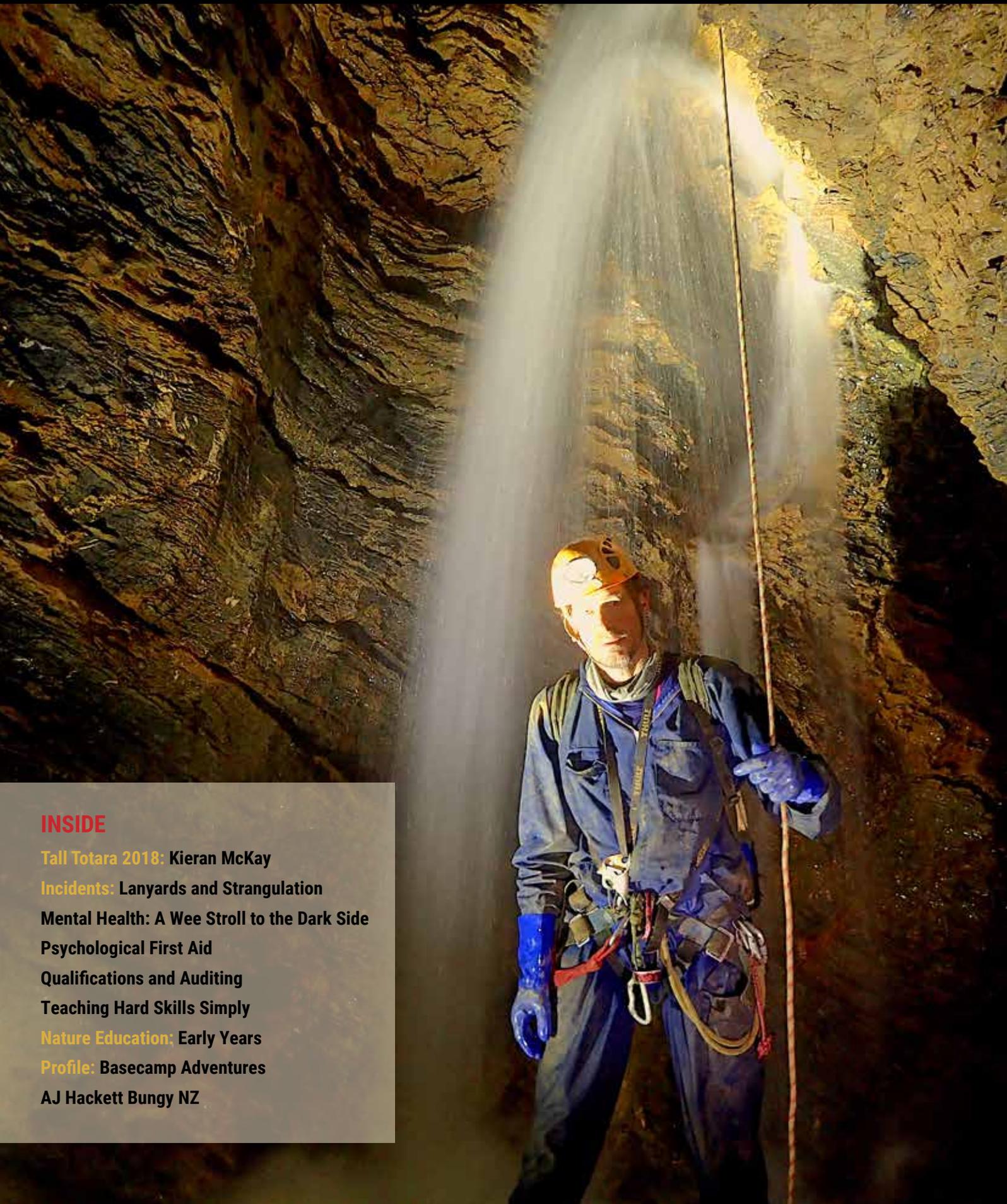




# QUARTERLY

NEWSLETTER OF THE NEW ZEALAND OUTDOOR INSTRUCTORS ASSOCIATION

ISSUE 80: NOVEMBER 2018



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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.

PLEASE check the email address in your membership account on our website, or contact the NZOIA office if you do not have a username and password.

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**NZOIA courses not being run at a suitable time or location? Want to get all your staff sorted when and where it suits you? Got a group of 3 or more people and a date / location in mind?**

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

Contact the Operations 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.

**Email: admin@nzodia.org.nz Phone: 03 539 0509**

Cover photo by Kieran McKay:  
Kieran, 400m down on a solo trip in Bohemia Cave, Mt Owen.

**Congratulations**

to the following members who recently gained NZOIA Qualifications!

<b>Abseil Leader</b>	Anita Gorter-Smith, Justin Van Haght
<b>Bush Walking Leader</b>	Brendan Lee, Expedition NZ – James Francis, Maïke Brinksma, Ethan Willis, Vlaho Mustahinic, Malanie Blake, Stacy Kempfer, Michal Afflerbach
<b>Climbing Wall Supervisor</b>	Waimate Events Centre – Peter Vendetti
<b>CWS with Monitor Lead</b>	Basecamp Wanaka – Hannah O'Connell, Dayton Bieber
<b>Climbing Endorsement</b>	
<b>Kayak Leader</b>	Kathryn Bunckenburg, Scott Nelson
<b>Rock Climbing Leader</b>	Expedition NZ – James Francis, Maïke Brinksma, Ethan Willis, Vlaho Mustahinic, Malanie Blake, Stacy Kempfer, Michal Afflerbach
<b>Rock 1 - Sport-Climbing Endorsement</b>	Brett Leong, Bernard Oliver
<b>Sea Kayak 1</b>	Kyle Aitken
<b>Mountain Biking 1</b>	Alistair Matthew
<b>Mountain Biking 2</b>	Alistair Matthew, Jamie Mead, Ashley Peters, Emma Bawtree, Nicholas Chater, Daniel Little

**Thoughts from the Board**

Kia ora,

Spring brings a change to the seasons, an end to the ski season, and folk start dusting off mountain bikes and kayak gear. Change is in the air! As a parting gift to an exiting Board member, I have been given the opportunity to write the Board report for the spring Quarterly. A neat book end to my two years on the Board. It has been a busy few months in the NZOIA world.

**Symposium**

Another NZOIA Symposium has been and gone and the event continues to go from strength to strength. This year's venue, Tihoi Venture School is an amazing outdoor center tucked into a stunning location not far from the northern shores of Lake Taupo. 120 members and industry representatives attended over the five days. Ten new assessors were brought into the fold with assessor training on day one. On day two, 47 assessors fronted up to get refreshed and moderated on assessment practice. Generic content was covered in the morning and in the afternoon the assessors broke up into activity groups and headed out into the field to work on consistency of benchmark calls for assessed tasks.

That evening an "open house" was held with the Board where any questions about the Association could be raised and discussed. The main thrust of the discussion was around the draft Strategic Plan (www.nzodia.org.nz/news/member-updates) with some great points raised about the Vision & Mission, in particular NZOIA's position on the international stage, and how the plan lays out (or doesn't) our path to meet our social obligations to be a bi-cultural organisation under the Treaty of Waitangi/Te Tiriti o Waitangi, and take an inclusive approach to diversity. Some healthy debate resulted in a plan to look at additional tactics under the Operational Excellence strategic pillar, and removal of explicit mention of opportunities in Asia and the Pacific. There was also discussion around the alignment with Skills Active and the incoming NZ Certificate qualifications; the theme being that it is an opportunity to be embraced rather than a threat to be challenged.

The refresher and development activities over the next two days included 18 refresher and professional development workshops. Educational groups met to thrash out the hot topics for their part of the industry too.

The Sunday morning AGM saw minor editing to the constitution to reflect current organisational practice passed quickly, followed by some lively discussion around the increase in membership fees. The AGM finished up with the election of two new Board Members. Congratulations to Gemma Parkin from Hillary Outdoors – Great Barrier and Tim Wills from Adventure Specialties Trust for their successful selection.

