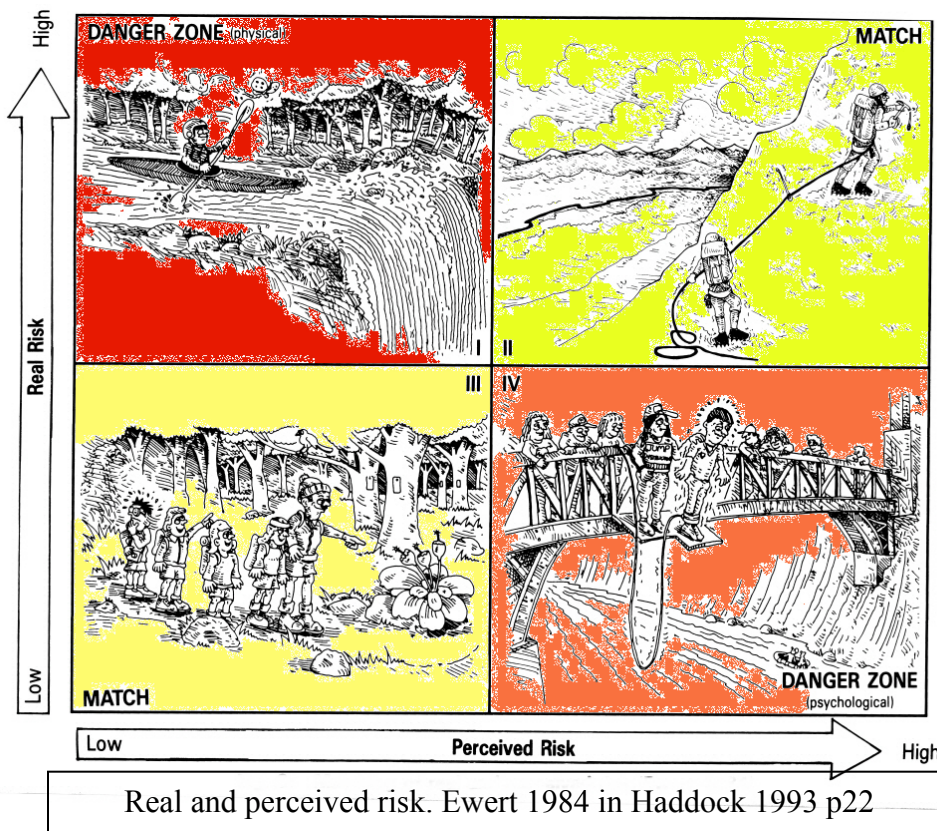
OFSTED 2004 p3

These targets show that OFSTED sees Outdoor Education as an important part of the whole of education as the recommendations about closer planning, closer working, clearer objectives and greater emphasis on pupils views are all messages that any state school is trying to implement across it's curriculum. In addition to have such a report from such a well respected and neutral body gives great weight to the campaign for Outdoor Education in school.

Risk

No discussion about working with adventure tasks would be complete without a discourse of risk and how it can be managed.

Essentially risk can be thought of in two different types. Real and perceived risk.



Real risk is a real danger that ultimately could cause loss of life. Trying to complete the Trapeze without a safety rope could lead to a fall of 9 metres, this is real risk. A yet by putting a correctly fitting harness on and using safety ropes correctly there is virtually no risk, but the brain still feels at risk, this is perceived risk. The real risk is almost negligible but the perceived risk will easily be enough for most to achieve stage III and for a small group it could be stage IV where they could have lasting emotional damage.

This diagram (Ewert 1984 in Haddock 1993) High lights the outcomes of possible combinations of real and perceived risk. The numbers in

