



Outward Bound

I N T E R N A T I O N A L

Journal

2010 Edition

Tweets in the Wilderness

**The Biggest Classroom
in the World**

**The Last Degree:
2010 Polar Expedition**

**Wilderness
Journeys**

Elucidating Risk



Connecting
Cultures in
Oman
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From the Editor



In this issue of OBI Journal, please join our many contributors in celebrating the rich tapestry of Outward Bound's educational story. Each writer not only shares his or her own facet of that story, but very often lives where the story takes place. This not only provides a visceral connection between the writer and the reader, but a compelling reminder of Outward Bound's global reach.

Inside these pages are articles written by staff and supporters from 12 of our 34 member countries. From the Galapagos Islands to the jungles of Indonesia, the exciting and informative articles thread themselves into the wonderfully diverse and interwoven organization that Outward Bound International has become since it was founded 69 years ago.

Whether it's the striking desertscape of Oman (see our cover photo) as backdrop to Mark Evan's meditation on wilderness as a way to promote intercultural dialogue or Tim Medhurst's first-person account of his spectacular journey to the North Pole as part of an expedition to raise awareness and funding for bipolar disorder, OBI Journal tries to reflect the venturesome spirit that animates our worldwide organization.

We invite you to join us as we follow students from the Matthias Claudius High School in Gehrden, Germany as they experience nature firsthand while attending Outward Bound—just as students from their school have done for the past 40 years. Learn more about social media as Christina Arathimos, marketing guru with Outward Bound New Zealand, explains how her center has used social networking sites like Twitter to get the word out about new courses and events. And in their paper, "Weather and Death on Mount Everest," John Semple, the recently former chair of Outward Bound Canada's safety committee, and his co-author Kent Moore reconstruct the weather conditions that lead to the deadly 1996 storm immortalized in John Krakauer's 1999 book *Into Thin Air*. Lastly, if you're thinking about your future, or retirement, read author Alan Bernstein's article, "Transition Reimagined," which considers life's transitions from an "outward bound" perspective.

Read on...

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Outward Bound INTERNATIONAL Journal

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Outward Bound INTERNATIONAL *Journal*

Contributors Wanted

Outward Bound International Journal is an annual publication that aims to showcase the worldwide organization through a mixture of feature-length and sidebar articles that have a strong global emphasis, and reflect on the social impact and innovative nature of Outward Bound's programming.

Writers interested in submitting articles, especially those that illuminate Outward Bound's philosophy, central figures, and historical roots, may do so by contacting the editor objournal@outwardbound.net with a proposal for an article. Unsolicited material will not be returned.

Outward Bound Magazine is published annually in August.
The deadline for contributors is May 15.



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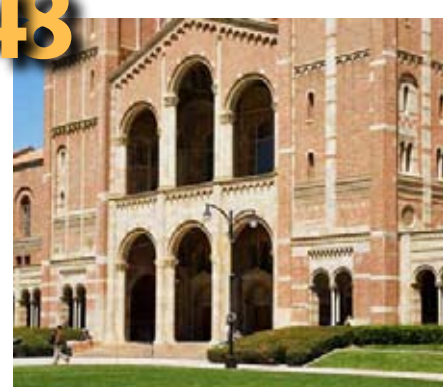
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Contributors



Transition Reimagined

Alan Bernstein is a psychotherapist practicing in New York City. He received his BA from the University of Michigan, followed by a peripatetic year in Europe where he worked at the Danish Post Office and hung out at jazz clubs in Paris. He then completed his course work for his PhD in English Literature at Rutgers University and was later appointed its youngest faculty member.

The Pedagogical Value of Expeditions

In 1995, Claudia Kugelmann became a tenured professor of sport pedagogy at the University of Erlangen. She has held the Chair of Sport Pedagogy and Human Kinetics at the Technical University of Munich since March 2010. She has published on the anthropology of movement, gender aspects of motor behavior, and adventure education, and monitors a large research project on adventure and high school educations, "Classroom under Sails," where 10th graders follow Columbus' tracks on a sailing vessel for six months and continue with high school subjects while on board. Claudia is a member of the Outward Bound Germany Board.



Uli Dettweiler is a member of the Bavarian Mountain Rescue Team and the Garmish Ski Patrol. He made his passion for the outdoors a profession when he took up outdoor programming, from camel trekking in Egypt to snow skills in Norway. From 2008 to 2010, he was part of the management of Outward Bound Germany and its National Director of Program and Program Safety.

In March 2010, he became a research fellow at the Technical University of Munich, focusing on adventure therapy, outdoor education, and the philosophy of body and movement. He is still involved with Outward Bound Germany, serving as Chair of the center's volunteer safety board.

Theory U: The Other Learning Cycle

José Antonio Torres is the Executive Director of Outward Bound Ecuador. He started his career as a park ranger assigned to some of the most beautiful regions of Ecuador and Colombia. He studied Industrial Engineering at Universidad de los Andes, Bogotá, and worked for one of Ecuador's leading travel organizations. He is a certified by the Shaolin Wahnam Institute as an instructor of traditional Chi Kung, Tai Chi Chuan, and Kung Fu.



Social Networking in New Zealand

Christina Arathimos is the Marketing Executive for Outward Bound in New Zealand. One year into her job she attended a 21-day Outward Bound course that she described as "magic." Christina now manages various courses, community partnerships, and scholarships in addition to maintaining the OB website and social media sites. In her spare time she enjoys running and snowboarding.

Using Wilderness Journeys to Promote Intercultural Dialogue



Mark Evans is the Executive Director of Outward Bound Oman, the first Outward Bound school in the Arab world. He is also the founder of Connecting Cultures, an educational initiative endorsed by UNESCO that uses the desert wilderness to bring young people together on journeys of intercultural dialogue.

Evans has been travelling in wilderness environments for 31 years, and has, among other things, spent an entire year on Svalbard, which included four months of total darkness; crossed Greenland in 26 days by parachute and ski, on the trail of Nansen; and kayaked the entire 1,700-kilometer coastline of Oman. He is the author of two books, has lectured several times at the Royal Geographical Society and the Daily Telegraph Adventure Travel Show in London, and in 2002 was named a Pioneer of the Nation at Buckingham Palace for his services to the field of youth exploration.

The Last Degree

Tim Medhurst has parallel careers in the not-for-profit and for-profit sectors. He has been involved for 30 years with Outward Bound Australia, from instructor to Executive Director and now Board member, as well as being an Advisor and now Board member to Outward Bound International. For over 15 years, Tim has also been a director or partner in a range of land development and joint venture projects, as well as a number of businesses. These career paths grew from early academic qualifications in surveying and glaciology—where he led scientific expeditions in Antarctica, spending 10 months away from the base—and education. He is an enthusiastic surfer and skier.



Weather and Death on Mount Everest

John Semple is Chief of Surgery at Women's College Hospital in Toronto, and Professor of Surgery at the University of Toronto. He recently stepped down from the Board of Outward Bound Canada due to increasing time requirements after being awarded a Chair in Surgical Research by the Canadian Breast Cancer Foundation. He will remain associated with OBC as Medical Advisor.

John also has an interest in global warming and the effect of pollution on high-altitude mountain environments. Since 2004, he has published internationally recognized research on ozone on Mount Everest. In 2005 he accompanied the British (Karrimor) climbing team to the Tibetan (north side) of Mount Everest as their team doctor. He is an enthusiastic mountaineer and has climbed on four continents. John and co-author Kent Moore's full article is available in the April 2006 *Bulletin of the American Meteorological Society*.



Eco Campus

Wendy Kusumowidagdo is the senior consultant at Outward Bound Indonesia. In her six years of service to Outward Bound she has served in various capacities, including as Operations and Communications Manager. In 2009, she led the Marketing and Sales division effort to re-brand Outward Bound Indonesia. Other projects of hers have included branding and marketing projects for her center's 20th anniversary in 2010. Wendy received her degree in Marketing Communications from the Ohio State University in Columbus, Ohio, USA.

Patron of Outward Bound **Oman** Appointed

His Highness Sayyid Faisal bin Turki Al Said was appointed as Patron of Outward Bound Oman at an event hosted in May by Her Excellency Under-Secretary for Education and Curriculum at the Ministry of Education. The event was attended by His Excellency Dr. Noel Guckian, British Ambassador; His Excellency Sheikh Saad Bahwan; and the founding and lead partners of Outward Bound Oman.



Patron of Out-
Dr. Muna Jardania,
cation. The event was

attended by His Excellency Dr. Noel Guckian, British Ambassador; His Excellency Sheikh Saad Bahwan; and the founding and lead partners of Outward Bound Oman.



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The Biggest Classroom

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Within walking distance of OB Germany's Schwangau Base, Neuschwanstein Castle is world renowned.

By Gero Günther

During a trip to the high mountains, teenagers are given the chance to gain experiences in “subjects” that are usually missed in school: team spirit, courage, trust—and what it means to be outdoors.

The hiking boots feel strange to the feet. Not very comfortable, but luckily they are well greased, because it is really wet here in the streambed. There is no definite way, but many options. Feet have to find their own way over gravel, branches, and roots. Lower branches graze faces. Feet get tangled. Everyone makes false steps, stumbles, slips. How slippery those rocks are! Part of the group tries to balance from rock to rock. Others wade right through the water. A group of thirteen young people is climbing upstream and, slowly, they begin to sweat. The surrounding rock face gets steeper. The streambed narrows and becomes a canyon. “Cool,” says Peter, “a real adventure.”

Where the kids from the ninth grade of the Matthias Claudius High School come from, nature is a well-regulated matter: flat fields, meadows, and woods that invite leisure walks. They arrived from Gehrden, a small town nearby Hannover with 15,000 inhabitants. Canyons? Steep mountain peaks? No, there is nothing like this at home. Most of the students know the Harz mountains and the heaths, but the Alps are really something completely different.

Auf einer Fahrt ins Hochgebirge lernen Jugendliche, was in der Schule oft zu kurz kommt: Teamgeist, Mut, Vertrauen—und was es bedeutet, in der freien Natur zu sein.

Ungewohnt fühlen sich die Bergschuhe an. Unbequem. Aber zum Glück sind sie gut eingefettet. Denn im Bachbett wird es richtig nass. Hier gibt es keinen Weg, dafür jede Menge Optionen. Die Füße müssen auf Geröll, Ästen und Wurzeln ihren Tritt finden. Zweige streifen das Gesicht, die Beine verheddern sich, man strauchelt, stolpert, rutscht. Wie glitschig die Felsen sind! Die einen balancieren von Stein zu Stein, die anderen waten mitten durchs Wasser. Eine Gruppe von 13 Jugendlichen klettert flussaufwärts, langsam kommen sie ins Schwitzen. Die Felswände werden steiler, das Bachbett verengt sich zu einer kleinen Schlucht. „Geil“, sagt Peter, „ein richtiges Abenteuer.“

Dort, wo die Schüler der neunten Klasse des Matthias-Claudius-Gymnasiums herkommen, ist die Natur eine geordnete Angelegenheit – platte Felder, Wiesen und Wälder zum Spaziergehen. Sie sind aus Gehrden angereist, einer Kleinstadt bei Hannover mit 15.000 Einwohnern. Schluchten? Schroffe Gipfel? Nein, so etwas gibt es dort nicht. Den Harz und die Heide kennen die

“Let’s move on a little further,” says Outward Bound instructor Stefen Schrapp, “and please leave an interval of one minute between you and your following companion.” One after the other, the schoolkids disappear around the river bend. The path goes along some small barrages in the river, through bushes, mud, and small pools. Later, the instructor asks: “What was different, when you were alone? What did you concentrate on?” The teenagers get out their water bottles. Soaked with sweat they sit together and ponder. What had actually been different?

The participants of an Outward Bound course do not get their lectures inside of a classroom, but in the open air—on a bicycle saddle, in a canoe, on a raft, in the woods, on open sea or in a self-made treehouse. “Nature itself is the greatest teacher” is one of the principles of the global organization.

Kurt Hahn, founder of the famous boarding school Castle Salem and “Father of Experiential Education”, set up the first Outward Bound program 67 years ago. The Jewish-German progressive pedagogue had left Germany in 1933 and had founded several boarding schools in Great Britain, before he opened up the first Outward Bound Center in Aberdovey, Wales. Hahn’s aim was to purify education: experiences should constitute the core of the process of learning. The students should get the chance to develop themselves by making extraordinary experiences.

Today, there are more than 42 Outward Bound Centers in 34 countries. In courses or on “expeditions,” the participants learn about responsibility, team spirit, courage, confidence, and democratic capability. Everyone should experience his or her potential and limits. Of course, while making these experiences, there are many opportunities to sweat, to rant, or to moan, especially if the participants are 15- and 16-year-old students.

“I never had to struggle that hard before in all my life. My t-shirt is all sweaty,” groans Franzi, “I need a shower desperately urgently.” “All of us look really gross,” Valerie adds.

The students quickly learn that outdoor activities are really not very helpful when you try to maintain a “perfect look.” Many of the teenagers change their clothes several

malen, aber die Alpen, das ist etwas anderes.

„Jetzt gehen wir mal ein Stück einzeln weiter“, sagt „Outward Bound“-Trainer Stefen Schrapp, „und lassen immer eine Minute Abstand zum nächsten.“ Einer nach dem anderen verschwinden die Schüler hinter der Biegung des Flusses. Über kleine Stautufen geht es weiter, durch Gestrüpp, Matsch und kleine Wasserbecken. Später fragt der Trainer: „Was war anders, als ihr allein wart? Auf was habt ihr geachtet?“ Die Wasserflaschen werden ausgepackt. Verschwitzt sitzen die Teenager zusammen und überlegen. Was war denn nun eigentlich anders?

Bei Outward Bound wird nicht im Klassenzimmer gelernt, sondern unter freiem Himmel—im Radsattel, im Kanu oder auf Flößen, im Wald, auf hoher See oder im selbst gezimmerten Baumhaus. „Die Natur ist der größte Lehrmeister“ heißt ein Leitsatz der weltweiten Organisation. Kurt Hahn, Gründer des berüh-



times a day, as if by doing so they are able to fend off the invasion of nature into their lives. It is clear from the beginning that “recreation” is definitely not the main issue of the 14-day course in Schwangau, in spite of the almost kitschy setting.

The fairytale castle Neuschwanstein is only a stone’s throw away, and the mountains, lakes, and villages are idyllic. “The landscape here is really impressive.” But instead of sightseeing, playing crazy golf, or driving paddleboats, the students have climbing, belaying techniques, and group discussions with flipcharts on their program.

Stefen, the instructor, is shy but also commands respect. He has a sense of humor and thoughtfulness at the same time. Again and again, the participants are forced to leave their comfort zones. They are asked to quit their confirmed habits and to meet challenges. The quickest way to do so is the high ropes course in the clearing near the house. Ten meters up in the trees hangs an obstacle course made out of tightened wire ropes.

Most of the students feel queasy. Fixed into their climbing harnesses, the students already search for shade in the late morning. The smell of damp forest ground is in the air. The voices of the birds reach such a volume that Stefen has to raise his own voice to explain the security rules. The person at the top is going to be belayed by two schoolmates on the ground. “Your fear protects you,” says Stefen, “it makes you feel that you are responsible for yourselves.”

The first ones to dare to go on the high ropes course are the athletes, the self-confident, and the courageous—climbing up the log on tiny handholds, hanging the security line, taking a short break on the platform to regain one’s breath. Oh my God, this is high! It takes some self-mastery to move the foot from the wooden platform to the swinging rope bridge—everything moves and dangles and below, there is nothing. Trust and team spirit are what is needed here. The person who knows that she is well belayed is more willing to dare to take the big step that leads to the next handhold.

Again and again, Mike takes a look overhead and argues with himself. He is afraid—“This is not for me”—and yet, he will overcome his fear. Franzi is also doubtful, and Vanessa is furious. She has shortened her beautiful long fingernails as Stefen had advised her to do: “Otherwise he wouldn’t have let me up.” Later, after the two girls have made it through the obstacle course, the emotions break through. They sit in their rooms and cry.

“Crying is okay,” says the class’s teacher Klaus-Günter Voigt, who has already taken part in many courses, “but of course, we have to take care that the students are able to handle their experiences.”

For already 40 years now, the classes from the Matthias Claudius High School have participated in Outward Bound courses. “The students of today are under very high pressure,” says Voigt, who is also the school psychologist. “The school takes over more and more space in their lives. In this regard, what we are doing here

mten Internats Schloss Salem und „Vater der Erlebnispädagogik“, rief das Outward-Bound-Kursprogramm vor 67 Jahren ins Leben. Der jüdisch-deutsche Reformpädagoge hatte Deutschland 1933 verlassen und in Großbritannien mehrere Internate gegründet, ehe er 1941 das erste Outward-Bound-Zentrum im walisischen Aberdovey eröffnete.

Hahns Ziel war es, die Erziehung zu entschlacken: Erlebnisse sollten den Kern des Bildungsprozesses bilden, die Menschen sich durch außergewöhnliche Erfahrungen entfalten können. Heute gibt es mehr als 60 Outward-Bound-Zentren in 41 Ländern. In Kursen oder „Expeditionen“ soll Verantwortung trainiert werden, Teamgeist, Mut, Vertrauen und Demokratiefähigkeit. Jeder soll spüren, was in ihm steckt, sein Potenzial und seine Grenzen kennenlernen.

Klar, dass dabei manchmal auch kräftig geschwitzt, geschimpft und gejammert wird—besonders, wenn die Kursteilnehmer 15- und 16-jährige Schüler sind. „So hab ich mich im ganzen Leben noch nie angestrengt, mein T-Shirt ist voll krass durchgeschwitzt“, stöhnt Franzi, „ich brauch dringendst eine Dusche.“ Und Valerie ergänzt: „Wir sehen echt alle ganz schön scheiße aus.“

Outdoor-Aktivitäten, so stellt sich schnell heraus, sind dem perfekten Look nicht gerade zuträglich. Viele der Teenager ziehen sich mehrmals am Tag um, als wollten sie so den Einbruch der Natur in ihr Leben abwehren. Von Anfang an steht fest, dass es bei dem zweiwöchigen Schülerkurs in Schwangau nicht um Erholung geht—trotz fast schon kitschiger Kulisse. Das Märchenschloss Neuschwanstein ist nur einen Katzensprung entfernt, die Berge, Seen und Dörfer fügen sich zum Zwiebelturm-Idyll. „Voll krass, die Landschaft hier.“ Aber statt Schlossbesichtigung, Minigolf oder Tretbootfahren stehen Klettern, Sicherungstechniken und Gruppenbesprechungen mit Flip-Charts auf dem Programm.

Stefen, der Trainer, ist zurückhaltend, aber eine Respektperson, humorvoll und nachdenklich zugleich. Immer wieder geht es darum, die „Komfortzone“ zu verlassen. Raus aus dem Trott, ran an die Herausforderungen. Am schnellsten geht das im Hochseilgarten in der Lichtung unterhalb des Hauses. In zehn Metern Höhe sind Drahtseile gespannt, ein Parcours mit Hindernissen.

Den meisten ist mulmig zumute. Eingeschirrt in Klettergurte suchen die Schüler schon am frühen Vormittag den Schatten, es riecht nach feuchtem Waldboden. Die Vögel zwitschern so laut, dass Stefen die Stimme heben muss, um die Sicherheitsregeln zu erklären. Wer oben ist, wird von zwei Mitschülern vom Boden aus gesichert. „Die Angst schützt euch“, sagt Stefen, „sie lässt euch spüren, dass ihr für euch selbst verantwortlich seid.“

Zuerst trauen sich die Sportler, die Selbstbewussten und Mutigen. Den Stamm an winzigen Griffen hinaufklettern, das Sicherungsseil einhängen, auf der Plattform kurz verschnauften. Gott, ist das hoch! Es kostet Überwindung, den Fuß von der Holzplattform auf die schwankende Hängebrücke zu setzen—alles wackelt, unten das Nichts. Vertrauen und Teamgeist sind gefragt. Wer weiß, dass er gut gesichert wird, wagt eher den großen Schritt bis zum nächsten Haltegriff.

gets more and more important: it is a fundamental experience for the students to investigate their limits, to make experiences in nature, to exercise.”

“The young people especially like the thrill when they experience the rush of adrenaline”

The young people especially like the thrill when they experience the rush of adrenaline that activities like the Flying Fox provide for them. On the Flying Fox, they use a steel rope to rocket down into the depth on a winch pulley—but there should not be too many of those devices. “It is not our aim to offer leisure facilities,” says Stefen. He wants to “get away from the consumer’s mentality,” which is not always that easy with kids who are reluctant to leave behind their mobile phones, MP3 players, and digital cameras. Most of them have a very unemotional attitude towards nature. When the instructor called their attention to an eagle flying high above in the sky, one girl answered, “There are no eagles,” and another girl commented, “I always imagined them to be much bigger.”

What the students take home with them from the course is very different for each individual, says Stefen. The most important experience is that the usual dynamic in the class no longer works: “Kids who are normally more on the edge of the class society can suddenly discover totally new aspects of their personality.” In the courses, the usual role allocation often changes, explains the instructor—“who takes over the leading part, proves her personal strength, mediates, helps, or acts as the clown.”

After ten days in Schwangau, the students are “a little in pieces,” says Voigt. A two-day bike tour is behind them, where they sometimes had to push the mountain bikes over pathless ground. The homemade noodles for dinner fell into the fire.

