BUSH BOYS

WINTER 2006

Explorers

A Quarterly Publication

The Official Magazine of Father James Tierney's Bush Boys Books

PENTECOST

Father James Tierney - before he needed spectacles

Then the boys heard a new sound ever so gentle at first, just a whispering, like a wind in the far distance, but growing louder, louder and louder. There came a rushing noise, like that of a powerful old steam monster hauling a long train through a non-stop station, coming on with its rustle and bustle, whistle and shriek. The rushing noise grew and grew, and with growing menace as it neared their cave.

Now it was upon them. Surely it could not be a wind? They had never heard a wind like it.

…There was a brief lull, then BANG BANG BANG, whisper whisper whisper, rush rush rush, ROAR ROAR ROAR, SHAKE SHAKE SHAKE, SHRIEK SHRIEK SHRIEK. The whole performance was repeated over and over again.

"How can a wind do it?" asked Peter, wonderingly…

…"It's something about the shape of the hills and gorges," said Greg. "*Boy oh boy!* I hope it scares the tripe out of those crooks! Up top, on the ridge, the whole vehicle'd sway and shake."

"Poor old Ruffian!" said John, with moist eyes of sympathy. "I bet he's never heard of the mighty roaring wind on Whitsunday."

"You mean Pentecost," said Bernie sleepily.

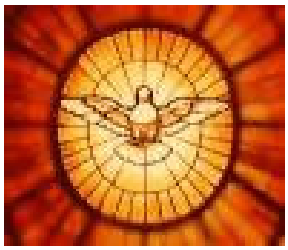
The strange 'lullaby' of Roaring Wind Mountain made them feel even more secure in their stronghold. Nature untamed! Raw and violent and immensely strong!!! "*Glory be!*" whispered Bernie.

From *Cuthbert Joins the Bush Boys* Chapter 25: Roaring Wind

Q.12: What happened at Pentecost?

At Pentecost, the Apostles
were filled with the Holy Spirit
shown by a mighty wind,
tongues of fire and foreign languages,
to begin the work of Christ's Church.

From *Catholic Family Catechism Disciples' Edition with 50 Questions and Answers,*

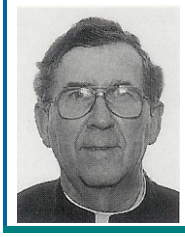


Draw as many symbols of the Holy Spirit as you can think of. See *Catholic Family Catechism Disciples' Edition,* page 43 for ideas. Look up the Bible passage for each symbol.

Hymn to the Holy Spirit

Through Thee may we the Father know,
Through Thee th'eternal Son,
And Thee the Spirit of Them Both,
Thrice Blessed Three in One.

From "Come, Holy Ghost Creator come…"
(Veni Creator)



Father James Tierney - Retired Parish Priest, Catechetics Consultant and Author

FEATURES

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CRACKS, CAVITIES AND CAVES

Caves are natural openings in the ground which extend into areas where light cannot reach. They occur in a variety of different rock types and can be formed by different geological processes.

The caves the Bush boys explore are overhangs in sandstone, hollowed out by wind and water erosion. However, there are four main types of cave: solution, lava, sea and glacier caves.

Solution caves are formed by the action of water. Rainwater contains carbon dioxide absorbed from the atmosphere. This water seeps into the cracks and pores of soil and rock and moves downwards until it reaches the water table. As it drains through the soil and decaying vegetation, it picks up more carbon dioxide, forming a weak carbonic acid solution. The main mineral of limestone is calcite or calcium carbonate. Calcite is barely soluble in pure water but will slowly dissolve in this carbonic acid solution. As this mineral is removed, cracks widen and form cavities and caves. A calcium bicarbonate solution results which is carried off by the underground drainage system.

A second stage of cave development occurs when there is a lowering of the water table. When water containing dissolved calcite reaches the roof of a cave containing air, carbon dioxide will escape from the water. The acidity of the water will be reduced and calcium bicarbonate will no longer remain in solution. Calcite is deposited as dripstone.

