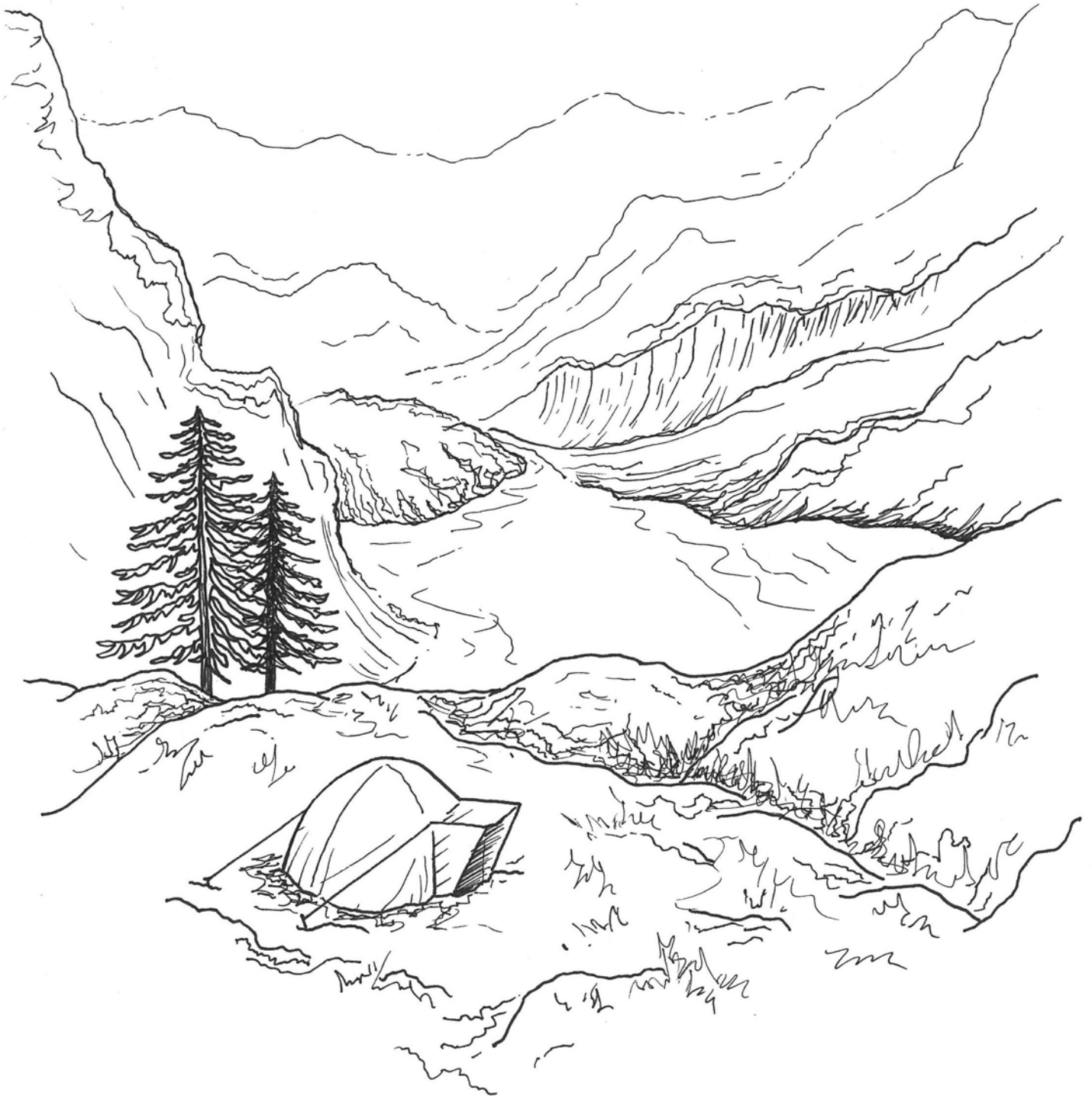
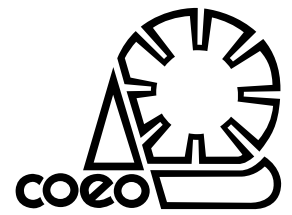


Pathways

THE ONTARIO JOURNAL OF OUTDOOR EDUCATION
Winter 2017, 30(2)



Pathways

COEO

Formed in 1972, the Council of Outdoor Educators of Ontario (COEO) is a non-profit, volunteer-based organization that promotes safe, quality outdoor education experiences for people of all ages. We achieve this by publishing the *Pathways* journal, running an annual conference and regional workshops, maintaining a website, and working with kindred organizations as well as government agencies. Members of COEO receive a subscription to *Pathways*, as well as admittance to workshops, courses and conferences. A membership application form is included on the inside back cover of this issue of *Pathways*.

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Pathways

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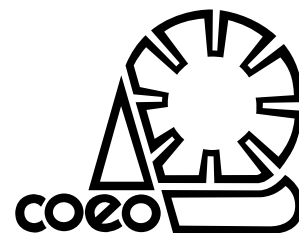
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Exemplary programs, exemplary programming: it is a tricky but important idea for a theme issue. Why is this? Well, in an obvious sense, every issue should showcase exemplary programs and programming. Then, there is the pressure on authors to ensure they capture the essence of a quality program. Finally, there is the feeling of responsibility of the guest editor to request truly exemplary offerings about outdoor education. So how was this idea approached? First off, relax all, there are many exemplary examples out there, and here, *Pathways* offers up only a sampling, and we received more material than we could use. These other articles will appear in future issues. Second, *Pathways* has been aware of exemplary outdoor education, new and older programming that would make a good fit in *Pathways*, for...well...decades. It is a pleasure to work with both friends of *Pathways* and newcomers to put this issue together.

Royal Roads University on Vancouver Island is a source of many fine master's thesis projects with an outdoor education focus. Alexandra O'Rourke is a recent graduate from Calgary with an interesting look at the parent-child-nature relationship. Kroka, a wilderness expedition school, is an exciting, even unique, outdoor education offering that will surely inspire many, particularly folks supporting an integrated curriculum. From Iceland, three educators of different disciplines

work together to showcase the powers of flexibility, reflection and facilitation.

All these authors and/or programs have become familiar to *Pathways* over the years, and some attention in *Pathways* has always been forthcoming. I should add that Jakob Thorsteinson has both contributed to *Pathways* and has been a keynote speaker at the annual conference of the Council of Outdoor Educators of Ontario (COEO) at Camp Glen Bernard.

This issue showcases novel program offerings, insight from a new outdoor-focused school (Headwaters Academy), the dynamic of launching a collaborative international graduation program, and a survey from a new group called Get Kids Paddling (with COEO representation)—all 2017 initiatives. Congratulations to Mark Brown and staff, Kirsti Guholdt-Pedersen and colleagues, and Dave Goldman (and many others) for these important initiatives.

We mourn the loss of Cliff Knapp who was known to many COEO members for his 1970–80 involvement in the Northern Illinois University/COEO Masters in Outdoor Education partnership and his prolific writings. In 2012, Cliff was an honorary guest at the 40th COEO Conference.

Finally, a Camp Pathfinder alumni looks back, and ahead—examining what works—on our last pages of exemplary offerings in outdoor education.

Bob Henderson
Guest Editor and Resource Editor for *Pathways*

Sketch Pad – Megan Nowick is a COEO member, artist and educator, who completed her undergraduate degree in visual arts and geography, with a focus on mural making. Currently working as a coordinator at the LivingRoom Community Art Studio in Oshawa, she works with people of all ages and abilities, encouraging creative expression while incorporating nature with the addition of a community garden. Megan's art appears on the cover and pages 2–4, 8, 11–17, 21–28 and 30–35.

Winter came quickly this year, ushering in 2018 with an unusually long stretch of cold temperatures across the province. For some of us, this meant simply adding a few insulating layers so we could enjoy getting outdoors and taking part in all the opportunities that a snowy winter offers for activities like cross-country skiing, snowshoeing and skating across a frozen lake. For others, this meant taking some time under a blanket to catch up on the latest issue of *Pathways*, planning this summer's adventures, or entertaining friends and family around a campfire. Whichever way you prefer to spend your winter, I wish you the very best of the season and hope you enjoy this inspiring issue!

Over the last several months, COEO has been well represented at a number of different events, and there are plenty more opportunities for outreach scheduled for 2018! Past President Deb Diebel coordinated a successful fundraiser in early November that saw members of the Owen Sound community come together to support COEO while hearing tales of Adam Shoalt's summer adventure across the Arctic. I was joined by fellow COEO members Emma Brandy, Bill Schoenhardt, Kyle Clarke, Bob Henderson and Ben Blakey in Montreal where we promoted COEO at the annual conference of the Association of Experiential Education (AEE). I have been happy to represent COEO within larger groups such as the Ontario Teachers' Federation Curriculum Forum and Get Kids Paddling (www.getkidspaddling.ca). More opportunities are upcoming this winter for COEO members to make connections in the community at university fairs, teacher PD days and more! I'm glad to report that so much outreach is underway, and people

everywhere are hearing our message and discovering the valuable opportunities for learning and sharing that our organization provides to its members.

A huge thank you to Karen O'Krafka, April Nicolle and the entire committee of this year's Make Peace with Winter (MPWW) Conference for all the hard work done in preparation for this year's successful mid-January gathering. Hosted once again by the awesome team at the Bark Lake Leadership and Conference Centre, it is exciting to continue to see expansion of this highly popular event. The number of attendees at this conference has continued to climb over recent years, even attracting presenters and student groups from Quebec for the second year in a row! This year's conference attendees were treated to Jim Cain's wide breadth of knowledge, a diverse array of workshops, opportunities for learning and connecting, and of course, live music and square-dance calling from talented COEO members. Present to open this year's conference was Elder Peter Schuler, a member of the Mississaugas of the New Credit First Nation. His longstanding support and guidance is continually appreciated as further steps are taken toward strengthening First Nations involvement across the organization.

Wishing you an enjoyable winter season, whatever your preferred activities involve! Spring will be arriving shortly, bringing with it the return of the Ontario Wilderness Leadership Symposium (OWLS), taking place April 27 to 29, 2018.

Liz Kirk
President



Family Nature Clubs: Exploring the Parent–Child–Nature Relationship

By Alexandra O'Rourke

This essay is a summary of a Master of Arts research project in the Environmental Education and Communication program at Royal Roads University, Victoria BC. The goal of this research project was to shed light on the parent–child–nature relationship as it evolved during an eight-week, spring 2016 case study of a family nature club in the city of Calgary, AB. A total of 11 families participated, including mothers, fathers and 19 children 0–6 years of age. The study summarized here employed a qualitative research approach informed by hermeneutic phenomenology and elements of ethnography. A total of six qualitative methods were engaged as part of this case study: entry phone interviews, a pre-program journal entry, family participation in eight family nature club events at local Calgary parks, the submission of weekly parental journal reflections, observational field notes, and a concluding focus group. A great deal of the information shared in this essay stems from family participation in the eight case-study events resulting in 70 submitted journal reflections from parents. The observations and insights shared in this essay speak to the value of engaging

parents in the movement to reconnect children to the natural world.

Because parents ultimately decide how their children spend much of their time, parental engagement may be a key element in sustaining children's relationships with the natural world. As an assumption in the research shared here, I propose that to successfully reconnect children to nature, we should engage, support and reconnect parents as key parts of the process, and that family nature clubs (FNCs) can offer a platform to aid in this task. Julie Dunlap and Stephen Kellert (2012) caution: "Yet in facilitating regular nature contact for children, adults must take care not to become barriers to connections themselves" (p.13). So with nature's virtually limitless possibilities, how can adults "maximize the possibilities of outdoors, including emotional and sensory interactions, while still keeping children safe?" (p.13). Can we resist our temptations to over-supervise and shape the experience? The role of the adult caregiver in following the child's lead during nature-based experiences may foster children's freedom to experience the natural world while keeping them safe.