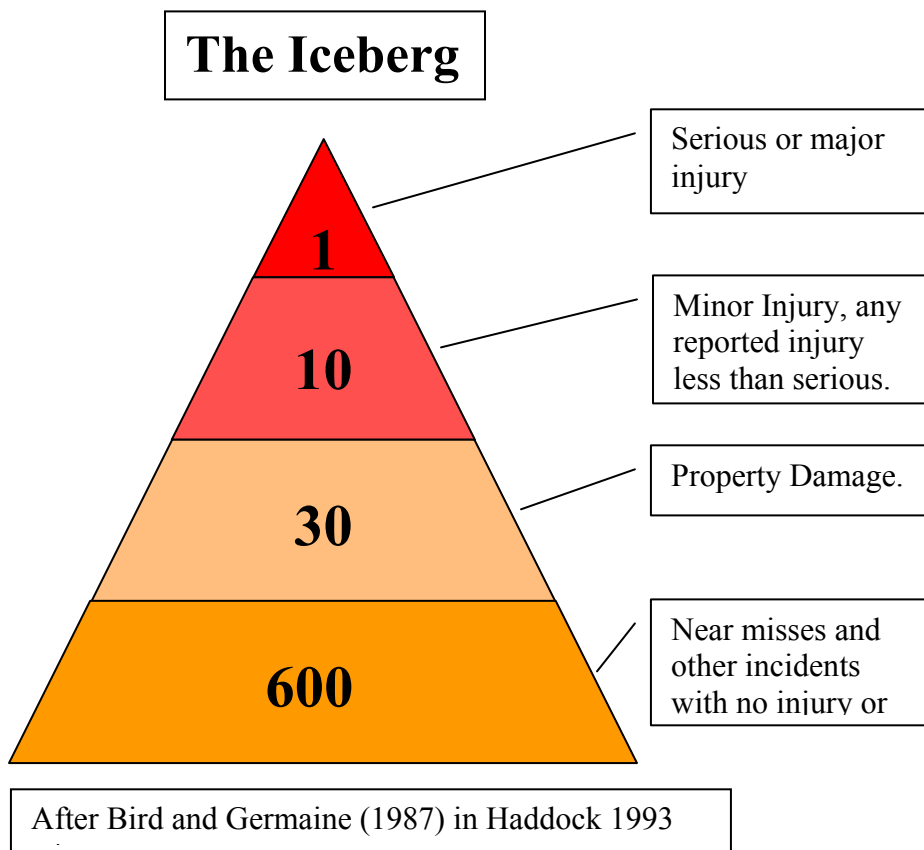
the boxes should not be used to correlate to Mortlock's (1984) stages.

Ewert suggests that greatest personal learning comes from leading groups in box three or two, where there is a match between the types of risk

The author disagrees with Ewert 1984 in Haddock 1993, because from experience it seems that the maximum learning and personal growth takes place where the real risk is low and the perceived risk is moderately high, but a good knowledge of the students is important to be able to judge how far they can be pushed without the experience becoming misadventure. The Author is reminded of a climbing session in Wales with a group of 15 year old special need pupils who where all male and at the more troublesome end of the youngsters at the school. The author was not leading the session but as a qualified climbing instruct was involved. Considerable time was spent at the top of the abseil whilst the youngsters where coerced into going over and completing the abseil. The instructor running the session was able to concentrate on the technicality of safety and rope management whilst the author could focus on try to get the boys to abseil. This involved a number of options, threats- do it or else, bribes- do it and I'll give you a chocolate bar, comforting and both abseiling down together, peer pressure- how will you feel when so and so does it and you don't etc. The majority, but not all completed the abseil, and were not emotionally damaged for it but rather pleased they had completed a challenge they thought they could not. The lasting memory was the discussion with the instructor in the minibus on the way back to the centre. The instructor said it was one of the most rewarding days he had had with a group and that he would not normally have pushed a group so far. As the discussion continued it became apparent that the reason for the lack of willingness to push the pupils further was not due to any technical ability of the instructor or safety issue, just that he only met the group that morning and no idea of what they where like. The author had worked with the pupils for several years and knew them well, and the fact that they where used to giving up as it was emotionally safer for them to give up on their own terms rather than face failure. The point of this anecdote is to point out that the greatest learning comes from working when the perceived risk is high, this is top end frontier

adventure, but the risk is that it will cross the line into misadventure by pushing the participants too far, one way to avoid this is to know the participants well. The model of failure on one's own terms being better than failure to complete a task is part of self-esteem and is discussed later.

It should also be remembered that the amounts of risk may not be apparent to all or may feel different for some people. Typically an instructor should be working at Mortlocks Stage two when the group are working at Stage three, in this way the real and perceived risk will be different. The instructor will see little real risk because he feels in control and has taken appropriate safety actions, whereas the student will not appreciate the safety steps and therefore their perceived risk is high and will deliver the most benefit if the student successfully completes the task, but may have lasting psychological harm if they do not complete the task.