Dripstone features are called speleothems and the most familiar of these are stalactites and stalagmites. Stalactites hang downward from the roof of a cave. Water slowly trickles through cracks in the ceiling. As each drop of water hangs from the roof, it loses carbon dioxide and deposits a film of calcite. If water continually drops from the same point, calcite will be added continually and a stalactite will grow.

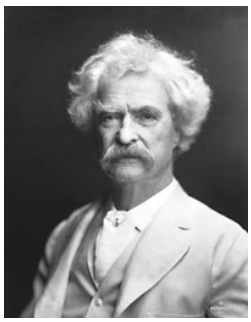
Stalagmites grow upward from the floor of the cave, generally as a result of water dripping from overhanging stalactites. When a stalactite and a stalagmite meet, a column or pillar is formed.

Take a virtual tour of a cave. Discover other dripstone features and how they are formed. Visit www.goodearthgraphics.com/virtcave/

MARK TWAIN'S CAVE

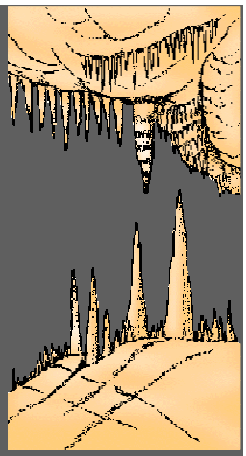
Have you read the book *The Adventures of Tom Sawyer* by Mark Twain? In the story Tom Sawyer and Becky get lost in a maze like cave. This cave wasn't just a figment of Twain's imagination: he based the description of the cave on that of one he visited many times as a boy. The cave is in Hannibal, USA, and is now known as the Mark Twain Cave.

Although this cave had been known to the Indians for a long time, it wasn't generally known to the local population until it was discovered in the winter of 1819 or 1820 by Jack Sims and his brother, who were out on a hunt. In the 1840s, the cave was purchased by Dr Joseph Nash McDowell, who locked it with a wooden door.



Dr McDowell did medical experiments and research on human corpses in the cave. The citizens of Hannibal were outraged when they discovered what was going on behind the wooden door. Mark Twain based his character of Injun Joe, in *The Adventures of Tom Sawyer,* on the doctor.

Read *The Adventures of Tom Sawyer* by Mark Twain. Read Chapters 30-33 noting the descriptions of the cave.



…What a find! A pool beyond the falls!! And a dry cave beyond!!!

Their sight improved. They stepped up onto a higher rocky shelf, where their feet told them that here there was good clean sand. They looked back, and were amazed at how small the cave entrance was. Yet this too enhanced it as a hide-away. From outside, no one could have told that the rock over which the water flowed was only a shell.

Bernie noted that the back wall of the cave was dry, but, from the drift wood, he knew the floods must reach it. To their right, the side wall was solid rock. But to their left, they found a tunnel in the rock. A few steps along this, and round a corner, the light increased. Up a slope, and they found themselves in a new cave into which the sunlight flooded, but through portholes in another shell of rock. They peeped out of one of these, and there below them lay Platypus Pool, its rocky platform, and their own knapsacks, clothes and fire.

From *Cuthbert Joins the Bush Boys, Chapter 22: Kidnapped!*

CLIMBING PLANTS

Leaves are the plant's food making factories. Here, by the process of photosynthesis, sugars are manufactured which are used for the plant's growth. To ensure success, most plants have many leaves. These leaves will need to be supported on a long stem which is usually strong. Time, food and energy are expended to make strong stems. Some plants save this time, food and energy by doing without a strong stem. Instead, they support their stems by leaning on or clinging to a foreign support.