Research over the last few decades investigating the effects of nature contact in childhood has contributed significantly to the growing academic and social understanding of the value of nature-based experiences for the health of the whole child—alerting our attention to safeguarding a childhood where there is freedom to experience play in nature. However, the culture of outdoor play in childhood is increasingly more organized and supervised by adults, which may affect the freedom to experience outdoor play for children (Chawla, 2015). For the purpose of the research outlined here, one factor identified, which results in greater restrictions on children's independent activities, especially outdoors, is parental



fears for their children's safety (Chawla, 2015; Clements, 2004; Little Wyver, 2008; Louv, 2005; Rivkin, 1998; Sobel, 2008).

Developing parental capacity and confidence to provide more unstructured time in nature can provide children more freedom to experience the natural world—which has been identified as a missing aspect of childhood today, along with its associated benefits. Embedding the parent-child-nature experience within a community of families, as experienced in a family nature club, is shown to support this goal as a result of this case study.

Interestingly, an area of research that remains to be investigated, identified by Louise Chawla (2015) after extensive review of the literature, is “the influence of nature contact on family systems” (p. 446). Specifically, Chawla states, “Future research should address how nature affects children and their caretakers together, and how each side may mediate the nature experience for each other” (p. 446). Although not the purpose of the research shared here, this study sheds light on how adults and children can mediate a nature experience for each other—resulting in parents' increased desire to provide more nature-based experiences for their families.

The Parent–Child–Nature Relationship

I became curious about the parent-child-nature relationship (PCNR) as a result of my aspiration to provide more intentional nature-based experiences in urban environments for my two-year-old son as part of his early development. To support our nearby nature experiences, I founded Urban Wild Family Nature Club in the fall of 2014. As founder of this club, I designed and hosted no-cost monthly programming for families. The goal of the club was to encourage and support families to explore urban parks together, throughout the seasons, in the city of Calgary, AB, Canada. The basic recipe for Urban Wild is a sprinkle of nature-inspired activities, a dollop of family-led nature walks and a healthy scoop of child-led explorations. As

part of my own learning in this process, I began to sense an important dynamic evolving between myself, my son and nature. Eventually, as part of my thesis development, I began to reflect on these early experiences as “exploring the parent-child-nature relationship.”

I developed the Parent–Child–Nature (PCN) Study Triad (Figure 1) as a visual tool to represent the phenomenon of exploring the natural world with my child where nature was identified as an intimate partner in the parent-child experience—the inspiration for the triangular shape. It is important to note that this triad recognizes three relationships along the edges:

- Parent–Child Relationship
- Child–Nature Relationship
- Parent–Nature Relationship

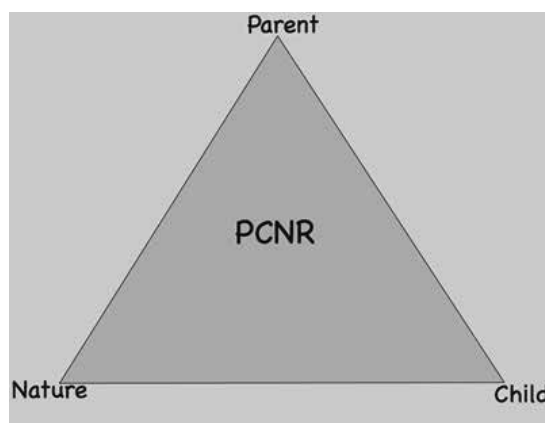


Figure 1: The Parent–Child–Nature Relationship Study Triad

Further understanding and appreciation of this interesting and complex proposed relationship is briefly summarized in the sections that follow. Summaries are supported by parental quotes from journal reflections and focus-group comments during the case study and are organized into the three edges of the PCNR Study Triad: the child-nature relationship, the parent-nature relationship and the parent-child relationship. In addition to what parents observed during the case study, new parental insights were developed regarding the value of nature-based

experiences for their families. Parental observations and insights all contributed, to various degrees, to the three key principles of the PCNR: nature is a safe partner in our children's experiences, the freedom to experience that parents can provide children is unique to nature-based experiences, and caregivers should follow the child's lead. The development of these three key principles of the PCNR suggests that parental engagement in family nature-based experiences can ultimately lead to building parental capacity and confidence to provide their children with more unstructured play in nature. It is also important to note that the community aspect of a family-nature-club program was observed to contribute positively to the results of this case study and will be briefly summarized in this essay.

Parental Observations

The Child–Nature Relationship

What was significant about parental observations around the child-nature relationship was in what it revealed to parents about their children's level of competencies and engagement during nature-based experiences. An element of surprise was often associated with parental observations around this edge of the relationship. Ultimately, parental observations revealed that the young child is a competent explorer of the natural world, requiring minimal adult guidance. As a result of the frequency in which all parents shared observations around the child-nature relationship, this relationship is indicated to be at the heart of the PCNR experience.

"I find I am growing with them, becoming more confident about their abilities because I see their strengths in new ways. Such a gift."

"Amazing how the openness and fluidity of JUST WALKING [parent's emphasis] through nature kept the kids engaged, and they found things to keep them interested and entertained—with very little guidance."

The Parent–Nature Relationship

Often parents commented on a freedom from day-to-day distractions or the "adult world" (as unique to outdoor experiences) resulting in a grounding effect and a heightened sense of observation. The effects of the parent-nature relationship for parents is identified to be a key element to the PCNR experience as it provided parents the opportunity to be more present in the experience with their child.

"I am rooted like the trees."

"We arrive. I breathe better already."

The Parent–Child Relationship

Observations around the parent-child relationship demonstrated how nature as a partner can support the parent-child dynamic by providing an authentic experience, a sense of accomplishment and a connection between parent and child.

"We were being ourselves again, together."

"Finding our way..." and "Experimenting with what we can do."

"I feel so lucky to be part of this group and to have the opportunity to explore my connection with the kids and see it in them, too."

New Parental Insights

As a result of what parents observed around the three edges of the PCNR, parents developed new insights regarding how nature is a valuable partner in their family experience. Below, I will briefly describe the value of nature as a partner, as identified by parents during the case study, including supporting parental quotes.

1. Nature as facilitator

Nature as facilitator of a family experience was expressed as a relief for some parents as they didn't have to think about a hundred ways to "entertain" their children. This resulted

in meaningful family interactions, connections and freedom from boredom for their children.

"Nature is a playground. Running, chasing, jumping. Who needs a park?"

"Nature supplies the ingredients and we make the recipe!"

"When I see [my three-year-old] at home or other places, they are often bored. Here [nature-based experiences] they will never get bored."

2. Nature-based experiences can build connections to self and to others

"I realize now how very important our connection to nature is. After nature club, we return home content and relaxed because it strengthens our connection to our self and to others."

3. Nature is a valuable partner in our children's experiences

"Interaction with nature is a beautiful way for children to release their natural energy."

"When given the opportunity, it seems we are perfectly capable of finding happiness in nature."

A Community of Families

The effects of a community of families sharing in nature-based experiences had a positive influence on what parents observed and in their developing insights. Below I will highlight a few key effects of exploring nature-based experiences as a community of families:

The Pack Effect: This effect was observed early in the case study and lasted until the end of the program, where the three- to six-year-olds in the group formed a pack

Principles of the PCNR	Parental Quote
1. Nature is a safe partner in our children's experiences.	<i>"A lot of people would say, 'I don't want my kids going out in the forest because it is not safe.' Whereas some of us now, after experiencing some of this, are saying the exact opposite...so I find that kind of interesting."</i>
2. The "freedom to experience" that parents can provide children is unique to nature-based experiences.	<i>"I really got to realize all nature is a safe place for us, so I can let my kids be free...they can be free and go and explore and experience what, whatever it is that they want to do really. Which I don't find anywhere else than in nature...so it was really the freedom I could provide for them. Yes, nature is really that safe place for us."</i>
3. Follow the child's lead.	<i>"To let our kids lead, decide, or to help navigate that relationship [referring to the PCNR]...letting them lead would be my biggest takeaway."</i>

Table 1: The Three Key Principles of the Parent-Child-Nature Relationship Identified by Case Study Parents

as part of their nearby nature explorations. The pack resulted in increased enthusiasm to explore and group confidence, and it demonstrated a desire to take the lead.

Mixed Ages: This element was recognized by parents as an important aspect of the family-nature-club experience. Parents observed their younger children participating in play, initiated by older children, that parents felt the younger children would not have thought of (or felt comfortable demonstrating), such as rolling down a hill.

The Pack Effect + Mixed Ages: This was observed to increase group confidence, boundary testing and exploration of nearby nature, such as wildlife habitats.

All Eyes: A sense of “all eyes,” in which a community of parents were involved in supervision, was identified as an important element in increasing parental comfort with the rapidly unfolding nature play occurring during the case study, especially near water.

The Three Key Principles of the Parent-Child-Nature Relationship

Parental observations and insights and the effects of a community of families all contributed to the three key principles of the PCNR identified by parents during this case study. These three principles indicate a sense of increased capacity and a desire for parents to provide more unstructured experiences for their children during nature play. In Table 1, I will summarize the three key principles identified by case study parents, supported by parental quotes.

The results of this study suggest parents may dedicate more time to nature-based experiences for their families as a result of recognizing the various values of nature as a partner in their family experiences, in addition to building their capacity to provide nature play as shown by the three principles of the PCNR. To demonstrate this, I am reminded of the following parental quotes:

“We have a new way of spending time together...what else is out there?”

“We are so much more intentional about nature time—not just for the kids, but us too—since the program start.”

“Just take them outside.”



The PCNR Study Triad Evolves

As a result of observations and insights shared by parents during this case study, we have learned a little more about the complexity and shape of the parent-child-nature relationship than what the PCNR study triad initially revealed. First, the equilateral shape of the PCNR triad suggests that all three relationships (child-nature, parent-nature and parent-child) would have equal influence on the PCNR experience. However the child-nature relationship was observed to be at the heart of the PCNR experience due to the high frequency that all parents reflected on this relationship. Second, it was observed that the development of new parental insights regarding the value of nature-based experiences for their families was not exclusive to one edge or relationship of the study triad. Instead, results indicate that what parents observed regarding all three relationships informed and shaped the development of new parental insights. This suggests that all three relationships are continually interacting, informing and shaping the PCNR experience. Third, the

PCNR study triad appears in isolation of external influences. One external influence that was observed to have a positive effect on the PCNR experience during this case study was a community of families. Other examples of external influences at play during this case study are the following: activity (structured or unstructured), time (1.5-hour family-nature-club program in the morning), season (spring) and place (urban parks).

Although our understanding of the PCNR phenomenon has revealed a more complex shape of three evolving and interacting relationships, the PCNR study triad is an important conceptual starting point where the value continues to be in the recognition that nature is an additional partner to the parent-child relationship. Other shapes that shed light on the PCNR experience during the case study were revealed as part of a focus group activity where parents were asked to select from a basket of provided nature objects to represent their PCNR experience. Below I have provided a few examples.

Feather: *"I really got to realize that all nature is a safe place for us so I can let my kids be free."*

Rock: *"With rock, I was thinking that 'nature as a partner' is a solid foundation for a family."*

Water: *"It's interesting to me because if you look at it [nature as a partner], it is water, but then, if you go deeper, you find something else."*

Antler: *"It is an old relationship, a cycle of growing and shedding."*

Leaf: *"It represents a learning experience."*

Nest: *"To me, that is the symbolism right there. It is a home."*

Parents and Children Mediating a Nature Experience

Overall, parents demonstrated a new appreciation for their role in mediating

a nature-based experience for their children—significantly, by following the lead of the child. This new found appreciation is also reflected in the following parental quote:

"I feel it is my role as a parent to let them discover why nature is important."