Further thoughts on risk include the Iceberg.

The Iceberg is based on an accident ratio study (Bird and Germaine 1987 in Haddock 1993) that looked at the causes of accidents and the outcome of the accident in terms of injury and property damage.

It can be seen that the study concluded that for every 600 near miss incidents there would be 1 serious injury. This study has been important in the development of risk management and near miss reporting, because if the number of near miss or close shave incidents can be cut then the number of injuries can be cut and the number of serious injuries will become much smaller.

Thus the basis of a risk assessment is to identify the risks and place control measures to minimise the real risk. Risk assessments are in themselves a complicated subject, that there is not room here to discuss. The Bird and Germaine (1987 in Haddock 1993) study also concluded that the seriousness of the outcome of an incident was often chance.

“A group of 10 students and an instructor were returning from a ½ day mountain bike ride. They had to cross numerous creeks including one quite large one. The road was quite rough with a steep rocky downhill section. Two or three kilometres from camp the group decided to ride down a small flooded creek which had some shallow waterfalls in it. On the first waterfall one cyclist went head over heels into the creek, without hurting himself. On retrieving the bike he lifted the handlebars out of the front forks which had become completely unwelded. If this accident had occurred on the steep rocky section of the track the cyclist and possibly others following could have been seriously injured.”

Haddock 1993 p5

Summary

In part one of this work I have looked at Outdoor Education in a multitude of ways and yet we have only just scratched the surface of a complicated and multi faceted area. As the author is an outdoor educationalist his views are biased, even so it is his opinion that Outdoor Education has much to offer the majority of young people in our schools today, but anyone passionate about their subject would argue the same, so it must be about balance, choice and equality.

The Outdoor Education curriculum must be balanced against other often marginal activities such as performing arts and conventional sporting fixtures both team and individual, competitive and non-competitive and must be balanced against the requirements of academic success.

The Outdoor Education Curriculum must offer choice, and provide a range of activities in different ways, from the use of the classroom, to the playground, to the local park, to local areas, to areas wild and remote within the UK and possibly internationally. It must offer a range of activities that include small sessions, whole days, overnight and week long visits and journeys. It must offer a range of activities that allow for skills acquisition and the development of more personal qualities of self esteem, confidence and emotional intelligence.

The Outdoor Education Curriculum must offer equality to all youngsters and not disregard participation of the grounds of special need, finance, religion, gender or geographic location. All youngsters should have the right to access this provision if they so wish, but some may prefer not to take part favouring another activity.

The future of Outdoor Education could be quite positive at least in the sort term of the next ten years, with education increasingly looking at more varied and flexile ways to offer a more rounded education for life and not just pure academia. Reports like Tomlinson 2004 and the rise in interest in Emotional Intelligence (Goleman 1997) will lead to an increase in the time and money schools have available to pursue Outdoor Education activities. Biggest factor to affect it will be litigation, a few big cases of litigation and the whole work could be set back years.

An yet there are so many concerns about 'youth culture', youth crime, and the decline of social laws and responsibilities that there must be an up swell against litigation to ensure that ten years from now young people of all shapes and sizes have more to do that hang around on the streets, be they involved in outdoor education, performing arts, sports, etc. The author believes that the biggest influence on this is the number of volunteer hours that people use to support groups and organisations. Many people do nothing voluntarily and put little back into the community. Let's have a tax break for all those who spend 1 ½ hours a week volunteering with groups and organisations. The numbers of volunteers would go up over night and whilst many would not have the skills or be appropriate for direct contact with participants, these new volunteers my have skills to help fund raise, to help with paper work, with planning, cleaning etc which would free up more time for the more qualified and experienced volunteers to spend time with the participants.

PART 2

Reflections of an Outdoor Education Course

Introduction

This part of the work is written in the first person as it is a reflective review of running a weeks training for teachers and youth workers. The use of the first person also goes some way to high light the personal and emotional commitment there is to this work. This is designed to apply and extend some of the discussion in part one and should therefore not be taken in isolation.