- Blackberries and roses often scramble over such supports as ledges and fences. They have down curved prickles which help to anchor them. They are not easily removed from their supports. If the blackberry does not find something to support itself on, it droops to the ground and produces roots: an arch is produced which is rooted at both ends. In time, a blackberry bush of interlacing arches is produced.
- Some plants, such as the French bean, support themselves by twining closely around a support. If the tip of the plant comes into contact with anything, it circles around it.
- Some twiners circle in a clockwise direction, others in an anti-clockwise direction.
- The sweet pea, grape-vine, passion fruit and pumpkin climb using special clasping tendrils which support the stem. Each plant produces many tendrils. As soon as a tendril touches anything, it grows around it. In the pumpkin, the tendrils coil in one direction for half their length and in the reverse direction for the other half. The tendril acts like a spring. In a strong wind, the plant can be pulled out some distance and returned to its original position without risk of losing its hold.
- Virginia and Japanese creepers have hand shaped tendrils which terminate in suckers which cling to walls.
- The nasturtium is a leaf-stalk climber. The tendril is a modified leaflet.
- The ivy climbs with the help of aerial roots. Ivy produces two kinds of roots: ordinary underground roots and climbing roots. The climbing roots grow mostly on the side near the support and do not have absorbing root hairs. Ivy is a very successful climber and can be seen smothering trees. However, it is not a parasite.

Look for examples of climbing plants. Draw them noting what adaptations they have which enable them to climb. If you find any twiners, note the direction of coiling.

At once they felt a gentle stirring of cold air, heard its signing lamentation, and imagined a giant breathing out. His breath swayed the dangling monkey vines that hung all about the trunks and branches of the coachwoods. Filtering through the eternal shadows was the smelly damp of rotting leaves, but nary a sunbeam. Moss and fungus flourished on trees and rocks….

…The canyon's cliffs fell sheer into the Whirly Pit. And above it was a low ceiling of coachwood foliage festooned with monkey ropes, which writhed and forked and joined in crazy patterns, and in unfair competition with lesser vines with dull green leaves.

From *Bush Boys on the Move,* Chapter 14: Hellow Hollow.

Read Chapter 14 for more descriptions of Old Bertie's Gully and the Whirly Pit. Copy out your favourite passage and illustrate.

MONKEY ROPES

A climbing plant which is abundant in Old Bertie's Gully is the vine, Parsonia straminea, commonly known as monkey ropes. This is a native species and is common in subtropical rainforest along the NSW coast, and is also found in the Blue Mountains and Queensland. Monkey rope is a robust climber with woody stems and can grow to many metres in length.

It produces cream/ pale pink flowers in the summer. Its numerous seeds are contained in long, green finger-like pods. These pods split open to reveal numerous seeds which are dispersed by the wind.

DEHYDRATED OR DRIED FOODS

Dehydration is the removal of water from substances without altering their chemical composition. The sun naturally dehydrates the seeds of plants. It also dries grass to make hay. We can deliberately dehydrate foods in order to preserve them. Animal and plant life that cause decay cannot grow in the absence of water.

The Bush Boys took four different dehydrated foods with them on their first camp: powdered milk, sultanas, Deb potato and Surprise peas. These items will stay fresh without refrigeration; despite being dry they are full of nutrients; they are light to carry and when water is added to them, they will swell to their original bulk.

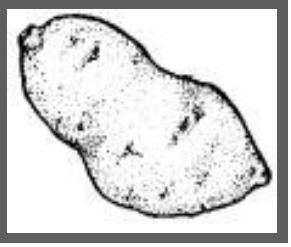
We can dry foods using the heat of the sun, in a home appliance known as a food dehydrator or we can use the heat from an oven. Commercially produced dried foods are dehydrated by blowing warm air through them in a kiln. When milk is sprayed as a fine mist into a hot air chamber the water is removed from the tiny drops of milk. Grains of powder result and these fall to the bottom of the chamber.

Meanwhile Greg half filled the slightly smaller dixie from the tap and emptied in the packet of Surprise peas and carrots. He left them to soak briefly while he set up another support system in the fire next to Peter's sausages… Greg poured boiling water from the billy into Peter's enamel bowl until he could imagine it turned into mashed potato. Then he knew he had the right amount. Bernie refilled the billy and put it back on the fire. Greg poured in the flakes of Deb instant potato, and John stirred them with a spoon: first they were as thin as soup and stew, then they thickened to mashed potato. Bernie and John again mixed the powdered milk and sugar in the mugs… Greg scooped up a pea or two on his spoon and tested them. "They're okay," he said, "not chewy at all."