The NZOIA Excellence Awards Dinner was a personal favourite. Congratulations to all the nominees and winners. A strong showing from the young women of the industry who cleaned up five of the six Tertiary Awards. A Tertiary Award for guides and instructors who have shown outstanding potential during their studies was presented to six recipients. These were Cait Disberry of Whitireia NZ, Georgia Orme of Ara Institute of Canterbury, Janelle van der Westhuizen of Nelson Marlborough Institute of Technology, Jessica Russell of Hillary Outdoors, Sam McComb

of Otago Polytech, and Kate Funnell of Tai Poutini Polytech. Mark Parfitt took out the Emerging Instructor award, Kieran McKay was the worthy recipient of the Tall Totara award, and a slight flummoxed Andy Thompson was made a Honorary Life Member of the Association. The moment that he realised it was him being talked about, while he prepared to take photos of the successful member, was priceless.

**Strategic Plan**

A significant proportion of the Board's time over the last 18 months has been on the process of renewing the Association's Strategic Plan. Having reviewed the previous plan and added data from a strategic review model, the member survey, Skills Active's workforce scan, and input from our professional networks, the Board and staff have come up with a plan for the next five years that I'm confident will see the Association continue to prosper. The Board, with feedback from the senior staff, reviewed the values, vision, and mission and two of the previous strategic pillars were combined to align them with the existing portfolios on the Board. Then working in portfolio groups of an elected, an appointed Board member and a senior staff member, each strategic pillar was investigated in depth, and a bunch of tactical points developed which the Association would address to achieve each goal. This was supported by a number of notes for the staff to consider as they develop each year's business plan to meet these goals and tactics. Each portfolio presented back to the full Board and the combined results were debated and edited.

The draft plan was made available to members prior to the Symposium. The feedback from the Symposium and AGM on Treaty of Waitangi obligations, and diversity and inclusiveness will be considered at the next Board meeting (in November), with the suggestion of tasking a working group with making recommendations to the Board to guide the association on this journey. If you're keen to be involved then get in touch with a Board member. The final 2019-2023 Strategic Plan will be signed off at the next Board meeting. The Board and staff have confidence that we have a robustly developed, strategic plan. I hope the membership will too.

**TTFN**

On a more personal note, I have thoroughly enjoyed my time as an elected member of the NZOIA Board and the experience over the last two years has been fundamental in a number of changes in my professional life. I have resigned a year early into my term due to taking a new job as the Industry Development Advisor – Outdoors at Skills Active. This role will have me working closely with the NZOIA staff and the conflict of interest with being a member of the NZOIA governance was becoming too complex to manage well. However, I have been invited to attend the Board meetings as the Skills Active representative in a non-voting observer role and I look forward to contributing to the continued development of aligned NZOIA and SA qualifications, and the successful professional running of this Association.

Ngā mihi

# CONGRATULATIONS TALL TOTARA: KIERAN MCKAY



“Kieran’s probably one of the outstanding cavers of his generation, I would think, by a long way. He’s driven. In any other country he’d be world famous, but New Zealand’s tiny and caving’s a dirty dark sport with no heroes... he’s the closest thing we’ve got, he’s the Sir Edmund Hillary of caving.”

*Mick Hopkinson, legendary caver (and kayaker)*

- Cave dived in the remotest dive sites in NZ – back end of Bulmer Cavern (2 day’s caving from the surface), bottom of 350m deep Windrift and 620m deep HH caves, two of the hardest caves in the country.
- Dived one of the longest sumps in NZ – Rangitaawa cave in Waitomo (this was the record for a number of years).
- Represented NZ at the European Outdoor Film tour with the Cave Connection film.
- Named one of the Red Bull explorers of the century in 2013.

**It’s a little known fact that Kieran is not just a caver... he has also:**

- Made three attempts at summiting Aoraki/Mt Cook and turned back due to bad weather.
- Been the first caver to get Alpine 2.
- Rock climbed at Yosemite, Arapiles and the Darwin Range in Tierra del Fuego.
- Helped develop Briers Rock crag in Waitomo.
- Achieved the unofficial height gain record for a paraglider in NZ in the 1990s.
- Decided to increase his knowledge of Te Reo and Te Ao Māori in order to effectively work with groups under a kaupapa Māori and to stand strong in this space.
- Supported and cared for his wife through five years of adrenal fatigue.
- Inspired his 14 year old son to get into the outdoors and who now wants to go down Harwoods Hole and overcome his fear of heights.

“When I spoke to Kieran about nominating him for this award, he was quite humbled. He said, “the award’s not important to me, but just hearing people’s support is kind of amazing, I just plod along, doing my job, doing stuff...”

## Kieran’s personal achievements

- Led expedition on discovery of cave passage that created NZ’s first 1000m deep cave, 2010.
- Led team to discover and explore the second deepest cave in the Southern Hemisphere (1.2km deep Nettlebed-Stormy Pot system), 2011-2014.
- Hasone some of the biggest aid climbs in the country underground: 200m+ in Cockscrew cave, nearly 300m in Ironstone cave and is currently working on an aid climbing project in Bulmer Cavern (climbed to 140m out of a suspected 200m+ climb, which lies a day’s caving from the surface).



Kieran and his wife Pip, near summit to Tu Ao Wharepapa/ Mt Arthur.

I remember one year at the OPC Hillary Challenge, Kieran was put with the fastest group, New Plymouth Boys and Girls. They looked at him and said, ‘Oh, we’ve got the old guy, we’re going to kill him!’ Kieran took this as a personal challenge and set out to prove them wrong. At the finish line, he was still standing and they were collapsed on the ground. They made him a card to thank him in the tradition of Tui beer ads: ‘We’re going to kill Kieran – Yeah Right’.”

*Pip Rees, Whenua Iti Outdoors Instructor, and Kieran’s wife*

“I met Kieran when I was a trainee instructor at OPC. I was new to caving and Kieran seemed keen for me to tag along on his expeditions, and so the ridiculously steep learning curve began! I went from short simple day trips in Waitomo to multi-day expeditions on/in Mount Owen and Mount Arthur. It was incredible to be taken to such remote and challenging places so early in my caving career, something that has really inspired me as an instructor. He has shown me that to go to challenging places, you just need the right attitude and to instill confidence in your students. He leads with such confidence that you can’t help but feel inspired to keep pushing on to achieve your goals. Spending such a lot of time in tough places, experiencing the emotional highs and lows of exploration was a recipe for a great friendship and he is one of the very few people that I trust with my life in any situation.

Tall Totara is probably not fitting for Kieran, it should be the Deep Totara!”

*Chris Whitehouse, NZ Speleological Society President*

“Kieran’s passion for caving and professionalism as an instructor stood out on the Cave 1 assessment where I first met him. He adeptly ensured that participants had the scope to show the required skills, where multiple solutions were not just possible, they were encouraged.

He was instrumental in improving our risk management processes, and had a lot of input into the final product, which was recognised by the police as model practice following a recent caving misadventure.

He has a great ability to quickly assess the level that someone is working at, and provide them with exactly the right little bit of teaching they need in order to progress in their practice.”

*Chris Stephenson, Golden Bay High School*

“Kieran...a man who is continuously inspiring, who keeps on pushing, a man who needs nothing more than tea, peanut butter and a big slice of adventure, a versatile and hard man with a good heart who pushes on through the storms, a man who may be weathered but is not finished growing yet.

He has shown me a love for caving and exploration like no-one I’ve ever met, inspiring me to get amongst it, go underground, climb that mountain or even just sit in the sun taking in the little things.

To the man always equipped with a toothbrush in one pocket and half a block of Whitakers in the other...cheers Kieran!”

*Heather Morris, caver, industrial rope access trainer and former student of Kieran’s*

“He is by far the most experienced caver I have come across and certainly contributed more to the caving community than anyone else I have met. He has been a great role model and mentor for myself and many other, always patient and willing to teach.”

*Chris Whiting, caver*



Kieran diving in Blue Creek Cave sump. Photo by Tom Crisp.

“Not only is Kieran one of the top exploratory cavers in New Zealand, he is also a very capable instructor. The NZALC has contracted Kieran to assist with his caving expertise during leadership courses targeted at the highest level of Defence Force managers. Kieran quickly develops a trust relationship with these groups, which enables them to focus on the techniques being taught rather than their own concerns. Kieran has a high level of empathy with his student groups and he has consistently been rated very highly by these same groups.”

*Jim Masson, Senior Instructor, ELDA Wing, NZ Army Leadership Centre*

Photo by Pip Rees.