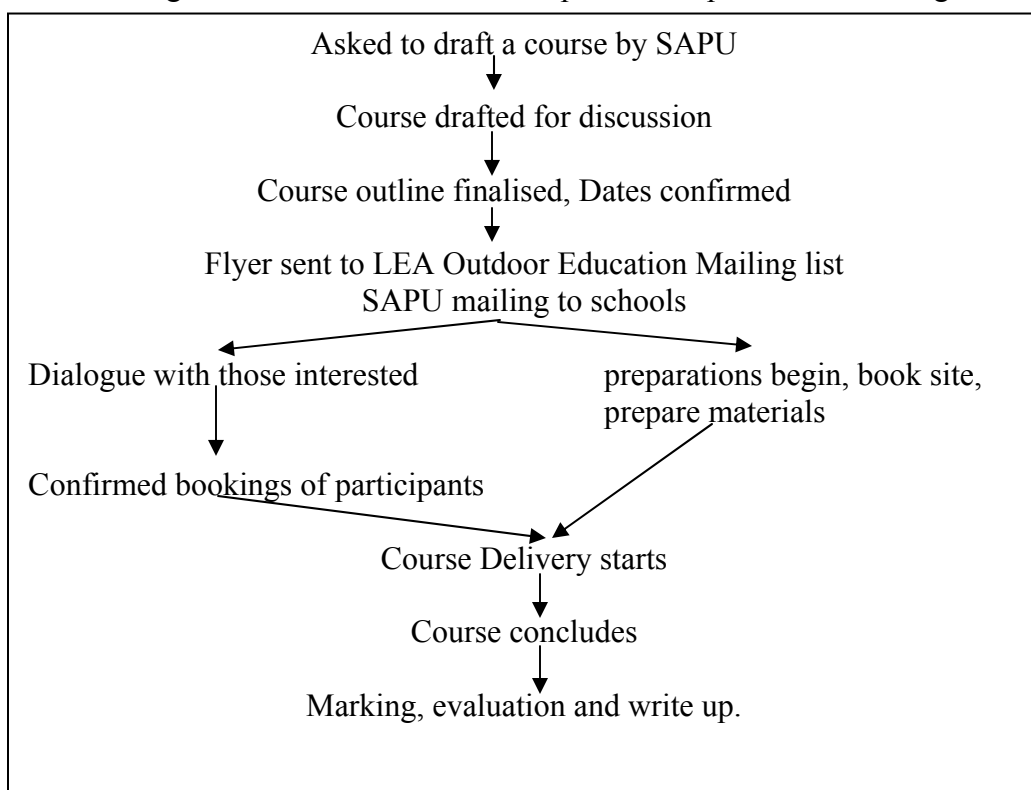
This part is a reflection of the planning, running and follow up of a course for the SAPU Summer University 2004. This is the first course I have run for SAPU and the first time a course on Outdoor Education has been run.

Why run a course?

Suffolk LEA has various Outdoor Education facilities and resources, whilst it does not currently have its own residential outdoor centre, it has watersports centres offering canoeing, kayaking, sailing and power boating. It has a comprehensive facility at Thorpe Woodlands in Thetford where residential programmes can be run during the summer, as the accommodation is camping, there is currently one full time member of staff with part time staff being used as required. I have not classed this as a centre because of the time limited accommodation and the staffing, but plans are in place to build a 40 bed residential building hopefully for 2006 or 2007. So with such a fantastic resource about 1 hour away it seem like an ideal opportunity to try to sell Outdoor Education and Thorpe Woodlands to others across the county. My own conviction of the potential for learning the Outdoor Education has and my own qualifications as a teacher and outdoors man made the choice ideal.

Steps to running the course.

This diagram is offered to show the steps taken to plan the week long course. Right from the start I felt that



a key element should be an overnight stay and some practical application of the theories discussed. And yet there was doubt in my mind as to who would be attracted and recruited to such a course and how would the respond to practical work?

I also wanted to make the assessment process of very real use to those undertaking it, this meant leaving flexibility in the detailed programming of the course and the assessment criteria to take account of this.

The outline to the module is no given to set the scene of the work.

SAPU Module Outline raising achievement through Outdoor Education

This module is offered as a 5 day course as part of the summer University.

Who is this course for?