From *Bush Boys* Chapter 14: No Diving or Bombing!

Q.4: *Describe good camping food.*
Good camping food is nutritious,
cheap to buy, light to carry,
easy to package, prepare and wash up.

From The ABC of Camping



Make Your Own Dried Potatoes

- Peel potatoes (if desired) and slice into 2mm thick rounds.
- Bring a large pot of lightly salted water to a rolling boil. Put potato slices in a wire basket and plunge into the water. Once the water has returned to the boil, count off 8 minutes of blanching time.
- Plunge the basket of blanched potato slices into a sink full of ice water and leave for 15 minutes.
- Blot slices dry with paper towels and then place in single layers on cookie trays which have been sprayed with vegetable oil.
- Place trays in an oven turned to its lowest setting. Keep the oven door slightly ajar.
- After an hour, turn all the potato slices over. Turn the slices every 30 minutes until they are done.
- When the potatoes are done they will be brittle, somewhat translucent and not at all pliable. Their colour should be pale white with a tinge of yellow (not brown).
- Drying time should be about 3 hours.

Greg proved him right by saying, "I've taken out just enough boiling water so that what's left is about eight times the volume of the uncooked rice – which happens to be eight spoonfuls. Put in two spoons of rice for each of us, please Peter."…They spooned up their food and swigged their tea with relish. They watched Greg sample the rice – he declared it a bit chewy. They were a thousand miles from care…Then he tasted the rice again, put in a couple of spoons of sugar, sprinkled in some powdered milk, put in a fistful of sultanas, gave it a stir or two, and said, "Lick your dixies, so the rice won't be spoilt by the sausage grease."…They had finished their spotted dog and pronounced it good.

From *Bush Boys* Chapter 23: First Night in a Tent.

TIPS FOR STORYTELLING

- Maintain eye contact with your listeners.
- Use facial expressions and body gestures. e.g. "He smashed himself up on a rock about this far under water," Here John held his hands apart, like a fisherman describing the one that got away."
- Put expression into your voice and vary the pace of your speech. Use dramatic pauses. e.g. "Just you wait till you hear what happened," said Greg, who now spoke softer and softer, and more and more slowly."
- When describing things in your story, use words related to the five senses. This will paint images in the minds of your listeners. e.g. "…there was a flash of flame and every feather was burnt off…", "The other kookas were furious and started dive-bombing us, and we could feel the blast of air from their wings each time they swept over…"
- Create suspense by using questions or statements such as "Well, Damian sure started something the afternoon we arrived. Just listen to this!"
- Use active verbs such as "He clobbered that bird…" or "He smashed himself up…"
- Use words that imitate sounds such as "…trees creaking and rustling noises…"
- Use appropriate sound effects.
- If you forget to tell an important fact in your story ask, "Did I tell you…?" and fill in the missing information.

All the above examples are taken from the bed-time yarns in *Cuthbert Joins the Bush Boys.* Re-read these and other yarns from the Bush Boys books, to find other examples of good storytelling technique.
Think of an interesting story you'd like to tell and practise telling it using the above hints.

ARCHIMEDES AND THE GOLD CROWN

Archimedes was the greatest mathematician and inventor of the ancient world. He was born at Syracuse in Sicily around the year 287 B.C. See *Bush Boys Explorers* summer edition 2005/06.

This is a famous story about Archimedes:
King Hiero asked Archimedes to find a way of determining whether his crown was pure gold. He suspected his goldsmith of cheating him. Perhaps the goldsmith had substituted part of the gold the king had given him with silver and had kept a portion for himself. Archimedes thought about the problem for a long time without solving it. Then one day when he was entering his bath, he noticed that some of the water began to overflow. The bath had been filled to the brim before he stepped into it. All of a sudden Archimedes had the answer to the problem of the crown and the gold. It is said that he ran home shouting, "Eureka! Eureka!" (I have found it! I have found it!) forgetting completely about his lack of clothes.