"Kieran is a highly skilled experiential educator and simply thrives on engaging students in 'real life' learning. His energy and enthusiasm is infectious and what I've most appreciated in Kieran is his unique ability to engage and inspire a group. On numerous occasions I've watched my students get blown away as Kieran shares some small anecdote from his numerous past adventures or get caught up in his excitement as he shares part of his current project, always done in an unassuming and humble way. Capturing the imagination of this current generation of adventurers and enlarging their vision for their own potential is where I believe Kieran stands tall."

Ben Fenselau, Outdoor Tutor, Whenua Iti Outdoors

"Inspiration with Kieran is drawn from experiences, both tales of 'what has been' and more importantly 'what can be'. These include the achievements as well as the challenges – which can be quite unpleasant but provide a great sense of satisfaction – whether overcome or retreated from.

Technology and techniques in caving have evolved, most evidently in technical vertical cave exploration and cave diving and he has been at the forefront of these two areas. He is always willing to share his knowledge and skills with others.

He publicises caving to the wider outdoor community as well as those who don't like to venture beyond the last café allowing many to gain an insight into a world beyond their own and lose themselves in the frontier of adventure exploration."

David Ellacott, caver, NZ Speleological Society member

"In his role as Chief Instructor at OPC (now Hillary Outdoors), Kieran worked as facilitator, trainer and mentor for instructional staff, the tertiary courses and also the bread and butter school adventure activity weeks. He was at home and happy to work any one of these with equal passion. There are not many outdoor professionals who have been around as long as Kieran who really don't mind if they are working a technical intermediate alpine course, or with a group of dysfunctional Year 10 students. Kieran will inspire them all.

Kieran is an achiever. His technical competence is high, fitness never a problem and safety management always top of his list. It was essential to have him there in the morning meetings

to advise less experienced staff on alternative and more appropriate trips, and identify hazards that hadn't been realised. I particularly enjoyed the enthusiasm Kieran showed towards having an adventure with his clients, and the way he mentored others to take a walk outside their comfort zone and have an adventure whether for themselves or in their work. He kept the concept of adventure in outdoor education.

He has been a tall totara for many years and will continue to inspire others as a leader in outdoor instruction for many years to come."

Don Paterson, Training Manager, Hillary Outdoors

"I remember being at Temple Basin on one occasion (Kieran's Alpine 2 I think) where he was role-modelling his best alpine gum-boots, his once brightly coloured poly-pro (cave soil stained) and his rubber chemical gloves with poly-pro liners. At the time I was thinking who is this alpine-hobo?! Until, of course, we were digging snow shelters where chemical gloves, wind-proof and water-proof, were the best tools for the job! His alpine boots were dry because he walked the Temple access track in the rain in gummy's (before Gore-tex boots). And poly-pro is still the most cost-effective insulator in most NZ environments.

I think Kieran is one of the most inspiring NZ adventurers of our time, a rock star of the cave world but still a humble Kiwi bloke. He can relate to anyone enabling him to instruct, coach, encourage others from a primary school student to a seasoned adventurer. I know that my outdoor career and personal adventures have been, at times, inspired and shaped by Kieran and I can only say that I'm better for it!

I think if you are to inspire others to engage in, play with and protect our unique NZ environment you need to make it simple, cost effective and fun! Kieran personifies this along with an unrelenting drive to help others see what he sees - the adventure, the stunning nature and the feeling of being out there doing it! I think his personal achievements inspire, his passion is contagious and his experience, professionalism and leadership are reassuring – what more could you ask for from a Tall Totara!"

CAPT Paul (Stev) Stevens

OC NZDF Conduct After Capture – NZCTC, New Zealand Collective Training Centre New Zealand Army



Solo trip into Riuwaka cave system. Photo by Kieran McKay.

## INCIDENT SHARING: FALL PROTECTION LANYARDS & THE RISK OF STRANGULATION

This quarter we grab some learning from across the ditch; if you're using fall protection lanyards on a Via Ferrata or High Ropes Course this one could apply to you. WorkCover Queensland has recently released a safety alert following separate incidents of non-fatal strangulation involving fall protection lanyards.

### The Incident

In May 2018, a participant on a high ropes adventure course was strangled when two lanyards (cows-tails) attached to their harness and to an overhead line became taut on either side of the participant's neck. A similar incident had occurred in 2015 at a different location.

A participant and instructor were moving through elements of a high ropes adventure course; the participant was wearing a sit harness with two lanyards of the same length attached to a D-ring on the front of the harness. These secured the participant to the safety line above the obstacle through two independent karabiners. These two points of contact were correctly maintained throughout the course.

During the activity the participant fell from the element, their head slipped forwards between the two lanyards. The participant was unable to free them self and their weight caused the two lanyards to become taut on either side of their neck, applying pressure and causing strangulation.

The supervising instructor became aware that the participant was unable to pull them self back onto the course and performed a rescue using a belay system.



Figure 1: Example of two sets of lanyards similar to those in use at the time of the incident.

### A Summary of Recommended Actions

- Review lanyard configuration to minimise risk of strangulation.
  - Is there sufficient gap between the two lanyards when loaded to ensure entrapment and pressure on the neck or head between the lanyards does not occur?
  - Is each leg of the lanyard constructed from a single rope or piece of webbing so that there are no loops in which the user can be caught? (The lanyards shown in Figure 1 are constructed from a webbing loop that increases the risk of entrapment.)
- Review and practice emergency procedures to ensure that supervisors are adequately trained to reach, assist and recover participants in a timely manner.



Figure 2: Twin tail lanyards constructed from a single strand of material with different length legs to avoid strangulation hazard.



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# MENTAL HEALTH: A WEE STROLL TO THE DARK SIDE...

RAY HOLLINGSWORTH

I haven't written anything for NZOIA in a while. I haven't written anything for a while. I gave up. What was the point? Nobody read it and if they did, it didn't seem to make a difference, no matter how passionate or eloquent I'd been. I gave up on that. I gave up on keeping fit. I gave up on planning, goal setting, the next big adventure. I gave up on thinking that 'things would get better', because they weren't. 'Things' were most definitely not. I began to feel like a burned-out husk of something that was once great.

Sometimes people move on, move away, or just stop caring. They give up. I've had students that gave up. Some before I got to know them, some after. Some just disappear. Some have the decency or self-awareness to come and say goodbye and explain as much as they can. T, who ran, skinny as a whippet, but couldn't cope with the stress and the anxiety. Jay, who in class was Denzel cool, but became nervous, reluctant, and eventually, in a quiet office, tearful and unraveled. The ones that hurt are the ones where you think you've made a connection, you've 'invested', you've moved into a space called friendship. But they move on and leave you behind.

Sarah Wilson (2018) writing in the New Zealand Geographic, tells a story that involves a patient in a mental health unit of a hospital, who was coerced into 'taking leave' – going home for two days. She was supposed to report to a psychiatrist but she never did. Four days later she had a message on her phone that said she was being discharged from the hospital and to ring if she had any questions. The patient tells Wilson that she thought it was pretty funny to ask a person with an anxiety disorder to make a phone call like that. She wanted to know how the hospital could possibly discharge her as 'safe' when no one had talked to her for the last six days. She never made the phone call.

My son used to delight in a badge with Darth Vader on it, that said "Come to the Dark Side... we have cookies!". I've been thinking about mental health, taking myself on a wee stroll to the dark side. There are no happy exclamation marks or cookies. I've had several revelations. The first is that most people are oblivious because they cannot see inside another person's head. The second is that some people are not able to stand in the shoes of other people. They just don't get it. The hospital person

did not understand that someone suffering anxiety was going to be anxious when they picked up the phone, so they probably wouldn't pick up the phone.

According to Wilson, one in five New Zealanders sought help for a diagnosed mental health problem in 2017. And that is only the people who managed to get to the doctor's office. Which means that all around you are people who are suffering to some degree. If it is not you, then it is someone near you. There is no NZOIA training scheme, or award, that addresses this phenomenon. But if you have a group of ten students, it means that at least two of them, statistically, are likely to be suffering from anxiety or depression symptoms. And if it is not someone near you, then maybe it is you.

In 'The Noonday Demon: an anatomy of depression' (2001), Andrew Solomon suggests that most people are genetically disposed to bouts of mood swing, especially when the seasons change away from the sunny months, but for depression to occur there usually has to be a trigger. That there is more at play than the accepted theory of chemical imbalance in the brain. A catalytic moment that shifts a grumpy mood on a rainy day, into something more.