Peter ran into a barbed wire fence and had

Mike schaut immer wieder nach oben, hadert mit sich. Er fürchtet: „Das ist nichts für mich“, und trotzdem will er sich überwinden. Auch Franzl ist unsicher, und Vanessa ist sowieso sauer. Sie hat sich die schönen langen Fingernägel gekürzt, wie Stefen es ihr geraten hat. „Sonst hätte er mich nicht hoch gelassen.“ Später, als die beiden Mädchen es geschafft haben, brechen die Emotionen durch. Weinend sitzen sie in ihren Zimmern. „Heulen ist okay“, sagt Klassenlehrer Klaus-Günter Voigt, der schon viele Kurse mitgemacht hat, „aber natürlich müssen wir aufpassen, dass die Schüler alles verarbeiten können.“

Schon seit 40 Jahren besuchen Klassen des Matthias-Claudius-Gymnasiums Outward-Bound-Kurse. „Die Schüler stehen heutzutage unter einem sehr hohen Druck“, sagt Voigt, der auch Schulpsychologe ist. „Schule nimmt einen immer größeren Raum ein. Insofern ist das, was hier gemacht wird, immer wichtiger: Grenzerfahrungen, Erlebnisse in der freien Natur, Bewegung.“

Besonders gut kommt bei den Jugendlichen der Kick an, Adrenalin-Erlebnisse wie der „Flying Fox“, bei dem sie an einer Winde auf einem Drahtseil in die Tiefe schießen. Doch zu viel davon soll es nicht geben. „Um einfache Freizeitangebote geht es nicht“, sagt Stefen. Er will „weg von der Konsumhaltung“—aber das ist nicht immer einfach mit Jugendlichen, die sich kaum von ihren Handys, MP3-Playern und Digitalkameras trennen können. Zur Natur haben viele dagegen ein eher nüchternes Verhältnis. Als der Trainer auf einen Adler am Himmel aufmerksam macht, antwortet ein Mädchen: „Es gibt doch gar keine Adler“. Und eine andere Schülerin kommentiert: „Hab ich mir viel größer vorgestellt“.

Was jeder einzelne Teilnehmer mit nach Hause nehme, so Stefen Schropp, sei individuell sehr verschieden. Entscheidend sei, dass im Kurs die übliche Dynamik der



to have his thigh stitched. Two days later, he is already able to laugh at the incident. And most important of all, the group held together. "I caught a cold," Laura explains, "and I almost couldn't make it, but the others always motivated me and pushed me on." Almost everyone is enthusiastic, about the beautiful scenery, the night in their self-built bivouac, and the campfire. All their stresses and strains have already become legends.

At the end of the course, the students face three days in the mountains. Some of the students feel that they are not able to make the expedition to the mountain hut and have reported sick. The rest starts to move, loaded with heavy backpacks and in newly oiled hiking boots. Although the weather is perfect, most of the kids do not feel very motivated. "I am definitely not in the mood for this," says Aylin, "but we really want to go through with it, because if we stop now, we will probably regret it later."

It is nine o'clock in the morning. The bus has dropped off the whole class in a village in Austria. After one hour, the group has already lost its way. "Is this still the right trail? Come on, Stefen, tell us!" Stefen remains silent. "You have to ask your orientation team," he says.

"They dream of Sprite, chocolate, and chips"

Anna and Lara take another look at their map. Should they go back or go on cross-country? A coin is thrown. Okay, back then. "Are you sure about this?" ask the more adventuresome. "Isn't the trail moving on over there?" At the end, they decide against the coin, move ahead, and carefully traverse a steep slope. The first stop is at the Fraunsee, a mountain lake that looks as if it were right out of a travel brochure, olive-green and not that cold either. The first students are already in the water. Over in the reeds is a diving board. "Actually, it is really beautiful here," says Lara.

After the break, they have to make the next decision. Should they take the steeper trail or the wide and more comfortable one? After a short discussion, the students decide to take the easier way. The whole trip is already exhausting enough in their opinion. They dream of Sprite, chocolate, and chips—the best thing would be a whole McDonald's right around the corner.

Late in the afternoon, the students arrive at the Willi Merkl Hut at an altitude of 1,550 meters. First of all, they get off their hiking boots. There is a kitchen with a lounge in the hut, big tables, corner seats, a little room for the instructors, and a huge mattress camp. The food team starts to cut and snip, while the others speculate if the cooks have made the correct measurements of the necessary ingredients. At least, the backpacks have been heavy enough. In the end, everyone is satisfied with the food—neither quality nor quantity need to be criticized.

On the next day, they hike up the nearby peak, the Schlicke, which is at least 2,000 meters tall. The trail winds through forest, meadows, gentians, and mountain pines up to an altitude of 2,060 meters. The landscape gets sparse and suddenly, the ground plunges. The rock face whose edge the students look down, is

Klasse „ausgehebelt“ werde: „Leute, die sonst vielleicht eher am Rand stehen, können hier mal ganz neue Seiten an sich entdecken.“ Hier ändern sich oft gewohnten Rollenverteilungen, erklärt der Trainer, „wer Führung übernimmt, wer Stärke beweist, wer vermittelt, hilft oder den Kasper spielt.“

Nach zehn Tagen im Schwangau sind die Schüler schon „ganz schön kaputt“, sagt Klassenlehrer Voigt. Hinter ihnen liegt eine zweitägige Radtour, in unwegsamem Gelände mussten die Mountainbikes geschoben werden. Die selbstgekochten Nudeln fielen ins Feuer, Peter fuhr mit Karacho in einen Stacheldrahtzaun und musste am Oberschenkel genäht werden. Zwei Tage danach kann er schon wieder darüber lachen. Und das wichtigste: Die Gruppe hat zusammengehalten. „Ich war erkältet“, erzählt Laura, „und bin kaum hinterhergekommen, aber die anderen haben mich immer wieder motiviert.“ Fast alle sind begeistert. Von der schönen Landschaft, der Nacht im selbstgebauten Biwak, dem Lagerfeuer. Die Strapazen sind bereits zu Legenden geworden.

Zum Abschluss des Kurses stehen drei Tage im Gebirge an. Einige Schüler fühlen sich der großen Hüttentour nicht gewachsen und haben sich krankgemeldet. Die anderen setzen sich mit ihren schwer gepackten Rucksäcken und frisch gewachsenen Bergschuhen in Bewegung. Trotz Kaiserwetter geben sich die meisten nicht besonders motiviert. „Ich hab echt keinen Bock“, sagt Aylin, „aber wir wollen das auf jeden Fall durchziehen, sonst bereut man das später.“

Es ist neun Uhr morgens. Der Bus hat die Klasse in einem Dorf in Österreich abgesetzt. Schon nach einer Stunde kommt die Gruppe vom Weg ab. „Ist das noch richtig hier? Komm, Stefen, sag schon!“ Stefen schweigt. „Fragt Euer Orientierungsteam.“

Anna und Lara ziehen die Karte zum x-ten Mal heraus und beraten. Umkehren oder querfeldein laufen? Eine Münze wird geworfen. Also zurück. „Wollt ihr das wirklich?“, fragen die Abenteuerlustigen, „da drüben geht doch der Weg weiter.“ Schließlich wird gegen das Los entschieden und vorsichtig ein steiler Hang gequert. Erstes Etappenziel ist der Fraunsee, ein Bergsee wie aus dem Reiseprospekt. Olivgrün ist er und gar nicht so kalt. Der ersten sind schon im Wasser, drüben beim Schilf gibt es ein Sprungbrett. „Eigentlich ist es voll schön hier“, sagt Lara.

Nach der Rast steht die nächste Entscheidung an. Soll man den steileren Weg nehmen oder den breiten, bequemeren? Nach einer kurzen Diskussion entscheiden sich die Schüler für die einfachere Variante. Das Ganze ist schon anstrengend genug, finden sie. Sprite, Schokolade und Chips werden herbeigewünscht—am besten gleich eine McDonald's-Filiale.

Am späten Nachmittag erreichen die Schüler die Willi-Merkl-Hütte in 1550 Metern Höhe. Erstmal raus aus den Bergschuhen. Es gibt eine Küche mit Aufenthaltsraum, großen Tischen, Eckbänken, ein Zimmerchen für die Trainer und eine großes Matratzenlager. Die Verpflegungsgruppe fängt an zu schnippeln, während die anderen spekulieren, ob die Köche genügend Zutaten errechnet haben. Schwer genug waren die Rucksäcke ja. Doch mit dem Essen sind schließlich alle zufrieden—weder an

almost vertical. "Harsh!" The alpine upland with its lakes and marshes lies below them like a model railway scenery. "Look, over there you can see our hut." The kids take out their cameras and take pictures of each other in different poses and arrangements.

"My first peak!" Aylin rejoices, as she proudly signs her name into the book that one can find fixed to the cross that traditionally marks the summit of each peak. Feelings of success! And then again: "Are these really the Alps?", one girl wants to know. "I always imagined them to be much bigger!"


But most of the students are deeply impressed—especially now as the weather is about to worsen dramatically. Huge clouds are starting to mass together. Only now and then a mountain can be discerned. Just in time, as the first flashes of lightning start to strike the ridge, the group gets back to the hut. The light rain turns into a downpour. Ear-deafening thunder fills the valley. Soon, the first waterfalls start to form on the opposite rock face.

Several girls observe the spectacle from the skylight, and it is obvious that they are thrilled by the elemental force of the weather. The whole valley is filled with clouds, and only now and then can one discern a single mountain. "It is cool to be in the clouds like that." One model of the experiential education says: "The mountains speak for themselves." The assumption is that intensive outdoor activities are so profound that they are able to influence groups and individuals in a positive way.

Because of the thunderstorm, the "solo" that was planned for the afternoon is put off until the evening. Stefen accompanies those students who want to take part in spite of the weather to their places of retreat. In the pouring rain, they hike up the mountain in their rain jackets and scatter among the forest and along the slopes. Everyone carries water, a blanket, paper, a pen, and a flashlight. "Write a letter to yourself," explains Stefen, "a letter you won't open until you are at home again." It is cold by now, and everyone tries to find as good a shelter from the rain as possible. They want to stay outside for three hours.

By ten o'clock in the evening it is pitch dark. The cowbells are ringing, the stream sweeps by, and it is still raining lightly. Joey has retreated into a grotto, a wonderful place to stay. Finally, I was able to think about everything all by myself," she later says. "I wanted to remember everything that happened in order that nothing gets lost." She had been thinking about home and was looking forward to her holidays—and then she fell asleep.

On the following morning, the sky is dull and the clouds are hanging deep down. Most of the kids are tired and glad to hike back down into the valley. They want to get back to Schwangau, and back home. "It was great," almost all of them say, "but now, it is enough!"

Only Nils and Kilian are still not tired. They both leave the trail and hike down to the riverbed. Like the little wild mammal called chamois, they hop from rock to rock. They are happy in the biggest and most exciting classroom of the world. 

der Qualität noch an der Quantität gibt es etwas auszusetzen. Am nächsten Tag geht es auf den benachbarten Gipfel, die Schlicke. Ein Zweitausender immerhin. Der Weg schraubt sich durch Bergwald, Wiesen, Enzian und Latschen zum Gipfelkreuz auf 2060 Meter Höhe. Immer karger wird die Landschaft, und dann fällt das Gelände abrupt ab. Fast senkrecht ist die Wand, über deren Rand die Schüler nach unten lugen. „Krass!“ Das Voralpenland mit seinen Seen und Mooren liegen wie eine Modelleisenbahnlandschaft da. „Schaut mal, dort drüben kann man unser Haus erkennen.“ Die Fotoapparate werden herausgeholt, man knipst sich gegenseitig in verschiedenen Posen und Konstellationen.

„Mein erster Gipfel!“, freut sich Aylin, und trägt sich stolz ins Gipfelbuch ein. Erfolgserlebnisse! Und dann wieder so ein Spruch: „Sind das jetzt wirklich die Alpen?“, will eine Schülerin wissen. „Die hab ich mir viel größer vorgestellt!“


Doch die meisten sind stark beeindruckt—gerade jetzt, wo das Wetter sich dramatisch verschlechtert. Gewaltige Wolkenhaufen ballen sich zusammen, es wird dunkler und dunkler. Gerade noch rechtzeitig, als die ersten Blitze am Grat zucken, ist die Gruppe zurück an der Hütte. Der leichte Regen wird zum Wolkenbruch, ohrenbetäubender Donner füllt das Tal. Bald bilden sich an der Felswand gegenüber erste Wasserfälle.

Ein paar Schülerinnen beobachten das Spektakel durch das Dachfenster, sichtlich begeistert von der Urgewalt des Wetters. Das ganze Tal füllt sich mit Wolken, nur hie und da lassen sich Berge erkennen. „Das ist cool, so in den Wolken zu sein.“ Ein Modell in der Erlebnispädagogik heißt: „The mountains speak for themselves“ – die Berge sprechen für sich selbst. Intensive Outdoor-Aktivitäten, so die Prämisse, sind so tiefgreifend, dass sie Gruppen und Personen positiv beeinflussen.

Das für den Nachmittag geplante „Solo“ verschiebt sich wegen des Gewitters bis in den Abend. Stefen begleitet diejenigen, die trotz des Wetters mitmachen wollen, an ihre Rückzugsorte. Im strömenden Regen steigen sie mit ihren Regenjacken den Berg hinauf und verteilen sich im Wald und an den Hängen. Jeder hat Wasser dabei, eine Decke, Papier, einen Stift und eine Taschenlampe. „Schreibt einen Brief an euch selbst“, erklärt Stefen, „einen Brief, den ihr dann erst zu Hause öffnet.“ Kühl ist es geworden, und jeder versucht so gut es geht, sich vor dem Regen zu schützen. Drei Stunden wollen die Acht draußen bleiben.

Gegen zehn ist es stockdunkel. Die Kuhglocken bimmeln, der Bach rauscht, es nieselt immer noch. Joey hat sich in eine Grotte zurückgezogen, „ein wunderbares Plätzchen. Endlich konnte ich mal allein über alles nachdenken“, erzählt sie später, „ich wollte mir alles noch mal vorstellen, damit nichts verloren geht.“ An Zuhause habe sie gedacht und sich auf den Urlaub gefreut – dann sei sie eingeschlafen.

Am nächsten Morgen ist der Himmel trüb, die Wolken hängen tief. Die meisten sind müde und froh, wieder ins Tal zu steigen. Sie wollen zurück nach Schwangau, zurück nach Hause. „Es war toll“, sagen fast alle, „aber jetzt reicht es!“

Nur Nils und Kilian haben noch nicht genug. Die beiden verlassen den Wanderweg und steigen ins Bachbett ab. Wie Gamsen hüpfen sie von Stein zu Stein. Sie sind glücklich im größten und aufregendsten Klassenzimmer der Welt. 

USING

WILDERNESS JOURNEYS

TO PROMOTE INTERCULTURAL DIALOGUE

By Mark Evans—OB Oman

The UNESCO director showed me the pile of workshop resolutions and research reports on engaging youth in intercultural dialogue. It nearly reached the ceiling. So much rhetoric, so little action at the grassroots level, he concluded. It was hard to disagree.

Prior to taking up the role of director of Outward Bound Oman in 2009, I had worked as a teacher in the Middle East for 14 years. Forced to return to UK briefly in the late 1990s due to a family illness, I was struck by the universally negative attitude of the media to a part of the world that I considered home, and a very safe, friendly, and welcoming home at that. A meeting with HRH Prince Turki Al Faisal, then Saudi Arabia's ambassador in London, resulted in funding to do something to reduce the polarisation of cultures, and promote a greater understanding. But what to do?

Queen Rania of Jordan, who strongly promotes intercultural dialogue, has made the point that there is a difference between information and knowledge. The Internet provides us with information, but sometimes we do not know where that information has its roots. It is a useful tool, but one that needs to be treated with caution. Genuine knowledge is gained through firsthand experience, through experiential learning.

I was lucky that year to hear an inspiring individual lecture at South Africa House in London. In these days of fancy Power-Point presentations and video clips, this man simply walked up on stage, hung his walking stick on the lectern, and spoke for over an hour. Apart from a two-minute session where he stuck his fingers in his mouth to whistle (perfectly) the call of the African Fish Eagle, all he did was talk, but he spoke with such passion that the audience strained to hear every word, and crowded round at the end to show their appreciation. Dr. Ian Player, brother of the more famous golfer Gary Player, told a story of the Wilderness Leadership School that he and a Zulu companion had set up, using the wilds of the Umfolozi Game Reserve to take groups of black and white youth into the bush for five days in an effort to break down the divide of apartheid. It proved a great success, and the inspiration for Connecting Cultures.

Backed by funding from HRH Prince Turki, a website was set up that resulted in the big shipping company DHL becoming the corporate partners for the

project. The idea was to make the first trip a high-profile one in the media in the hope that it would attract further funding. So, in 2004, six boys from Saudi Arabia joined six boys from the UK and we flew to the most northerly commercial airport in the world, on the Norwegian island of Svalbard, where we lived for two weeks in the wilderness, with dogs to warn us of curious polar bears and with no contact with the outside world other than our Iridium satellite phone. Around driftwood fires we discussed numerous contentious issues. BBC News Online ensured that news of our journey reached a global audience, and our stay was brought to a premature end when Prince Turki commissioned a private jet from Munich to collect us and deliver us to Manchester, where we spoke in front of 15,000 people at a gathering called Arabian Days.

Since that first expedition, Connecting Cultures (www.connectingcultures.co.uk) has grown steadily. We have now run four more journeys, all in the deserts of Oman. Ranking higher in the UN peace index than the UK and the USA, Oman is the perfect place to run Connecting Cultures journeys. It is safe, logistically easy to get to, and with only 4 million people in a land the size of the UK, has wonderful wilderness areas without mobile phone service that are perfect for focused, uninterrupted dialogue.

Following the launch of Outward Bound Oman in May 2009 (the first Outward Bound school in an Arabic-speaking country), it made sense for the Outward Bound team to work in partnership with Connecting Cultures and deliver the courses in Oman, using their expertise of facilitation and logistical know-how.

2009 saw the Outward Bound/Connecting Cultures team on stage at the UN Alliance of Civilisations forum in Istanbul, having been identified by the UN as one of the world's leading civil society initiatives.

The young people that take part on an Outward Bound Oman-Connecting Cultures course are termed "Ambassadors of Change." They are identified as future opinion formers in society, and a course sees 18 young people, nine from Arab society, and nine from "westernized" society, spending five days in the sands, where they share a journey, either on camel or on foot.





With no doors to hide behind, and having to work as a team to solve a series of problems en route, as on any OB course, a team of strangers quickly gels into a functioning, communicating team. Intense debates take place at every lunch stop and around the evening fire. Identifying shared values, and considering how others may see your own culture, forces everyone to question media-based misconceptions and stereotyping at an early stage of the course. Identifying the root causes of misunderstanding and extremism leads into the final session of “What are my responsibilities when I get home? How can I genuinely make a difference?” A few quotes from recent course participants reveal the depth of thought and dialogue that takes place:

“Connecting Cultures was a unique learning school that provided me the perfect opportunity to make up my mind about where I stand at this moment and which way to follow to become who I want to be. The beautiful journey we shared provided me a mirror. I learned that I am getting so many possibilities to step up and make a difference. I now feel I have a certain kind of obligation to really do so. I’m absolutely sure that the end of the experience is the start of change in a positive way.”
—Rachida Abdellaoui, Morocco

“It is of great satisfaction to provide and share knowledge from your own point of view as well as gaining valuable insights on how my country and my nationality are recognized, considered, and understood from perspectives that I never came across before. I have learnt more about Islam and the Arabic culture during these five astonishing days and got into such deep and thoughtful debates than I ever was able to during my time at school.”—Peter Cramer, Germany

“Religion, whether Islam or Christianity, is a beautiful gift when not corrupted. I have personally never been a particularly religious person and have often held the view that without religious beliefs the world would be a far simpler and more peaceful place. However, after talking to the Muslim girls about their faith and watching them pray together, I envy the unity and peace they all seem to have. I now strongly believe that if the core principles and practices of all faiths could be discussed and taught in school then misunderstandings and fiction would be reduced.”
—Kate Muir Jones, UK

Despite our remote desert location, we are able to share the results of these desert debates on a daily basis using Inmarsat communications, sending out high-resolution images and blogs to the media at the end of each day. Courses conclude with a gathering and reception in Muscat, the Omani capital, to which ambassadors, government officials, and UN personnel are invited, along with a couple hundred students from local schools who have the chance to hear the outcome of the discussions firsthand during the participants’ address. After this year’s programme, the tears at the airport some six days after a group of complete strangers arrived were a testimony to the power and impact of the program.

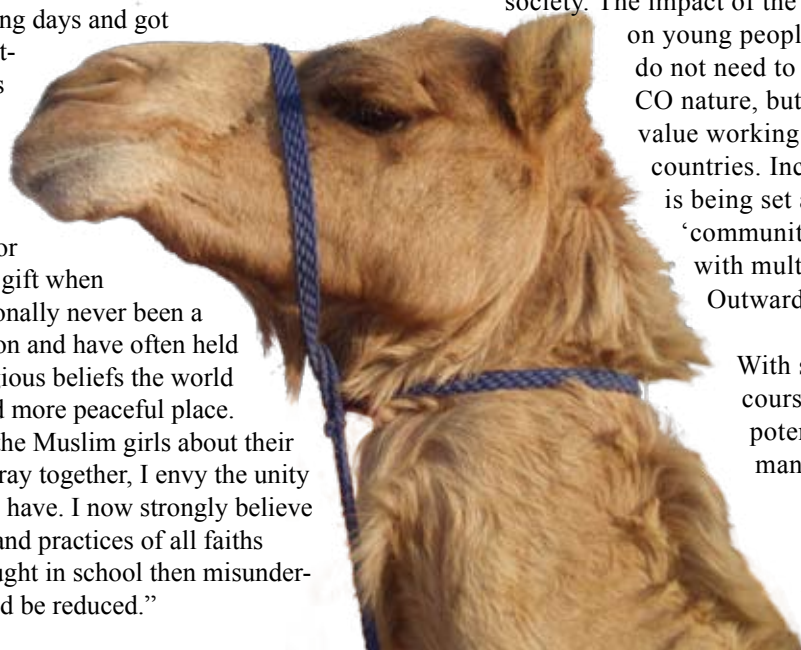
2010 is the UN International Year for Youth and we are working on two more courses here in Oman, thanks to increased funding from UNESCO. Outward Bound is in a unique position to be able to turn the rhetoric into grassroots action and make a real difference to society. ✨

A business opportunity for many OB schools?