The course is aimed at anyone who would like to know more about Outdoor Education and develop some concrete skills to develop this work. The course is a mixture of classroom and practical activities. The assessment is based on written work which does not take account of the practical element, but candidates should be prepared to join in sessions and be prepared to spend a night out camping. No skill level of skill is required for the course, just enthusiasm. In order to make the most use of the course in school or youth group candidates will need to follow the County rules for authorisation, this process will be covered in the course.

The course would suit people working with all ages of young people within a variety of subjects, PE, geography etc.

Aim

To provide students with a grounding in Outdoor Education theory and practice so that they can use some of these skills in school or youth work. Theory behind the use of Outdoor Education (OE) in raising self esteem, thinking skills, independence etc, with reference to relevant literature and see how this applies to the National Curriculum, Duke of Edinburgh's Award Scheme. They will develop skills to use orienteering with all levels of pupils which could then be used with school or youth work. 2 days will be spent at the Thorpe Woodlands site completing familiarisation course and for those with sufficient experience assessment of skills to use the site at a later date.

Content

Day 1. Based at Belstead. Introduction to the module, experiences of outdoor education etc, introduction to theory of OE. Introduction to orienteering. The requirements for OE in the National Curriculum

Day 2. Based at Belstead. Further work and application of theory links to accredited schemes like the Duke of Edinburgh's Award Scheme and introduction to visit planning including The current rules and procedures for arranging OE trips and activities. The recommended procedures for planning trips in line with national and county requirements and meeting Care Standards for residential trips.

Day 3. Based at Thorpe Woodlands, introduction to the site, site orienteering and introduction to problem solving, overnight camp possibly in bivouac shelter

Day 4. Based at Thorpe Woodlands, further work on problem solving tasks and where appropriate assessment to lead these activities. High ropes course, introduction to and experience of.

Day 5 Based at Belstead. Recapping of weeks work. Individual planning time and tutorial for assessment.

Assessment

At H – Plan an outdoor visit or a scheme of work including OE. This should include relevant links to literature to set out the reasoning for the work. The work Examples of appropriate planning and risk assessments, links to National Curriculum etc should be included.

At M- Review literature to argue the case for the use of OE in schools and youth groups. Plan a programme of OE appropriate for your situation. The programme should cover a number of sessions including a trip or visit away. The planning should be detailed including samples of authorisations and risk assessments.

Expected word count for this work is 6,000 words.

Assessment deadline is Friday 29th October. Work to be submitted at the SAPU office.

Work can be emailed to Lawrence for comment etc well before the deadline. Please make sure that it is clear that this is not final work.

Lawrence's email lchapman@fish.co.uk

Referencing: please make sure work is clearly referenced using the Harvard system, see “Guidelines for the production of assignments” available from SAPU

Facilitation of the course

This was quite a challenging course to run, not only because it was the first time for this course, but because of my original aspirations that the work should be relevant to the level of the participants and the outcome of their labours should be of real use to them. This meant that the exact detail of the course would depend on those attending it, their background in Outdoor Education, their approach to learning and their willingness to join in.

Introductions

Lawrence Chapman
Senior teacher The Ashley School Lowestoft Special school MLD
338 pupil rights out since Easter
Bod (Hans) Outdoor and Science Education, Masters completed 2003
BCU Coach, contracted course provider, trainer assessor.
BOP Coach level 2, ML Summer, SPA,
Spain tourist DESC, Christmas swim.
Currently studying for NPGH

Introductions

The main consolation was that I was very secure in my subject knowledge and I felt that I would be able to offer anyone who came something about Outdoor Education.

Outline of day/week

- Why – what OED
- NC
- assessment
- Orienteering pm

Tues

- Recap theory
- DoE
- Regulations - risks

Wed – Thorpe Woodlands

- Initiative challenges and level 1 training
- Orienteering

Thur – Thorpe Woodlands

- High ropes course

Fri

- Recap
- Planning for assessment

4 people enrolled on the course. Two teachers studying at M level, one person currently working but training to be a teacher as well at H level and one person working in the County on a waste management programme, studying at H level.

4 varied people all bringing different skills, experience and baggage to the course.

Your course

- Please ask if not sure
- Please challenge and share
- TEAM

Wed / Thurs

Food lunches, evening, breakfast.
Tents and other arrangements

They were all very receptive to the material and they were eager to camp and to participate in the activities.

These are the PowerPoint slides used to aid the introductions and the course.