Some time ago, I witnessed my emotional mind separate from my rational mind, and go into free fall. That summer, I was in a dark and angry place. Through a record-setting heatwave, it felt like I was the only one standing in the cold rain. In the time of good will to all men, I really wanted to punch someone, anyone. I took to biting my tongue and putting my hands in my pockets. Jim Morrison, facing his own depressive thoughts, was on the money when he sang:

*"People are strange, when you're a stranger. People look ugly, when you're alone."*

From the centre of my own private rainstorm, the people around me were irritating, irrational, stupid, noisy. And this was my own family, the people I loved. I felt so intensely burned, drinking-the-bleach kind of burned. Traumatized. And alone. The tragic beauty of wearing a social mask is that no one can know what goes on in your head.

As the summer break drew to a close, the thought of having to teach and instruct again, intensified an old and normal thing – performance anxiety – into a shiny new horror. So, I sought help. I went to a doctor. He listened calmly, we chatted about tramping and eventually talked about my own private rain cloud. I said I want help for the blackness, the anger, the insomnia, the despair. He asked: "Can you quit your job?" I said: "No, there are three people depending on me, I have a mortgage". He said: "There are two options: talking therapy or anti-depressants." I said: "Is that it?"

In 1994, when the movie *Trainspotting* came out, I found the stream-of-consciousness dialogue about 'Choose Life', mesmerizing and profound and a wake-up call to take charge. Choose Life. Choose mortgage payments. Choose washing machines...

... choose sitting on a couch watching mind-numbing and spirit-crushing game shows, stuffing junk food into your mouth. Choose rotting away...

The point Irvine Welsh was making, was choose anything, just don't choose heroin. I chose hope. I chose to endure my situation, like Shackleton, when it would've been easier to give up. I realised that without remorse or repentance, there could be no reconciliation. From the outside, I looked and acted 'normal'. The insomnia was still there but now there was also hunger. I ate for comfort. I ate like Mallory and Everest (because it was 'there'). I told my kids I was on a sea-food diet. They didn't think it was funny either. I put on weight for the first time since I was 18 years old. I felt old and fat. Which is when I gave up writing.

In *Trainspotting 2* (2017), the 'Choose Life' slogan takes on a new insight – what it means to grow older:

... Choose unfulfilled promise and wishing you'd done it all differently. Choose never learning from your own mistakes. Choose watching history repeat itself. Choose the slow reconciliation towards what you can get, rather than what you always hoped for. Settle for less and keep a brave face on it. Choose disappointment and choose losing the ones you love... Choose your future, Veronika. Choose life.

History has repeated itself. I have seen a slow reconciliation. Some of the people I thought were my friends, gave up, one way or another. Some of the people I had invested in, didn't give up so much as didn't give back.

I've had a wee stroll to the dark side. It's not much fun. There are no cookies. I gave up on stuff and I gave up on people. I chose help and I un-chose help. Teaching, instructing – working with people in general – can be such a brutal affair. You give and give and the propensity for others to take and take is enormous. But sometimes a little something comes back. I've given up on a lot of things but I haven't given up on the hope offered by that little something. I've learned to be compassionate with myself. I see the need for compassion, all around me, every day.

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*T2: Trainspotting* (2017). Directed by Danny Boyle, screenplay by John Hodge. Sony & TriStar production. For a movie trailer see

<https://www.youtube.com/watch?v=IGdiACWIMAM>

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## Where to get help

For signs and symptoms of depression and anxiety, check out this website:

<https://www.beyondblue.org.au/the-facts/anxiety>

The NZ Herald (Williams, 2018) suggested that:

if you are worried about your or someone else's mental health, the best place to get help is your GP or local mental health provider. However, if you or someone else is in danger or endangering others, call police immediately on 111.

## Other useful numbers include:

- LIFELINE: 0800 543 354 or 09 5222 999 within Auckland (available 24/7)
- SUICIDE CRISIS HELPLINE: 0508 828 865 (0508 TAUTOKO) (available 24/7)
- YOUTHLINE: 0800 376 633 ,free text 234 or email [talk@youthline.co.nz](mailto:talk@youthline.co.nz) or online chat
- NEED TO TALK? Free call or text 1737 (available 24/7)
- KIDSLINE: 0800 543 754 (available 24/7)
- WHATSUP: 0800 942 8787 (1pm to 11pm)
- DEPRESSION HELPLINE: 0800 111 757
- SAMARITANS – 0800 726 666.

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Ray Hollingsworth has been a member of NZOIA since the industrial revolution. He wrote regularly for NZOIA from 2004 to 2010. His knees creak, his beard is grey, but hope still springs eternal. He has recently discovered the musical "Hamilton" which has drawn him back into telling stories. He took a deep breath before sending this story.

Ray Hollingsworth

# TIPS FOR PSYCHOLOGICAL FIRST AID: RESPONDING APPROPRIATELY TO MENTAL HEALTH SCENARIOS

AMY HORN



However, you are not a mental health professional (unless of course you are!). Therefore, do not go looking for the root or their problems or digging up the past; Do not 'diagnose' what you perceive to be their issue; and do not try and deal with these situations on your own.

Each organisation will likely have their own policies on how to deal with some of these scenarios for their specific context. It is important you know what those policies are. If they don't exist, push to get some in place or seek advice to write them yourself.

## Situations you may come across:

### 1. You notice a change in someone's mood or behaviour.

You can be helpful by:

- Letting them know you've noticed a difference in their mood or behaviour and that you're concerned about them.
- Asking them "What's happening for you?" Be cautious with this question. You may want to start with "I'm not a counsellor, but if there's something you want to talk about I'm happy to listen and perhaps together we can work out what to do." With this introduction, if they say something serious, you have set a platform for the possibility of accessing more help. It's harder if they tell you something assuming you'll keep it to yourself, and you then have to tell them that you need to tell someone else.
- If they tell you something serious you might say: "Wow – I imagine it must be really hard what you're going through." This acknowledges and validates their struggle. You might feel tempted to talk about an experience of your own if it's similar to what the person's told you – refrain from doing this and keep your focus on the other person; they're probably not in a position to take on extra information. Next you could say: "As I said, I'm not a counsellor but how about we get you connected with a counsellor who could help you with this tough stuff?"
- Asking them what they've done before that helps them lift their mood. Then encourage them to go do that thing (if it's a healthy thing!).

### 2. Someone is experiencing extreme distress, panic, or severe anxiety.

You can be helpful by:

- Being calm and reassuring: "I can see you might be feeling xxx? (be a human, acknowledge the emotion) .... It's normal / ok to feel xxx – let's do some things to help calm ourselves..."
- Asking them if they have experienced this before. If so, what did they do that was most helpful to calm themselves? Help them do that thing.
- Getting them to notice their breathing. Invite them to place a hand on their chest or belly to feel their own breathing. If it's

fast, help them calm their breathing. In for 3, out for 3, rest for 3. Calming breathing sends the message to the survival part of the brain letting it know everything's ok, which will decrease distress.

- Once they're breathing more regularly, or if they're having difficulty doing this, bring them into the present moment through sensory cues. Ask them to tell you five things they can see, or hear, or touch or smell. This has a way of grounding the body and mind back to reality.
- Changing the physical state. A cold bottle of water pressed against their skin, standing up and walking, pressing hands into something firm like a tree, shaking the arms, stomp, break firewood, throw stones into the river... Again, this has the effect of connecting the body and mind to the present moment reality.

### 3. Someone has deliberately harmed themselves on your programme (or recently).

It is important to understand that in most cases, self-harming is a display of extreme distress within a person, and the harming is a way they are coping with whatever they are experiencing. It should be taken seriously as such. Resist the urge to dismiss it as a 'copy-cat' or 'attention seeking behaviour'. It should get our attention! We should be letting them know that they have our attention and that we care enough to help them get the support they need to deal with whatever they are facing in their lives.