One surprise was what the research revealed about how children can mediate an experience for adults in the natural world, as reflected by parents in this case study. Many parents reflected on the benefits of observing their child's joy and wonderment as part of nature play, such as enhancing their state of presence, curiosity and fondness for the natural world.

"Going out into a natural setting with a child as my companion demanded me to slow down, follow another's lead and experience the curiosities of the natural world through a child."

"With open eyes and minds, nature is everywhere—you just need to slow down and look."

"I am grateful for taking the time."

Conclusion

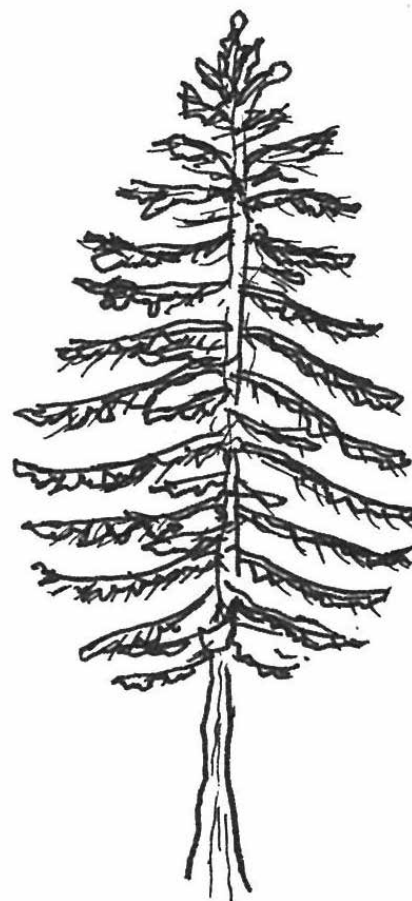
Parents in this case study expressed a developing understanding and appreciation for what the PCNR offered their families—dedicated time to explore their connection to their children, to themselves and to the natural world. Most significantly, our commitment to explore and reflect on nature-based experiences as families affirmed that the young child is a competent explorer requiring minimal adult guidance to engage in nature-based experiences. As a result, the following three principles of the PCNR became apparent to the parents: first, nature is a safe partner in our child's experience; second, the freedom to experience is unique and important to nature-based experiences; and third, following the child's lead is an important element of the

PCNR. These three principles helped to build parents' capacities and willingness to provide more unstructured child-led experiences in the outdoors, which is identified as an increasingly missing aspect of childhood today. The development of these parental capacities, supported by a family-nature-club program and parental reflection process, speaks to the importance of engaging and supporting parents as part of the process to reconnect children to nature.

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Alex O'Rourke is currently raising her family in the urban wilds of Calgary, AB. She shares her musings of exploring the natural world with her young family on her blog: *Urban Wild Parent*. She is an Environmental Educator with a Master in Environmental Education and Communication degree. She has ten years' experience developing and delivering programming for students, and more recently families, in western Canada. She is enjoying her new role as a director on the board of the Alberta Council for Environmental Education.



Kroka Expeditions: Where Consciousness Meets Wilderness

The Story of Kroka

"We named our school after Kroka, our six-year-old Alaskan husky. Kroka loves all people. She never starts dogfights and always wiggles her tail, giving sloppy kisses to everyone. She loves to be out in the wild and sleep on the snow, as much as she does eating out of the compost pile and sneaking onto the couch at night. She is an independent explorer and expedition-route finder. A kind of ideal trip companion, she also serves as a pot washer and gives us no trouble, as long as she chooses to stick around the group." –Taken from the first published Kroka programs guide, in 1997.

The Beginning (1995–1998)

In 1996, Misha Golfman and Lynne Boudreau founded Kroka Expeditions as a year-round adventure school. They were both public school teachers as well as instructors for Outward Bound Schools

and guides for Mahoosuc Guide Service in Maine. Misha was raised and educated in the "Russian outdoor tradition," traveling and teaching in the wilderness.

Kroka started as a summer camp program at Hilltop Montessori School in Brattleboro, VT. Its conception and curriculum were the themes of Misha's thesis at Antioch University New England graduate school. After that first summer, Misha and Lynne continued to work with students in afterschool and school vacation programs.

Misha and Lynne saw a strong need to change traditional outdoor education: to make it less contrived and more real, and to bring a stronger and lasting connection to nature and community. They also saw the need to make traditional environmental education more engaging, inviting, dynamic and meaningful for children.



Education Principles

Kroka's founding principle is to bring children into nature using the dynamic modern pursuits of whitewater paddling, climbing, caving and mountaineering. Our curriculum of natural sciences, traditional and indigenous craft skills, arts and music, and the philosophy of simplicity are brought into the experience in measured doses as participants become ready for them. The teaching focus is always on positive change in the world, special human contributions to society and the wonders of nature.



Through our experiences working with Waldorf schools, we made the decision to become a Waldorf-inspired school. Waldorf pedagogy is now an integral part of our staff training, along with the study of singing, eurhythmy and other Waldorf-inspired art and movement forms. Experienced Waldorf educators join Kroka programs each summer to share their teaching experience and to learn how we work with children in the outdoors. We also work with Montessori, cooperative, charter and other progressive schools. We observe exceptional educators applying various experiential methods in their work with students. From our observations, we are able to take the best practices and incorporate them into our methods and curriculum. Through cooperation with many educational streams, our teaching philosophy is constantly evolving. Twenty-three years later, Kroka remains a dynamic experiment in transformational education.

School Programs

In 1999, after being approached by several schools with varying educational philosophies, we began our School Programs. Today, we work with over 500 students in grades K–12 from more than 30 schools around the country, supplementing and supporting the class curriculum with expeditions and wilderness skills programs. Serving local youth has always been an integral part of Kroka's mission. From the beginning, we offered afterschool programs to local youth, and we continue to offer school vacation programs and work with our local elementary schools.

Semester Program

In 2004, we launched the Vermont Semester. This began from a desire to offer long-term involvement with the same group of young people, just as Misha had experienced with his outdoor club students in Russia. Our first high school semester served seven students. It was born from our year-long Club Horizon program, a group of youth that met regularly and planned, prepared and trained for a month-long summer expedition. We now offer two high school semester programs every year. The second semester program, Ecuador Semester, began in 2007 and came from the shared dream of our Ecuadorian friends who joined us in 2003. That partnership has grown into an exchange of teachers, students and apprentices between Kroka and the Ecuadorian organization, Nahual.

Summer Programs

In 2018, we are offering 30 summer programs divided into five schools: Whitewater Paddling, Rock Climbing and Caving, Open Water and Ocean Paddling and Sailing, Bikepacking, and Rites of Passage and Wilderness Skills. Our one-to four-week-long programs are offered in sequential progression, designed to take a student from childhood through adolescence. Students come to Kroka year after year forming lasting bonds and

developing a sense of belonging. Programs for younger students are focused around cultivating a sense of wonder and intimate connection to the natural world, while older students are able to travel to the remote wilderness and practice technical adventure sports. The pinnacle of the Kroka summer experience, the CAPSTONE programs, allow students to paddle some of the most difficult rivers in eastern Canada and climb glaciated volcanoes in South America.

Apprenticeships

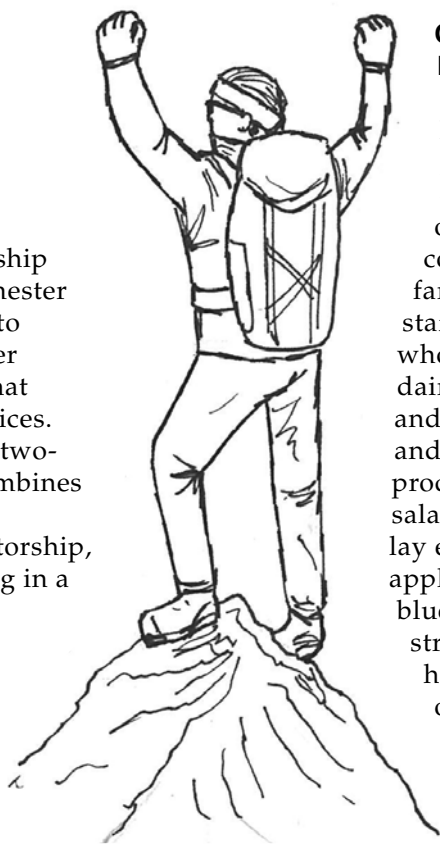
We take pride in the fact that many of our staff were once our students. Our apprenticeship program began when our semester students wanted to continue to be part of Kroka. We now offer an apprenticeship program that has a dozen seasonal apprentices. Apprenticeship is typically a two-summer commitment that combines training, working alongside experienced instructors, mentorship, helping on the farm and living in a close-knit community.

Seven Oaks Farm (2007–present)

Our move to Marlow, NH from Vermont, took place in 2007. We were growing beyond the land at Trollhaugen Farm and began developing a vision for a permanent Kroka campus. In 2006, we met with all of our staff, and under the guidance of grandfather Ray Reitze, we envisioned what was important to have on the new Kroka campus in order to best serve youth and our mission. The list was long! Lynne presented the list at the top of the mountain and set it aside for the upcoming busy summer. In the fall, the first place we looked at was a farmhouse in Marlow. There, we found many of our wishes from the list. We signed the mortgage in the spring of 2007, and in four weeks, we moved our whole organization: structures,

animals, gear, and people. This took place with the incredible help and support of our Kroka families, neighbours and supporters. It was an amazing feat!

We now have a strong team of committed staff and trustees, we serve 1000 students each year and our operating budget is over \$1,000,000. We are so grateful!



Our Growing Farm Program

In 2017, our farm grew over 35 percent of the food used for our programs and staff community. Two full-time farmers are aided by every staff member and student who comes to Kroka. In our dairy, we milk two cows and make cheese, butter and yogurt. Several gardens produce root vegetables and salad greens, and 130 chickens lay eggs. We also have a small apple orchard, and grow blueberries, raspberries and strawberries. Our bees work hard in pollination. Much of the work on the farm is done during morning chore period, where over 100 people work together caring for

the land. Morning chores are a sight to see at Kroka!

Kroka West

The newest initiative, “Kroka West,” is starting this year with our long-term program director, Leah Lamdin, developing programming in Northern California, based out of Frey Ranch, the home of a long-term Kroka family. In 2017, we are offering hiking trips on the Lost Coast and paddling programs on Eel River.

Welcome to the Kroka Semester Programs!

A Kroka semester is a uniquely transformative experience: we embrace risk, we welcome discomfort, and we experience the vulnerability that arises with challenge and interdependency. In doing so, we have the opportunity to shed the layers between ourselves and the world, and to wake up to what it is to be fully human.



We offer two semester programs for high school and gap-year students: Ecuador in the fall, and northern New England and Canada in the winter. Students may enroll in one or both semesters. Both journeys are based on extended wilderness travel, participation in vibrant community life and an accredited academic curriculum. Students will receive full high school or college credit for participation in a Kroka semester. Federal loans and grants are available.

The call to leave the ordinary world and venture into the unknown is an ancient one for peoples of all cultures. Kroka semester programs are an answer to that call. During the semester, we spend long periods of time on self-sufficient expedition, discovering the world and ourselves in ways that we may not have experienced until now. We learn to be at home with our own inner landscape as we come home to the wild one. We begin to know ourselves as belonging to nature, as nature belongs to us.

We experience the beauty of what the Norwegians call *friluftsliv*, roughly translated as “free life in nature,” moving with sureness and ease over the land, learning the old skills, not to survive, but to celebrate our ability to find “home” outdoors. A sense of intimacy with a friendly wilderness becomes natural. One semester student said, “When the pressure drops, I can taste it in my mouth, and I know it will rain.”