When he arrived home, he took the crown and a mass of pure gold of the same weight. He placed them one at a time in a full vessel of water. He found that the quantity of water which overflowed in each case was not the same. Since the crown and the gold should have weighed the same, they should have displaced the same amount of water. But the goldsmith had substituted silver for part of the gold. As silver does not weigh as much as gold, he needed to add a greater amount of silver to make the crown weigh as much as if it were pure gold. The extra silver took up more space than the equal weight of gold. Therefore the crown displaced more water than if it had been made of pure gold.

Pete shook his young brother into wakefulness. John woke all at once, looked round at the others, jumped up and gave a full-blooded bellow. "Eureka! I slept on it, and found it in my sleep! Eureka!"
"Hey! No swear words," Bernie reproved him.
"Eureka's not a swear word, you magpie," Peter told him. "It's Greek for 'I've found it' and Archimedes said it when he discovered how to float in the bath."
The others knew that. All they wanted to hear was what John had found.

From *Bush Boys on the Move*, Chapter 26: Eureka!, page 350

Read *Bush Boys on the Move* to discover what John had found.
Read Jeanne Bendick's *Archimedes and the Door of Science* available catalogue, www.cardinalnewman.com.au

A ROUND

A round is a composition for two or more voices. One voice starts and others join in one after another until all are singing different parts of the same song at the same time.

A famous Australian round-

Kookaburra sits in the old gum tree,
Merry, merry king of the bush is he.
Laugh Kookaburra, laugh Kookaburra,
Gay your life must be.

Kookaburra sits in the old gum tree,
Eating all the leaves he can see.
Stop kookaburra, stop kookaburra,
Leave some there for me.

… Just then a kooka flew past at waist height, and Alex (he's a good kid like me) took a swipe at it with a stick, like playing rounders, swiping a ball as it's going past. He clobbered that bird – straight into the fire."

"Pretty cruel!" said Bernie.

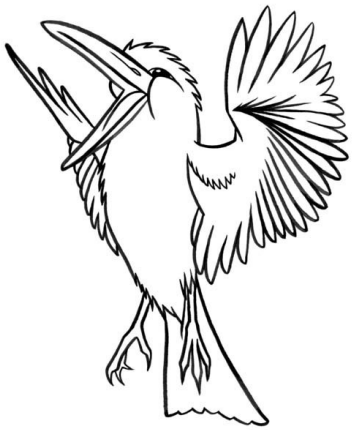
"It was an accident," said Greg, "and self-defence. Well, there was a flash of flame and every feather was burnt off – it must've died instantly. The other kookas were furious and started dive-bombing us, and we could feel the blast of air from their wings every time they swept over, and we were all scared they'd attack our faces."

From *Cuthbert Joins the Bush Boys,* Chapter 15: Cuthbert's First Camp Fire

Practice singing this round with your family or friends. Songs such as *Frere Jacques* can also be sung as rounds.

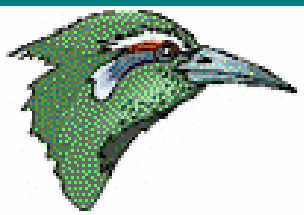
BILLS: A USEFUL TOOL FOR BIRDS

- Even though all birds have beaks or bills, the shape, texture and size of this feature varies enormously from bird to bird. It varies according to how the bird uses its beak.
- The beak of a domestic fowl picks up and breaks off food. It bites grass.
- The oystercatcher has a flattened bill which is used as a pickaxe to prize open mussel shells and possibly oysters.
- The eagle or a kestrel uses his bill as a tearing organ.
- The bill of a parrot or cockatoo is a climbing and shredding tool.
- The strong beak of a raven or vulture is a carrion tearer.
- Weaver finches use their bills as shuttles.
- Tailor birds and fantail warblers use their bills as needles.
- The black cockatoo tears wood with its beak to obtain wood boring larvae.
- White cockatoos dig with their beaks to find bulbs and grasshoppers' eggs in the ground.
- Swifts open their beaks while hunting, to trap flies.
- Cormorants use their bills as fish catchers as they dive under water.
- Honey eaters and lorikeets brush honey from eucalypt flowers using their fine bills.
- Ducks strain food from mud with their beaks.
- The bill of a butcher bird has a hook to pierce insects.
- The bill of a sparrow is a seed shelling organ.
- Magpies dig with their bills as they search for grubs.
- Nesting swallows have a mud smearing trowel.
- A woodpecker uses its bill as a chisel.