You can be helpful by:

- Express your concern to them about what you've seen. For example "Jane, I noticed those cuts on your legs earlier and it made me so sad to see. I'm guessing some pretty big stuff must be going on for you at the moment."
  - Ask them who knows about it or if anyone is supporting them. If they do not mention a mental health professional ask them if you can refer them to a counsellor.
  - Even if they say no, let them know you are going to have to tell another adult in their life because you are concerned for their safety; you know counsellors work with people all the time with things going on; you don't have the skills to work with them further.
- ### 4. Someone on your programme has been reported to be talking about suicide, or for some reason you suspect they are thinking of suicide.

Suicide is a huge challenge for us here in New Zealand. Our rates of suicide among middle age males, followed by teenagers is leading the world in the worst possible way. It is beyond the scope of this article to go into this in depth. However, some of the particular risk factors to watch out for around suicide are: knowing someone else who has recently attempted or committed suicide; if they've had a family member die by suicide; and a recent relationship break up. Therefore, pay more attention to people who have any of these, in combination with other concerns.

The research shows you DO NOT risk encouraging someone to commit suicide if you ask them or talk to them about it one on one. **You are not going to put the idea in their head.** This is different to wide spread media about suicide, which does increase suicide rates.



If you suspect suicidal thoughts, you need to ask the hard questions. Be brave. Yes, it can be hard, but you need to do it. You might say something like: "Your friends have told me that you were talking about hurting yourself earlier. I know that when people are feeling really down sometimes they think about ending their life. Is that something that you've thought about?"

If they say no, you could say: "I'm glad to hear that. I know it's hard sometimes; life has ups and downs and when we hit the downs we need a bit of support - do you know where you can get some support if things are down for you?" Make sure they know where they can seek support.

If they say yes, you could say: "I feel really concerned to hear that. Things must be really hard for you at the moment if you are having those kinds of thoughts."

At this point you need to do a basic risk assessment.

- **Get a sense of the time frame:** "When did you last think about ending your life?" Obviously the more recent the thoughts, the more concerning.
- **Get a sense of how far through their intent has gone by seeing if they have a plan:** "Have you thought about how you would do it, if you did?" If they have a plan it shows they are at higher risk.
- **Get a sense of how likely they are to follow through with this:** "On a scale of 1-10 how likely is it that you would do what you've just described to me?"
- **Are any of the other risk factors present?** eg. Someone at school recently committed suicide.

At this point (or some point) you also need to let them know that you are going to have to tell someone else to get more help. Not telling anyone is simply not an option (even if they beg you), because you need to act in the interests of their safety and this is your professional (and human) ethical responsibility.

You also need to decide how urgent it is that you get help. If you have a:

- **Low level of concern** (thoughts were a while ago, no plan) – you might refer to a counsellor to follow up.
- **Mid-level concern** (recent thoughts, vague plan, not much likelihood) – call someone to consult and get a second opinion; don't make a decision alone. You could contact: A school counsellor, the Suicide Crisis Helpline – 0508 828 865 (0508 TAUTOKO), or a parent/ caregiver (if appropriate).

- **High-level concern** ( recent/ current thoughts, has a plan, high likelihood of following through, additional risk factors) - have someone stay with the person while you seek immediate help. Your options are:
  - Call your organization's counsellor to consult with (if you have one).
  - Call their parents/caregiver (if appropriate).
  - Call the Suicide Crisis Helpline – 0508 828 865 (0508 TAUTOKO).
  - Call the police if you need someone to come and physically intervene.

There are other helplines that you might refer children, young people, or adults to. They can be found at <https://www.mentalhealth.org.nz/get-help/in-crisis/helplines/>

Finally, if you have been involved in managing an intense situation like this – seek support, and look after yourself. You

might have an employee assistance programme, a counsellor or a supervisor – some appropriate professional to help you debrief, process and learn from the experience. Hopefully your organization has a system in place to help you access this support. There will be other things that you do to help re-energize – do those things and look after you.

I hope this article has been useful. Together let's help make New Zealand a place where everyone can talk about what they're going through and seek the help they need, whether that be our clients, students, friends, family, or ourselves.

Amy Horn works for Adventure Specialties Trust as the Adventure Therapy Manager. She holds an undergraduate degree in Psychology and is most of the way through her Masters in Counselling. She has worked in the outdoors for 15 years and has multiple NZOIA qualifications.

Amy Horn, Adventure Therapy Manager, Adventure Specialties Trust

## QUALIFICATIONS AND AUDITING

JAMIE SIMPSON AND STU ALLAN

The *Safety Audit Standard for Adventure Activities* states that, to verify staff competence, 'Nationally recognised qualifications should be used where relevant'.

Audit bodies need confidence that operators are working to a high level of safety standards, and qualifications are one way to evidence this. The alternatives are internal assessment and attestation, which can be cumbersome for the operator and less reliable for the auditor.

### Qualifications are about individual competency

While some believe that qualifications should exempt operators from the audit process, this doesn't really hold water. While outdoor qualifications benchmark you against an instructing or guiding standard, it doesn't necessarily mean you can run a company safely. That is a very different skill set.

A good analogy is a taxi company: you may be a good, confident, licensed driver, but it doesn't mean you can run a taxi company well.

The audit looks at a huge number of aspects, and staff competency is just one area we look at, and it's a very important area. As humans, we make mistakes and need good safety systems in place to back us up. I've seen very good instructors working in operations that simply don't have good systems in place for them to operate safely.

### Qualifications do have benefits

When an audit body carries out a site visit, qualifications do give an extra level of confidence. Qualifications have benefits and can save time onsite for the audit team and reduce the audit cost for operators.

If you run an operation with no qualified staff, you're required to provide evidence that your competence has been verified

by a technical advisor'. Your hazard assessment and risk management processes and annual reviews also need to involve a technical advisor. Technical advisors can be internal or external and shouldn't be confused with the technical experts used by the audit bodies. The latter are independent, impartial, and are not allowed to provide specific advice.

Staff with the right level of nationally recognised qualifications and experience can act as a technical advisor internally. This saves operators the cost of bringing in external advisors or consultants. However, it's still a good idea to have an external pair of eyes look over your systems because when you're close to an operation you can miss things.

Qualified staff can also mean that your audit certification will cover a wider geographic scope. The audit body may be more confident in certifying you to operate in wider locations if staff have qualifications, particularly high-level qualifications. For example, an operation with caving instructors who aren't qualified may only be certified to operate in one local cave network. A company that uses NZOIA Cave 2 instructors may find that the audit body is happy to certify them for cave networks across New Zealand.