Many of the layers we carry, built up by the pace of modern life, fall away. Our true selves are given a chance to emerge. If we can meet this opportunity with the courage it calls out in us, we step more fully into the light of who we are and who we can become. Worlds open to us.

We work with our hands to make many of the things we need. This is what we were made to do, tapping into the ancient knowing of how to make, do, and care for ourselves. We sing, at meals, at work, and on the trail. Singing is health, celebration, giving thanks, and literally harmonizing with one another and all that is around us.

We take our responsibility for the group seriously. The extent of our commitment is made immediately clear: if firewood isn’t gathered, the dinner goes uncooked. If the navigator is sloppy with her map, the destination will be unreached. Our ideas about personal contribution begin to shift.

These experiences are an essential aspect of the ability to serve not only ourselves, but

the common good and a just and peaceful world. This is something that we can't unlearn, and it can be taken forward into whatever kind of adult life a young person may choose.

- Kroka Expeditions is an accredited semester program for high school and gap-year students ages 17–19.
- We encourage participation by everyone, regardless of income, through sliding scale and scholarship.



- Applications are accepted on a rolling basis. The program is limited to 14 students per semester.
- Ecuador Semester takes place late August through mid-December; Winter Semester, mid-January through mid-June.
- Students are encouraged to enroll in both semesters but are welcome to enroll in just one.
- Sixteen college credits are offered through partnership with Sterling and Wheelock Colleges.
- The Winter Semester is a five-month-long rigorous expedition, academic and community high school and gap-year program. This new and exciting route will allow participants to experience the magic of the arctic winter in northern Canada, combined with a spring expedition, traveling the length of Vermont by whitewater canoe, wooden rowboat, and mountain bike. While developing one's full human potential on a 700-mile expedition, students engage in a challenging academic program encompassing humanities, social studies and natural science. While everyone is expected to give 100 percent to disciplined study, training and work, Kroka respects individual learning differences and is committed to supporting all striving, hard-working students, regardless of their learning needs.
- *Note: After twelve winters on the Catamount Trail, we have decided that in order to sustainably travel on the land in the winter months, we need to alternate between several routes to allow for the regeneration of natural resources in the areas we journey through.*

Compiled from the Kroka website: www.kroka.org, with permission from Misha Geolfman (founding director and senior leader).

Kroka Expeditions
767 Forest Road
Marlow, NH 03456

Walking in Wilderness: Reflections for Personal and Professional Growth

By Hervör Alma Árnadóttir, Jakob Frimann Þorsteinsson and Karen Rut Gísladóttir

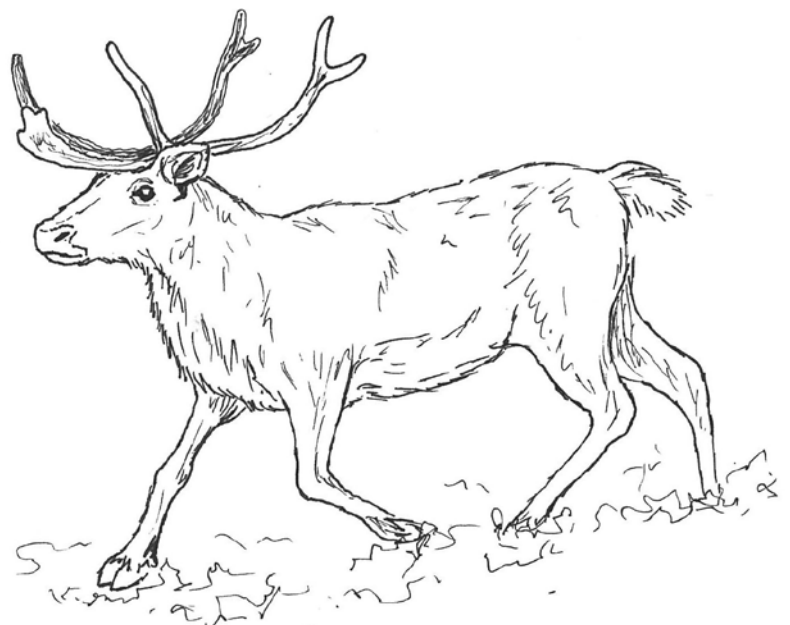
Taking students into nature for the purpose of creating opportunities for professional and personal development is not traditionally accepted in Icelandic universities. However, for the last few years, there has been a growing demand for teachers to apply a wide range of teaching approaches, taking into account teacher and student co-learning. This requirement has opened possibilities for unconventional ways of teaching at the university level. Research indicates that being in the wilderness provides both personal and professional affordances unavailable in other settings (Árnadóttir, Þorsteinsson & Gísladóttir, 2017; Jakube, Jasiene, Taylor and Vandebussche, 2016). The aim here is to point out what kind of knowledge, reflective practice and emotional competence educators who work in natural surroundings need, so that they can support students when unpredictable circumstances arise during the program. This paper is based on one journey that took place during an outdoors course (which has been systematically developing at the University of Iceland for the past number of years).

We describe four days of a journey and refer to reflective journals from educators and students. Participants were three educators and 25 students from the fields of Leisure Studies, Social Studies, Tourism Studies, and Geography. The data was encoded and themed. Results indicate that being outside in nature for some time has a strong impact on students, personally and professionally, regardless of the discipline they come from. Also, the results indicate that knowledge and experience of the teachers who work within nature is crucial

when unexpected circumstances arise. Their experience and ability to stay in the moment and to handle new and challenging situations in a creative way is essential in order to hold on to the learning process, despite changes in the program. The authors believe it is important to train students to experience nature in a variety of ways, through education and work.

When the Classroom Is Outdoors

It could be said that the university environment does not support radical ideas in teaching. As noted above, a recent growing demand on teachers to apply a wide range of approaches has opened the possibility for unconventional teaching methods at a university level and crossing the traditional limits regarding what is considered appropriate in higher education. The emphasis on a wide range of approaches in teaching provided an opportunity for an innovative initiative—to use the Icelandic summer for an outdoor education course, which started in 2011. This course was also a reaction



to the economic crises Iceland was going through at that time, which led to higher unemployment and more people going to school. As a result, the University of Iceland provided more summer courses. This was well received by students. The course aim at that time was to give students knowledge and skills to travel safely in the wilderness of Iceland, teach them how to use a map and a compass to find their way, and make students able to lead an outdoor trip. The focus of the journey was on “hard skills”—living in tents, experiencing and sharing simple life together and linking that fruitful experience to the discipline the students were studying.



To begin with, the students were a rather homogenous group, coming from two or three disciplines, and the three educators, all males, came from the Faculty of Education. Having run the course for two years, the supervisory teacher thought it of great value and in line with contemporary policy to open the course to every student in the university because he believed it could lead to a broader learning opportunity. This decision affected the dynamic between students in a positive way. At the same time, this created new challenges for the educators, which had to be met in some way. The group of students seemed to need educators with a varied background. This meant that some from the educators' team

had to leave the project to make space for new professionals.

Successful outcomes for students in outdoor education, which would lead to personal and professional development, depend on how qualified the educators are. The quality of the course depends on the interplay between education, experience and personal factors of the professionals, including their competences in supporting students to better understand who they are and who they want to become in their personal and professional lives (Korthagen, 2013). The theory of experiential learning emphasizes reflection, which is fundamental to create meaning in a shared experience. At the same time, it is important to motivate students to participate in creative processes and to encourage them to be open to interactive learning, being present, working in silence and being resilient (Corey, Corey and Corey, 2010; Dewey, 1938; Daft, 2015; Kolb, 1984).

A team of three educators with a cross-disciplinary background was finally created. On the team were Jakob, Alma and Karen. Jakob and Alma had a lot of experience and knowledge working in an experiential manner in the wilderness. Karen had less experience in outdoor experiential education but brought her expertise in reflective practice from action research, and she was willing to take a different path and adopt new knowledge. The team combination was a welcome challenge for us in the preparatory phase, while we were focusing intensively on our working style, while building trust. The preparation is important because in the journey we need to depend on each other's strengths and expertise.

To Welcome Uncertainty

During the summer of 2017, the team was running the course for the second time. As usual, we had been monitoring the weather forecasts. In Iceland, it is difficult to rely on the forecasts because the weather tends to change rapidly and we have to adapt. The

forecasts looked all right and we expected light rain on day three. On August 24, the physical journey began. We met on campus at four o'clock in the afternoon. On the way to campus, students began to experience a variety of feelings and thoughts.

"On the ride to campus I experienced both doubt and anxiety. Why had I signed up for this course...I had to share my feelings with one of the teachers, otherwise I would drop out of the journey...As I told him, the tears flowed down...I felt ashamed for crying, but at the same time, grateful for being able to loosen the tension that had accumulated for the past days." (Student's final assignment, 2017.)

We took a bus to the place where the hike started. Once there, we gathered in a circle, welcoming everybody. Then we asked everybody to turn around, facing outwards. When people were ready to let go of the multiple roles of everyday lives and start the journey, we asked them to turn into the circle. Following this activity, we invited students to find a spot of their own choice and write or draw in the reflective journals about their feelings and expectations for the days ahead of us. In the final assignment, students illustrated their feelings about this moment:

"I feel excited but still anxious in my body. Is this going to be too challenging for me? Is the backpack too heavy? What if I do not have enough food? What if I start to smell?" (Student's final assignment, 2017.)



"I want to leave all my problems behind and enjoy the nature while I am here. I want to experience calmness and enjoy the small things." (Student's final assignment, 2017.)

The first part of the walk was up a steep hill. In planning for this trip, Jakob knew the landscape. He knew the challenge of the first steep hill. He had decided on a path that led into the mountains, knowing the effect such a landscape can have on individuals. Alma and Karen had not walked this path before. First, their senses were focused on getting familiar with the landscape as they wondered how they could work with natural phenomenon to create a learning space for students to engage with their experiences. The group walked slowly, frequently stopping to rest. Then the wilderness began to test how students' physical abilities affected their emotional reactions to that current moment.

"The first hill tested my patience. It was hard walking so slowly up the hill. And I did not like stopping in the middle of the hill with the heavy backpack that I was still getting used to." (Student's final assignment, 2017.)

"The first hill was the most difficult walk I have experienced...I had never had to carry such a heavy backpack during my hikes...I worried if this walk was going to be too challenging for me. My feet felt tired. I wanted to go home." (Student's final assignment, 2017.)

At the top of the hill, the journey continued through a grassy valley surrounded by mountains. A stream flowed through the valley. The weather was dead calm. Silent. At this moment students experienced victory. They had made it up the steep hill.

"You cannot believe the pride that went through my body at this moment...I felt like I had won the world and the thought in my mind was that I could do everything that I wanted." (Student's final assignment, 2017.)

"At the top of the hill my feelings changed. I saw the field in front of me and it was easy to walk. I began to talk with people. I started to enjoy the journey." (Student's final assignment, 2017.)

At the end of the day, we came to the first place we would camp. When we woke up the next day, it was overcast. The top of the mountains were covered with clouds. The weather was mild. The walk continued. We divided students into small groups with different responsibilities: one group led the walk, another found spots to rest, and a third came up with things to energize us during the walk. The first part of the day was easy. We crossed a few streams and walked over mossy land.

After two hours of walking, the weather changed rapidly. The wind grew stronger and it started to rain. The rains seemed light, but at the same time, dense. In a short period of time, we all became very wet without even realizing it.

"I realized that all my clothes were wet...I put on my wool sweater. At this moment, I just wanted to go home, and I began to regret that I had decided to go in this journey." (Student's final assignment, 2017.)

When we found a place in the mountainside where we could hide from the wind, we stopped for lunch. At that moment, we began to notice the physical and emotional condition of the group—empty eyes, shivering, tears and hearing statements like "I am not hungry," "I do not want to eat," and "I am okay," when we knew otherwise (Analytical discussion, October 1st, 2017).