The two 2008 journeys saw over 24 million people follow Connecting Cultures in the regional media (figures from ASDAA PR, UAE), and, with an estimated advertising value of nearly \$500,000 US, it makes supporting such courses financially a very attractive proposal for corporations looking for unique CSR opportunities that really make a difference to society. The impact of the Connecting Cultures courses

on young people is beyond question. Courses do not need to be of an international/UNESCO nature, but can be of equal, if not greater, value working with communities within countries. Increased government funding is being set aside to address the issue of ‘community cohesion’ in many countries with multicultural populations where Outward Bound currently operates.

With some creative marketing, courses such as this provide another potential source of revenue for many Outward Bound schools.



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THE LAST DEGREE

2010 Bipolar Expedition and the Reflections of an Outward Bounder at the North Pole

By Tim Medhurst—OB Australia & OBI

I should have been attending an Outward Bound International Board meeting in Toronto, but instead, I was towing a sled over the thin, moving ice of the Arctic Ocean, skiing to the North Pole. As the ‘tail end Charlie’ of our little team and the carrier of the gun, my role was to keep scanning the horizon for hungry polar bears. However, I am not sure I was the dedicated lookout I should have been, because the rhythmic gliding of cross-country skiing soon lulled me into a meditative state, allowing my mind to wander.

Climate change and its impact on the Arctic sea ice might have been an obvious topic in my surroundings, but actually two questions relating to Outward Bound kept coming to mind as we hauled our sleds closer and closer to the Pole each day.

Firstly, I was questioning if we as an organization “hide our light under a bushel.” Are we too much of a quiet achiever and would it help if we were better self-promoters?

Secondly, I was thinking about the perennial issue of how long an Outward Bound program needs to be, to be effective. A quick review of the OBI figures shows that the average length of an OB

program around the world has been dropping and is currently less than three days.

These may sound like very obscure thoughts when I should have been focussed on the thinness of the ice; the location of the next “lead,” an expanse of water due to the ice separating, which would mean using our sleds like canoes and paddling across; or the best place to drag our sleds over the “rubble” formed when floating ice sheets forced the ice at their edges into piles of large blocks. So let me explain the catalyst and relevance of these two questions.

For the previous 18 months I had been involved in trying to help a group of 14 people with bipolar disorder arrange two trips to ski the “last degree” to the North and South Poles. Their aim was to raise both awareness and research funds for bipolar disorder. We had a film producer and documentary crew in place and the group had raised around \$100,000 US in research grants. However, getting to the poles is not cheap. The Global Financial Crisis made it almost impossible to raise enough funds for the expeditions and so the idea was put on ice at the end of 2009.

Subsequently and by complete coincidence, the chairman of a small youth charity that I am involved in turned 50 and decided he wanted to do a trip to the North Pole. He asked if I wanted to join him on a two-week trip, which would involve five days skiing to the Pole with Eric Phillips of IceTrek. In 1983 and 1984, I had spent 15 months as a glaciologist leading expeditions in Antarctica and so the thought of going to the other extreme was very attractive. I also saw that it was a great opportunity to raise more research funds for bipolar disorder.

However, this opportunity did make me ponder how long would be long enough to get a true experience of arctic expeditioning in order to make the whole trip worthwhile. The genuine ski to the North Pole is actually 800 kilometres from nearest land and takes around 55 days, if all goes well. I was also aware that it was possible to simply fly from the Norwegian islands of Svalbart to the Russian Ice Camp Barneo at 89° latitude and from there get a helicopter to fly the last 100 kilometres to the Pole, just to be able to say you had been there. Was our proposed trip of five days, skiing some 50 kilometres to the Pole, enough for a worthwhile experience?



I should point out that it is the geographic North Pole we are discussing here—the one that the earth spins around. This is not the magnetic North Pole that the Top Gear boys drove to, which is just off the coast of Canada, or the “North Pole” towns in Lapland or Canada where tourists can find Santa.

Antarctica is the highest, driest, coldest, windiest continent in the world. It is a landmass twice the size of Australia (or twice the size of the USA, for those in the northern hemisphere), and is covered with ice that is an average of 2,500 metres thick, growing to around 4000 metres thick at the centre. Scientists have recorded the coldest known temperature of -89.3°C on it. Antarctica is like a giant ice cream cone, with snow falling in the middle and very slowly flowing out to the edges. If you are interested in rising sea levels, 90 percent of the Earth’s ice is stored in East Antarctica. There are no polar bears in the Antarctic and no penguins in the Arctic.

On the other hand, the North Pole is in the Arctic Ocean, which has no land and is 4,000 metres deep. The Pole is an average of 1,000 kilometres from the surrounding landmasses of Russia, Canada, Alaska, and Greenland. The ice at the North Pole is simply frozen ocean water, anywhere from 1 centimetre to 2 metres thick. The Arctic ice reminds you that the Earth is very alive. It moves with the tides, winds, and currents. During our trip, the sea ice was moving at 14 kilometres a day away from the Pole, so each night we slept in the tent we would drift 6 kilometres away from the Pole.

While 50 kilometres doesn’t sound like far to ski to the Pole, we probably skied twice that distance in average temperatures of around -30°C , with numerous stops to cross leads or haul sleds over rubble. With 24 hours of sunlight we mostly had good weather, but two mornings of bad weather reminded us what a different journey it might have been.

Did we feel a sense of achievement on reaching the Pole, even though it was only five days’ skiing and not the 55 days of the



full trip? Absolutely. We discussed if we thought we would have felt any different if we had done a 100 kilometre, 10-day trip. Our consensus was that whatever the length of the trip, that would have been what we would have subconsciously prepared for, and halfway would always have felt like halfway whether it was a five-, ten-, or 55-day trip.

However, we also agreed that the sense of achievement that we did feel was surely significantly greater than if we had simply flown to the Pole and spent a night in a tent. And, no doubt, had we had the luxury of time to complete the 55-day trip, we might have enjoyed an even greater sense of achievement skiing from land to the Pole. Realistically, we picked the right length for us and still felt a sense of achievement that definitely made it a worthwhile trip.

Getting the balance between the length of each program versus the cost, attractiveness, and willingness of participants to attend is a recurrent question that all OB schools globally deal with on a daily basis. As a general rule (supported by research), the longer the programs are, the greater benefits for the participant.





If our only option had been to ski the 800 kilometres from land to the Pole, it is unlikely that we would have done the trip. Having an option of a five-day trip gave us both the opportunity and ability.

If the reality for an OB school is that some programs need to be shorter, my suggestion, which appears obvious but worth remembering, is to make them as powerful and memorable as possible, so that participants know that they have been challenged.

This brings me back to that other question about hiding our light under a bushel. If we have a great selection of diverse length programs, why don't we promote the fact even more?

"Did you know there are three other Australians aiming to ski to the North

Pole this season?" Victor, the station manager, asked as we flew into Camp Barneo. "You must know them," Victor smiled. "There's not that many people in Australia, is there?" Barneo is a temporary Russian camp and ice runway that, since 1993, has been rebuilt each year on the floating ice about 100 kilometres from the geographic North Pole, giving scientists and others access to the North Pole for a one-month window.

I politely played along. "You're right, Victor, there are only 22 million Australians, of course, I'll know the other three!"

Because of the significant publicity before his trip, I was aware that there was one other Australian who was planning to ski solo from Canada to the Pole. I had heard him on the radio, seen him on television, and looked at his website. He was ex-army and was fundraising for the "Big 3"—HIV, tuberculosis, and malaria. "So who are the others?" I asked. Victor answered, "Linda Beilharz and Rob Rigarto are also doing the full trip from the coast of Canada to the Pole. And if they make it, then Linda will be the first Australian woman to

have skied to both the South Pole and the North Pole."

I was shocked—I did know them—but I was more shocked that I hadn't heard of their trip. I had worked with Rob when he was a Program Director at Outward Bound Australia for five years in the late 1970s. Linda had worked at OBA for a summer. You can guess where they met. Since their two children had left home, there has been more time for personal adventures.

To cut a long story short, Linda and Rob did make the 800-kilometre-long trip, arriving at the North Pole two days after we did, and Linda is officially the first Australian woman to ski to both the North and South Poles. Apart from a ten-second grab on late night television and an article on the front page of her local newspaper, there was very little media coverage of this important milestone. We also quietly went about our little trip, still managing to raise money and awareness for charity in the process.

In stark contrast, the other Australian didn't make it and wasn't even close when he fell through the ice and was rescued by the Canadian Air Force. Of course, this event gave him even more national media exposure at the time and subsequently.

Why did the trip that didn't make it and didn't raise that much for charity generate so much publicity before, during, and after? The simple answer is that the ex-army man actively sought out the publicity. In contrast, my experience of Outward Bound folk around the world is generally one of quiet achievers who simply do what needs to be done to make a positive difference in other people's lives.

The question I pondered as we skied towards the Pole, I now leave with you to consider: Would it benefit Outward Bound to better promote itself and the good work that we do? 🧭





Building Character in Indonesia:

“20 Years of Building the Nation. One Character at a Time.”

By Djoko Kusumowidagdo—OB Indonesia

2010 has been a tremendous year for Outward Bound Indonesia as we celebrate our 20th anniversary. We’re doing more than mere physical celebrations—we are going through significant development and vital growth within the organization.

“BUILDING THE NATION. ONE CHARACTER AT A TIME” is the theme we picked to mark this proud milestone. For 20 years, Outward Bound Indonesia has stood as an agent of change for the betterment of Indonesia. We have carried through a mission to build the nation by primarily building strong people who are up-standing world citizens, who stand for value, integrity, responsibility, and compassion. In doing so, character needs to be developed, the mind strengthened, tenacity sharpened, and collaboration in diversity improved—one person at a time. With more than 70,000 OB Indonesia alumni across the country and across continents, we are just getting started. Together with our partners, supporters and clients, the mission of nation-building is truly possible.

Outward Bound is known worldwide for its strength as an educational institution in character building. Its adventurous and challenging programs enable participants to learn through experience and empower them to become self-reliant, compassionate, and caring for their environment and community.

As the pioneer in Indonesia for outdoor adventure training using experiential learning methodology, OB Indonesia continues to blaze trails. Our new site, the OBI Eco Campus, is the first environmentally sustainable campus in Indonesia to offer character building programs using Outward Bound methods.

We are truly honored and grateful for the 20 years’ time in which we have had the privilege to inspire people. We hope that we can touch more lives and empower more individuals to become the best that their mind allows them to be. In the words of former Minister of Environment, Sarwono Kusumaatmadja, Outward Bound Indonesia’s patron: “Even though it is small Outward Bound is nevertheless a crucial steppingstone that this country needs to generate compassion for community and environmental concern.” 🌟

Djoko is the founder and CEO of Outward Bound Indonesia

“The founding of Outward Bound in Indonesia pioneered an avenue for education that focuses in building character. Today, with more than 70,000 alumni across the country and across continents, OB Indonesia is a highly regarded training institution for character building.”

Transition Reimagined:

How Do We Get from Here to There?

By Alan Bernstein

All transitions involve risk. The moment we let go of one trapeze, and before we grab the next, there is a frisson of panic. What happens if...?

For many people the anxiety connected to “letting go” can become a state of paralysis, confining rather than freeing. If we imagine for a moment that Kurt Hahn was thinking about people in transition seeking the life force to survive, rather than sailors in the North Atlantic, we have a reimagined application for the Outward Bound experience. Where do we find the energy to keep ourselves afloat and to continue to pursue change while our fear and panic argue for doing nothing—staying put and not struggling?



At the beginning of my career I trained as an academic. Being a good reader, I majored in English literature and then pursued a doctorate. After teaching a few years at Rutgers University, I realized I had made a poor choice—reading and teaching literature had very little connection to being on faculty committees and doing research. I examined my experience and realized that I had to back up, open a new line of study, and reimagine my life. To this day I remember the panic and shame that I felt, but I knew I had to make the change. I mulled over that experience for years, trying to understand how I had stumbled and then how I had found the resources—psychological, financial, spiritual—to back up and start over.

Since then, I have explored how students can choose their life’s adventure and career through accessing their motivational needs, and, with my friend and co-author, John Trauth, have shared what I’ve learned in our book, *Your Retirement, Your Way* (McGraw-Hill 2006), aimed at mid-career and retiring adults. We outline a curriculum that accesses core interests, personal style, and motivational needs, and then shows the reader, through timelines incorporating strategies and objectives, how to utilize this knowledge. Our interest lies in reducing the paralysis and panic that stop many people from getting what they want and making the transition workable. Because we have seen so many older people falter as their vision of “retirement” has disappeared due to economic upheaval, we address mainly the transition of older adults to retirement.

HISTORY of SOCIAL CHANGE

In the early 1900s, Stanley Hall, a psychologist at Clark University in Massachusetts, baptized a period formerly folded into adult life—he named it “adolescence.” It became a stage of life studied for the specific challenges individuals were expected to accomplish in order to succeed in adult life. Norms were established about intellectual, social, and sexual development, and ideas about functional development became the study of academia as well as advertising campaigns and even political theorists. In the 21st century, we believe that the uncharted stage of life has shifted to the other end of the spectrum—what will happen, what can we expect, what are the successful responses to the challenges of aging? The period

between 59 to 85 or 90 years of age is now in a ferment of definition as people—healthy and interested in life, yet outside the norm of full-time careers—define their capacities. With much of the uncharted territory ahead, there is anxiety about developing the resources to meet the challenge of change with optimism and a sense of opportunity. Identities for many are secure within careers, families, houses of worship, and so on. How do we now develop identities that may rely on more internal resources?

Outward Bound has always had a profound interest in transition. In fact, John Trauth and I first met on an Outward Bound course called Mid-

life Renewal. We realized the power of that experience early on and it is never far from our thoughts as we develop theoretical models and explore them in our presentations and interviews with people who have either struggled with transition or navigated successfully. Our work together has combined the forces of two disciplines, mine the study of interior life—psychotherapy and career development—with John’s interest in developing strategic plans for real-world business and non-profit settings.

On that 1981 Outward Bound experience, I was a trained runner, a marathoner, while John was a skilled canoeist. We gravitated toward one another and frequently found ourselves in the same canoe. When it came time to undertake the paddle-portage-run race on the last day of the expedition, John and I decided to be a team. With his canoe skills and my speed, we placed first out of over 70 teams! At that point we made the decision to keep our winning team going. So are lifetime friendships made. And so are lessons learned, which we bring back to our work and creative life.

For example, when I work as a corporate coach with individuals or corporate groups, I connect their current opportunities with past successes. When have they thrived? What was their working style? Were they alone or part of a group? Did they lead, facilitate, or follow? What did their successful activities mean to them? (“Success” as measured by memories that were significant to them, rather than external markers of success.)

John then helps people take their personal information and use it to develop their own personal or corporate strategic plans. Together, we develop a connection between clients past and their future to create an energizing optimism.

As we observe the world around us, we see societies and governments whose policies are rooted in 20th century concepts of aging. In the USA, for example, Social Security was founded with the expectation that people would draw down benefits for a few years. The average life span for men at the time was thought to be 68 years. Our current statistics have

revealed a lengthening of that expanse by more than a dozen years. But what do we do with these years? How can we make them more than a coda to a life already lived?

We believe that the opportunity for growth and personal exploration offered in the Outward Bound experience can influence not only individual lives, but also the ways in which society mirrors the expectations of older adults. Our goal is to recreate the capacity for surviving and thriving (which Hahn was intently studying) and convert it into a resource for this population. Though it seems counter-intuitive, we predict that the Outward Bound practice of placing individuals in a new community with intense reliance on others can give insight into genuine strengths and new ways of approaching their future.

Additionally, the exposure to real interests, rather than skills honed over years of career responsibilities, can be eye opening. John and I did a seminar at Dartmouth College in New Hampshire a few years ago and one of the participants came away from the day with an interesting problem. “You know,” he said, “I’ve had a great career as a plumbing contractor but I’ve always wanted to be a writer.” Two months later we received a thank-you e-mail with an attachment: two articles in the *National Plumbing Journal*. High-fives all around!

We do see the need for people to initially read about how change comes about—both the creative bursts as well as the periods of doubt and confusion—so they do not imagine a straight line of optimism and confidence. This might include articles such as a front-page story in the *New York Times* last month highlighting “adventures” undertaken by people in their 80s and 90s.

The correlation between age and creativity is still perceived as negative, but can be reversed through demonstrating the positive impact of embracing controlled risk and exposure to new ideas and communities. The more people are prepared for the ebb and flow characteristic of any transition, the more they can value the opportunity of guided experience that Outward Bound can provide.

OUR RESEARCH

John and I began our study of successful transition in the “mid-1990s.” John returned from a year’s sabbatical in France with his wife, Astrid, and decided to remake his career and, in parallel, his life. We studied the aspects of change, which seemed to elevate his energy and optimism, as well as normative periods of retreat and reengagement. These included theoretical models, such as California sociologist Frederic Hudson’s work on transitions and life cycles and Elisabeth Kübler-Ross’s model of death and dying. Based on their work and our own considerable research through Boston College and the University of Michigan’s vast archives of transition and aging data, we have developed a curriculum to approach the psychological challenges of aging. Our work has been presented in university settings (Stanford, Dartmouth, University of Iowa) as well as national venues (American Society on Aging, the American Association of Retired Persons).

We believe that individuals will enhance their vision of their future if they have an “in vivo” opportunity to explore their capacities. In our minds, no experience is more pertinent than that offered by Outward Bound, giving older people an unfettered sense of opportunity to explore their functioning. Who are they when offered unlimited choices? In what circumstances do they operate at their best? How do they lead? How do they value community? Outward Bound can provide a vital laboratory setting for a

life stage waiting to be defined. As Kurt Hahn envisioned, age can be a positive determinant for strength and survival.

There is a global need for a redefinition of aging and Outward Bound is a unique venue for exploration and personal definition, contributing to a societal reevaluation of the value of this new life stage. We believe that an intellectual model validating Hahn’s work—experience can be a positive life force—will create an opportunity for Outward Bound to become a resource for a population searching for self-definition.

One of the values of a program such as the one we outline in *Your Retirement, Your Way* is its ability to manage panic. As people understand the stages of growth and prepare for the anxiety of the unknown through a step-by-step curriculum, the boundary created by this information helps them stay on track. And, when connected to a change experience as offered by Outward Bound, those seeking change experience an opportunity to try a new version of themselves in manageable doses, in the company of fellow adventurers, and through the leadership abilities of skilled instructors. Although risk cannot be completely controlled, the potential for combining the Outward Bound experience with a comprehensive curriculum for transition can, as Kurt Hahn encouraged, heighten the emotional desire to thrive, and not to yield. 🌟

How to Obscure Your Future: Common Retirement Myths

Denial of the importance of planning for retirement is perpetuated by five common retirement myths.

Myth #1: Scarlet O’Hara: “Retirement is not here now, so there is no reason to think about it and seriously plan for it. I’ll think about that tomorrow.” But tomorrow comes sooner than you think, you’re not prepared, and it’s too late to do much about it.

Myth #2: Homer Simpson: “Retirement is really simple. No big deal. I’ll just stop working and everything will be fine. What’s so hard about that?” Sorry, Homer, but it doesn’t work that way. Retirement is one of the most difficult life transitions.

Myth #3: Carnival Cruise: “Retirement will be great because it will be one, long, happy vacation. Remember those three weeks we spent in Hawaii? The rest of my life is going to be just like that!” But retirees find out very soon that leisure is only relaxing and rejuvenating when it is a counterbalance to some sort of routine and not as an end in itself.

Myth #4: King Midas: “Retirement will be wonderful if only I have enough money.” This is probably the most common myth and is perpetuated by financial services companies and by the fact that, in America, we are increasingly responsible for our own financial independence after work. Money certainly has a purpose in retirement. But you need a purpose too!

Myth #5: King Henry the Eighth: “After retiring, I am going to love spending tons and tons of time with my life partner. We have been waiting all our lives to spend this wonderful time together. Now finally we can do it!” But couples used to spending 20% of their time together have difficulty adjusting to 80%. The divorce rate is now highest for those 55 and older!

eco campus

The First Environmentally Sustainable Campus for Character Building in Indonesia

By Wendy Kusumowidagdo—OB Indonesia

As part of Outward Bound Indonesia's core value of environmental sensitivity, we want to empower more people to become more aware and committed in doing something constructive and impactful to our environment.

This year, we are expanding our Jatiluhur, West Java location by opening a new, environmentally sustainable campus. The ground-breaking ceremony was held on June 27, 2009, by Mr. Sarwono Kusumaatmadja as a patron, and Mr. Djoko Kusumowidagdo as CEO of OB Indonesia.