### There will be more demand for qualified staff

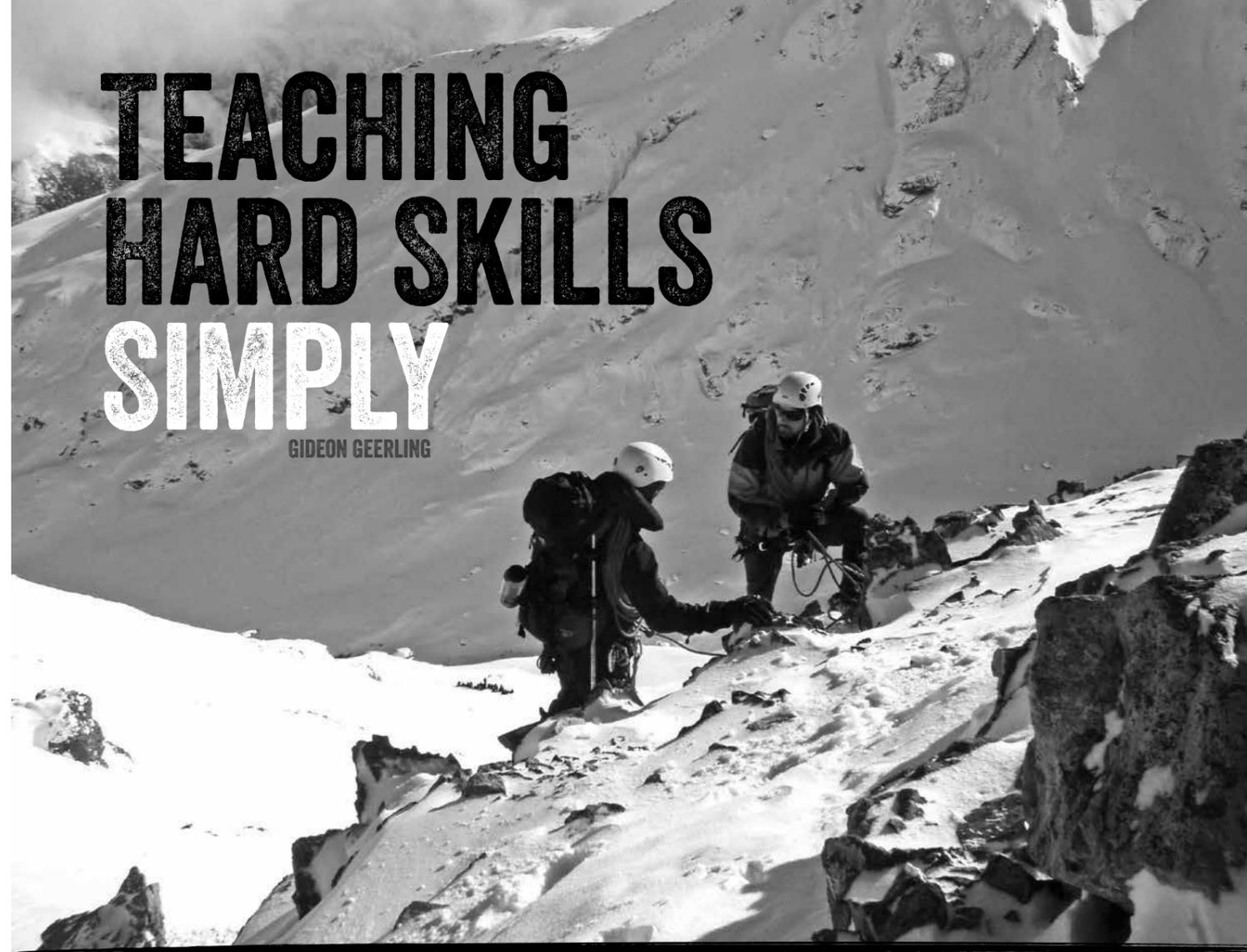
Overall, qualifications give the audit team an extra level of confidence and should make the audit process smoother. It's important that qualification bodies work hard with operators to develop qualifications that are relevant to the ever evolving industry and are widely available across the country. As the industry grows and matures, there will be more and more demand for staff with professional qualifications.

\* For the definitions of 'technical advisor' and 'technical expert', please see the *Safety Audit Standard for Adventure Activities* 2017.

Jamie Simpson and Stu Allan – AdventureMark

## TEACHING HARD SKILLS SIMPLY

GIDEON GEERLING



All of us have issues with learning new skills. The older one gets, the harder it gets, as the brain has less elasticity to rewire pathways to retain new information.

A key part of learning new hard skills is developing muscle memory, which is done through reinforcing and growing the pathways in the brain that allow our minds to control our muscles. As we all know, people have different ways that they assimilate information therefore we should aim to cater to at least three (verbal, visual and kinaesthetic) of the seven known learning styles.

When teaching hard skills, especially in an actual or perceived high consequence environment, the stress of the situation can cause clients to, as we see it, 'geek out' on retaining the basic skills they need to operate safely.

A relatively simple way to deliver hard skills and increase information retention when guiding is called the 'Rule of Threes and Fives'. It is derived from the concept of 'span of control' used in incident management regarding the maximum number of instructions or pieces of information that a person can realistically manage and work with simultaneously.

We can apply this to teaching hard skills. For safety management and efficiency, think of the 'Rule of Threes'. Break each task down into three key points or outcomes that are the show

stoppers if not done. For example, basic crampon technique; the key points would be: all points in; lift your feet; toes slightly out.

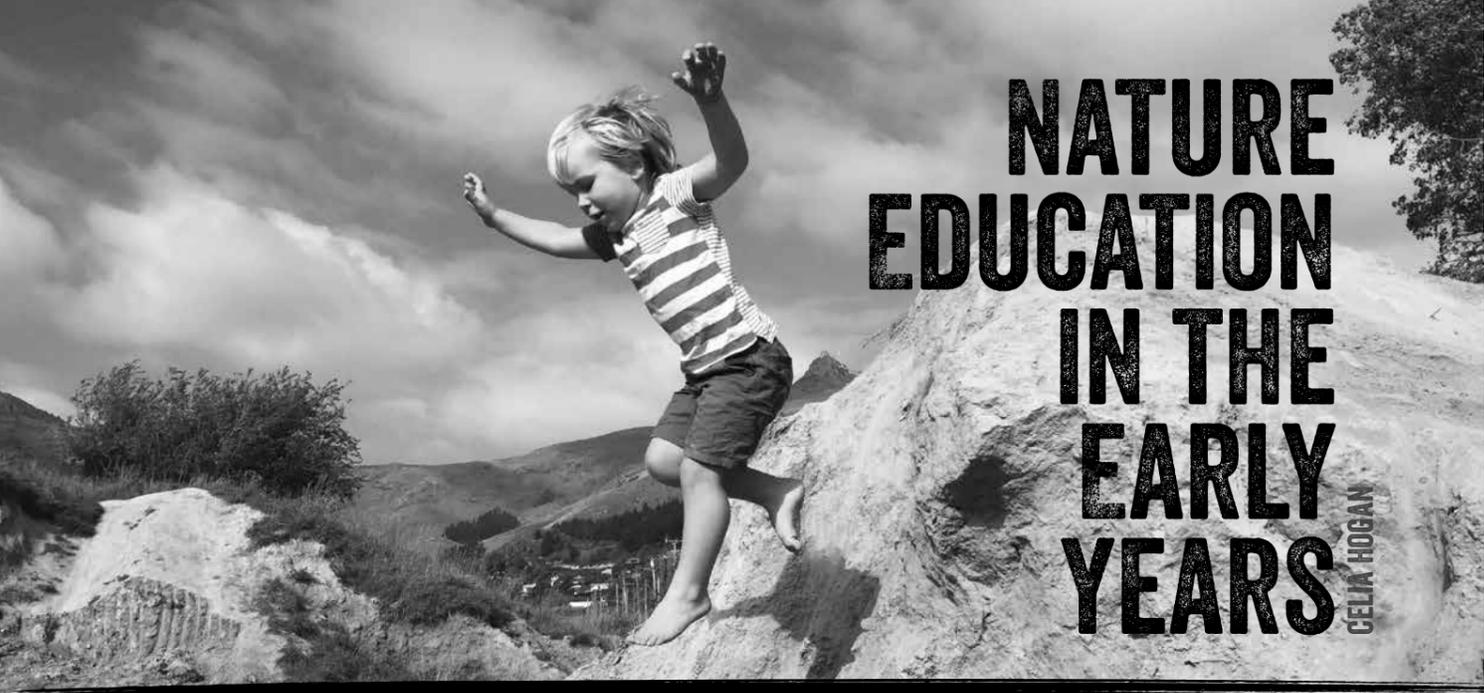
This way when it's 'game on' for clients, they have a simple mantra of the three key points that will make or break the effectiveness of the skill. It also allows a simple way to review what has been learnt by having the three key points repeated back.

When instructing a technical or complex skill, as opposed to 'guiding' clients, start with three points but consider expanding to a maximum of five points that would show how the skill is broken down. If you cannot break the skill down into a maximum of five points, then re-think your approach. A skill could be taught in smaller segments that can then be assembled into the final outcome.

Reviewing what has been taught is key to ensuring that information is being retained. This allows the guide to see if the information being shared is working for the client's way of learning and that they are retaining the key points.

Hard skills outcomes for clients are directly proportional to the quality of the information and the appropriateness of the information delivery.

Gideon Geerling, Safety consultant and Safety Operations Manager, St Andrews College Outdoor Education dept



# NATURE EDUCATION IN THE EARLY YEARS

CELIA HOGAN

My childhood was filled with many outdoor play opportunities; making huts, climbing trees, mud fights and building dams to name a few. When comparing this to the average childhood today, there are some significant differences that not only impact relationships, connections and social interactions with others but also relationships and connection to the environment.

When I had my children, I knew I wanted them to have similar outdoor experiences, so they could develop a love of nature like I have. From birth they came walking with me and as they became mobile they started to crawl through muddy puddles, then walk through forests, run down hills and jump off logs. What surprised me was that the average family didn't feel as confident going out in to nature. They were ok about going to the park but going somewhere that didn't have any 'plastic fantastic' playgrounds was outside their comfort zones.