After lunch, there was nothing to do except to keep walking. We started to check in on people. All kinds of thoughts and emotions were emerging. These feelings and thoughts ranged from irritation to hopelessness to having the will to fight.

"I cannot describe how cold I was and the path seemed endless. The tears started to flow down my cheeks. I was so ashamed for crying and I just wanted to walk alone. I could not believe that I was actually crying over the circumstances. It was so not in line with my character." (Student's final assignment, 2017.)

Many students went through a wide variety of feelings in a very short time, and they had to make a decision regarding how to handle these emotions in order to move forward.



"I went between wanting to escape and wanting to take responsibility. At a certain moment, as we were marching, I began to play around with words. Instead of thinking 'what can I get,' I asked myself 'what can I give.' This thought got me out of the self-pity I [had] fallen into." (Student's final assignment, 2017.)

As the circumstances got more complicated, we decided to divide into two groups based on walking pace. At this moment, our focus was no longer on creating the learning space for students, but on reworking our plan at every step, according to the group. In this kind of circumstance, the educators needed to use their experience and knowledge, to think fast and creatively.

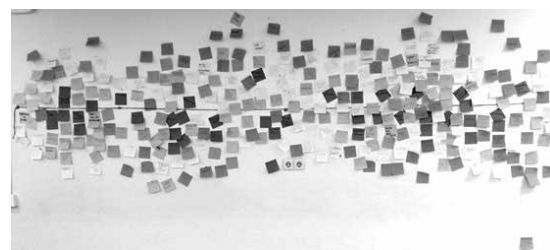
The weather got so bad that we needed to change our plan. It was starting to get dark outside, and we were walking in two groups, so we, the educators, could not talk together to share our feelings and decide how we should react. This situation demanded we rely on each other's strengths, expertise and trust. To do so, educators needed to know each other's skills and emotional competence. Thinking on your feet is crucial in professional practice in this kind of circumstance. With few words, body language and looking closely into each other's eyes, we "communicated" and decided to head down to the nearest village to rethink our plans. On our way down, we created a new plan to head back to the university to continue our journey inside. We knew the challenge would be to "hold the space" when we came back—to not lose where we had been in the learning process—and the place we were journeying was no longer our focus (Jakube and others, 2016).

When Outside Turns into Being Inside

As we reflected on our co-operation in this situation and in making the difficult decision to go back, Alma commented, "I have known you for several years. We have developed trust through facing and working through different challenges

together. You have very different roles in my mind. I know I can trust you" (Analytical discussion, October 1, 2017). This focused our reflection as educators on "thinking on our feet," on the importance of "reflection-in-action" (Schön, 2001), and finally, on how that has to be embodied as a part of how we, as facilitating educators, move, talk with our eyes and put trust in our feelings and instincts.

In the following two days, we met on campus and reflected with students on the experiences we had gained as individuals and as a group. At the beginning, we sat in a circle naming our feelings at that moment. The feelings ranged from being thankful to tired to disappointed. Then we divided students into small groups to reflect on different aspects of our journey—the geographical milestones, physical experiences, thoughts, emergent feelings, and group dynamics. After we had discussed each part in the small group, we gathered as a whole group to share our discussions.



Working through our experience was important for the students. One student talked about how this reflective work created new feelings for her. She began to understand what she had gone through and what impact it had on her. She learned what she had to contribute, what she could learn from others, what she was capable of (that she hadn't known before) and what personal traits she wanted to develop further. From this experience, we learned how important it is for educators to know each other and trust in each other's expertise. Because of our past experience working intensively together, we were able to act without words, in a synchronised manner. We depended on each other's skills and, in the moment, made successful plans

and facilitated the learning process inside a classroom instead of out in nature. It was a challenge to change the “risky and dangerous experience” into a meaningful and growing experience.

By reflecting on the experience with students in a step-by-step manner, we were, in a sense, “rewriting” what had happened and together finding words to negotiate this outdoor and indoor journey into a meaningful learning experience. Here are some of the students’ voices at the end of the course:

“It is hard to put into words the experience I gained from this journey and the reflective work afterwards...No matter what people are dealing with in their lives, I think nature can connect us with our own intuition, our wisdom.”

“I have never reached my tolerance limit before. It was amazing to confront this limitation and cross it. At that moment, it did not feel good or bad. In fact, I did not feel or think at all...I have never not thought before. My mind is constantly working.”

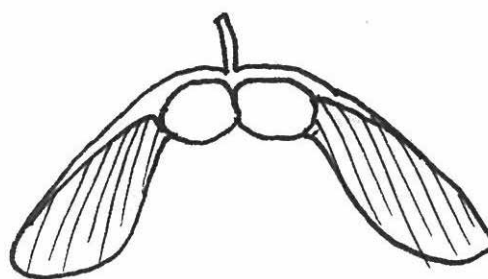
“I feel proud...I got to know myself better. If I cannot control the circumstances I get nervous. It is important for me to know [this] as a professional so I can strengthen myself in that area.”

“I had both positive and negative experiences, which is so precious. I have a stronger belief in myself. I have gotten to know my psychological, social and physical strengths and weaknesses better. I surprised myself.”

“This journey ended up being so much more than learning to cook a meal on Primus and packing the backpack. I learned to take on responsibility, listen to and respect the thoughts of others, collaborate in a group and to use reflection to work through an experience.”

Being outside in nature for some period of time has a strong impact on students,

personally and professionally, regardless of the discipline they came from. The authors believe it is important to train students to experience nature in a variety of ways, both in education and work—then the students themselves feel and experience the power it can have on them as individuals and professionals in the making.



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work and group dynamics. Her main research focus is with children and youth regarding participation and group dynamics.

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Endurance Tuesdays

By Mark Brown

"Time in nature is not leisure time; it's an essential investment in our children's health (and also, by the way, in our own)."—Richard Louv, *Last Child in the Woods*

On a Tuesday in September, less than three weeks into the existence of Headwaters Academy, Endurance Tuesday was born. Our intention had been twofold. Firstly, we wanted to prepare our cross-country runners for our first scholastic competition. Secondly, we wanted to share a second stream on property with our primary (JK–Grade 2) students.

When the juniors (Grade 3–5) ended their four km run and met with the primary students, we chose to take a new trail home from the stream. With all of the learning opportunities presented with rock falls, erosion, wild grapes, animal tracks, and hypothesizing upon past land use, we found ourselves active, hiking, and learning for a sustained period of time.

My formal principal and teacher training suggested to me that this was altogether irresponsible and that taking this much time out of the classroom would surely

lead to sub-par academic learning.

However, the result of the rest of the day was quite the opposite. We found that our students settled in to work with enthusiasm and that our academic progress was actually higher than normal. This is critical, since we are proudly not "just" another outdoor school: our goal for all students is to meet or exceed all expectations of the Ontario, Alberta, and Common Core curricula. For this reason, we repeated "Endurance Tuesday" the following week and have continued implementing it on a regular basis.

Improved academic achievement resulting from increased exercise and exposure to nature is not without precedent. The Green School in Bali, for instance, has many documented, albeit non-empirical, examples of turning children's lives around through a specific focus on nature. In the words of Green School founder John Hardy, "Let nature lead." In my own experience at a Toronto boys' school, increased time in the gymnasium for physical education (the unsaid part of which is decreased time in the classroom) seemed to have, to most of my colleagues, a positive impact on the boys' levels of academic achievement. Again, this wasn't proven empirically. Endurance Tuesday is a potent combination of both "Vitamin N" and robust exercise—we are not sure how it works, but, like the Green School, we are welcoming researchers to our campus to help answer that question.

On our most recent Endurance Tuesday, the junior students spotted a giant fallen tree and wanted to hide on their primary counterparts. With my nodded approval, they ran off to the tree, boisterous, loud, and clearly not going to succeed at hiding from anyone. To demonstrate proper hiding, I moved to some long grasses eight feet from the path of the primary students and successfully hid, showing myself only when all

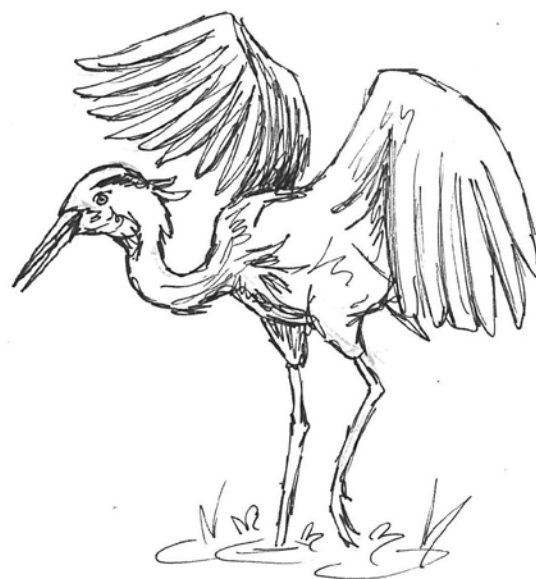


the junior students had been found, and my students and colleagues wondered where I had gone. This quick activity, again sprung rather “spur of the moment,” led to students now able to practice being at one with their environment—quiet, mindful, and calm. This is, in a nutshell, and in my opinion, a more authentic practice of mindfulness that is both valuable and

“in vogue” in today’s public schools. Hide-and-go-seek in our front field (our school is on 110 Niagara Escarpment acres) has become a common recess game, and on the days it is played, we find a student body more ready for the rigours of academics that follow.

Endurance Tuesdays are not the only feature of Headwaters Academy. Our academic program, custom created with the leadership of Dr. Barb Smith, is central to most of our days. We are also experiential and entrepreneurial—we spend every Thursday off campus studying in the community. In our first two months of existence, we had a successful Kickstarter campaign to build an aquaponics system (seeds going in next week!), a chicken coop planned and funded, and a blacksmith forge planned for the spring. Each of these projects required the mentorship and wisdom of the local community. I recently blogged that past generations would look at today’s public education system and wonder how the wisdom of the community is passed on. We are sure that the local community’s passions and wisdom infects our students.

What we need now is a group of researchers who would like to come and quantify,



empirically, the value of Endurance Tuesdays. Certainly, this isn’t the only thing we do differently at Headwaters Academy. We built this school by asking ourselves, “How do children learn best?” In so doing, we realized that the current system of education didn’t simply need a makeover, it needed a complete transformation. At the most basic level, I’m so used to our school rooms being different that I forget to tell people about them—they are the ones to tell me that there are “no desks in rows.” Our full-time team consists of myself, a teaching principal, as well as another full-time teacher and two interns. We are assisted by volunteers, as well as a dedicated advisory board, academic director, finance manager, and an entire community of parents and friends. The school was, without exaggeration, built on the hopes and dreams of volunteers. We currently have an enrolment of 17 students and will grow to 30 over the coming two years.

Mark Brown is the principal of Headwaters Academy. The lack of a school like Headwaters led him to return to Grey County and, together with a fantastic and dedicated team, to found Headwaters Academy. He is an avid cyclist and coach, and he lives in the valley he grew up roaming near Eugenia Falls.

Nordic Master in Friluftsliv Studies (Outdoor Studies): An Invitation to Students Worldwide

By Kirsti Pedersen Gurholt, Anette Bischoff, Erik Mygind and Suzanne Lundvall

A joint Nordic master's degree program in Friluftsliv Studies (Outdoor Studies)—identified by its acronym NoFri—is currently scheduled to start in the fall of 2019, with the first of at least three cohorts of international students. NoFri will be run collaboratively by a consortium of four Nordic universities (each recognized as a leading HEI in the field of friluftsliv/outdoor studies): the University College of Southeast Norway, Telemark (coordinator); the Norwegian School of Sport Sciences, Oslo; the University of Copenhagen; and the Swedish School of Sport and Health Sciences, Stockholm. The Nordic Council supports the program (www.nordicmasters.org).