Reflections of the first day

The first day of anything is always tinged with at least a small amount of nervousness, but I guess it was worse for the participants. I arrived early to set up and steadily the participants arrived and we chatted about the slides of a recent trip I was showing. Once they all arrived we went through the introductions. I

find it difficult sometimes to know how much to say, I wanted to demonstrate that I was qualified and experienced to run the course and yet if I listed all my qualifications I felt I might be seen as a show off and come across as off putting. I think in the end the balance was about right. The participants all introduced themselves and we discussed their experience, their work and their aspirations for the course. Following the introductions we got straight into thinking about what they as a group thought Outdoor Education was and we devised a mind map showing how the activities interrelated. This was a very useful exercise not only for me to gauge their current understanding but it opened their eyes to what a vast subject it could be. From then we went on to study models of outdoor education in use like the Duke of Edinburgh's Award scheme. Two of the participants later chose to use the award scheme as a basis for their assignments. The majority of the afternoon was spent studying orienteering. Through lack of space this is the first chance I have had to mention orienteering, but it is something that I believe has great potential in schools and centres.

Orienteering requires the use of a map and often a compass to find places that are marked on the map. When they reach the correct point participants either stamp a card or write down a code as evidence that they have been to that place. In a competition this is against the clock with the fastest person who completes the course with all the markers being collected, the winner. Orienteering is a simple and flexible tool to use in schools and yet I believe it is often taught badly, because people think there is nothing to it. Far from it, Orienteering is an international sport with many people taking part most weekends. It has a banding of levels and national and international championships. It can be applied to use in a classroom, in the school grounds, by canoe or sail on a lake, completed at night, the combinations of maps are almost limitless, for example most of the time you have a map, but for a memory map course at each point a map shows you where the next marker is, you don't take the map you must memorise it to find the next marker. This was time well spent as all the participants made use of orienteering in their assignments.

The day concluded with everyone giving a summary of what they felt they had learnt from the day and aired any concerns. Concerns mainly focused on two areas the vastness of the possibilities and the logistics of getting to the camp on day 3.

Reflections on day 2

We started the day with a summary of the previous day's work and reflection the participants had had over night. It was pleasing to see the enthusiasm with which they came back and had obviously been reviewing and thinking about the material in their own time. We went through the logistics of the camping trip, who would get a lift with who, how many tents were needed, what food would be eaten etc. We discussed the assignment and most had already got ideas in their minds that would lead them to be able to complete the work.

I guided them through some harder material on theories of Outdoor Education like Mortlock (1984), Barnes and Sharp (2004) and Rohnke (1989) and we had good discussions weighing one of against the other and formulating combined theories and programmes and we linked this to educational theories of the Kolb cycle (1984) and discussed their application such as in Chapman (1996). However time was against us already and we need to move on. We discussed risk in much the same way as it is portrayed in part 1 and this linked closely to the process of running a trip. I feel that this was an important part of the week to guide them through the process and paperwork of running a school trip including the County Council regulations on minibuses (Suffolk County Council² 2003). We looked at the Suffolk County Council policies (2003) and documentation for this and I am pleased to see that they have all included completed examples of this work in the assignments demonstrating a clear understanding of what at first sight seems complex.

We finished the day by looking at how reviewing or debriefing may be undertaken. We discussed models like 'chuff charts' (Gair 1997 p126) and webs (Chapman 2000)

Reflections on day 3



Two Tyre Ravine

We all assembled at Thorpe Woodlands and I gave them an overview of the site. As you will know from my earlier comments I wanted the participants to come away with academic knowledge of Outdoor Education and some practical skills that would be of real use. This day allowed me to go through all the 'low level' challenges that surround the site at Thorpe Woodlands. With my experience and their interactions I was able to complete the Counties familiarisation process and thus all the participants were signed off as fit and competent to lead on the level 1 activities at Thorpe Woodlands. They participated with great vigour and gusto, and would not give up.



The Big Tyre

The photographs of a sample of the activities undertaken clearly show the commitment of the participants.

The evening was spent cooking on camping 'Trangia' type stoves which in itself was an educational experience for some. This was followed by a walk to far side of the site across the floating bridge to view the high ropes challenges and collect fire wood.

The day ended with a review around a campfire.