Long story short, I started running nature sessions for pre-schoolers in local parks and reserves around Christchurch to help children and their families build confidence playing in a natural environment. What I noticed during these sessions is that many children were developmentally not at a level that I expected them to be at for their age. There were children who didn't know how to 'play' in nature and children who had never climbed a tree. These sessions were as much about the parents as they were for the children. Comments like 'I never would have come here by myself,' or 'We walk past here all the time, but I never saw it as a play space for my children until now,' were common.

Research carried out in 2015 by Scott Duncan and Julia McPhee at AUT in association with Persil, looked at the 'State of Play' in New Zealand. It noted that there has been a shift over the past three decades from mostly unstructured, unsupervised, outdoor play to structured, supervised, indoor activities. The study found that most New Zealand parents recognised the potential developmental benefits of 'real play' like climbing trees, using loose objects, riding bikes or scooters, rough-and-tumble, messy play, using adult tools, and (in older children) roaming the neighbourhood unsupervised by adults. While this is a positive finding, the other results showed that these parental beliefs did not necessarily translate into actual 'real play' practices.

In New Zealand the majority of children do not often participate in a wide range of real play activities; in fact, a reasonable

proportion do not engage in real play at all. With parents' busy lives, technology and our children spending more time in childcare centres than ever before, children do not get to experience the same nature-based play opportunities that their parents and grandparents did. Children today are less active and more sedentary than previous generations, with limited opportunities to spend regular time in nature (Gerritsen, Morton & Wall, 2016). This is having a detrimental effect on our children.

We are seeing children becoming weaker, less resilient and less creative. From a much younger age children are suffering from mental health problems (Cohen, 2013), obesity (NZ Health Statistics, 2016/17), oral language developmental issues (Riley, 2014), anxiety and stress (Cohen, 2013). Teachers are noticing a real lack of core strength in children and it is impacting on their fine motor skills which includes holding a pencil or crayon.

These changes are not only having an impact on our children's physical, emotional and social development, it is also having an impact on their relationship with the natural environment. If children aren't engaging in nature regularly from a young age then they are less likely to connect with nature, in turn they are less likely to care about it and ultimately, they are less likely to protect it and become the kaitiaki / guardians of our land.

Over the past five years parents and teachers have started to take action in response to this generation of children missing out on opportunities we may have taken for granted. We have seen a huge increase and interest in nature play, nature or forest kindergartens and forest schools in New Zealand. Pre-school Nature Play groups have started up throughout the country. These are parent-led groups that meet weekly in all weather and enable their children to engage in unstructured free-play in nature. Outdoor-based holiday programmes have been common for secondary school students in the past and we are now seeing them happening more and more for early childhood and primary. These are proving very popular and are a great alternative to indoor based programmes.

The movement has taken off in early childhood centres where they are running weekly and bi-weekly excursions to their local parks or reserves with their tamariki. These nature discovery programmes run in all but extreme weather and are building in popularity. These early childhood nature programmes are nothing

new to other parts of the world. In Europe they are known as forest or nature kindergartens and they operate five days a week. They are based almost entirely in nature no matter what the weather and children spend most of their time learning and playing outside in the natural environment.

The term 'forest school' is specific to primary aged children and is a pedagogy that has come out of Denmark and been replicated or adapted in other countries around the world. In New Zealand we are starting to see a small number of schools and other independent businesses running mostly one day a week 'forest school' type programmes for primary aged children and some secondary students. In New Zealand it is often modelled on the Experiential Learning Cycle and involves lots of free range learning. These 'forest schools' are getting rave reviews and seem to be attracting a lot of children that are struggling with a traditional school environment.



It is really exciting to see all these changes in New Zealand and I love the whole concept and philosophy of forest schools, but there are aspects that concern me and others in this new sector. At the start of this year we saw a UK 'forest school' training organisation bring their training to New Zealand. The training works really well in the UK as it is designed for the UK and their educational needs. However, there are some concerns about this the way training is being run here in New Zealand.

- The training is not adapted to the country it is being run in e.g. it doesn't consider the New Zealand Early Childhood Education or New Zealand curriculums.
- The New Zealand outdoor environment is very different to the UK and I believe requires unique considerations and specific training.
- In the UK if someone wants to set up and run a forest school they can do the Level 3 practitioner training without having worked with children before.
- The training is very labour intensive for a New Zealand teacher who has already studied.
- It requires a 200-hour portfolio of work including a year-long online component as part of the portfolio with no support in New Zealand.
- It is very expensive for a course that hasn't been adapted to New Zealand and our culture.

In New Zealand trained ECE and primary teachers are the demographic that are wanting to train to be forest school practitioners. Having already studied for three years minimum, teachers in New Zealand are generally not going to need that



level of training. They need some extra training, but 200 hours is excessive for the skills they already have.

We have a real opportunity to develop our own New Zealand inspired nature education philosophy and training. Drawing on the international forest and nature school pedagogies is a great place to start while considering our culture, our people, our environmental conditions and the experience of our teachers. I am pleased to say that the ball is rolling, and a new not for profit organisation Children in Nature NZ: [www.childreninnature.org.nz](http://www.childreninnature.org.nz) has been established to help capture the essence of what nature education is to New Zealand educators.

While the early years of a child's life is not something that NZOIA is training their instructors for, it is the stage in a child's development that connects them with nature and they could become the students you are teaching or even better, the instructors training to be like you!

I urge you to extend your conversations to the teachers, clients and colleagues you work with. Talk about the benefits of time spent in nature for our youngest citizens. Talk about the impacts of technology and what nature can offer us all in terms of mental and physical health.

Encourage groups and schools to spend more time in nature outside of their outdoor recreation programmes to support the development of confident and capable young people in New Zealand. As outdoor instructors we have already bought into the idea that nature is the best medicine. We can all do our bit to help the spread this message for the benefit of our next generation.

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# PROFILE: BASECAMP ADVENTURES



A little climbing wall in a little town, with big ideas and a big building. It was 2006 and the owners got permission to open an unfinished climbing wall for an Oceania Indoor Climbing Competition. Although the comp went well, unfortunately the business didn't work out. After the second incarnation also went bust, the climbing wall sat unused; its rock-like building sitting in a paddock just out of Wanaka.

In 2009, an American guy living in Christchurch (Clay Garrett) thought he could make it work, getting a couple of friends to put in some cash and convincing Loz Ogle, a NZOIA Rock 1 instructor with climbing wall experience to return from working in Europe to help set up and run the wall. They ignored the negative comments; "it's failed twice already", "it won't work" and some more that are not repeatable. Clay and Loz started a company called BCWanaka Ltd with the trading name of Basecamp Wanaka Climbing Centre with Clip 'n Climb.

Third time's a charm! The journey to this point has seen shareholders come and go – no blood shed but plenty of sweat and tears. BCWanaka Ltd (now trading as Basecamp Adventures) currently employs four full-time and two part-time staff plus a bunch of contractors.

Going from strength to strength, the core business is still the climbing wall and Clip 'n Climb in Wanaka, supported by an online climbing shop ([climbingshop.co.nz](http://climbingshop.co.nz)), outdoor rockclimbing, snowshoeing, alpine hiking and mountain trips from both Wanaka and Queenstown.

The start of 2011 saw the creation of an independent and incorporated climbing club (Wanaka Cliffhangers Climbing Club). Founded to support youth climbers to train and compete nationally, they still use the wall as their base and over the past seven years have succeeded, with many NZ indoor rockclimbing champions wearing the Cliffhangers t-shirt.

In 2014 it was time to expand. The obvious next step was to offer outdoor climbing trips to the crags around Hospital Flat in the

Matukituki Valley, only 20 minutes' drive from the Wall. It was a perfect fit with the existing business and seemed like a simple process. All that was needed was a van, some climbing gear, a Department of Conservation guiding concession, documented and tested safety management systems, oh, and to get the operation audited to the standard required for the Adventure Activity regulations.

The audit process was an interesting experience, however it is a great feeling to know that systems meet the high standard required and that he business is part of an industry that is regulated, ultimately making it safer for clients and customers. Basecamp Rock Adventures began operating November 2014.

The next expansion came from the purchase of Climbing Queenstown in July last year, requiring audit, this time with QSI (AdventureMark); more of a check-up this time, with a new and vastly improved template from a private consultant. This allowed the company to offer mountaineering, alpine hiking, and snowshoeing in the Central Lakes area, and rock climbing in most places in the South Island.