Since mid-1995, OB Indonesia has been acquiring land at Jatiluhur, and now the total area exceeds four hectares. It is here that we are building our eco-friendly campus. Buildings, such as a large meeting hall, dining hall, office, dormitories for participants, shelters for briefing and debriefing, and tree houses for Outward Bound participants, are all being constructed out of bamboo, and all the roofs are thatched. These buildings were designed by a young Institute Technology Bandung lecturer who is completing his doctorate degree in bamboo architecture. The Master Plan was designed by an Indonesian Harvard graduate master planner and architect, and the finishings, such as interior walls and partitions, are being hand-crafted by Indonesian bamboo artists from Bali, Jogja, and other parts of the country.

The campus is making use of the many large trees that are already there to keep it shady and cool. We are relocating as many trees as possible when they are in the way of the buildings being constructed, or are incorporating them into the buildings themselves. From the outset we are making every effort to make the campus as environmentally friendly as possible.

We also intend to provide short and practical programs for people, such as those who want to learn how to make compost. We will also provide films and other means to help people learn about the ways Mother Nature is being degraded and what practical steps we can take to avoid such unnecessary destruction. We will provide space for corporations to display their environment-friendly processes and products, to show people how these goods are made and how to obtain and use them.

We will make Outward Bound training available to more underprivileged youth. Since 1996 we have provided scholarships to youth at risk, street gang members, deserving students, and the blind. This assistance will be intensified and we will work harder to raise additional funds so we may double or even triple the number of such scholarships. ☀

The campus opens in 2010, marking OB Indonesia's 20th anniversary.



FIRE *and* SNOW Festival


By Paul Johnstone—OB Japan

Outward Bound Japan continues the flames of tradition in the valley of the Hakuba Mountains



Realizing a rich local tradition could be lost and part of the district's heritage forgotten, Outward Bound Japan, which has a school located in Otari District, took over the responsibility of keeping the Fire and Snow Festival alive. For the past 20 years, the staff and students from Outward Bound Japan have braved the freezing conditions in nothing more than a loincloth and a short straw raincoat to ask the gods of Mt. Amakazari to bring good fortune to the people of Otari.

This year, the festival was blessed with heavy snowfalls, which dumped as much as three meters of snow in some places, and was a spectacular change from the past few years where there has been little snow. From the first loud bang of the taiko drum to start the festival, excitement warmed the hearts of the local villagers who came out on a chilly winter's night to join in the festivities.

It is significant that the 2010 festival was a great success, as this year Outward Bound Japan also celebrates the 20th anniversary of establishing a school in the Otari District. For the past two decades, the people of Otari and the gods of Mt. Amakazari have blessed Outward Bound Japan with a beautiful location for its school. And, in return for their generosity, Outward Bound Japan has proudly taken its place as an active member of the local community. 

Deep in the mountains, a loud boom rises up through the heavy layers of snow and explodes in the air like a canon shot. It is the signal for the oni, demons and protectors of Otari District, to meet at their sacred winter site. They come from all directions, travelling through blinding snowfalls with their flaming torches held high to light the way. Finally, they gather around a raging fire and pray in full voice to the gods of Mt. Amakazari to bless them with good fortune for the coming year. Suddenly, the fires subside and the gods respond: a beautiful snow princess appears out of the darkness, carried upon a portal shrine. Her appearance ignites the celebrations, as once again the gods have smiled upon the people of Otari Village.

On the same day in February each year, the young people of the Otari District, which lies at the foot of Mt. Amakazari, dress up as oni and re-enact this ancient ritual as part of the Fire and Snow Festival.

Sadly, it wasn't so long ago that this unique winter festival almost came to an end. Like most villages across Japan, the number of young people in Otari has dwindled over the years, as they have left the countryside to find work and new lives in the city.



The Pedagogical Value of EXPEDITIONS

A Little Rehearsal of Kurt Hahn's Concept of "Being Outward Bound"



By Claudia Kugelmann & Ulrich Dettweiler—OB Germany

*"The fire of God also drives us, by day and by night,
to launch out. So come! Let us gaze into the openness,
and search for ourselves however distant.*

*One thing remains sure: whether at mid-day or not until midnight,
there is eternally a measure shared by all,
yet also a measure cut for each alone.
So got and come, each as far as is able."*

The quote from the German Romantic idealist Friedrich Hölderlin (1770–1843) profoundly illustrates the pedagogical concept of "expedition" in the Outward Bound tradition: Life itself is a journey, a quest we follow, called upon by a higher voice. Expedition is a metaphor of life.

In order to explore the concept of expeditions and to learn why we call them "expeditions" in the first place, we want to invite you on an etymological journey far back into the Classical Latin past.

Freeing Oneself in an Expedition

"Expedition" is derived from the Latin verb *expedire*, which is complex in its concept. Its first meaning is "to free something". In an expedition, we leave behind old habits and break out for the new.

How many students have you seen tying mountain boots or setting sails for the first time despite their anxiety? How many students have you seen "freeing" their emotions on top of a mountain or at sunrise on the shore? How many students have you seen leaving an Outward Bound course with open eyes

and hearts so that they remember their experiences all their life? The aspect of liberation in expeditions is the most powerful tool we have in experiential learning.

The Corrective Force of Expeditions

The second meaning of *expedire* is "to correct something". By experiencing the new, we may be able to adjust the way we conduct our lives and do better.

In how many course reflections have students noticed that they could have done better if only they had? The immediate feedback of one's actions bears great pedagogic value and contains a driving force for change. How many hungry students have you seen on a hike because they chose chips and chocolate over cabbage, and how many promised themselves and their buddies to plan a little bit more thoroughly the next time? How many students have you seen who tired because they went an extra mile or two following bad decisions, and who then listened attentively to the recapitulation of the "Orientation in the Wilds" lesson? How many students have you seen entering a course as detached and solipsistic individuals, and how many of them learned about stewardship and solidarity?

The corrective force of expeditions is the warrant of sustainability of the learning effect.

(Re-)Establishment of Order Through Expeditions

The third meaning of *expedire* is to "put something in (new) order", which is exactly what we do when we decamp into the unknown. How many groups have you seen going through

a dynamic and emotional process of role-finding, and who completed the course as a perfect team? How many camps have you seen being chaotically pitched by novices, but with more organization after a couple of days? How many suitcases have you seen brought to the course, having been packed by Mommy? And how many of those kids noticed they could competently pack their own backpack for a trip into the wilds?

The competence of establishing order is something we can teach perfectly using an expedition as a tool. We are sure that a member of a chaotic and unstructured “team” does not desire to experience the team’s efforts against an upcoming storm a second time.

Coming Up With (New) Rules

Last but not least, *expedire* means “to make (new) rules”. The prerequisite of any change is that we define a new frame of our conduct. What could be a better playground for trying out the rules and values of our lives than a little “condensed life” in the form of an expedition?

“The slowest student determines the pace of walking”, not the “best” one, not the “strongest”. The group follows the rule. How many students have you met who are happy about reaching the top of mountain together, in contrast to their common experience in physical education lessons at school?

“No cell phones on deck, no MP3 players on board”—it’s perhaps the first time that young people sailing offshore hear the blowing of the wind and the breaking of the waves. How many girls and boys you have seen who were content with a good conversation with peers or instructors, rather than clinging to their phones and iPods (after some effort on your side, of course).

The German Romantic Way of Expeditions

In Hölderlin’s time, in the German (and European) Romantic era, this kind of “expedition” was known as a “tour”—a French word that is as understandable in German as in English. It derives from the Classical Greek word *tornōs* or “compass”. In Latin, the Greek became *turnare*, from which the English *to turn* and the French *tourner* derive. A “tourist”,



then, is a “turner” who measures a new route with a compass. In the Romantic period, exactly this idea of “tourism” was born: people (young, academically educated, male, Caucasian) went or were sent by their parents (fathers) to learn something about life. The basic idea was to return home as a grown-up.

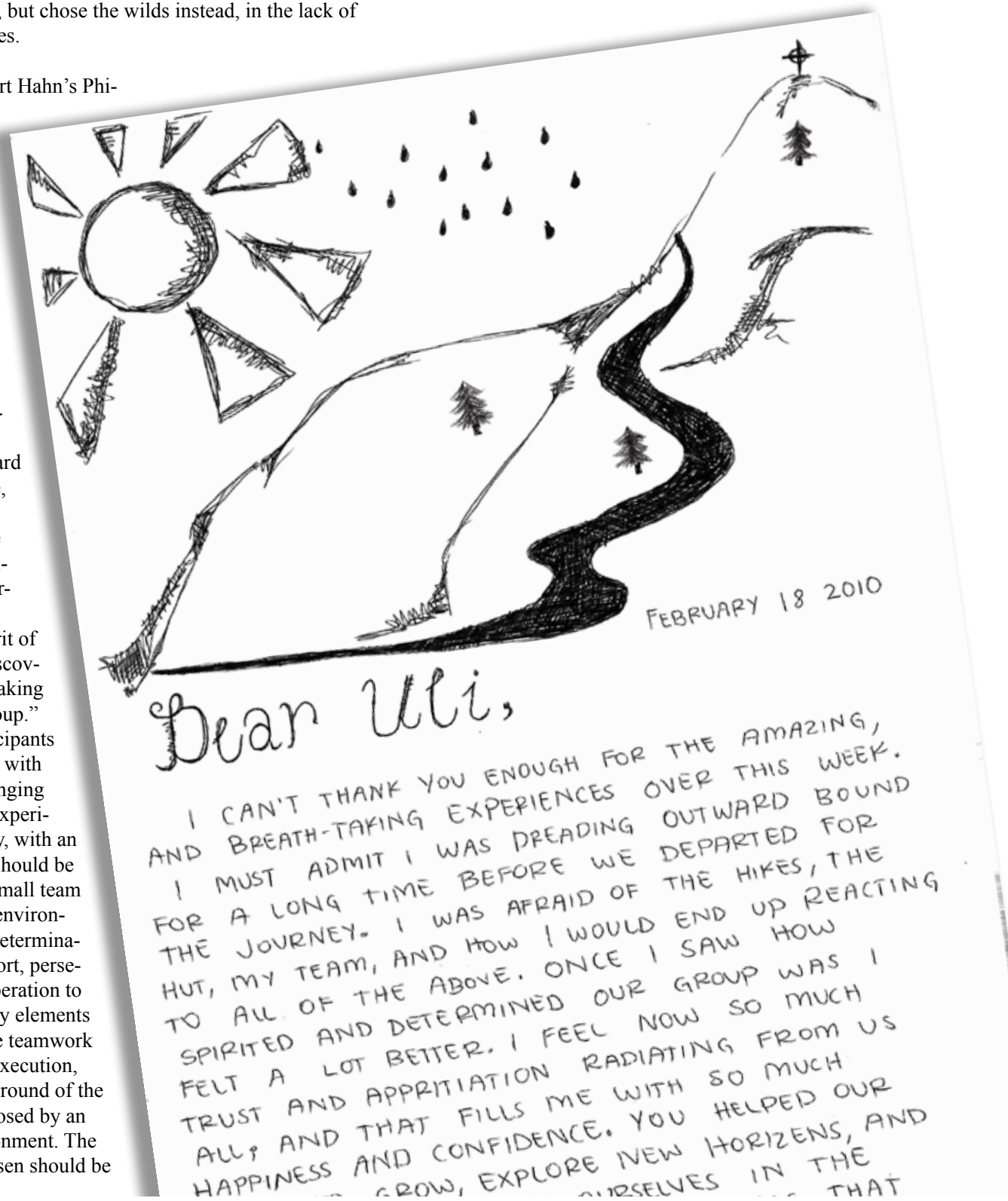
The destinations they chose were the Alps, the ocean, deserts, snow, and sand, areas that had begun to be “explored” for reasons of scientific and national pride shortly before. They took over the old aristocratic idea of having your children sent to kindred courts, but chose the wilds instead, in the lack of adequate addresses.

Expedition in Kurt Hahn’s Philosophy

This Romantic topos of “launching out”, of “gazing into the openness”, of “searching for ourselves however distant” is the underlying tradition of Kurt Hahn’s pedagogical concept. The International Award for Young People, founded by Kurt Hahn, defines the aim of the expedition—or adventurous journey—to “encourage a spirit of adventure and discovery whilst undertaking a journey in a group.” Hereby, the participants shall be provided with a “unique, challenging and memorable experience. The journey, with an agreed purpose, should be undertaken in a small team in an unfamiliar environment, requiring determination, physical effort, perseverance and cooperation to complete. The key elements of this section are teamwork in planning and execution, against the background of the real challenges posed by an unfamiliar environment. The environment chosen should be

challenging but within the capabilities of the team.” It does not matter how long the expedition takes. You can achieve results from an overnight trip or after being underway for several months.

Klassenzimmer unter Segeln (KUS)—Classroom under Sails, a project of the Friedrich-Alexander University in Erlangen-Nürnberg, Germany, is a fine example how to realize Hahn’s ideas.



The traditional sailing vessel *Thor Heyerdahl* sails every year as an educational institution for 32 boys and girls. With KUS, the youths follow the paths of great explorers like Alexander von Humboldt and Christopher Columbus. They sail from Germany via the Canary Islands into the New World. There the youngsters explore countries of the Caribbean and American area during several weeks of layover. The voyage home leads them back to Germany via the Bermudas and Azores.

The participating students spend six months of tenth grade abroad on board a traditional sailing vessel. They responsibly participate in ship operations, explore foreign countries and cultures during layovers of several weeks, and are taught on shore as well as at sea. These students are scouts for the schools that sent them, and ambassadors of their country. Besides conveying learning contents, the personality of each of these young individuals is developed and strengthened. Due to the particular challenges on board and on shore, they learn more about themselves and grow from their different tasks. The voyage requires mastering new life situations that demand autonomous decision-making.

The exceptional framework conditions of the project provide firsthand experience and adventure. The object of KUS is to strengthen young individuals' autonomy, initiative taking, and sense of responsibility, as well as to prepare them for the demands of a complex and globalised world.

Kurt Hahn further defined the benefits of adventurous journeys. In the following, we sum up the most important and give examples from the KUS project:

- Working as part of a team: The students work at setting sails and steering the ship. A tall ship can only be navigated with an intact crew with everybody giving a hand.
- Understanding group dynamics, their own role, and the role of others in a team: The social life on board is similar to the

everyday life in a family, only much more condensed. There are many tasks to fulfill, such as watching the seas, solving conflicts, and celebrating victories. Each event provokes duties where each student can find his or her role.

- Enhancing leadership skills: The students take on the roles of day project leaders, captain, or steersman.
- Improving planning and organizational ability, and attention to detail: The students travel through multiple foreign countries by means of their own planning. They stay in the rainforest with indigenous people for several days, they climb a volcano, they stay with families in Cuba, and they play soccer with teens in Panama.



- Learning to make real decisions and accept real consequences: On watch, students responsibly decide about all navigational issues, and bear the consequences, which can be severe.
- Obtaining a sense of achievement and satisfaction by overcoming challenges and obstacles: To endure the storm despite seasickness, to overcome homesickness even on Christmas, to carry a heavy backpack up a mountain makes the students proud and happy.
- Developing self-reliance and independence: While crossing the Atlantic, the students cannot reach their parents. All decisions have to be made on board.
- Experiencing and appreciating the outdoor environment: Encountering the open sea, sunrises, sunsets, stars, rain, and wind sends shivers down the students' spines.
- Gaining the appropriate knowledge and skills to journey safely in that environment: The students get full nautical as well as mental training to fulfill the tasks on board and on land.
- Improving their investigating, reviewing, and presentational skills: The students pursue several scientific projects, such as examining garbage in the sea, and have to present their results in class.
- Enjoyment. It is obvious that fun and joy are the travellers' best friend.

The Philosophical Dimension of Expeditions

We all know about those benefits. Philosophically speaking, any expedition puts the student into the dialectic of self-awareness in the world, of “inner” and “outer” experience. This distinction refers to the old Cartesian dualism of *res extensa* (“the world around us”) and *res cogitans* (“our inner center of world-control”), but by interpreting this dualism as

dialectic, so that we see the “inner” and “outer” experiences as flip sides of one coin, expeditions can help us to understand and find a stance in life that comprises bodily, mental, emotional, and environmental aspects.

Speaking of “aspects” leads us to the core topic of expeditions into the wilds: We “see into” (Latin *ad-spicere*) things, and thus we give those things meaning. After all, it is about “aesthetics” (Classical Greek *aisthesis*, “perceive”). The manifold perception of ourselves in an expedition is what lets us “gaze into the openness” Hölderlin speaks of, an openness that provides us with “eternal”, common, and individual “measures”. We sense our very physical Self in our breathing while hiking up the hill or the spindrift in our face while sailing offshore.

We further become closely aware of our mental Self while singing the same dumb song in our heads while crossing a big lake in a canoe. We feel the strength of our social Self while leading a group or accepting a helping hand from a friend. And finally, we are in touch with our “ecological” Self, in our interconnectedness with nature since we are, by means of our natural existence, a part of Nature, and our mere being there, pragmatically interfering with the world around us.

So, in an expedition, we find ourselves in a very condensed existential context. Let us, as Outward Bound instructors, make use of this wonderful tool, and let us ever serve, strive, and not yield while setting up expedition scenarios for our students! They will thank us with a smile and long, long memories. ☀

DISPATCH FROM ZIMBABWE



Located at the base of the Chimanimani Mountains on the eastern border of Zimbabwe, Outward Bound Zimbabwe has long served as a conduit for positive change in a country often tested by political and economic turmoil, and is now proceeding positively under the leadership of a coalition government. The center offers courses to all people regardless of race, religion, color, or social or educational background, and works with a range of populations from orphans and school children to corporate managers and staff of non-governmental organizations. Outward Bound Zimbabwe has also become the leading expert in outdoor education in the region, and it now offers wilderness search and rescue courses.

Participants on courses can spend 3 to 20 days involved in expeditionary learning, high-performance team dynamics, solo journeys, outdoor skills, creative skills, environmental stewardship, and personal challenges. To learn more, contact us at Outward Bound Zimbabwe!

www.outwardbound.co.zw

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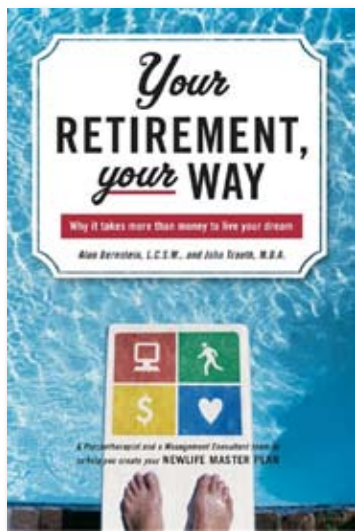
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If a collapsible tea steeper isn't your cup of, well, tea, then consider GSI Outdoors' newest entry in the outdoor mug market: the collapsible mug. While not the first collapsible drinking cup, it is clearly among the cleverest and most useful designs. The GSI Collapsible Fairshare Mug is the younger brother of GSI's venerable hard plastic Fairshare Mug. At 200 grams, it weighs a bit more than its rigid sibling and carries less liquid too (650 mL vs. 950 mL), but its real advantage is an ability to shrink from a space-stealing volume of 650 cubic cm to a very packable 4.3 cm thick silicone and polypropylene disk. No more stuffing clean socks into your mug to save space! The mug is equipped with a solid folding handle and a secure, though not completely watertight, lid. \$14.95 US.

www.gsioutdoors.com





Your RETIREMENT, Your WAY

by Alan Bernstein and John Trauth
McGraw-Hill, New York, New York, USA. 2007. \$16.95 US Paperback,
224 pages.

In *Your Retirement, Your Way*, the authors have crafted the first-ever step-by-step comprehensive guide to retirement planning. While other books deal with various aspects of retirement, this is the first book to put it all together into a complete retirement “curriculum.”

This book is an indispensable guide for the journey toward retirement. Bernstein and Trauth’s journey began as a chance encounter on an Outward Bound course years ago in the wilds of Minnesota. The course helped form the bonds of friendship that have infused this book with the same sense of adventure, opportunity, and self-discovery that makes it a “must read” for anyone on their Outward Bound journey toward retirement.

“Retirement is enviable, but few of us really give it careful thought! Most of us worry about having enough money ... but do not really consider what we can or would like to do with the endless possibilities of the next 20 to 40 years. *Your Retirement, Your Way* will help you rediscover who you really are ... and then walk you through the steps of creating a simple but effective NewLife Plan for your retirement years. This book is a must for everyone planning on living past 60!”—Jim Horan, author of *The One Page Business Plan*

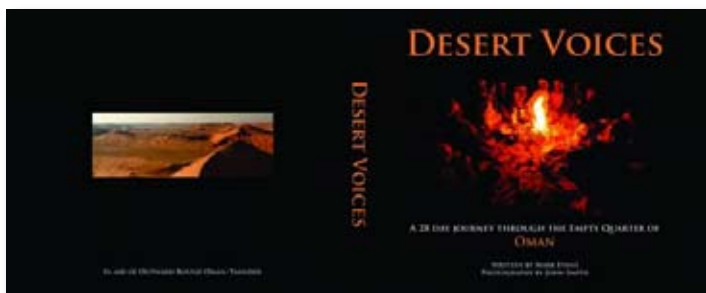
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— Kathryn Gawthorn, 34,
Summit to Sea 2009



DESERT VOICES:

A 28 DAY JOURNEY THROUGH THE EMPTY QUARTER OF OMAN

by Mark Evans, with photographs by John Smith
Al Roya Press & Publishing House, Muscat, Sultanate of Oman.
2009. \$50.00 US Hardcover. 180 pages.

In 2009, Outward Bound Oman director Mark Evans and leading New Zealand photographer John Smith spent 28 days traveling in Oman's "Empty Quarter." *Desert Voices* chronicles their incredible expedition on the trail of famous desert explorer Sir Wilfred Thesiger. The book is illustrated with over 100 photographs.