NoFri will offer the students two years of high quality, cross-border and cross-disciplinary studies in the cultures and practices of Nordic friluftsliv and leads to a joint masters degree and a joint masters diploma. The program is taught in English and open to students worldwide who have gained a bachelor's degree in outdoor education, education, social sciences, the humanities, environmental studies or ecotourism.

NoFri has a strong element of mobility—students will stay at least one semester in each of the three countries, and they will study experientially, as well as theoretically, the cultures of human-nature relations and friluftsliv as socio-cultural phenomenon and education practices. Due to the complementary strengths and leading research constitutions of each of the four universities, the academic interdisciplinary subject Nordic Friluftsliv Studies will investigate what Nordic models of friluftsliv may be in popular culture and as education subjects, in each country respectively. These models and ideas build, among other ideas, on the principles of *Allemannsretten*—the right to public access of private and public

uncultivated land, and the right to journey, forage and stay overnight with only minor restrictions. These democratic rights include an ethos of respect for other people's properties and a general consideration and care for nature—for its landscapes, flora and fauna. In addition, ideas that connect the diverse cultures of friluftsliv with notions of sustainability, eco-philosophy and "closeness-to-nature" are among other topics that will be scrutinized and discussed. Also, NoFri aims at discussing and stimulating research that will examine educational potentials of nature-contact and friluftsliv throughout a person's lifespan, both inside and outside of school, its contribution to public-health promotion, and the intertwined sociocultural and technological trends and transformations affecting human-nature relations today.



The term *friluftsliv*—literarily translated as “free air life” or “free life under the open sky”—covers a range of English terms, such as outdoor education, outdoor learning, outdoor adventure, outdoor pursuits, outdoor recreation, outdoor life and experiential learning, to mention some the most commonly used. Additionally, NoFri uses the term to stress the comprehensive conceptualization of *friluftsliv* as a popular culture and education subject that regards human-nature interactions as a prime motif in the historical, political and socio-cultural conditions and developments in the Nordic countries, past and present (still key throughout the twenty-first century). In the Nordic countries today, the concept of *friluftsliv* refers to a diversity of practices in which human-nature explorations, experiences and appreciation are core dimensions—sometimes similar in all Nordic countries, whilst other times taking diverse directions.

The relevance of NoFri is found both in societal and personal need to address rapid environmental, climatic and societal changes, and more specifically, urban human needs for physical activity and nature contact throughout a person’s lifespan. During the two-year study, students will obtain theoretical knowledge, practical skills and competences to research and discuss how to face contemporary challenges and work in the civic, private and public sectors to meet human, social, cultural and environmental needs. The program also intends to add Nordic perspectives and values to the field of outdoor studies, worldwide, by generating and disseminating research knowledge about the significance of human-nature relations and the development of green lifestyles. The program intends to add to the concept of Nordic Green Growth by focusing on three developing perspectives: the enhancement of green values, green competences and green enterprise as important prerequisites to make a green shift in society possible.



The working methods, structure and content of NoFri draw on multidisciplinary scientific perspectives and concepts originating in cultural studies, ecology and environmental philosophy, public health promotion, nature management and pedagogy, with the overall goals of educating young people to become well versed in practical nature situations, as well as in theoretical and reflective understanding of human-nature relationships and education for the twenty-first century. More specifically NoFri aims to do the following:

- obtain knowledge about the significance of nature and *friluftsliv* in the Nordic countries, and meet human, social, cultural and environmental needs through professionalization of the broad field of *Friluftsliv Studies* relevant to a variety of sectors including education, NGOs, health promotion, planning and social management, and ecotourism to support green lifestyles and Nordic Green Growth.

- build creative and vital institutional networks and a body of knowledge, which will strengthen the academic quality of each HEI, whilst contributing to making the Nordic countries more attractive and relevant to students on a global scale.
- foster personal growth of individual students and qualify them for professional roles such as pedagogical work situations, societal planning, management and health promotion, policy, popular culture and educational practices in the Nordic countries and beyond.
- obtain academic knowledge and generate transferable skills required to develop new perspectives on, and practices in, friluftsliv.

The development of NoFri is firmly embedded in the strategic goals of all four partner-institutions. In the consortium, there is strong commitment and broad institutional support, both at the leadership level and among academic and administrative staff, to develop a joint Nordic master degree. The participating partners believe that a joint master in Nordic Friluftsliv Studies will contribute significantly to educating young people worldwide to meet human, social, cultural and environmental needs for sustainable and critical perspectives on everyday life, planning, health promotion and education in modern society.

NoFri expects the students to take employment in the private, civic or public sectors, and work as managers or administrators in ecotourism, health, recreation, management or teaching in nature and green areas. With a bachelor's degree in teaching or another formal teacher certificate, jobs in the education sector, such as in kindergartens, primary schools, secondary schools, folk high schools or boarding schools, will be open to graduates. Even jobs in higher education may be available if combined with further studies for PhD degrees.

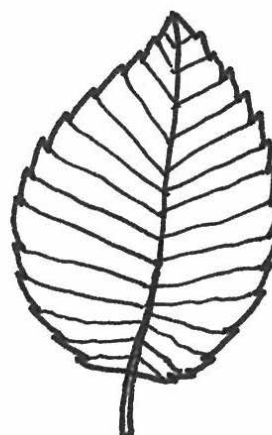
Kirsti Pedersen Gurholt is a professor of Outdoor (Friluftsliv) Studies and Cultural-Pedagogy at the Norwegian School of Sport Sciences (NIH) in Norway and was appointed a visiting professor at the University of Cumbria, UK (2015–2020). She was in charge of the NIH involvement in the Erasmus Mundus joint master's degree program: Transcultural European Outdoor Studies (TEOS) (www.erasmusmundus-teos.eu) from 2011–2017 and currently plays a leading role in the joint master's degree program: Master in Nordic Friluftsliv Studies (2019–2021), financially supported by the Nordic Council.

Annette Bischoff, is an associate professor and head of the Department of Friluftsliv, Sport and Physical Education, University College of Southeast Norway, Bø in Telemark.

Erik Mygind is an associate professor in the Department of Geosciences and Natural Resource Management at the University of Copenhagen, Denmark, and has been teaching both undergraduate and graduate programs in outdoor education since 1981. Since 2000, Erik's research has focused mainly on teaching outside the classroom in nature and/or cultural settings (physical activity and social relations) in the Danish Folk School.

Phone: +45 28 75 08 94; e-mail: emygind@ign.ku.dk.

Suzanne Lundvall is an associate professor and vice rector of the Swedish School of Sport and Health Sciences, Stockholm.



COEO Conference Report and Research Summary

By Bob Henderson and Emma Brandy

At the 2017 COEO Annual Conference, Emma Brandy and I, Bob Henderson, led an interactive conference session for about 20 COEO members who were interested in the following:

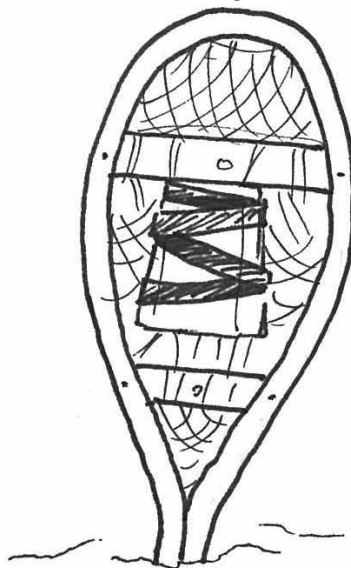
1. The plans for the 2018 COEO Research Summary as a ten-year follow-up to *Reconnecting Children Through Outdoor Education: A Research Summary*. Emma and I, along with Jamie Innis, Mark Whitcombe, Deb Diebel and Grant Linney are on the coordinating committee to support the hired researcher, Chloe Humphreys.
2. The gap between academic researchers and practitioners in the field.

Within our audience, levels of interest for both topics were close to equal. Our group of workshop attendees were mostly practitioners (not a surprise) who had greatly appreciated and benefitted from the 2007 research summary compiled and edited by Andrea Foster and Grant Linney. What follows is the gist of the conversations from the presentation.

There is a sad (curious? unfortunate? uncomfortable? increasing?) divide

between academic researchers and practitioners who, as agreed in our workshop, rarely do research even on their own program offerings. Increasingly, academics are pressured to publish in particular academic journals for academic audiences and are often pressured “out” of work in the field. Writing for practitioner journals, such as *Pathways* and *Horizons* (UK journal), while likely rewarding, honourable, and against the “system,” is usually less rewarded in terms of university merit and promotion. Attending practitioner-based conferences yields the “same as above” comments. Sad though, because the practitioner realm is the best way to keep a working grasp on the field—the practice—to which so many academics release students. Certainly, the academic gains insight into relevant research inquiry and direct research questions AND develops a depth of understanding of the field as an educator by interacting with and contributing to the outdoor practitioner’s world.

Similarly, practitioners rarely delve into a good academic journal, hot off the press, with much vigour. The writing is often, or can be, a tad too specialized (in terms



of conceptual treatments and language used)—written not with the practitioner in mind. And why should it be, some would say. But the divide is growing. Time is always tight and the space needed to engage in the academic world is simply not there. Then there is the question of available funding to both worlds. Money is tight. And now both groups have limited funding and choose to receive literature and attend conferences that benefit them. These are usually the only two ways that these professional groups overlap.

In short, one could argue that the two groups are not interacting like they used to in the 1970s and 1980s. Certainly, both *Pathways* and the 2007 (and planned 2018) COEO Research Summaries aim to advance the research-informed practitioner and correspondingly, the practice-informed researcher. The COEO Research Summary initiative and indeed the *Pathways* journal formation committee (initiated by COEO president Cathy Beach in 1988, with a healthy mix of academics and practitioners) were generated out of a desire to bridge the gap and improve this “informed by” relationship.

Notes on the Research Summary for 2018

The 2018 summary will be based on COEO’s four pillars: outdoor education for well-being, character, environment and curriculum. The following are central questions being explored:

1. What are emerging trends in the research literature over the last ten years?
2. How is the research literature supportive but also critical of outdoor education?
3. How does the research undertaken mirror societal forces?

We expect, and already have seen, changes in research themes over a discernible period of time, and in the eyes of a new primary investigator, there will be differing input and direction with this research summary. Suffice it to say, 2018 will be

an engaging evolution from 2007 and not simply a copy in style and content. COEO prides itself on serving as a forum for practitioners and academics. We are hopeful that this research summary “tradition” will support our diverse readership and advance the bridging of professional relationships across gaps. We also wonder what 2028 might bring forward.

One story to close: I met a young professor who was starting up a new outdoor education program in America. He had a limited budget for library acquisitions. He told me he chose three journals, and *Pathways* was among them. Why, he said? Because *Pathways* touched on the widest outdoor professional audience, and his other choices did not. We hope the same widest audience is served by the forthcoming 2018 Research Summary.

Bob Henderson is active in a variety of outdoor education settings, locally and globally. He is still active with graduate students through Royal Roads University, McMaster and the University of Edinburgh, in the main. Bob retired from McMaster in 2010 and now enjoys being perched on the Oak Ridge Moraine south of Uxbridge, Ontario.

Emma Brandy holds a Bachelor of Science in Kinesiology degree from McMaster University as well as a Master in Outdoor Education degree from the University of Edinburgh. After her studies (and adventuring) in Scotland, Emma returned to Ontario to find COEO and the inspiring work being done on their behalf. Since then, Emma’s work has been varied, but has mainly focused on outdoor and environmental education, land-based practices and initiatives, restorative farming and design. Emma currently sits on the board of directors for COEO and has been involved in the development of the 2017/2018 Research Summary as well as several writing projects and outreach initiatives to build capacity within the organization.