This winter saw the addition of snowshoeing trips from Wanaka on the Pisa Range and the decision to re-brand many little trading names to one master brand Basecamp Adventures

Clay sold his shares and shifted back to the USA in 2013. Loz is now the Managing Director, a 50% shareholder, holds NZOIA Rock 2 and is a NZOIA rock assessor. The wall is still relatively small (a bouldering room was added), however the building now has a movie theatre and restaurant in it, the little town has expanded to surround the building with a medical centre and retirement home across the road (not the ideal target market for new customers) and the paddocks are all subdivided and now full of family houses. As for the big ideas; although from different people they still exist and by the time this prints, an acceptable lease may have finally been negotiated, for the next expansion – another indoor facility somewhere in the South Island, watch this space....

# AJ HACKETT BUNGY NZ

AJ Hackett Bungy is a proudly Kiwi organisation, with innovation, life experience and fun at the core of what they do. With almost three decades and a 100% spotless safety record under their belt, they've expanded their resume to more than 'just' Bungy.

They opened the world's first commercial Bungy operation at the Kawarau Bridge in Gibbston Valley in 1988. They're now located in two cities (Auckland & Queenstown), have five separate locations and eleven activities for customers to choose from and are always looking for new ways to inspire people to do things they never thought they could!

They're also world leaders in attracting and developing employees and providing personal workplace challenges, new opportunities and experiences for Crew to push their boundaries and expand their horizons. Right now they are searching for people to join the Crew and come with them for the ride, both for the 2018/19 Summer and long-term.

They have heaps of exciting opportunities for individuals seeking a career within the Adventure Tourism industry and are excited to work with NZOIA qualification holders and graduates of polytechnic outdoor education and adventure tourism programmes, who are looking to put their practical skillsets and industry knowledge to use.

Although they hire for personality and train for skills, the more you can bring to the table (which for NZOIA members,

is generally a lot!) the keener they'll be. The roles they recruit for range from Jump and Ride Operators (where rope skills, rock climbing/abseiling and instructing experience, First Aid, PHEC and Swift Water Rescue come in very handy), to Frontline

Sales and Service (which requires group management and leadership capabilities) to Drivers (full licences and P endorsements are necessities). As much as they have a reputation for liking to have fun, safety is AJ Hackett Bungy's number one priority and a safety conscious attitude is paramount – which is why applicants with NZOIA qualifications are such a great fit. AJ Hackett Bungy hiring managers also look for people who demonstrate respect and passion, who are energetic, edgy and cool, with raw talent by the bucket load. So, if you're all about living more and fearing less, you could be the perfect fit.

Currently AJ Hackett Bungy Crew is made up of over 200 staff who come from every corner of the globe and represent more than 16 nations. They range in service from one day to 25 years, span a 48 year age range and have experience which varies across all aspects of Tourism,

Outdoor Education and Customer Service. They embody Bungy's mission and values from the moment they put on their uniform in the morning, to the second they kick off their shoes at the end of the day and they'd love for you to join them. If you'd like to find out more, check out [www.bungy.co.nz/jobs](http://www.bungy.co.nz/jobs) and get in touch with [hrmanager@bungy.co.nz](mailto:hrmanager@bungy.co.nz) to apply.

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## NZOIA Assessments, Training and Refresher Workshops

Course	Course fee (NZOIA Members) *
Refresher Courses	\$195 (\$100 1/2 day)
Training Courses	Member: \$415 (\$215 1/2 day) Non-Member: \$515 (\$315 1/2 day)
<b>Assessment Courses</b>	
<b>Leader Assessments</b> Abseil Leader Bush Walking Leader Canoe Leader Kayak Leader Sea Kayak Leader Rock Climbing Leader <b>Free Range Assessment</b> Artificial Whitewater	\$150 plus any assessor fees and costs <b>This fee includes annual membership for new members.</b> Please contact an assessor directly to arrange an assessment and their fee.
<b>1 Day Assessments</b> Sport Climbing Endorsement Sea Kayak 1 Upgrade Multisport Kayak Endorsement	\$295
<b>2 Day Assessments</b> Kayak 2 - Class 3 River Mmt Kayak 2 - Skills Instruction	\$560
<b>2 Day Assessments (plus evening session)</b> Cave 1 Rock 1 Sport Climbing Instructor Mountain Bike 1	\$595
<b>3 Day Assessments</b> Canoe 1 Kayak 1 Sea Kayak 1 & 2	\$760
<b>3 Day Assessments (plus evening session)</b> Alpine 1 Bush 1 & 2 Cave 2 Canyon 1 & 2 Rock 2 Sea Kayak 1 & 2	\$795
<b>4 Day Assessments</b> Kayak 2	\$930
<b>4 Day Assessments (plus evening session)</b> Alpine 2	\$980

The course calendars for Assessments, Training and Refresher workshops can be found at [www.nzoi.org.nz](http://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

- Go to [www.nzoi.org.nz](http://www.nzoi.org.nz)
- Check out the Syllabus & Assessment Guide, if you are applying for an assessment then make sure you meet all the pre-requisites.
- 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 any prerequisites (i.e. your logbook, summary sheet, first aid certificate and any other required documentation to your application). Note: Non-members can attend Training Courses.
- Applications close 6 weeks before the course date.
- After the closing date we will confirm that the course will run.
- 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. 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](mailto: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](http://www.nzoi.org.nz)

### 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](http://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 and heavily subsidised by external funding.



\*Course fees are for NZOIA Members only unless stated otherwise.

[www.nzoi.org.nz](http://www.nzoi.org.nz)

# bivouac/outdoor

COMMITTED TO ADVENTURE

we ARE climbing



Climbers ascend the iconic Grand Sentinel in Sentinel Pass, Banff National Park  
Photo: ex-Bivouac Staff member John Price / johnpricephotography.ca

For over twenty five years Bivouac Outdoor has been proudly 100% New Zealand owned and committed to providing you with the best outdoor clothing and equipment available in the world. It is the same gear we literally stake our lives on, because we are committed to adventure and we ARE climbing.

**20% discount to NZOIA members**

PLUS a percentage of your purchase supports NZOIA.

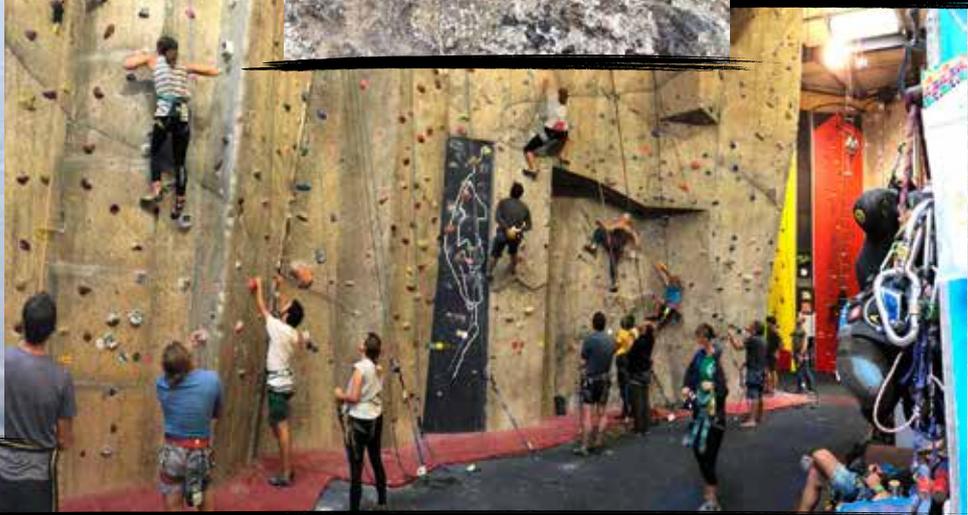
\* Discount is off RRP, not to be used in conjunction with any other discount, special or offer. Some exclusions apply.



STORES NATIONWIDE  
[www.bivouac.co.nz](http://www.bivouac.co.nz)



# PLANTING THE SEEDS OF ADVENTURE



Photos supplied by Basecamp Adventures

Profiles of organisations are welcomed for the back page series "Planting the Seeds of Adventure". Contact [editor@nzoia.org.nz](mailto:editor@nzoia.org.nz)



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