All proceeds from this book will fund Omani young people from government schools on an Outward Bound Oman course. This book is available through the Outward Bound International website: www.outward-bound.org/order/book_desert-voices

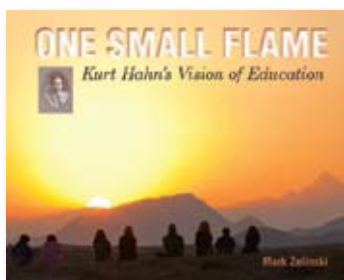
MEDICINE FOR MOUNTAINEERING

Edited by James A. Wilkerson, M.D. with contributors Ken Zafren and Ernest Moore
The Mountaineers Books, Seattle, Washington, USA. 6th edition, 2010. \$29.95 US Paperback. 384 pages.

The first edition of this seminal wilderness first aid-guide was published in 1967. Thirty-three years ago its 309 pages offered the best—and perhaps only—ready-to-read medical advice available to the layperson who found him or herself beyond the reach of traditional medical care. The preface to the 368-page second edition (1975) begins with a quote from *Mountaineering: The Freedom of the Hills*: "Anyone who climbs very often for very long must expect sooner or later to be involved in misfortune, if not his own, then someone else's." It is a sobering reminder of the need for self-reliance in the pre-cell and satellite phone era, not to mention that the first Wilderness First Responder course was still several years in the offing. In the decades to follow, wilderness travelers the world over would come to depend on *Medicine for Mountaineering* as an indispensable companion and aide-mémoire for their misfortunes, when a hospital was many hours or days away.



The 2010 publication of the 6th Edition continues in the tradition of the previous editions and adds much more, including new chapters on avalanche injuries, drowning, eye disorders, medical evacuations, and lightning. It provides expert information on prevention, diagnosis, and treatment, plus medications, medical kits, and legal and ethical considerations. And like much else in the 2000s, the 397-page 6th Edition of *Medicine for Mountaineering* has grown in girth from its trim 1967 self (20cm x 13cm, 400g) to a generous 2010 identity (23cm x 18.5cm, 765g). Size aside, it is still regarded by many as the definitive medical tome of the outdoor adventurer set.



ONE SMALL FLAME:

Kurt Hahn's Vision of Education

by Mark Zelinski

From The Heart Publishing, Hamilton, Ontario, Canada. 2010. \$45.00 US Hardcover. 160 pages.

This beautifully photographed book on Kurt Hahn's Vision of Education brings focus to the rich diversity of growth opportunities that have manifested from the ideas and ideals of one of the world's greatest educators. Hahn's visionary ideas are alive in the world today and in constant evolution through the action-based programs that are so beautifully portrayed in this book.

To commemorate the 90th anniversary of Hahn's first school, Schule Schloss Salem, award-winning photographer Mark Zelinski traveled to more than 70 Roundsquare Schools, Outward Bound Centres, and United World Colleges worldwide to capture the human spirit at its most courageous and vulnerable moments. These Hahn-inspired organizations address compelling social and personal issues, promoting racial harmony, self-esteem, leadership qualities, and a committed compassion for others.

"To illustrate how a young person's character can be built into a confident yet compassionate, ambitious yet agile human being, requires an insightful eye. Mark Zelinski delivers a profound account of Hahn-based institutions. This book is an essay about challenge, inspiration and service."—from the foreword by His Majesty King Constantine





2010 BiPolar Expedition nearing the North Pole.



Camel handler at rest in the Sharqiya Sands of Oman during an OBI Guest Expedition.



Remembering DAVE GENOVA

years as an instructor with NCOBS and other OB legacy schools, it is estimated that he taught more than 2,000 students with compassionate and masterful guidance.

One of Dave's many legacies with our school was the creation eleven years ago of the Unity Project, a school-based program that brings diverse students together in the wilderness to allow them to become "peaceful warriors" for racial equality, tolerance, and understanding. More than 1,000 young people have been trained over the past decade to serve as compassionate leaders for social change in their schools and communities. In 2001, Outward Bound International named the NCOBS' Unity Project the Outstanding Innovative Program of the year. Below is a piece Dave wrote entitled, "And Above All Compassion" dedicated to the memory of Josh Minor.

Compassion is the well-spring from which we derive our relevance as a school. It is the encouragement that a tired and sore belayer gives to a determined climber. It is the tear in the eye of a 15-year-old student who is leaving the room of an elderly stroke victim after figuring out how to communicate by squeezing each other's hand. It is the smile on the face of the semester course participants as they wave goodbye to the Miccosukee or Chilean children they have spent the day with. It is the power and sense of accomplishment felt by a crew member who has just lugged a forty pound tire on top of their backpack out of the Linville Gorge Wilderness. It is the internal grin of a young backpacker who removes a caterpillar from the trail so it won't get trampled by heavy boots. It is the Unity Project graduate who intercedes for another student who is being bullied because in the eyes of the bullies, they speak too "gay."

In all of these examples, the common thread is compassion in action. If we are successful as educators and as a School, it will be because for over forty years, we have continued to find a way to help our students nurture their innate ability to care and to act.

Dave Genova, 2009



Join Us on an Outward Bound International Guest Expedition!

Outward Bound programs around the world help people discover and develop their potential to care for themselves, others and the world around them by engaging in challenging experiences, in new environments. Outward Bound International (OBI) strives to enhance the safety and quality of these Outward Bound educational services worldwide. As a tax-exempt, nonprofit organization, OBI relies on donations to conduct much of our work. What better way to support our cause and deepen your understanding and experience of the benefits of Outward Bound programs than to join us on a Guest Expedition?

What are Guest Expeditions?

Designed for adults, our Guest Expeditions are journeys to exotic locales with a special purpose: to promote the understanding of the mission and programs of Outward Bound, to build support for the work of OBI, and to provide a "taste" of the programs in a unique and meaningful way. By utilizing the staff of the global network of Outward Bound, OBI is able to offer a personal experience of Outward Bound and provide a forum for sharing ideas and culture between board members, their colleagues and friends worldwide. With Outward Bound schools on six continents, we are able to offer a variety of adventures.

Visit www.outwardbound.net/expeditions to view our current offerings, (see Bhutan May 2011, and Croatia September 2011) You can download an application form, pay by credit card, and be on your way to a memorable expedition with new friends from around the world of Outward Bound.

Join us! Visit www.outwardbound.net/expeditions or call 1-801-733-1248 to choose your expedition.

THOB GOING

GREEN



By Staff Writer— OB Thompson Island

In April, Thompson Island Outward Bound was named as one of the recipient of Boston, Massachusetts Mayor Thomas M. Menino's 2010 Boston Green Business Awards. The awards recognize local business and neighborhood leaders for doing their part to make Boston a greener, more sustainable, and livable city. Thompson Island was recognized both for its environmental programming for 6,500 Boston area youth each year and for its ongoing efforts to improve the sustainability of its business and land management practices. These include:

- Consolidating ferry scheduling to reduce fuel consumption by 22% while increasing participants and clients served by 14%

- Reducing the landfill waste stream by 30% by recycling office paper, cardboard, plastics, and scrap metal
- Deploying thousands of volunteers from local corporations to remove hectares of invasive species by hand to reduce the amount of harsh chemical herbicides used
- Removing tonnes of recyclable material and waste from Thompson Island
- Conducting recurring beach clean-up with students and volunteers to promote environmental stewardship





Among the other recipients of this year's Boston Green Awards were Harvard Business School, Brigham & Women's Hospital, First Wind, New Generation Energy, and Ula Café.

Thompson Island Outward Bound is located in Boston Harbor, and is the hub of youth environmental education for the 34-island Boston Harbor Islands National Park Area. With 83 hectares of mature forests, meadows, freshwater and marine wetlands, salt marshes and a variety of important geological features, Thompson Island is

- Implementing state-of-the-art procedures for handling waste oil and hazardous materials

- Creating a composting system to utilize leaves, felled trees, brush, and clippings, and having students participate in the program by weighing and graphing food waste while on the island

Thompson Island Outward Bound considers this award a call to action to continue to improve its business operations and to reduce its environmental impact. TIOB aspires to set an example for young people by maintaining the highest possible standards.

an ideal outdoor classroom for environmental education and for encouraging youth to actively explore their impact on the environment.

"These award winners demonstrate the many ways in which individuals and businesses can contribute to making Boston a leading green city. Their commitment to our community and the environment is an outstanding example of the leadership necessary to advance Boston's ambitious sustainability goals and continue to grow our green economy." — Mayor Thomas M. Menino 🌟



Pictured left to right: James W. Hunt, Chief of Environmental and Energy Services, City of Boston; Bill Dowd, Director of Operations, Thompson Island Outward Bound; Jon Hislop, Director of Admissions, TIOB; Arthur Pearson, President, TIOB; Mayor Thomas M. Menino

An Update from Outward Bound BHARAT

The Challenges Ahead

By Sudhir Moharir—OB Bharat



In July 2006 when Outward Bound Bharat launched its first program, little did I realize I could be the author of this article in the capacity of Executive Director! The past years have been interesting to the core and a big learning experience for all of us at the school.

The Outward Bound philosophy has helped us immensely to shape up all our programs and activities. However, the real challenges lie ahead in the days to come. A wonderful new world of opportunities to grow and serve the community through Outward Bound activities has opened up in front of us. How we cope up with these openings will be the test of our understanding of the needs of the people around us.

Programs for students and youth have been our mainstay. Initially the shorter programs were designed to encourage participants to join our longer



ones. Soon we shifted our emphasis to longer programs with activities and elements supporting the development needs of individuals. The response was more than encouraging. Institutions who could see the outcome of this participation were the first to respond positively.

At first, our programs ranged from nature trails, to leadership programs for youth, to team building programs for companies. However, we soon realized that we had a challenge from within: the shortage of trainers to take our programs ahead. A welcome gesture from OB Singapore helped some of our field staff to participate in a 21-day training program there. It was also a privilege to host instructors from OB New Zealand at our school, who shared their best training practices. These gestures really helped us look up and do things more in the mould of Outward Bound Bharat.

India, with its vast geographical diversity, offers immense scope in many disciplines of adventure on land and water, and in the air. Though adventure per se remains a passion for many Indians, awareness about learning through outdoor participation needs much more emphasis. Here lies the challenge for OBB. A little support comes from institutions wherein environmental education is mandatory, but of course we want to reach as many people as possible, including those outside the institutions.

Having a strong team of good trainers, reaching out to the people, and having a well thought-of program mix remains our priority in the days to come, to make Outward Bound Bharat a truly successful venture. ✨

Journeys into the *Galapagos* Islands

By Carmen Maria Vallejo—OB Ecuador

Long ago, submarine volcanoes emerged from the ocean, and wind and water currents brought distant fauna to nascent shorelines. A relative absence of predators over time created a unique sanctuary for richly diverse life on the Galapagos Islands, the long result of evolution and adaptive radiation. Penguins, iguanas, sea lions, manta rays, cormorants, Darwin's finches, bottlenose dolphins, white-tipped sharks, whale sharks, whales, and giant tortoises are among the incredible diversity of wildlife in the archipelago. This unique fauna, combined with expansive white sand beaches, volcanic floors, coastlines dotted with giant mangroves, and animals that behave as though man is no enemy, demonstrate the enduring enchantment of the Galapagos.

The Galapagos Islands are one of several spectacular course areas enjoyed by the staff and students of Outward Bound Ecuador. On them, one can walk around small towns where communities of fishermen, tourists from all around the world, nature lovers, and adventurers coexist within a natural paradise. It is possible to go kayaking or snorkeling in transparent waters with sea turtles, colorful fish, and harmless sharks below you. The Galapagos are considered one of the best diving sites on the whole planet, with awesome possibilities from exploring lush coral reefs and encountering marine turtles or penguins, to observing hammerhead sharks or even the gigantic whale shark. However, at nearly 1,300 kilometers from Ecuador's high-altitude capital, Quito, where Outward Bound Ecuador maintains its headquarters, the Galapagos are hardly close.



The natural attractions of the Galapagos Islands get you out of your comfort zone in an immediate and enchanting way. Close encounters with amazing fauna and a richly diverse flora that accent a stark volcanic landscape surrounded by the warm currents of the eastern Pacific Ocean are all part of the experience Outward Bound Ecuador offers its participants. Activities that respect the natural world (diving, trekking, horseback riding, snorkeling, kayaking, cultural interaction, and time for solitary reflection) help create an experience where time seems to take a new rhythm, nature inspires pure happiness, and one is offered a new perspective on life and living.

Outward Bound Ecuador offers two-week long summer courses for national and international visitors over 18. Participants explore the underwater world at its best, get a PADI certification for diving, go kayaking and snorkeling, meet unique populations, and gain an understanding of the social situation on the islands. They also hike and camp around the second-biggest crater in the world, where the volcanic floor appears more like a moonscape than one of earthly origins. A feeling of oneness with this natural environment is virtually unavoidable!

Outward Bound Ecuador also offers 70-day leadership semester courses that include the Andean Highlands and the Amazon rainforest in continental Ecuador along with a Galapagos experience. Students have the opportunity to expand their limits, learn adventure skills, and become authentic leaders with a broad natural, cultural, and personal ethic.

For the community on the Galapagos Islands, Outward Bound Ecuador offers a program for young local leaders to open their minds and, by interacting with different social groups, get a better understanding of the human and natural conservation issues the islands face. These native leaders will also learn to appreciate the natural treasures, to care for them after a profound reflective experience, and to make authentic proposals and commitments to their community and setting.

Galapagos is one of the great treasures of the natural world. As Outward Bound Ecuador, we are committed to enjoying its magical opportunities for interaction with nature, ourselves and others; to supporting the conservation of its unique environment for future generations; and to sharing the inspiring gift nature gives us through this enchanting spot. Join us. 🌿

For further information visit www.outwardbound.ec





Apprentice Training & Development Programme

Deeside College

By Jon Cholakian—OB Trust

New to Outward Bound, North Wales' Deeside College recently sent a group of students from their "Pathways to Apprenticeships" programme to The Outward Bound Trust's Aberdovey, Wales Centre.

The core focus of the college programme was to prepare and guide students towards future apprenticeship placements. The course at Outward Bound was aimed to assist the students with this transition, by delivering a programme with high expectations and objectives. Reviews and discussions were steered towards recognising and understanding ways for the students to perform to a high standard in the workplace.

The course began with a very punchy, energetic PT (physical training) session, followed immediately by jog and dip. This helped to set the bar for the week and the students very quickly began to understand what we were expecting of them. The remainder of the first day for the "Team Tenzing" consisted of a number of team-orientated sessions with short, sharp reviews following each one.

Learning models were introduced including The Learning Cycle and Passenger/Prisoner (visual theories identifying and highlighting effective team skills). These themes were held consistent throughout the week. Soon after, the learning model Task vs Process was also introduced, which the group used to their benefit.

For myself and for the students the highlight of the course were the events of day three—"Operation Wild Country," which the group had carefully planned the previous evening. They were issued a written brief and some additional guidelines and set to work. The group's planning involved them confirming a suitable route from a drop-off point—to arrive at a set time at a rendezvous point along with two other Deeside groups—to then descend to a pick-up point at a specified time.

Team Tenzing also discussed and designated some effective team roles for the task, which included time-keeper, navigator, motivator, safety manager, and coordinator. As part of their brief, the group were also introduced to the learning model Task Vs Process (explaining how the emphasis of the day was on the team and the way it operated, rather than on successful completion of the task. Naturally, if the process leading up to the task was smooth and efficient, then the task would be a likely success anyway).

Once planned, the group set off and began walking along their planned route. They were mindful to keep their team roles at the forefront of their minds and remember to ensure that all roles were being consistently filled. The team had been advised of the weather (projected to be grim) and even though the beginning of the task was at low-level, the forecast appeared inaccurate.

As the day went on and the group walked higher and higher towards the summit of Tarren Hendre, the poor conditions became more apparent. The wind increased, heavy rain developed, and the group noticed patches of snow on the ground. The conditions worsened by the minute and on the ascent of the ridge to Tarren Hendre proper, Tenzing Team were met by winds gusting to 65mph, intermittent snow blizzards, and snow drifts up to 3ft deep.

These were the worst conditions I had seen as an instructor in a long time, and certainly the worst I had ever been out in with a group. I waited for the moaning and the complaining to start and the requests for "can we turn around now," but they never came. In my own mind I was constantly risk assessing the situation and debating the benefits of continuing. But the students were relentless and as a group of people, as an Outward Bound team and as individuals, they well and truly "pulled it out the bag".

"These were the worst conditions I had seen as an instructor in a long time."

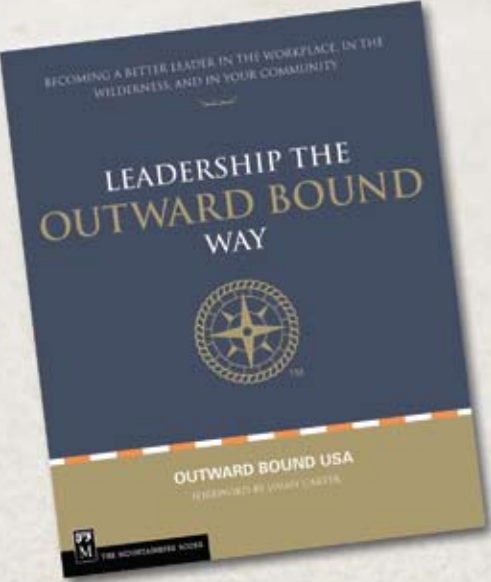
Moving as quickly as they could and staying very close together for support, the group battled on through the harsh environment, tirelessly and without fuss. They checked up on one another's condition and well-being frequently and persisted with their tenacity. The determination and strong will of these individuals was like nothing I had witnessed before.

In monitoring them closely from the back of the group, there was little doubt in my mind that it had been the correct decision to allow the group to continue rather than suggest a retreat. The team stood on the summit of Tarren Hendre (albeit very briefly) and held the Deeside College flag with smiles on their faces. We took a photograph for proof and for satisfaction.

The sheer determination these young people displayed in the eye of the storm and the way in which they handled themselves through very challenging circumstances was amongst the most inspirational and refreshing things I have ever witnessed, and it was a pleasure for me to be able to oversee and witness their success and their pride. I have no doubt that every individual went to bed that night with an enormous sense of very real achievement and a huge boost to their self-confidence. For me as an Outward Bound instructor, courses such as these remind me that the things we do and the values we work hard to promote really do make a difference to people.

A truly remarkable day and a very successful Outward Bound course. ✨

Become a Leader in business, outdoors and your community



"The ways of leadership are as diverse as the circumstances that call for great leaders. In Leadership the Outward Bound Way, the authors have successfully captured this pre-eminent non-profit organization's core values, which have helped to guide my own business and personal life and the professional development of numerous Home Depot managers."

— Arthur Blank, co-founder and former CEO of Home Depot


Forty-five years of leadership training as developed by Outward Bound USA is now available in this new book: *Leadership the Outward Bound Way: Becoming a Better Leader in the Workplace, in the Wilderness, and in Your Community*.

This detailed reference includes leadership skills that have been part of the life-changing program taught to business executives, politicians, change agents, and thousands of others who want to reach their potential and benefit those around them.

Learn to communicate effectively, instill trust, build teams, overcome fear, take risks, and make decisions.

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LEADER at checkout)
at mountaineersbooks.org

Foreword by Jimmy Carter, 384 pages,

 THE MOUNTAINEERS BOOKS



Elucidating RISK

By Rob Chatfield—OB International

We are all consumers of risk. Sometimes we seek it out deliberately or engage in it impulsively or naïvely. Other times, we think we understand risk and make conscious decisions whether or not to engage in it. Should I wear a helmet? Should I bring a first aid-kit? Should I wear a PFD? Occasionally, we mindlessly fall among risks: The wrong approach line is taken on the wrong snow slope, at the wrong time of day.... Increasingly, however, most of us try to circumvent or control risk.

Avoiding risk, however, doesn't hold us harmless from it. It can be visited upon us for seemingly inexplicable reasons (the rock might roll, the tree might fall, and the storm might gather) with unpredictable frequency—often just the collateral product of living our lives.

As adventure education program managers and practitioners, we walk a different line. We can't avoid risk entirely while pursuing adventure education, but neither can we behave indiscriminately toward it. We invite justifiable risk into our educational equation because we believe the benefits far outweigh the risks. The curricular and safety management systems that guide us are carefully crafted to enforce alignment between the inherent risks associated with adventure activities and their anticipated educational benefit. Not too much risk, and not too little.

Risk, therefore, must be carefully managed within certain tolerances. Most experienced adventure education organizations set such tolerances according to their unique educational aims and purpose. If the organizational purpose is to teach leadership, for example, management might choose to engage in activities whose risk profile is lower than those of an organization that aims to teach survival. Of course, rocks will roll, trees will fall, and storms will gather, but as

adventure practitioners we must carefully prepare to mitigate the foreseeable risks that fall outside the prescribed tolerances or aren't consonant with the established risk profile.

But What Exactly Is Risk?

In his book, *Risk: A Practical Guide for Deciding What's Really Safe and What's Really Dangerous in the World Around You*, David Ropeik of Harvard University's Center for Risk Analysis offers this definition of risk: "At its simplest, risk is the idea that something might happen, usually something bad."

"We can't avoid risk entirely while pursuing adventure education."

Most of people have a broad, if not always accurate, idea of which activities increase the likelihood of something bad happening, e.g., jumping from airplanes, climbing mountains, and racing cars. Conversely, risk seekers (e.g., parachutists, mountaineers, and car racers) usually have a narrower definition of what constitutes a risky activity and it is one that usually doesn't include any of their favorite pursuits.