Low Ropes Challenge

Reflections of day 4

Day four could have turned out to be the most challenging yet. The aim was for the participants to experience some elements of the high ropes course. I knew it was likely that these people would experience fear and have to do battle with the concepts of real and perceived risk in their own minds to complete the tasks. These tasks require qualified operation and I was not taking them on the course to sign them off but to give them a first hand experience of frontier adventure. The high ropes course is made up of 4 elements and it is unusual to complete all four in a day.



We started with Jacobs Ladder. Each rung of the ladder is made from a telegraph pole and the spacing between them varies starting at about a metre and increasing to nearly two metres in the middle. It is a task for two people who will need to work together including standing on each others legs etc to accomplish the task, which concludes at about 12 metres up.

All participants had a go with some making it to the top. It was very important not to verge into misadventure today so no one was pushed too hard.

Next some completed the Trapeze which was described in part 1.



The day was completed by finishing on the Big Swing. The Big Swing is just that, the launch platform is about 7 metres up a tree where you are connected to two ropes, when you step off the platform you whoosh through the air through a gap in the trees over a small ditch and back again. The big Swing is unique to Thorpe Woodlands.

After clearing up the day finished with a review. It was a really hot sunny day and there could be no better place than to be in a field review a good day, well actually some shade would have been good. The participants were all able to reflect on their own achievements and learning, they could apply these to

the theories well especially those of real and perceived risk and the stages of Mortlock (1984) especially frontier adventure which they now felt they understood and the euphoria that goes with it.

Reflections on day 5

The last day. Back at Belsted house, the key importance for today was to check that the participants had the direction to complete the assignment, understood the criteria and what was expected of them and how to use the relevant literature to help. We started with a summary of the weeks learning then the participants had time to individually discuss their assignment intentions and issues. They also spent time collecting resources and checking references. By mid afternoon most were ready to go, time for one last review.

Conclusion

This work moved me to the next level as no longer was I directly at the chalk face delivering material to youngsters, I was teaching the teachers, those that would be at the chalk face. It has occurred to me whilst writing this up how powerful that is. Even if I taught a group of young people everyday, I would not possibly reach as many youngsters as the four participants I have coached this week will do in total. In this way I am indirectly contacting and influencing far more lives than if I was directly teaching them.

The week went well and there were no issues. The evaluation forms completed at the close were positive and I think the only comment being that more of the key texts need to be made available if possible in the SAPU library, but this is outside my direct control.

As planning for year 2 has already commenced the book issue will be something that I look at again with SAPU staff, and I may look to send out a short book list of very key texts that people may want to purchase in advance probably two would be enough Mortlock (1984) and Barnes and Sharp (2004) although I wouldn't want anyone to feel they had to buy these.

It is interesting to reflect on what a second course may bring as one can not be complacent so as to assume that it would proceed in the same way without additional work. The key mix of the participants is crucial to the enjoyment and learning of the whole group. I was surprised at how tired I felt when I thought that the activities I was undertaking were stage I or II. On reflection I think that physically the week was not demanding but mentally it was, and I did feel as though the participants had drained me, this is not a negative comment rather the reverse, that because they were so enthusiastic about the work they questioned and sought answers to probing problems and scenarios, in this way mentally the work was at stage III.

Close to the hand in date for the assignments the old worries returned, what if the work was not good? If it did not answer the questions? What if it failed to turn up altogether? What if I hadn't taught them well enough? Again I needn't have worried the work was all that I had hoped for and more. The pieces of work are all strongly individual and look at slightly different aspects, they all offer secure arguments and one even suggests her own models. Their planning of work is again of varied subject area, but detailed and well planned including good evidence of understanding of paperwork and procedures needed for planning a trip. They are well referenced to the literature I showed them and other material they have found themselves.

The summer term is for me very hectic I run various trips and expeditions including a week at Thorpe Woodlands, a week in North Wales, two 3 day expeditions on the river Stour, Two 3 day Expeditions on the River Waveney and countless canoeing session on Oulton Broad. I did wonder whether by the time of the course the week after school had finished I would be fed up with Outdoor Education, in fact the reverse happened, the enthusiasm of the participants and the chance to put my higher level of knowledge to good use meant that I left the week feel more enthusiastic about Outdoor Education than ever before, roll on next year.

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