Did you know?
No bird has teeth.

Find pictures of all the mentioned birds. Draw their bills noticing how they are designed for a particular use.

They gazed up at an extraordinary construction. Four stringy-bark trees, each thirty centimetres thick, were growing about two metres apart in a rough square. Five metres up was a platform, a huge tree house, made of saplings, rough and strong, bound together and held to the trees with fencing wire. Thinner saplings made solid walls on all four sides to the height of a metre. They examined it from every angle.

At last, Greg said," It must've something to do with our bird man." But it was Bernie who found the string – a fine black line of nylon cord, cunningly hidden against the fibrous bark of one of the trees.

"Look at this!" he shouted. He tugged it. At first the cord yielded but stiffly, but then came with a rush. A rope ladder came tumbling down on top of them, its wooden rungs nearly braining Greg. He jumped clear just in time…

"Kooka-Cocka Castle!" repeated John. "It's a gorgeous name for a tree house."

…"*Gosh!* Wasn't old Peeper keen, building a tree house to watch the birds. No wonder he named it after them."

From *Cuthbert joins the Bush Boys,* Chapter 20: Kooka-Cocka Castle

BECOME A BIRDWATCHER

Hints for Bird Watchers:

- Keep a note book in a waterproof cover.
- Record date, locality and time of day on all your records.
- Try and draw a sketch of all birds seen.
- Record details of behaviour, postures, flight mannerisms and calls.
- Use binoculars.
- Try photographing birds. Use the zoom feature if your camera has one.
- Build a bird feeding table and bird bath for your garden.
- Plant a nectar producing tree or shrub in your garden to attract birds.
- Take a torch into the bush at night and observe which birds are active and where other birds are roosting.
- Look for indirect evidence of birds such as droppings and damaged fruits and flowers and play bird detective.
- Obtain a bird identification book such as *Field Guide to the Birds of Australia* by Simpson and Day.
- Do research after returning home and add extra information to your field sketches.

YET ANOTHER USE FOR TEA

But Cuthbert said, "My feet are a bit sore…"

At once Greg became the paramedic. "Give *us* a look," he demanded. Cuthbert sat down and tugged off his sneakers, peeled off his socks, and held up one foot after another for inspection. Sure enough, his soles and heels and the back of his heels were all slightly blistered.

Bernie picked up Cuthbert's sneakers and emptied out the sand – lots of it. Peter shook a lot more out of the socks.

Greg watched this performance, then looked sternly at Cuthbert. "No wonder you've got blisters," he accused. "I saw you getting around the camp in your bare socks!" Then he grinned, "You lazy *drongo*! I'll have to operate."

…"Lie face down," he said. Again he snatched up Cuthbert's right foot till its sole faced up. Then he scooped a fistful of cold tea leaves from the billy, and plastered them on the blistered foot. To Peter, he said, "Sock, nurse, please." A grinning Peter turned the sock inside out, the way mothers do, and worked it over Cuthbert's foot so that the sock did not brush off the tea leaves. Then Peter and Greg treated the other foot.

…"Those tea leaves, Ruff, "explained Greg, with a big grin, "have been sterilized by boiling the water. They're full of tannic acid. And so you'll live and, more to the point, you can walk. We're not going to carry you."