Some activities aren't believed risky, because they are familiar. Consider cheerleading. It's not a particularly dicey activity, right? Wrong. According to a 2008 *Washington Post* article "Rooting for Safety," cheerleading has become one of the riskiest athletic activities for women.

The article cites a 2006 study published in *The Journal of Pediatrics* that reports the number of children admitted to emergency rooms with cheerleading injuries more than doubled from 10,900 in 1990 to 22,900 in 2002. Other activities are perceived as risky despite evidence to the contrary. Take commercial air travel for example.



According to the United States National Safety Council, the odds of dying in a commercial plane crash are 1 in 5,682 for a lifetime, compared to 1 in 85 for motor vehicle travel. Risk has long been work-related. Consider these occupations of the present and past: soldier, sailor, tinker, and tailor. The late 17th century English playwright William Congreve immortalized them in his play, *Love for Love*. (John le Carré, the spy novelist, borrowed most of them for his 1974 book, *Tinker, Tailor, Soldier, Spy*.) Like most vocations, each has its own unique risks. A tinker's long exposure to tin vapor heightens the risk of cardiac damage. In the 1800s, "tailors' disease" meant tuberculosis—a risk increased by a crowded workshop. These days garment workers are at increased risk for asthma. For sailors, the risk of falling is higher, and falls from ship into water increase the likelihood of drowning. U.S. soldiers returning from war now report hearing damage as the chief complaint. (Roadside bombs increase the risk of auditory damage.)

Obviously, soldiering is a high-risk occupation, but is it always the riskiest? Consider this: in 2004, according to Churchill, a United Kingdom-based insurance company, window cleaning was the riskiest profession in the UK. It ranked ahead of soldier and police officer.

"Risk means that more things can happen than will happen."

Among the adventure set, the defining injuries are usually orthopedic in nature: tweaked knees, sprains, and strains—the wages of a physically active profession.

According to Vernon Grose in his seminal 1987 book, *Managing Risk: Systematic Loss Prevention for Executives*, risk is "The likelihood of injury, harm, damage or loss multiplied by its potential magnitude."

The common cold is a good example of an illness with a high frequency and low potential magnitude. According to the World Health Organization, it accounted for only two deaths in the United States during 2004 (more people—around 450—died in the US from falling out of bed that year). Cardiac arrest is an example of the opposite. It is estimated to kill 95 percent of victims before they reach a hospital. In 2004 it accounted for nearly 18,000 deaths in the United States.

In the words of Elroy Dimson, Professor of Investment Management at the London Business School, "Risk means more things can happen than will happen."

Because there are more potential risks than likely risks it becomes important to focus on those with a high likelihood of occurrence. The next step is to ascertain which have the highest potential to cause harm. A good example is NASA's Near-Earth Object Program, which monitors for asteroid-Earth collisions. NASA is careful to point out that an Earth collision by a big asteroid—the threshold size for global disaster is 0.5–1 kilometer—is "a very low probability event." Nevertheless, because the potential magnitude of such a collision is enormous, NASA has millions of dollars invested in tracking these threats.

In the adventure education world, it's not asteroids we're worried about, but infrequent, high magnitude events, such as passenger van crashes, avalanches, and flash floods.

In *Risk: A Practical Guide*, Ropeik identifies four major risk components:

1. Probability: the statistical likelihood that something will happen
2. Consequences: the potential severity of a particular outcome
3. Hazard: the deleterious effect of exposure to something
4. Exposure: coming in contact with a hazard

Therefore, "Risk is the probability that exposure to a hazard will lead to a negative consequence."



Is Life Too Risky?

If you dwell in the 24-hour news cycle of our media-driven society, you might be forgiven for thinking we live in the most dangerous times ever. Wars, terrorism, violence, earthquakes, plane crashes, death, and destruction at every doorstep! The reality is quite different. Are more people dying in war? According to author and Harvard psychology professor Steven Pinker, the present day is the most peaceful time in history. In his 2007 essay, "A History of Violence," Pinker cites a steep decline in battle deaths among armed combatants engaged in interstate conflict from 65,000 per year in the 1950s to less than 2,000 per year during the past decade.

Is terrorism on the increase? The Human Security Brief 2007, an annual report funded by the governments of Britain, Canada, Norway, Switzerland, and Sweden, describes a worldwide decline in fatalities from terrorism of 40 percent, since 2001.

What about everyday mortality? In June 2010, the British medical journal *The Lancet* reported steep declines in global death rates for children five and under. And one month earlier, the journal reported an impressive global drop in maternal deaths over the last two decades.

Even the most prolific man-made killer, the automobile, seems to be a bit less risky these days. Traffic fatalities, according to Maureen Cropper, a professor of economics at the University of Maryland, are in decline in industrialized countries by an average of 35 percent.

Modern civilization is, of course, still a prodigious producer of new risks (Think international terrorism, genetically modified crops, and texting while driving), but surprisingly it's even more successful at retiring perils of the past. Deadly diseases, such as plague, polio, and smallpox, have either been eradicated or marginalized.

Are We Too Risk Averse?

"The only risk-free human environment is a coffin."—William H. Thomas, M.D.

We live in a society characterized by European Commission nuclear physicist Christian Kirchsteiger as "increasingly risk averse."

A risk-averse society demands safety at every turn. It often dramatizes risks rather than examining them. It eschews real risks for dramatic catastrophes, sensational accidents, and other bugbears. To wit, contemplate the considerable media coverage given air crashes compared to coverage afforded the nearly 3,500 people who die worldwide every day due to road traffic injury.

Because society's envisioning of risk often forms our perceptions of risk, the extent to which risk is perceived differently in dissimilar societies is noteworthy. Societies in developing countries face different risks than those of developed countries and have different capacities to confront them. And the risks are often weighted differently. In the developed world, riding on top of a passenger train, for example, would be considered a highly risky undertaking, and one not worthy of consideration. In parts of the developing world, however, riding atop a train is perceived as having merit. It is a cheap way to get where you're going.

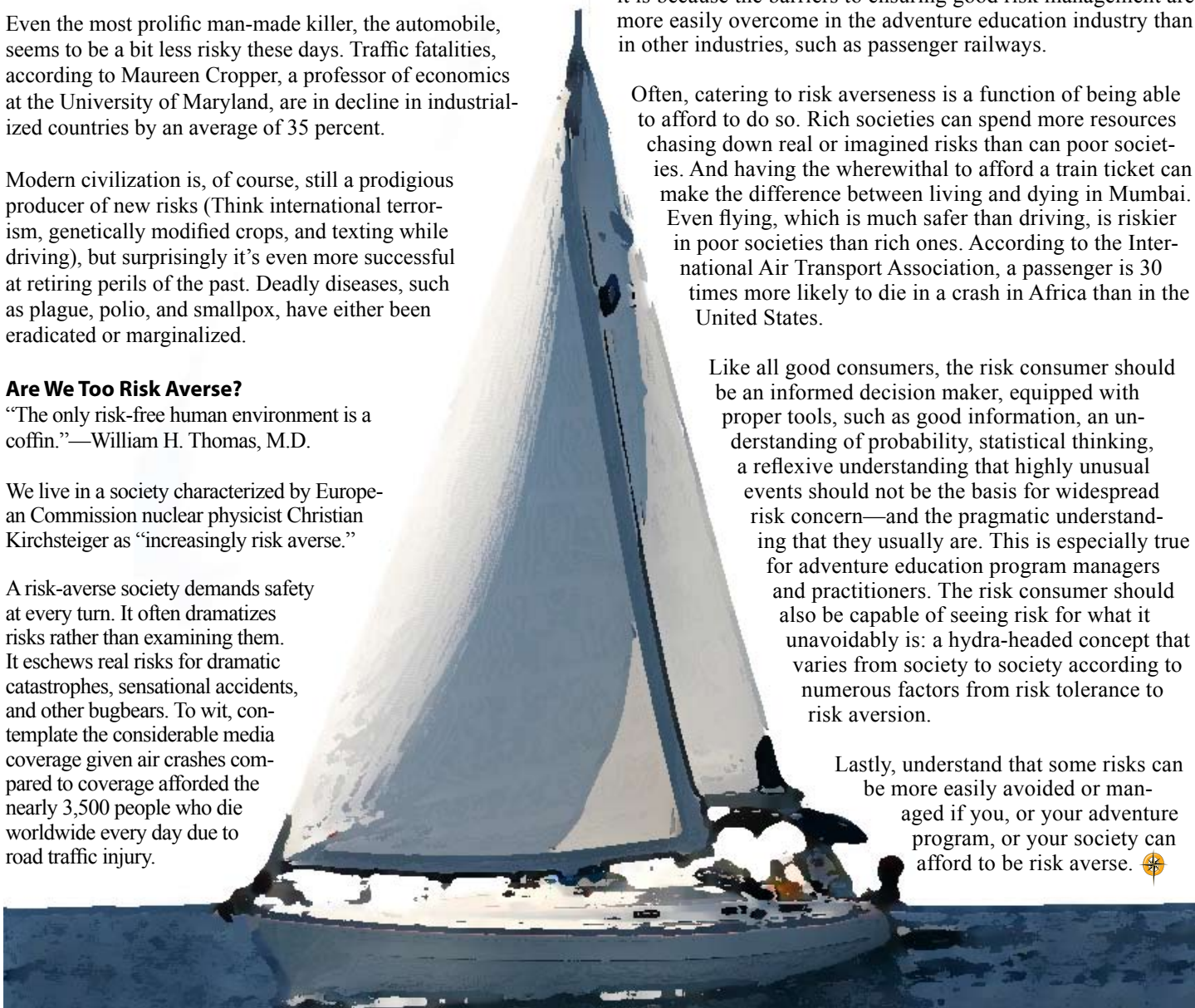
However, poorly regulated, risk-tolerant, and overcrowded rail systems expose passengers to considerable jeopardy. According to the World Bank there are approximately 3,500 rail deaths in the Indian city of Mumbai every year. In New York City, according to Columbia University, the yearly average (1990–2003) is 51 subway-train related fatalities.

In adventure education the differences are less pronounced. In many countries this is because adventure education programs cater to foreigners, and the local providers attempt to meet the safety and risk expectations of their foreign clients. Sometimes it is because the barriers to ensuring good risk management are more easily overcome in the adventure education industry than in other industries, such as passenger railways.

Often, catering to risk averseness is a function of being able to afford to do so. Rich societies can spend more resources chasing down real or imagined risks than can poor societies. And having the wherewithal to afford a train ticket can make the difference between living and dying in Mumbai. Even flying, which is much safer than driving, is riskier in poor societies than rich ones. According to the International Air Transport Association, a passenger is 30 times more likely to die in a crash in Africa than in the United States.

Like all good consumers, the risk consumer should be an informed decision maker, equipped with proper tools, such as good information, an understanding of probability, statistical thinking, a reflexive understanding that highly unusual events should not be the basis for widespread risk concern—and the pragmatic understanding that they usually are. This is especially true for adventure education program managers and practitioners. The risk consumer should also be capable of seeing risk for what it unavoidably is: a hydra-headed concept that varies from society to society according to numerous factors from risk tolerance to risk aversion.

Lastly, understand that some risks can be more easily avoided or managed if you, or your adventure program, or your society can afford to be risk averse. 🌟





Risk Trends and Root Cause Analysis

An important calculus when considering risk is figuring out how to measure and mitigate for it. One approach is to track and differentiate among the incident types experienced over time (near miss, injury, illness, behavioral, etc.) using a database. Once data are collected, trends can be identified and prioritized; i.e., which ones should merely be paid attention to and which merit significant organizational attention and resources.

Part of measurement and mitigation is to understand the cause and effect relationships involved in the production of incidents. Failing to understand the cause of an incident increases the likelihood that efforts at prevention will fail and the causal element will reassert itself as another incident. Identifying and analyzing causes is referred to as Root Cause Analysis.



Trends

Is there a long-term change in the mean level of incident occurrences? Are the trends comprised of significant time-correlated patterns of data, or mere coincidence? What informs the trends?



Root Cause Analysis

Establishing cause and effect relationships for discreet incidents is an important aspect of managing risk across the organizational spectrum, from CEO to field practitioner. What caused the incident and what might be done to prevent recurrence?

A common and useful basic Root Cause Analysis technique is called 5 Whys. The 5 Whys approach to root cause analysis is simple and understandable. With minimal training and good supervision it can be deployed in organizations, large and small. It is a simple problem solving method used to explore cause and effect relationships quickly. It involves examining a problem and asking: “Why?” and “What caused this problem?”



Tips

- The 5 Whys approach to root cause analysis can include more or less than five questions.
- Problem and solution statements must be carefully phrased to avoid problems with the process. For example, a good solution statement should include specific actions that if taken will lead to the problem being fixed. These actions should usually be within the sphere of control of the responsible organization.
- Solution actions must be verified to be working and that they are sustainable.
- Beware of fixing the symptoms of problems instead of the problems themselves.
- The 5 Whys process is not the “5 Whos” process. It’s aimed at fixing systems, not people.



The How of Five Whys

- Define the problem. (Problem Statement)
- Gather information.

- Identify sub-problems (causal) that contributed to problem.
- Find root causes for each causal sub-problem.
- Recommend practicable solutions. (Solution Statement)
- Implement the solutions.

*For want of a nail the shoe was lost.
For want of a shoe the horse was lost.
For want of a horse the rider was lost.
For want of a rider the battle was lost.
For want of a battle the kingdom was lost.
And all for the want of a horseshoe nail.*

— Nursery Rhyme



5 Whys Example A: Urban Setting

Problem Statement: A famous statue is disintegrating!

Why 1: Why? City workers use harsh chemicals.

Why 2: Why? To clean bird droppings from the statue.

Why 3: Why so many birds? They eat spiders, and there are a lot of spiders at the statue.

Why 4: Why so many spiders? They eat gnats, and there are lots of gnats at the statue.

Why 5: Why so many gnats? They are attracted to the bright lights at dusk.

Solution Statement: Turn on the lights at a later time.

Post-solution follow-up is necessary to ensure that the problem is being mitigated by the solution.



5 Whys Example B: Wilderness Setting

Problem Statement: An instructor lost her footing and fell while crossing a snow slope during a reconnaissance of a mountain route that was new to her.

Why 1: Why? Her boots slipped on ice.

Why 2: Why? She wasn’t wearing crampons.

Why 3: Why was she not wearing crampons? She didn’t expect ice on the climb.

Why 4: Why didn’t she expect ice? She didn’t read about the ice hazard in the course area guide.

Why 5: Why didn’t she read the about the hazard? That page was torn from the course area guide, but went unnoticed.

Why 6: Why was the torn page not noticed? Course area guides are not inspected for missing pages by the logistics department prior to being assigned to instructors.

Solution Statement: Require the logistics department to inspect course area guides before they are assigned to an instructor.

In addition to serving as OBI Journal editor, Rob Chatfield has worked as chief safety officer for the former Hurricane Island Outward Bound School and safety director at OB USA.

THEORY U: OTHER THE LEARNING CYCLE

By José Antonio Torres —OB Ecuador

In a world where climate change is no longer a theory; where the planet's profits have increased in an unbelievable way, with a growing gap between the richest and the poorest; where natural resources such as fresh water, arable lands, fisheries, and forests are endangered; where the Internet has created a different dimension in communications and information; and where global population keeps growing at an exponential rate, future leaders will face serious challenges. In the modern world we have more, do more, achieve more, but are not necessary happier, healthier, or more peaceful.

How did we arrive here? Since the 17th century with the scientific revolution, our society has defined logic and rationality as the supreme mode of understanding reality. Descartes summarized it with his famous phrase: *Cogito ergo sum*—I think, therefore I exist. In the 18th century, the Industrial Revolution began, with standardization as its base strategy for increasing production. Over time these two drives have expanded to all areas of society. However, rationality is not the only way of knowing the world and standardization is good for production but not for people. We are all different and unique.

Outward Bound has a great opportunity of touching the lives of thousands of kids and adults, and a big responsibility too. How do we develop future leaders without teaching them the same paradigms that created our world?

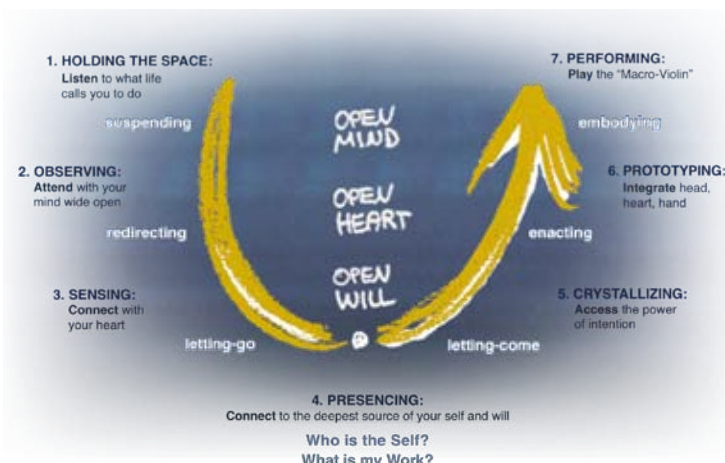
At the Society for Organizational Learning (SOL), and MIT Sloan School of Management, Otto Scharmer and Peter Senge, senior lecturers from MIT, have developed a new approach to leadership that could be of relevance to our schools worldwide. It is called Theory U and its aim is to illuminate what they call the “blind spot of leadership”. When an artist paints, we usually focus on the finished painting or on the process of painting. These are the “what” and the “how”, but we seldom focus on the blank canvas before the creation begins. In leadership we know a lot about what leaders do, and the process they use, but we pay little attention to that internal place from which they operate. Looking at the inner source that lies beside rationality is quite revolutionary, especially coming from a top business school.

At Outward Bound we use experiential learning as the core methodology for our programs. When we use this methodology, we learn from experience. Actually we learn from past experiences, through Kolbs' cycle: experiencing, then reviewing and reflecting, then generalizing from experience in order to apply the learning and take action. This has proven to be a great tool, much more powerful than academic learning, and actually closer to the way we naturally learn.

Theory U offers a new possibility. In a fast-paced, changing world, it is not enough to learn from the past. Leaders need to develop the capacity to learn from the future. Theory U receives its name from the metaphor of this cycle. At the left of the U lies suspending judgments, letting go of preconceived ideas, and connecting with an open mind and an open heart. At the bottom of the U lies presencing, or being present here and now, and connecting with our deeper source. At the right side of the U lies letting-come ideas, to be translated in prototyping and performing.

Theory U is about learning from the future through finding spaces of silence inside ourselves where we can connect with our white canvases, the inner source of knowledge. The truth is that Theory U is not new. Every artist, inventor, leader, and spiritual master knows, or has known, this. Anything that exists outside started inside before. Theory U is about connecting with ourselves and receiving non-rational and intuitive information and knowledge through a well-designed methodology for deep change.

Theory U: Leading from the Future as It Emerges (Cambridge, MA. Society for Organizational Learning. 2007). is of great relevance to Outward Bound, since our groups of students have been brought to this inner place over and over. The Outward Bound magic is undeniable, but are we aware of how and why it happens?



Just being in nature makes our minds slow down and our hearts open to appreciate its beauty. An adventure day, climbing or rafting, requires our complete attention, and our selves to be present to deal with the challenge. A two-day solo definitely confronts participants with silence and stillness and helps them find that inner place. We get added value from being aware of the process and from focusing on it consciously.

Thinking of the challenges of the future and trying to provide tools to young leaders for each challenge is giving them fish. Teaching future leaders to find themselves besides the stream of thoughts is teaching them how to fish. New world challenges will require new leaders, with a deeper connection to themselves, to others, and to nature. At Outward Bound we have all the tools to make this happen. 🌟

More information at www.solonline.org and www.presencing.com
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THE ADVENTURES OF



AND THE OUTWARD BOUND MOTTO

TO SERVE,
TO STRIVE,
AND NOT TO YIELD

By James T. Neill

INTRODUCTION

The purpose of this essay is to explain and explore the Outward Bound motto “to serve, to strive, and not to yield.” In doing so, I will discuss Kurt Hahn, Alfred Lord Tennyson, and his poem *Ulysses*, and also deal with criticisms of the mythical quest and the Outward Bound motto. My hope is that this essay is a challenging read which enriches people’s understanding of the philosophy embodied in the motto and expressed through Outward Bound programs.

KURT HAHN AND THE CLASSICS

Kurt Hahn, mentor and co-founder of the Outward Bound movement, was well schooled in the classics, which influenced Hahn’s educational philosophies and methodologies, particularly as he applied them to Outward Bound. After suffering terrible sunstroke, Hahn was confined to a semi-darkened room for an extended period in order to rehabilitate. During this time, Hahn read Plato’s *Republic* which inspired him towards utopian ideals. It was this passion which drove Hahn to create schools and youth movements to address the failings of youth in modern society. It was also the passion which Hahn brought to Lawrence Holt’s problem with poor survival rates of young merchant navy seamen of the Blue Funnel Shipping Line when cast into the sea in lifeboats. The rest, as they say, is history. The first Outward Bound program in 1942 could hardly have anticipated that 50 years later there would be over 40 such schools around the world, with tens of thousands of participants each year.

THE OUTWARD BOUND MOTTO

Early in the evolution of Outward Bound, founders sought a motto which would capture and convey the spirit of Outward Bound’s mission. “To serve, to strive, and not to yield” was Jim Hogan’s (warden of the first Outward Bound school at Aberdovey, Wales) choice, adapted from the last line of Tennyson’s poem “*Ulysses*.” The motto is still readily used today throughout the world’s Outward Bound schools, although not without an ongoing, necessary, and mostly healthy dialogue about appropriate interpretations of the motto for local cultural contexts and shifting social mores.