Paddling Survey to Ontario Secondary Schools: Overview of Results

By Get Kids Paddling

A survey was distributed in the fall of 2016 to receive feedback on the status of canoe programs in Ontario's secondary schools. This was developed in response to the concerns raised by various stakeholders who indicated that it was becoming more difficult to offer paddling programs in schools. Feedback was received from 85 respondents from across the province who represented public, catholic, First Nations, and French-language schools. General responses are grouped into the five survey categories.

Curriculum

- Credit value: most (30 or 40) offer one or two credits in Physical Education; some are in Social Studies, Science, and English: Contemporary First Nations, Metis, Inuit Voices. Four respondents indicated four credits.
- Longevity: 52 respondents indicated the course has been in existence for more than ten years.
- Paddling participation: 48% indicated participation remained constant; 40% indicated an increase.
- Specialist High Skills Majors (SHSM): This lets students focus on a career path which matches their skills and interests while meeting the requirements of the Ontario Secondary School Diploma. Students receive the SHSM seal on their diploma when they complete a specific bundle of eight to ten courses, earn valuable industry certifications, and gain important skills on the job through co-operative educational placements. Twenty-nine respondents indicated that a canoeing course is part of SHSM.

Paddling

- Type of water activity: 74 respondents indicated canoe; 10 standup paddle board (SUP); 8 voyager canoe; 4 dragon boat.

- Equipment: 50 of 79 own canoes; 60 of 75 own camping gear.
- Elementary students: 11 of 74 offer courses to elementary, mainly at Outdoor Education centres.



Trip Duration

- Length of trips: 1–3 days is most common (37 of 72 respondents); 4–7 days is done by 28 of 72.
- Weekend trips: 41 of 72 do not run trips on weekends.

Certification

- Canoe certification: 34 of 75 indicated certification was given to students.

Teacher Qualifications

- Swimming qualifications: 32 of 74 respondents indicated National Lifeguard Standard (NLS) is required; 15 of 75 indicated no qualification was necessary.
- Three top concerns to maintain canoeing: 47 indicated teachers getting qualified; 48 indicated policies and procedure; 24 indicated cost.

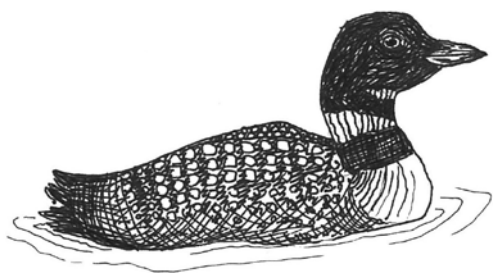
Compiled by Get Kids Paddling, in preparation for November 4, 2017, "Get Kids Paddling Rendezvous."

Leaders of the gathering: David Goldman, Philip Matsushita, and others in the Get Kids Paddling steering committee. Contact Philip Matsushita at solopaddler@sympatico.ca (Pineridge Secondary School).

Remembering Cliff Knapp

By Bob Henderson

We recently lost a significant member of the Outdoor Environmental Education community. Cliff Knapp passed away on Sunday, September 17, 2017. Cliff was a pioneer in the field of outdoor education. He received his PhD at Southern Illinois University before becoming director of Lorado Taft Field Campus at Northern Illinois University (NIU) in 1980. After serving in that role for three years, he continued as professor in the NIU Outdoor Teacher Education program until he retired in 2001. He was a teacher, mentor and friend to many graduate students from all over the world pursuing degrees in Outdoor Teacher Education at Lorado Taft. Among the countless publications and workshops, he presented the Kurt Hahn address at the 2009 AEE International Conference and shared stories from his life experiences, including making maple syrup, building fires using the bow and drill method, taking four Lakota-based vision quests, and participating in a kayaking course. A celebration of Cliff's life was held November 4 at the Taft Dining Hall, Lorado Taft Campus.¹



Many in the elder circles of COEO will remember Cliff, Bud Weiner and others as graduate school teachers from Northern Illinois University coming north for weekend graduate-course instruction in the 1980s. Cliff made lasting friendships with many

in COEO. Indeed, Cliff was an honorary guest for our COEO 40th anniversary at Camp Pinecrest only a few years ago. What a joyous celebration it was, watching Cliff interact with former students and teachers who were then mostly retired from full and important careers in outdoor education.

Cliff Knapp was prolific, particularly in retirement. Among his important books are *Sourcebook of Experiential Education: Key Thinkers and Their Contributions* (edited with Thomas Smith), *In Accord with Nature: Helping Students Form an Environmental Ethic Using Outdoor Experiential Reflection*, and *Humanizing Outdoor and Environmental Education* (with Joel Goodman).

He was a conference contributor par excellence, leading workshops with a flair for group participation and outside time—even on tufts of green space outside downtown Sheraton hotels.

Only two weeks before his sudden passing, the *Pathways* editorial team was sent two of Cliff's reprinted activity-based books for review (watch for these in a future issue).

Cliff Knapp was a consummate outdoor educator. From his early days fishing as a boy to his retirement hobbies of bird watching and bird woodcarving, Cliff embodied the best of a professional life: he was engaged in local and global communities and was a practitioner informed by research—or was he more a researcher informed by practice?—an author, editor and speaker, but mostly, he was an always friendly, supportive voice and strong advocate for outdoor education.

Bob Henderson is active in a variety of outdoor education settings, locally and globally. He is still active with graduate students through Royal Roads University, McMaster and the University of Edinburgh, in the main. Bob retired from McMaster in 2010 and now enjoys being perched on the Oak Ridge Moraine south of Uxbridge, Ontario.

Pathfinder at 100

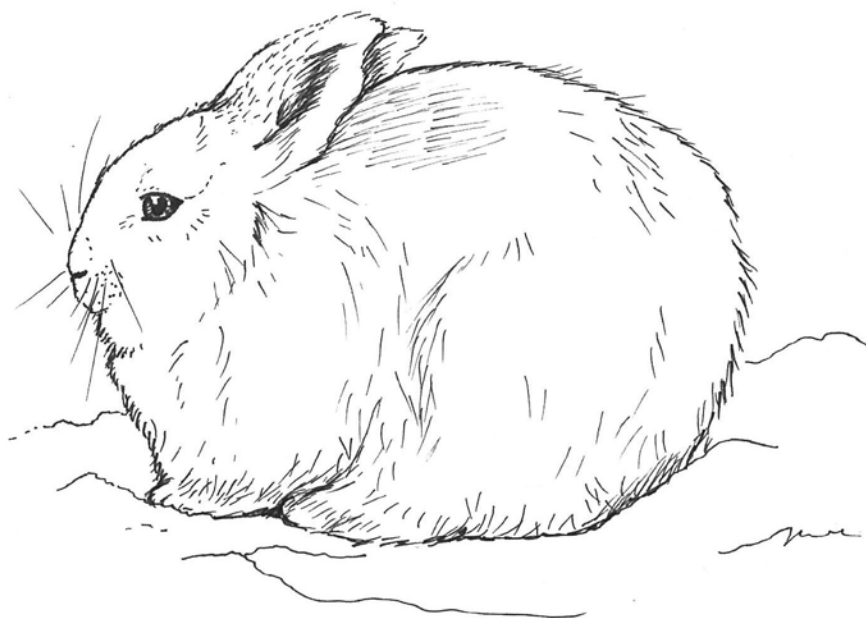
Remarks given by Dan (Lance) Kennedy, Saturday, August 24, 2013 at the alumni Centennial Council, observing Camp Pathfinder's 100th anniversary.

My friends, distinguished alumni of Camp Pathfinder:

It is an honour to be standing before you today to say a few words about this magical place. Sladds has given me ten minutes to take you from 1914 to the present, so I will have to leave a few things out, but I would like to share with you what I believe has allowed this camp to survive, indeed to flourish, while other, similar camps have faded into history as relics of a less complicated time.

Chief Norton used to famously say that the success of a camp (or a school, or a business) depended on three things (all together, now): good organization, good deputization, and good supervision. Some may also recall that he placed a very high value on a regular daily bowel movement. Now, there may have been some truth to those beliefs, but I would like to argue that the reason for Camp Pathfinder's success has been that the custodians of its legacy have been able to keep the important things the same by changing the things that needed changing. It sounds simple enough, but the reason that there are not too many Pathfinders around today is that people were either afraid to change their camps at all, or else they changed something important and altered the experience for everyone. Camps that do not change at all eventually become unsustainable, while camps that change what is important transmogrify into institutions like soccer camp, computer camp, or art camp. I don't

want to suggest that these are bad ideas; indeed, as business models, they probably make more sense than Camp Pathfinder; but ask yourself: how many of those camps will be hosting a party like this one after 100 years?

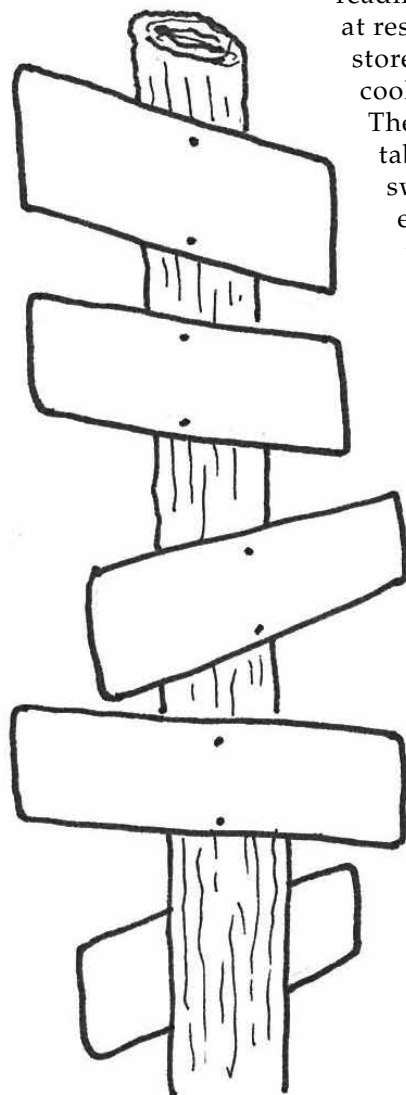


To make my point about what has made this camp so great for so long, I am going to talk briefly about two things that Pathfinder had the courage to change so that they could hang on to what really mattered. Then I am going to talk, again with painful brevity, about two things they have had the wisdom *not* to change, lest they lose what is truly important.

For my first example of change, let me cite the judicious use of electricity on Pathfinder Island. For years the camp had no electricity at all, simply because it was unavailable. In the fifties and early sixties, the lack of electricity became part of camp's rustic identity, and we took pride in the fact that we could survive without it. But that position became unsustainable

when the health department declared our ice house to be an inadequate source of refrigeration, so we compromised by installing a diesel generator to chill the food and, as long as the opportunity was there, to illuminate the dining hall.

But the generator was a source of three kinds of pollution: air, water, and noise, and it was far from reliable. We gradually came to realize that, tradition notwithstanding, our reluctance to surrender to hydro was endangering our connection to the wilderness and, therefore, something important. Consequently, Mac Rand made the controversial and expensive decision to run the hydro cable across the lake, and now camp relies on electricity in all kinds of ways to deliver its traditional product of outdoor education more safely and more effectively, to more people. So, yes, the camp has a well-powered building to keep its wooden canoe fleet in top condition, and it has restaurant-quality equipment in the dining hall to produce excellent food and serve it safely, but at night the light you see still comes from the stars and the sound you hear still comes from the loons. Yes, we use satellite and computer technology to track our most remote trips and to keep in touch with parents and alumni, but you will not see our campers walking around with iPods. It was never about what kind of energy we used; it was always about what kind of energy we created.