From *Cuthbert Joins the Bush Boys,* Chapter 20: Kooka-Cocka Castle

Read *Blisters: Prevention of blisters by Safety First* and *Cure for blisters by First Aid, Cuthbert Joins the Bush Boys* Chapter 16: Spooky Yarns and Heavy Rain or *Blisters: Safety First against blisters* and *First Aid for blisters, Bush Boys on the Move,* page 474

Read *Bush Boys Explorers,* autumn 2006: *Tea Facts* and *Things to do with your teabags*

THE NERVOUS SYSTEM

Everything that happens in the human body is controlled by the nervous system. This is a complicated network which includes the nerves, the spinal cord and the brain. The nervous system is composed of two linked systems: the **central nervous system** and the **peripheral nervous system**. The first system is made up of the brain and the spinal cord. The peripheral nervous system is made up of all the nerves which are not part of the brain or spinal cord. Together the systems send and receive messages to and from all parts of the body.

The **brain** is the size of a small cauliflower and is soft and pink-grey in colour. It contains an estimated 14 billion neurones or nerve cells. There are three parts to a brain: the cerebrum, the cerebellum and the brain stem.
The **cerebrum** is the largest part making up four fifths of the brain. It looks like a wrinkled walnut with lots of folds and creases containing the many nerve cells.
The **cerebellum** lies at the back of the head and nestles under the cerebrum.
The **brain stem**, at the base of the brain, merges into the top of the **spinal cord**. This cord connects the brain to the network of nerves that run throughout the body. The spinal cord is a long bundle of nerves and it runs from the base of the brain all the way down the back. It is protected by the vertebrae, the segments that make up the spine. Messages travel from the brain, down the spinal cord and then through the peripheral nervous system to all parts of the body. The brain receives messages from any part of the body along the reverse pathway.

Find out more about the nervous system. Draw a diagram of the brain and a neurone or make models of them. Visit Neuroscience for Kids for modelling ideas, experiments, colouring pages, games and more: http://faculty.washington.edu/chudler/experi.html

They were tiring of water fights when Peter, without any explanation, splashed his way out of the water on the far side of the pool and climbed up the big rock. It had obviously been on his mind. "You haven't had enough already, have you?" asked Greg, anxiously. Peter did not answer, but without warning, launched himself in a full dive and fairly steeply into water only little more than a metre deep. He had not even given Greg time to sing out to him to stop.

Greg was annoyed: "Hey! No diving or bombing! Remember? It was in the part about *How do we avoid drowning?* And you heard Mum tell us. It's one of Dad's *strict* rules for letting us go off on our own. We're on our honour! We promised! You mustn't dive!"

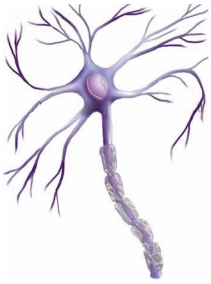
Peter rather fancied himself as a diver, and pretended not to hear. Before Greg could say any more, he was out of the water, up the rock, and dived again, this time far too steeply for such shallow water. He came up with a nasty scratch across his forehead. "*Gosh,* that was lucky," he said, "I could have bashed my brains out."

"Now do you see what I mean?" said Greg angrily. "What are you going to say to Dad when he sees that scratch?..."

From *Bush Boys,* Chapter 14: No Diving or Bombing!

FIRST AID IF SPINAL INJURY SUSPECTED

- Do not move the patient unless the environment is dangerous.
- Check the airways are free and the patient is breathing.
- Ensure the heart is beating and control any external bleeding.
- Call for an ambulance.



SPINAL CORD INJURY

If the spinal cord is damaged and severed, or partially severed, it will no longer be able to relay messages past the point of injury. Different degrees of loss of function, feeling and mobility will result depending on how far down the spinal cord the damage is. A spinal cord injury could result in paraplegia or quadriplegia.

The spinal cord can be damaged during traumas such as a car or motor bike accident, a fall and sport injuries particularly diving into shallow water.

Preventing Spinal Cord Injury

- Exercise regularly, have good posture and lift heavy objects in the correct way.
- Warm up thoroughly before playing sport.
- Wear a helmet when bike riding, skateboarding, motor bike riding etc.
- Always wear a seatbelt when travelling in a car.
- Don't take unnecessary risks when participating in sports such as rock climbing, horse riding, water-skiing, trampollining etc.
- Check the depth of water before diving in. Also, check for any obstacles such as rocks.