For many Outward Bound instructors and Outward Bound participants, the motto has contributed in some way to their Outward Bound experiences. The motto can provide a simple and meaningful guide

to an Outward Bound program. The general thrust is that “to serve means to give to others through self-sacrifice, “to strive” is to pursue one’s goals with great determination, and “not to yield” is to carry on in spite of difficulties, that is, to persist and to eventually triumph.

This was the extent of my understanding of the motto for the first eight years of my Outward Bound career. Then, finally, one day I sat down to read Alfred Lord Tennyson’s poem and became intrigued. Unlike Hahn, I had not been schooled in the classics, so it was a new experience to learn of the ancient Greek poet, Homer, and his epic poems about the adventures and misadventures of gods, men, women, and children. Although difficult at first, entering the vast world of history, religion, and mythology brought many rewards. In particular, I learnt that adventure and heroism were a much more central part of earlier cultures than they are in modern society. Like Kurt Hahn, other people had lamented the loss of adventures from our society: This is an age when it is possible to live a long, safe, and uneventful life by avoiding risks, where a multitude of government handouts and restrictions cast a lacklustre soporific blanket of mediocrity over the youth of today as they sit glued to the TV in their suburban torpor.

And yet, only yesterday in historical terms, Australians as a group were charged with a great pioneering spirit. All eyes followed with pride and awe the journeys of men like Forrest, Giles, Hume, and Stuart. Who didn’t admire the courage of families like the Duracks and Laceys of the inhospitable Kimberley?

I found myself agreeing with Paul Zweig that:

The possibility of adventure lies within our grasp. Perhaps not the exploits of Odysseus in the magic countries, but the irruptive, dazzling intensities of risk and inner venture which flit by us in the margins of our lives. We need only value them and take them with high seriousness, to possess them, and to be possessed by them.

Hahn’s creation of Outward Bound, as well as his schools and the youth training system that is today known as the Duke of Edinburgh’s Award, was an attempt, in part, to reinstalled the value of adventure in young people.

So, why a motto? How can a motto contribute to action and adventure, and avoid being an irrelevant platitude? The key to the success of the motto has surely been its integration with the action of Outward Bound programs. The message is preached far more in action than words, yet the simple words are something that participants can take away with them and which allow them to reconnect with their Outward Bound experience. The motto is not simply preached into the air, but used in the context of actual experiences to facilitate people's awareness of the potential for human adventure and discovery.

The eight words of the motto, "to serve, to strive, and not to yield" were taken and modified from the last line of Alfred Lord Tennyson's poem "Ulysses":
"To strive, to seek, to find and not to yield".

Most noticeably, Tennyson did not use "to serve". Service was a particularly strong notion of Hahn's. Hahn saw in the failings of modern youth a great need to engender a spirit of service to others and to the community. The inclusion of "to serve" in the Outward Bound motto also served to ensure that the motto couldn't be interpreted narcissistically. For example, Hitler, whom Hahn watched rise to power, could be said to have exhibited the qualities of striving, seeking, finding, and not yielding. On the question of serving others, however, Hitler failed.

I believe that the inclusion of "to serve" in the Outward Bound motto and the important component of community service during Outward Bound programs has been a vital ingredient for the successful translation of Outward Bound into a diverse range of countries and cultures. While different cultures have some different perspectives on the extent to which individuals should be pushed towards their limits, virtually all cultures share in the spirit of giving to others.

The other difference between the last line of Tennyson's poem and the Outward Bound motto was that Tennyson used "to seek" and "to find". I'm not sure why these do not appear in the motto. Perhaps it was in the interests of brevity, perhaps there was a philosophical rationale. Personally, I like the spirit of Tennyson's last line, to strive for something, to look for and find it without.

THE POEM ULYSSES

Tennyson's poem was written in 1842. It is the voice of Ulysses in old age as he reviews his past adventures and looks toward a final journey. Here is a man in the twilight of his life, searching across his personal history, considering the joys and sufferings that he has had through his travels and his search to go beyond the bounds of human limitation. Here is a man who has been heroic, has encountered people and become a part of them, but is now seemingly humbled by his imminent mortality and the imperfections he has seen in society.

Ulysses, or Odysseus in Greek, was an important strategist during the Trojan War of Homer's *The Iliad*, and the hero of *The Odyssey*. The Trojan Horse, which won the war for the Greeks, had been his idea. Ulysses was also the king of Ithaca, a Greek island.

After the war ended, Ulysses set sail with his men and soon encountered the Lotus-eaters and the Cyclops. They escaped from the Cyclops by blinding him, which angered the sea god Neptune, the Cyclops' father. He cursed Ulysses with 20 years of wandering the seas before he could return home.

During that time, Ulysses and his crew encountered the cannibalistic Læstrygonians, and the witch Circe, who transformed many of the men into pigs before relenting. After they left her island, they evaded sirens, the six-headed monster Scylla, and the whirlpool Charybdis, but not without losing more crewmen.

Then Ulysses' men slaughtered the cattle of the gods for food. This resulted in a shipwreck that killed the crew and stranded Ulysses on Calypso's Island, where he was held against his will for seven years. Finally he was allowed to leave, and arrived at the mercy of the Phæacians, who finally sailed him home. Once there, he fought off his wife's suitors with the help of his son, and took control of his kingdom again.

As Ulysses prepares to put his adventures and himself to rest, the imminence of death inspired him to rise again with honour, to say that there may yet be noble work to be done, to hope that it is not too late to seek a better world. His sense of purpose still burns, to venture onwards until such time as he dies. Although the old Ulysses does not have the strength that he once had, he remains strong in his will to strive, to seek, to find, and not to yield.

As readers, we can be touched and inspired by Tennyson's poem, because we too have a past with joys and sufferings, just as we have the possibility of at least one more journey or adventure ahead. The poem challenges us to find in ourselves, the will to do more "noble work".

The poem makes several nautical references, a theme which is consonant with the early Outward Bound school and continued in some programs today. Ulysses was a mariner and the term "Outward Bound" derives from the "Outward Bound" flag, the Blue Peter, which is flown by ships when in harbour and about to head out to sea. The original Outward Bound sea school combined programs aboard the sailing vessel Prince Louis with land-based activities.

On Outward Bound programs, the term "Outward Bound" can be interpreted literally and symbolically. In practical terms, participants are "Outward Bound" on a new adventure, with new people, into places that are unknown to them. In more metaphorical terms, participants are asked to thrust themselves into the spirit of "Outward Bound" not just physically, but psychologically, socially, and emotionally as well. Hence while expeditions through the wilderness are very physical, the purpose may primarily be to engage participant's other faculties.

Hahn's educational philosophy for Outward Bound was holistic. Ambitiously, Outward Bound originally sought, and continues to seek, the enhancement of a wide range of qualities, from physical fitness and practical skills through to giving to others and discovering personal resolve. At times this seems an impossible task to participants, but the use of symbols such as the Blue Peter flag and the poetical inspiration of classical heroes, such as Ulysses, embodied in the motto, can somehow make the grand hopes of Outward Bound seem possible.

Some Outward Bound schools and instructors go beyond just using the motto with their participants, and offer Tennyson's poem "Ulysses." Bob Rheault says that:

To me this is the all time, great Outward Bound reading. It's #1 in my battered book of readings...

Of course, it's a classic because the last lines are so close to the Outward Bound motto (To serve, to strive, and not to yield); but it has much more. It is a particularly good reading for adult groups—

the older the better, when it comes to such lines as “...we are not now that strength which in old days moved earth and heaven, that which we are, we are...” and “...but something ere the end, some work of noble note, may yet be done...”

The call to adventure and to struggle is there. Don't get comfortable and fat: “How dull it is to pause, to make an end, to rust unburnished, not to shine in use!”

Like all good poetry, this is extremely rich and hard to absorb all at once. I like to use it at, or close to, the end of the course and give copies of it to departing students or send it in a follow-up letter urging all not to “store and hoard” themselves but to “push off” and “seek a newer world” and “to strive, to seek, to find, and not to yield.

The language of Tennyson's “Ulysses” is archaic in places. Reading the poem can be as confusing as picking up a compass and a topographic map for the first time. However, I've found that on each reading of the poem my understanding is embellished a little further. This is like walking around with a map and compass and working out that the top of the map points North, as does the red arrow on the compass. Sometimes I take up a dictionary to find, for example, that “to mete and dole,” probably means “to measure and lament.” This is like getting navigation advice from other people.

More interesting discoveries in the poem, however, come for me as my sense of what has happened to Ulysses develops, to actually understand his dilemma in trying to come to terms with his joys and sufferings, and then of the fabulous triumph as he gathers himself up again to continue on his lifetime journey without yielding. This understanding is like the excitement of expeditioning with a map and compass when one is beginning to work out how they relate to the world.

Although multiple readings of the poem increase the rewards, there are a number of references which remain inaccessible without knowing about Homer's original epic poems of Ulysses in *The Odyssey* and the *Iliad*. There is also some background about Tennyson, the poet, which can be helpful.

ALFRED LORD TENNYSON

The Wordsworth Companion to Literature in English (p. 917) describes Tennyson as “always highly neurotic, often roughly eccentric, a poet of twilight and half-shadows marked by his delicate poignancy and controlled sadness, yet also the trumpeter of Empire and exponent of a higher morality”. We can see many of these qualities in Ulysses. In the poem, there is the “neuroticism” of making every hour of life count in some meaningful or noble way, there is the twilight of Ulysses' life under heavy consideration, there are the half-shadows of pain and frustration encountered during the heroic pursuits and which seem to have their residue in Ulysses' tone until he is able to summon his will to triumph over the failings of his aging strength. “The trumpeter of Empire” is harder to detect, although there is a sense of dissatisfaction with his civilization and the desire for “a higher morality” with his references to “a savage race” and “a rugged people.”

In the end, Ulysses separates himself from this society—“he works his work, I mine”—and readies himself for the sea again. Perhaps this adventure on the ocean is the Empire he now chooses? We know

that Ulysses will die on this final voyage, but that in doing so he will have stretched his will “beyond the utmost bound of human thought”. I doubt this triumph, however, constitutes the “highly morality” suggested by *The Wordsworth Companion to Literature in English*, and this is further reflected by the necessity Jim Hogan found to add the morality of “to serve” into the final line of the poem to create the Outward Bound motto.

The appearance of Tennyson's “Ulysses” came about in this way:

In December 1832 he [Tennyson] published *Poems*...which received a savage mauling from John Wilson Croker in *The Quarterly Review*. There followed the “*Ten Years' Silence*,” a period of neurotic refusal to publish, when Tennyson's life lacked direction and his emotional instability seemed unusually apparent...Had it not been for the American pressures over copyright, the silence may well have continued, but Tennyson felt compelled to publish. The result was the masterly *Poems of 1842*...the second [volume] containing new poems (“Locksley Hall,” “Ulysses”).

The success of the poem “Ulysses” is achieved, I believe, not simply through Tennyson's literary ability (which comes under criticism), but rather through the poet's intense embodiment of, and identification with, the struggles of Ulysses. It is a passionate poem, both in its reflective depth and final triumph. One gets the sense, however, that it could not have been written without the poet having personal experience of such struggles. Indeed, accounts of Tennyson's life make references such as to “the thread of Tennyson's life and work from his unhappy and puzzled boyhood to his puzzled and prosperous old age” (Harold Nicolson, p. 18) which imply much inner struggle in Tennyson's life which helped him towards the passionate insight he has into Ulysses. Harold Nicolson made another interesting comment about Tennyson and his poetry:

“Ulysses is a passionate poem, both in its reflective depth and final triumph”

...it must be remembered that upon the majority of his contemporaries it [Tennyson's poetry] acted as a very potent sedative, and that to hundreds of thousands of perplexed and anxious minds he brought a complete intellectual and moral relief. It cannot be expected that this narcotic influence of Tennyson will by the present generation be regarded as very admirable: we are not to-day to a similar extent tortured by spiritual anxieties; our attention is diverted into more material channels such as social and sexual problems.

Nicholson's biography was published over seventy years ago, in 1923, when the world was well into recovering from World War I, with posterity looming. He would have had no way of knowing of the Great Depression to follow in 1929, the rise of Hitler and Nazi Germany, World War II, nuclear bombs, the Cold War, the Vietnam War, the women's liberation movement, the spread of drugs, the steady rise in suicide attempts, and so on. Nicolson's claim that regard for Tennyson's poetry would wane in a society diverted from spiritual anxiety by social and sexual problems is now questionable. Recent history shows a rising spiritual anxiety which is caused by, rather than distracted by, social, sexual, and

so on, problems. The spread of Outward Bound schools is symptomatic evidence of a societal need to allay spiritual anxiety, as are the many hundreds of other people-focused movements that have sprung up.

OUTWARD BOUND AND ULYSSES

The most complete embodiment of the story of Ulysses is put forward by some Outward Bound theorists who claim that the journey involved in an Outward Bound experience involves an archetypal quest which can be seen to follow the symbolic paths of figures such as Ulysses. Bacon has put forward ideas for such a model of Outward Bound experiences to be developed and used more openly. George Lord explains his conception of Outward Bound's mythical qualities:

As we live through the wilderness, so do we live through our fellow adventures. The whole experience is thus a catalyst to help us intuit the infinite variety of others through whom we may truly discover our sisters and brothers, fathers and mothers, wives and lovers, bosses and employees, friends and seducers, ogres and tricksters in ourselves and in those we live with in "real" life.

Yet, Lord has reservations about the relevancy of Ulysses' story:

The Outward Bound course, whatever the age of the participants, traces the pattern of Campbell's "monomyth": separation, initiation, participation in a group adventure, solo, and return. This pattern, many are beginning to feel, is inadequately represented by the motto adapted from Tennyson's singular view of heroic adventure in "Ulysses": "To strive, to seek, and not yield" [sic]. In fact Tennyson's hero, in his commitment to the pursuit of ever-receding horizons, embodies the romantic individualism that enshrines the ego at the expense of the real adventure of self-discovery. It is precisely that self-centred stance that must be "yielded."

It is the "not yielding" aspect of the Outward Bound motto which attracts the most concern from the motto's critics. Their concern seems to be that the motto does not encourage people to change, but instead pushes them to persist the way they are, without yielding. I do not share these criticisms. In my view, the beauty about the motto is its simplicity, its openness to various interpretations, and its connection with a grand mythical story of adventure. This does not have to mean that motto has absolute, pre-defined moral prescriptions.

To me, "not yielding" means to persist when necessary, and then to change when appropriate, while heading in the direction of a particular goal. Different schools, instructors, and individuals bring their own perspectives to the motto. This is one of the reasons that the motto has survived for over 50 years in most Outward Bound schools despite rapidly changing cultural values. That's why I think Outward Bound schools which have dropped the motto from their Outward Bound crest and common usage have made an unfortunate mistake. There was nothing wrong with the motto—the interpretation simply needed to be adapted to meet our evolving cultures.

Another criticism leveled at idolization of the Ulysses story has already been touched on—Ulysses' indulgence in adventure and his consequent lack of giving to others:

...as alluring as is Ulysses' desire "not to rust unburnished", his motives for sailing off again are selfish and narcissistic. Adults who hope to help youth navigate through the Scylla of self-indulgence and the Charybdis of personal greed must exemplify the deed of service as both useful and good for a larger community. Nomadics is the not answer [sic].

Thus we can see the importance of including "to serve" in the motto and having service to others manifest in the spirit and practice of Outward Bound programs. Further to these criticisms of the heroic quest, are important caveats provided by feminist perspectives:

Upon closer examination, the heroic quest is a metaphor that has little meaning to women. Each stage of a woman's journey in the wilderness is a direct contradiction of the popular quest model. A woman rarely hears a call to adventure; in fact, she is more often dissuaded...from leaving home to engage in adventurous pursuits.

The dragons looming in a woman's path on a wilderness course

are equally ambiguous. Are these metaphoric limitations a personal block or are they societally imposed? It's impossible for her to sort out. Which dragons should she slay? Needing a point of reference to discern the difference, a woman finds confusion at this stage of the model. Furthermore, a woman's experience is often not compatible with viewing challenges in the wilderness in a militaristic framework; she is more likely to ally with the metaphoric dragons than to conquer them. Returning home is also problematic for women if the myth of the heroic quest is given credence.

While a man's mythical journey in the wilderness parallels his everyday situation, a woman's

does not. Encouraged to be bold and aggressive in the woods, this style readily transfers for a man upon return. The woman who has learnt to be strong, assertive and independent on a wilderness course encounters intense cognitive dissonance back home because these traits are not presently valued for her in society. Transfer of her newly acquired understanding of her strengths to her real world life is jeopardized. Finally,...the generic model of heroism, because it necessitates [sic] the emergence of a hero or superperson, incites a tradition that is a disservice to women.

The answer, therefore, is not to engage women in the heroic quest cycle, but to inspire a new heroic for adventure programming. A heroic based on bonding with the natural world rather than conquering it may be the foundation of a new metaphor for outdoor adventure experiences for men and women alike. Adopting women's emphasis on merging with nature and the attention to spiritual completeness and process valued by many women outdoors, wilderness programs may increase the spiritual and, eventually, the social significance of their course offerings.

The value of these discussions is that they challenge us to develop a deeper understanding of the meanings of outdoor adventures. And so, despite being a staunch defender of the Outward Bound motto, I



believe that ongoing critical discussion is fundamental to its survival. To participate genuinely in such discussions, however, one has an obligation to avail oneself of Tennyson's "Ulysses" and the story of Ulysses' life. Above all, in such discussions, let us have respect for diversity.

Some people may wish to take the motto, the story of Ulysses, and the experience of an Outward Bound program as part of an archetypal rite of passage and search for a personal holy grail. Others may wish to view Outward Bound as offering the chance to engage in a real-life adventure experience, the likes of which are not so readily available in the society of the 1990s. The relevance of Ulysses to these people may be along lines suggested by Anderson:

...the survival of man has depended upon a number of members of the species possessing...the "Ulysses Factor". In a sense this is the factor that has driven individuals to explore fresh worlds and pastures new.

*"I cannot rest from travel: I will drink
life to the lees...
I am a part of all that I have met
Yet all experience is an arch where thro'
Gleams that untravell'd world, whose margin fades
For ever and for ever when I move.*

Despite the fact that we live in comfort in industrial society, the Ulysses Factor remains active. It acts, claims Anderson, as a survival factor acting as a protection against developments that threaten human survival. The implications for outdoor education are clear.

Extreme manifestations of the Ulysses Factor in individuals is rare, but at lower levels of performance the Factor can be satisfied quite simply—the dinghy, the rough hill walk in the new country, can bring deep personal fulfillment. (Anderson, 1970)

For other people, the beauty about the Outward Bound motto lies in its simplicity. They may find that the eight words, "to serve, to strive, and not to yield" require no further explanation and that people are best left to discover any meaning for themselves. ☸

ULYSSES

It little profits that an idle king,
By this still hearth, among these barren crags,
Match'd with an aged wife, I mete and dole
Unequal laws unto a savage race,
That hoard, and sleep, and feed, and know not me.

I cannot rest from travel: I will drink
Life to the lees: All times I have enjoy'd
Greatly, have suffer'd greatly, both with those
That loved me, and alone, on shore, and when
Thro' scudding drifts the rainy Hyades
Vext the dim sea: I am become a name;
For always roaming with a hungry heart
Much have I seen and known; cities of men
And manners, climates, councils, governments,
Myself not least, but honour'd of them all;
And drunk delight of battle with my peers,
Far on the ringing plains of windy Troy.
I am a part of all that I have met;

Yet all experience is an arch where thro'
Gleams that untravell'd world whose margin fades
For ever and forever when I move.
How dull it is to pause, to make an end,
To rust unburnish'd, not to shine in use!
As tho' to breathe were life! Life piled on life
Were all too little, and of one to me
Little remains: but every hour is saved
From that eternal silence, something more,
A bringer of new things; and vile it were
For some three suns to store and hoard myself,
And this gray spirit yearning in desire
To follow knowledge like a sinking star,
Beyond the utmost bound of human thought.

This is my son, mine own Telemachus,
To whom I leave the sceptre and the isle—
Well-loved of me, discerning to fulfil
This labour, by slow prudence to make mild
A rugged people, and thro' soft degrees
Subdue them to the useful and the good.
Most blameless is he, centred in the sphere
Of common duties, decent not to fail
In offices of tenderness, and pay
Meet adoration to my household gods,
When I am gone. He works his work, I mine.

There lies the port; the vessel puffs her sail:
There gloom the dark, broad seas. My mariners,
Souls that have toil'd, and wrought, and thought with me—
That ever with a frolic welcome took
The thunder and the sunshine, and opposed
Free hearts, free foreheads—you and I are old;
Old age hath yet his honour and his toil;
Death closes all: but something ere the end,
Some work of noble note, may yet be done,
Not unbecoming men that strove with Gods.
The lights begin to twinkle from the rocks:
The long day wanes: the slow moon climbs: the deep
Moans round with many voices. Come, my friends,
'Tis not too late to seek a newer world.
Push off, and sitting well in order smite
The sounding furrows; for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until I die.
It may be that the gulfs will wash us down:
It may be we shall touch the Happy Isles,
And see the great Achilles, whom we knew.
Tho' much is taken, much abides; and tho'
We are not now that strength which in old days
Moved earth and heaven, that which we are, we are;
One equal temper of heroic hearts,
Made weak by time and fate, but strong in will
To strive, to seek, to find, and not to yield.
- Alfred Lord Tennyson, 1842

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Outward Bound Australia, Tharwa, ACT 2620



WEATHER AND DEATH ON MOUNT EVEREST

By G. W. K. Moore and John L. Semple

With a height of 8,848 meters, Mount Everest is the tallest mountain in the world. For over a century, it has been the subject of exploration for both scientific and recreational purposes. This exploration began in earnest with the British expeditions during the early part of the 20th century. At that time, Nepal was closed to foreigners and so these efforts were focused on finding a route to the summit from the north through Tibet. During the 1921 expedition, a potential route to the summit was identified that is now referred to as the North Col–North Ridge route. It was via this route during the 1924 expedition that Edward Norton attained an altitude of 8,565 meters without the use of supplemental oxygen—a record that stood for 54 years until Reinhold Messner and Peter Habler reached the summit in 1978.