For my second example of change, I will choose the expanding role of women on the pathfinder staff. When I first came to camp in 1960, the only women on the island were wives of senior staffmen and the nurse, who was herself the wife of a

senior staffman. Their roles in the program were confined to reading to the Mics and Chipps at rest hour, running the candy store, and serving milk and cookies on special occasions. They ate meals at the ladies' table in the kitchen, and they swam at the ladies' dock, effectively segregated from the rest of the pathfinder community. It was, after all, a boys' camp, and boys needed male role models. But, inevitably a few women who loved Pathfinder as much as we did taught us to doubt our previous assumptions. Beginning with a few pioneers like Mary Chestnut, camp eventually had competent women counselors throughout the in-camp program, then women administrators, and eventually women trip staff. As role models, they have been just as important to our campers as our male counselors; in fact, we should really ask ourselves why we ever thought they might *not* be. By abandoning an all-male tradition

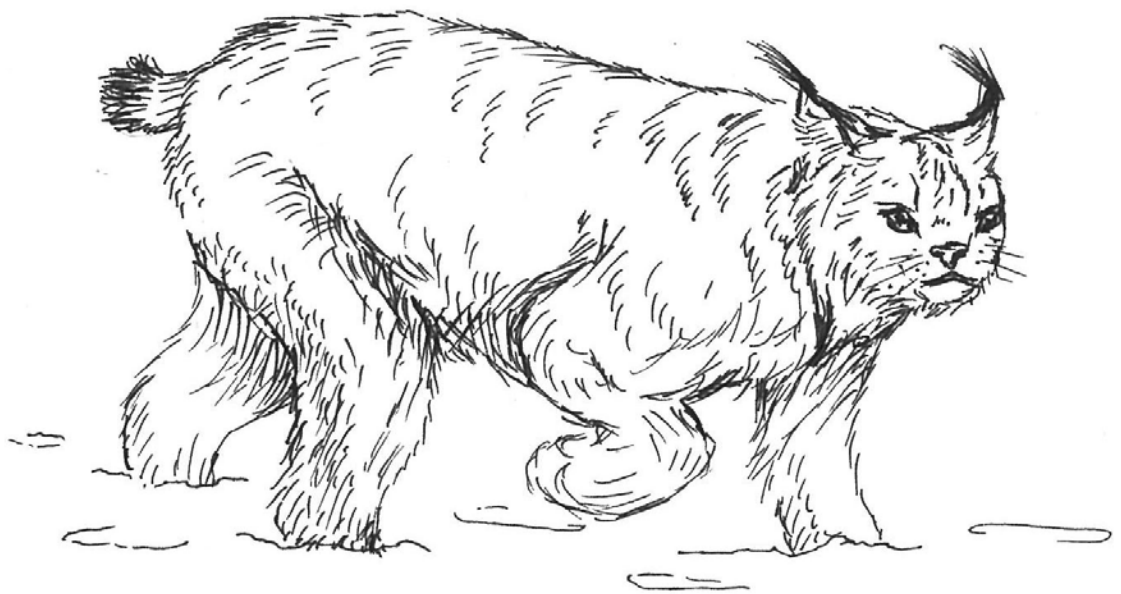
that was never the source of our strength, Pathfinder has become stronger in every way that matters.

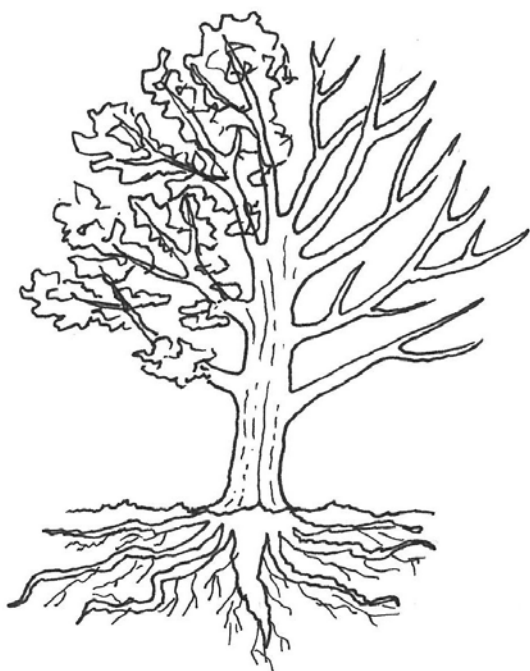
This brings me to what Pathfinder has wisely *refused* to change: the things that matter. Again, my time restriction will only allow me to choose two examples, so I'll try to make them good.

First, of course, pathfinder has preserved its connection to the natural beauty of Algonquin Park, providing its campers and staff a relationship with the natural world that is impossible to duplicate at home or at school. The camp has also quite emphatically embraced canoe tripping as its signature program, ensuring that everyone will experience nature on a personal level. While our trippers like to take pride in the fact that they trip in traditional ways, make no mistake about it: they are doing it better today than we did it in the past. Not only are Pathfinder trips still famously fast and efficient, but they also have earned the reputation of being the safest, the friendliest, the most creative, the most professional, and the most respectful of the ecosystems through which they trip. If you have not yet done so, check out the many Pathfinder videos posted by our trippers on YouTube. As you revel in the joy of the campers and marvel at their canoeing skills, you will be swallowed up by the splendor of the rivers, the lakes, the sunsets, and the wildlife that surround them. Entire books have been written on the subject of experiential education and why the wilderness

provides the ideal medium for human growth—physically, mentally, socially, and even spiritually. The irony is that the wilderness is disappearing faster than people are rediscovering its importance. Well, pathfinder has known about its importance for 100 years. I could go on, but I only have ten minutes.

For my second example of something pathfinder has not changed, I will choose my personal favourite thing about the camp, the foundation of multiple talks I have given to the students of Baylor School over the years. Camp Pathfinder simplifies the confusing process of growing up, because it is the ideal place to learn what you can *do* and what you can *do without*. Pathfinder parents have always marveled at the difference in maturity between the boy they said goodbye to at the bus and the boy they welcomed home later in the summer. Give the camp multiple summers to work its magic and the change can be truly dramatic. Somehow, growing up is easier if a Chipp just has to grow up to be a Cree. An Ott just has to become an AA. An AA becomes a third man, and so on. Then one day that former Chippewa becomes a





headman, and finds himself miles from the comforts of civilization, responsible for the lives of six children and two adolescents who are spending their days doing things most people would classify as potentially dangerous. To a Pathfinder headman, it is all part of a continuum of growth that this camp nurtures in a million subtle and beautiful ways, but it is worth noting that he welcomes a level of responsibility that the head proctor at a computer camp could hardly even imagine.

I stand before you today as a happy and successful teacher and textbook author, a far cry from the nervous 13-year-old who first set foot on this island in 1960. With all due respect to my wonderful parents and my 22 years of schooling, I will cheerfully give pathfinder most of the credit for what I have become. As I look out on this crowd, I see a lot of very successful alumni who are probably just as willing to acknowledge the role that Pathfinder played in their growth. Let us all be grateful together, and then let us all rejoice in the fact that the same magical transformation is occurring in the lives of young men today, two, three and even four generations after you and I walked these paths.

In closing, I hope you will forgive me for waxing philosophical for my allotted ten minutes, but one of the great pleasures of aging is that we gradually accumulate enough life experiences to put the uniqueness of certain things into true perspective. In fact, if you live long enough, you will finally appreciate how right Chief Norton was when he stressed the life-changing power of that regular daily bowel movement.

Noon-way, Braves, and thanks for the memories!

Dan (Lance) Kennedy received his undergraduate degree at the College of the Holy Cross in 1968 and went on to earn a masters and PhD in Mathematics from the University of North Carolina at Chapel Hill. Since 1973, he has taught mathematics at the Baylor School in Chattanooga, Tennessee, where he now holds the Cartter Lupton Distinguished Professorship. He is also the "Voice of the Red Raiders," announcing home games in basketball, football, and (occasionally) six other sports.

Dan became an Advanced Placement Calculus reader in 1978, which led to an increasing level of involvement with the program as workshop consultant, table leader, and exam leader. He joined the AP Calculus Test Development Committee in 1986, then in 1990, he became the first high school teacher in 35 years to chair that committee. He is a coauthor of Pearson textbooks in precalculus and calculus, and he is a series author of the Prentice Hall textbooks in algebra and geometry.

Dan was named a Tandy Technology Scholar in 1992 and a Presidential Award winner in 1995. He has served on the executive committee of the Mathematical Sciences Education Board and on the board of governors of the Mathematical Association of America. His articles on mathematics and education reform have appeared in the Mathematics Teacher, the American Mathematical Monthly, and the College Mathematics Journal.

Purpose

Pathways furthers knowledge, enthusiasm, and vision for outdoor experiential education in Ontario. Reflecting the interests of outdoor educators, classroom teachers, students, and academics, the journal focuses on the practice of outdoor experiential education from elementary to post-secondary levels, from wilderness to urban settings. *Pathways* highlights the value of outdoor experiential education in educating for curriculum, character, well-being, and environment.

Submitting Material

The *Pathways* editorial board gladly considers a full range of materials related to outdoor experiential education. We welcome lesson outlines, drawings, articles, book reviews, poetry, fiction, student work, and more. We will take your contribution in any form and will work with you to publish it. If you have an idea about a written submission, piece of artwork, or topic for a theme issue, please send an email outlining your potential contribution to the chair of the editorial board, bhender@mcmaster.ca

We prefer a natural writing style that is conversational, easy to read and to the point. It is important for you to use your style to tell your own story. There is no formula for being creative, having fun, and sharing your ideas. In general, written submissions should fit the framework of one of *Pathways* 20 established columns. Descriptions of these columns may be found at www.coeo.org by clicking on the publications tab.

Whenever possible, artwork should complement either specific articles or specific themes outlined in a particular journal issue. Please contact the chair of the editorial board if you are interested in providing some or all of the artwork for an issue.

Formatting

Use 12 point, Times New Roman font with 1.25 inch (3.125 cm) margins all around. Text should be left justified and single spaced. Place a blank line between paragraphs but do not indent. Please use Canadian spelling and APA referencing.

Include the title (in bold) and the names of all authors (in italics) at the beginning of the article. Close the article with a brief 1–2 sentence biography of each author (in italics).

Do not include any extraneous information such as page numbers, word counts, headers or footers, and running heads.

Pathways contains approximately 600 words per page. Article length should reflect full page multiples to avoid partially blank pages.

Submit articles to the Chair of the Editorial Board or issue Guest Editor, preferably as a Microsoft Word email attachment.

Each piece of artwork should consist of a single black and white drawing (crosshatching but no shading) scanned at 300 dpi.

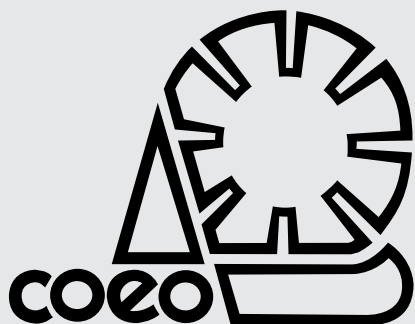
Submit artwork to the Chair of the Editorial Board or issue Guest Editor as a digital file (jpeg is preferred.)

Submission Deadlines

Volume 1	Fall	September 15
Volume 2	Winter	December 15
Volume 3	Spring	February 15
Volume 4	Summer	April 15

Complimentary Copies

The lead author receives one copy of the issue in which the article appears and one copy for each co-author. Lead authors are responsible for distributing copies to their coauthors.



The Council of Outdoor Educators of Ontario

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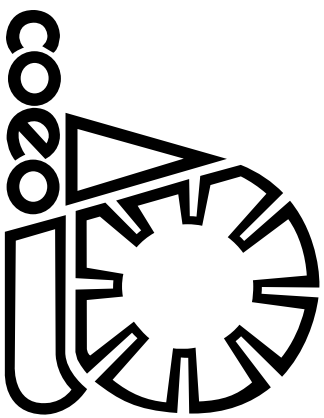
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