Exploration of Everest continued via this route until the beginning of World War II. After the war, as a result of turmoil in Tibet and the opening of Nepal to foreigners, the focus of the exploration of Mount Everest shifted to the south and the discovery of the South Col route, which ascends through the Khumbu Glacier and Kumbu Ice Fall into the Western Cwm, up and across the Lhotse Face to the South Col, and then along the south ridge to the summit. This route was the one used by Sir Edmund Hillary and Tensing Norgay in the first successful summit of Mount Everest in May 1953. Although other routes to the summit have been pioneered in the intervening years, these two routes remain the most popular.

Much of the focus of scientific interest in Mount Everest has been on the impact that the low barometric pressure near its summit has on human physiology. These studies have shown that above 7,000 meters, climbers are at the limits of their endurance and are exposed to significant risks associated with the reduced amount of oxygen available for respiration: cold temperatures and high winds.

Perhaps the most dramatic example of these risks occurred in early May 1996 when a storm engulfed Mount Everest, trapping a number of climbers on its exposed upper slopes and ultimately resulting in eight deaths. This event and the ensuing tragedy received international attention at the time and became the subject of a number of books, including *Into Thin Air* by Jon Krakauer. It also figured prominently in the movie *Everest*.

INTO THIN AIR

On the evening of May 9, 1996, a large number of climbers were poised to make summit attempts from Camp IV situated at 8,000 meters on the South Col of Mount Everest. High winds had persisted throughout the day and the possibility of summiting appeared low. The winds died down during the evening and the conventional wisdom was that winds would remain calm for a period of time. As a result, the decision was made to attempt to summit and the climbers left around 8:00 p.m. local time for the 18–24-hour round-trip to the summit. During the afternoon of May 10, an intense storm with wind

speeds estimated to be in excess of 30 m s^{-1} , heavy snowfall, and falling temperatures engulfed Mount Everest, trapping over 20 climbers on the exposed upper sections of the mountain above the South Col. The unfavorable weather appears to have abated overnight, although winds remained high near the summit. There was, however, a reintensification during the day on the 11th.

Throughout this period, a number of heroic attempts were undertaken to rescue the trapped climbers who were hampered by the high winds and the harsh weather. Tragically, five of the climbers could not be rescued and perished. By the afternoon of May 11, most of the people on the upper slopes of Mount Everest were sheltered in tents at the South Col. In this regard, the impact of the weather on May 11 was not as catastrophic as that on May 10. Supplemental oxygen was in short supply and there is evidence that even those who had taken shelter were suffering from the lack of oxygen that may have been exacerbated by unusually low barometric pressure. A number of climbing parties who were attempting to summit along the North Col–North Ridge route were also trapped by the storm and three people died. Although the harsh weather abated after May 11, winds near the summit remained high for next five days, hindering attempts to summit.

In the ensuing years, a passionate and wide-ranging debate has been ongoing in an attempt to understand the factors that contributed to this tragedy. Curiously absent has been a quantitative discussion of the meteorological conditions that gave rise to this storm and the storm's impact on the climbers' physiology.

THE CAUSE OF THE STORM

The outbreak of high-impact weather in May 1996 is by all accounts the deadliest one to occur on Mount Everest, with eight attributed deaths on its upper slopes. The *Into Thin Air* storm was the result of an outbreak of deep convection in the

vicinity of Mount Everest, during a transition from anomalously warm high pressure to anomalously cold low pressure conditions which coincided with a period of low wind speed that was bracketed by periods of high wind speed. In addition,

the event occurred during a period of high, or stratospheric, values of potential vorticity at the summit.

Detailed information on the meteorological conditions before, during, and after this event are unfortunately unavailable, but the narratives of Jon Krakauer and Anatoli Boukreev and G. Weston DeWalt both mention high winds present near the summit on May 9 and the subsequent weakening of the winds just prior to the outbreak of the harsh weather. M. Dickenson, who was attempting to summit via the North Col–North Ridge route and as a result was more exposed to the westerly wind, comments on the sustained high winds that occurred after the outbreak, which rendered it impossible for him to summit until they weakened later in the month.



Image of Mount Everest taken from the space shuttle 1 Oct 1993. In this striking early morning image, the north and south faces of Mount Everest as well as the Western Cwm, the large cirque to the west of Mount Everest, are in shadows while the Kangshung, or eastern, face, is in bright sunlight. The South Col is situated between the summit of Everest and Lhotse, while the North Col is situated between the summit and Bei (or Changtse). Typical climbing routes via the South and North Col are indicated. [NASA photograph STS058-101-12.]

There were two jet streams and an upper-level shortwave trough present in the vicinity of Mount Everest during the event. The positioning of these two streams and the trough was such that the transverse circulation associated with them resulted in a rising motion near Mount Everest. In addition, in the lower troposphere there was an anomalously large transport of water vapor from both the Arabian Sea and the Bay of Bengal into the region to the south of Mount Everest that was oriented approximately perpendicular to the jet streams.

We believe that the juxtaposition of the circulation and the anomalous availability of moisture triggered the organized convective activity, which in turn causes the strong winds associated with the *Into Thin Air* storm. The harsh weather occurred in the late afternoon, and it is likely that this rising motion of the air and moisture was enhanced by that associated with the diurnal cycle of solar heating.

PHYSIOLOGICAL EFFECTS OF HIGH-IMPACT WEATHER ON MOUNT EVEREST

It has been well established that the hypoxia caused by the low barometric pressures at extreme altitudes may severely limit human performance. Observations from the summit of Mount Everest indicate an inspired partial pressure of O₂ (PO₂) of 57 millibars (mb) compared with a sea level value of 198 mb. Furthermore, above 7,000 meters extreme hyperventilation is required to provide even these low values of PO₂. This amount of oxygen is barely sufficient for the requirements to maintain even the basal metabolic rate of a human being. This has led to many physiological studies that have concentrated on the ability of acclimatized mountaineers to undergo extreme exertion while in this severe hypoxic state. One of the conclusions these studies reached was that the available oxygen levels at these extreme altitudes were exquisitely sensitive to even small variations in barometric pressure. Furthermore, in the physiological literature, the relationship between barometric pressure and altitude has been assumed, apart from seasonal variations, to be relatively constant.

From the South Col observations of a May 1998 storm, it is clear that pressure fluctuations were associated with the onset of high-impact weather in the Mount Everest region. The storm was associated with an approximate 8 mb drop in barometric pressure at the summit of Mount Everest, most likely associated with the presence of the shortwave trough. We estimate that climbers trapped above the South Col would have experienced a total pressure drop between 10 and 14 mb during the storm.

Such a drop in barometric pressure would result in an approximate six percent reduction in inspired partial PO₂ near the summit. Nonlinearities in the relationship between PO₂ and maximum oxygen uptake (VO₂max) result in an approximate 14 percent reduction in the latter for climbers near the summit. In view of these findings even strong, experienced climbers who were caught near the summit of Everest in a storm of this magnitude would be at a physiological disadvantage. For those climbers without supplemental oxygen or those who perhaps were only partially acclimatized after running out of supplemental oxygen, the physiological impact of the barometric pressure drop associated with such a storm would have been most profound.

In addition, we have evidence of the possible presence of ozone-rich stratospheric air on the upper slopes of Everest during the Into Thin Air storm, brought down by a tropopause fold. Ozone is recognized as posing a risk to human health because high levels of it impair lung function. Exposure to elevated ozone concentrations at moderate altitudes (2,434 meters) in the Austrian Alps has been postulated to result in a decrease in pulmonary function in mountain guides, and ozone of stratospheric origin associated with tropopause folds has been measured in commercial aircraft for over 40 years at concentrations that can exceed the air quality guidelines. Concentrations of ozone in tropopause folds of the type associated

with the Into Thin Air storm are in the range of 120–280 parts per billion. At these concentrations, which exceed guidelines established by the U.S. Environmental Protection Agency and other agencies, it seems reasonable to suggest that the presence of ozone near the summit of Mount Everest represents a hitherto unrecognized risk to climbers' health.

CONCLUSIONS

There exists evidence that fatalities on Everest typically occur during descent and that the probability of death is significantly higher for those not using supplemental oxygen. Operational constraints dictate that descents from the summit of Mount Everest typically occur in the late afternoon or early evening. This is the period of the day when the probability of convective activity is highest over the adjoining plateau. The higher probability of convective activity in the late afternoon when climbers are descending and near exhaustion is another risk factor that has not been previously identified.

It is therefore likely that the falling pressure and the high-impact weather that ensues may play a role in the fatalities that occur on Mount Everest. This is especially true above 7,000 meters, where climbers are at the limits of their endurance and drops in barometric pressure of the magnitude that we have established, when compounded by the accumulative effect of hypoxia, fatigue, high winds, extreme cold, and incomplete acclimatization, could shift a coping climber from a state of brittle tolerance to physiological distress. The presence of ozone-rich stratospheric air near the summit of Mount Everest during the event may have provided an additional stress on the climbers through a reduction in pulmonary function.

The summit pressure time series from one reanalysis dataset indicates that the May 10, 1996 summit attempt took place during a period in which the pressure was falling to values that were significantly lower than those usually observed. This signal, which is indicative of large-scale circulation, rather than local wind speed, should have provided a warning as to the possibility of high-impact weather. The analysis of wind speeds as well as the divergent circulation on constant pressure or potential temperature surfaces may provide evidence of the presence of jet streaks, shortwave troughs, and their associated ageostrophic circulations that could assist in determining the potential for harsh weather.

It may be possible to use reanalysis datasets and the models upon which they are based to study and forecast high-impact weather systems in the Mount Everest region, especially in the pre-monsoon period. This is of great practical benefit because this is the period during which much of the activity on the mountain takes place. Making more extensive use of this meteorological information would result in greater climber safety, especially when it comes to predicting harsh weather events such as the *Into Thin Air* storm. ☀

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ROYAL VISIT CELEBRATES DELIVERY OF THE FIRST OUTWARD BOUND OMAN/ TAHADDI COURSE

*Inaugural Outward Bound Oman course
for Omani youth*



The successful completion of the first Outward Bound Oman/Tahaddi course for Omani youth was celebrated at a reception hosted in honour of the visit of His Royal Highness Prince Andrew, the Duke of York, at the residence of the British Ambassador Dr. Noel Guckian OBE on November 4, 2009. HRH The Duke of York is a Trustee of Outward Bound UK.

The course, which lasted for three days on Jebel Akdhar, saw a team of boys from Al Khalil Bin Ahmed Al Farahidi school in Wudam Al Sahil use the outdoor environment to develop the key life skills sought by employers. This helps bridge the gap between educational environments and the workplace and create rounded employees and citizens. The boys carried their own supplies, including water and sleeping equipment, and prepared their own food. They had to draw on their teamwork, initiative, communication, and perseverance skills to solve a series of problems and challenges. The first course for girls will start on 16th of November.

This unique initiative is a first for Oman, and the Arab world, and recognises the importance of training and development for local people. Crucially, it supports the commitment by His Majesty Sultan Qaboos bin Said, to develop the nation's human resources in accordance with Oman's Vision 2020.

At the reception HRH The Duke of York, said: "Outward Bound began in the UK as a means of teaching survival skills to merchant seaman. It has now evolved to become a means of making individuals more independent, self-aware, and able to cope for themselves, including teaching leadership and teamwork skills. It is therefore fitting that with the strong links and maritime heritage of the UK and Oman that the first Outward Bound organisation in the Arab world has been established here. I wish it every success and hope that the private sector supports this initiative so that as many young Omanis as possible can benefit".

Outward Bound Oman courses create positive role models for society," said Mark Evans, General Manager of OB Oman. "That creates a pool of young people with the key skills sought by employers, such as problem solving, effective communication, experience of leadership, working as a member of a team, time management, personal responsibility, and environmental awareness. As such, Outward Bound Oman plays an increasingly important role in the continued development of the nation's human resource."

Outward Bound Oman is a not-for-profit educational initiative dedicated to using the outdoors to develop the life skills of young people in Oman. It was set up in May 2009 by the founding partners BG Oman, Denton Wilde Sapte, Shell, and Suhail Bahwan. Outward Bound Oman also has the backing of the Oman Ministry of Education which has supported the organisation since its inception in May 2009. Outward Bound Oman was created as a branch of Outward Bound UK, and this allows it to draw on the experience of the Outward Bound Trust which has been running for 68 years. 🌟



tweets in the wilderness

Outward Bound New Zealand Embraces Social Networking

By Christina Arathimos—OB New Zealand

Despite being part of the marketing team at Outward Bound New Zealand and also one of the 400 million active users on Facebook, I hadn't thought of social media as a promotional tool for our organization.

That is, I didn't until I attended a marketing course on the benefits it can have for a business. The speaker, a gentleman from the New Zealand Army, showed us how he used social media to encourage teenagers to register for the Army when they come of age. His talk was an impressive insight into this way of marketing!

My OB colleagues and I went back to the office and immediately registered "OutwardBoundNZ" in the wonderful world of social media, which has exploded in popularity over the last few years.

For over a year now, Outward Bound New Zealand has been active on Facebook and Twitter. We have found both networks to be a great way to keep in touch with both our alumni and prospective students.

Twitter is a social networking and microblogging service that enables its users to send and read messages known as tweets. Tweets are text-based posts of up to 140 characters displayed on the author's profile page and delivered to the author's subscribers, who are known as followers.

Facebook is also a social network where users can add people as friends and send them messages, and update their personal profiles, including with photos and videos, to notify friends about themselves. Additionally, users can join networks organized by workplaces, schools, colleges, and businesses.

With around 1,000 followers on both our Facebook and Twitter pages, we are slowly building an online community that we can be in touch with. From Outward Bound events such as fundraisers and volunteer weekends, to inspirational words, to information about new and upcoming courses, we have been able to easily spread the word about a number of topics with minimal effort and no cost.

When creating our Facebook account, we opted for a not-for-profit organization page that enables Facebook users to associate with Outward Bound by clicking the "like" button. Their friends can then see that they "like" Outward Bound and "like" it too. All members receive updates of any new photos, events, polls, videos or words we choose to post on our page. Our fan base is a mixture of people who have done a course before and those who have not. Our wall has become home to past students' tributes to their Outward Bound experience. We also receive questions from prospective students asking about our courses, and have found alumni to interact with them by sharing their own personal experiences.

On Twitter we "tweet" inspirational quotes that align with our mission, which can be easily forwarded from our followers



to their own. We notify people when we have competitions or scholarships available to attend our courses. We also link to our website when particular courses need a boost in enrolment. With a click of a button, members can forward these messages to their contacts and the viral marketing begins. Just the other day, out of curiosity, we asked, "How many of you are past Outward Bound participants?" In under one minute, five people responded quoting their course numbers! It just goes to show there are listening ears out there and Outward Bound can nab some valuable (and free) airtime.

Other Outward Bound schools are on Facebook and Twitter, too, and are doing well. Outward Bound Singapore has over 6,000 fans and OB USA, Costa Rica, New York, Denver, Ohio, Bulgaria, Germany, Equador, Japan, and Chicago all have Twitter pages. These networks are growing fast and I am still learning how we can best use social networking tools. I

encourage you all to get your schools involved to help inform people about Outward Bound and its benefits. ✨

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Singapore 2010 Youth Olympic Games



After more than two years of preparation and anticipation, Outward Bound Singapore welcomed the first group of Youth Olympic Games athletes on the Island Adventure Programme at Pulau Ubin on August 18, 2010. The inaugural entourage comprised almost 200 SYOG athletes, coaches, officials, language interpreters, youth volunteers, and supporting crew from countries including Russia, Bulgaria, Croatia, Ecuador, Spain, Grenada, Togo, Senegal, Sri Lanka, Armenia, Poland, Thailand, Bhutan, Zimbabwe, Czech Republic, Germany, Israel, and Japan.

From August 18 to 25, OBS hosted more than half the YOG's international contingent of 3,500 athletes on the Island Adventure Programme, marking the first time an Outward Bound center played a major venue host in a global sporting event of such a magnitude. More importantly, the athletes on the Island Adventure Programme participated in Outward Bound activities

which allowed them to embody the Olympic values of friendship, excellence, and respect as envisioned by IOC President, Jacques Rogge.

OBS's staff and athletes were also treated to a visit by Athlete Role Models (ARM) Valentino Vezzali, seven-time Olympic fencing medalist from Italy, and Daniel Trenton, the 2000 Olympic silver medalist in taekwondo, from Australia. A visit from another two ARMs: Russian swimmer Alexander Popov (nine-time Olympic medalist) and Russian pole-vaulter Yelena Isinbayeva (Olympic gold medalist in 2008 and 2004, first woman to clear 5 meters height in the pole vault, and 27-time world-record breaker), was expected.

Outward Bound Singapore was thrilled to be part of the inaugural Youth Olympic Games, and enjoyed watching the events! 🌟

20th ANNIVERSARY JOURNAL OUTWARD BOUND INDONESIA

“Building character. Solution for the nation.”

“Membangun karakter. Solusi bangsa.”

By Wendy Kusumowidagdo—OB Indonesia

The troubles that continue to persist in Indonesia are creating a mood of pessimism among the people about the future of the nation. Nonetheless, in the midst of this gloom, there are many people who remain optimistic and positive that this nation can still achieve a true state of prosperity. Nation building starts from all its men and women, because a nation can only flourish with a strong people. Consequently, Indonesia needs commendable role models and leaders who champion hard work, endurance, and compassion in everyone.



During the two decades since its founding, OB Indonesia has become an integral part of our nation's change and an agent in developing the people of Indonesia. For our 20th anniversary, we want to deliver the urgent message to the public that there is a dire need for nation building through character development. We have collaborated with some of Indonesia's prominent leaders who came from multi-faceted backgrounds in organizing a workshop series for different audiences, to spread this message.

“Building a nation by building the character of her people is not an easy task. It requires time, endurance, patience, and persistence, but importantly the support and commitment of the entire nation, especially the government and political sector,” explains Djoko Kusumowidagdo, founder and CEO of OB Indonesia, about this long-term project.

The seminar panels were comprised of:

- Sarwono Kusumaatmadja, Former Minister of Environment and patron of OB Indonesia
- Seto Mulyadi, Chairman of the National Commission for Child Protection
- J. Kristiadi, Secretary of Strategic and International Studies, and Senior Political Analyst
- Willy S. Dharma, President Director of Adira Insurance



- Komaruddin Hidayat, Rector of Syarif Hidayatullah State Islamic University, Jakarta
- John Hasell, Global Advisory Council Member, Outward Bound International

The two different seminars were:

• **Youth Character Development Seminar** (held on May 4, 2010)
A seminar for educators and parents. The speakers, Seto Mulyadi and John Hasell, addressed the importance of parents' and educators' roles in developing character of youth as well as means to do it.

• **Executive Forum: “Great Nations Are Built On Character”** (held on May 5, 2010). An executive forum for Indonesian leaders from multi-sectors that addressed the importance and urgency of Indonesian leaders to develop the character of the nation. Opening Remarks: Djoko Kusumowidagdo, “A Nation's Change Agents.” Keynote Speaker: Sarwono Kusumaatmadja, “A Nation of Character” Additional speakers were:

- Komaruddin Hidayat, “Character in Education”
- Willy S Dharma, “Character in Business”
- J.Kristiadi, “Character in Politics”
- John Hasell, “Building a Nation's Character”

The event was a success in communicating the importance of the nation's character development. “We are very proud of these collaborations as it can bring hope to the nation,” added Djoko Kusumowidagdo. 🌟



Outward Bound Japan's 20th Anniversary




In January of each year, young Japanese people turning 20 celebrate Coming of Age Day. This January, Outward Bound Japan reached a milestone in its development and celebrated its own coming of age.

Twenty years ago, OBJ opened its Outward Bound School in the village hall of Otari Village, a small village situated in the northernmost part of Nagano Prefecture. With just enough space for an office, OBJ relied on the support of the village people to provide host families for the students. Later, OBJ was able to establish its school, complete with offices and accommodation, in the wooden buildings of an elementary school, which was closed and donated to OBJ by the people of Otari Village. Today, you will find OBJ's Outward Bound School in the same location.

From those humble beginnings, OBJ developed steadily and now not only enjoys strong public awareness throughout Japan, but also an influential position in outdoor education across the nation. One of the highlights along the way for OBJ was to be granted "Trust Inc." status by the Ministry of Education in recognition of OBJ's aims and achievements over the years and after raising \$1 million in public donations.

OBJ's 20th anniversary was celebrated at the Red Cross Building in Tokyo on January 26, 2010. It was a night to acknowledge the contributions of the dedicated staff and supporters who have served OBJ beyond all expectations for the past two decades.

However, after a brief pause to look back on the "formative years," the focus for OBJ is now set firmly on the future. According to Outward Bound Japan, they plan to use the solid platform built over the past 20 years to step up to a higher level of skills and service. 





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