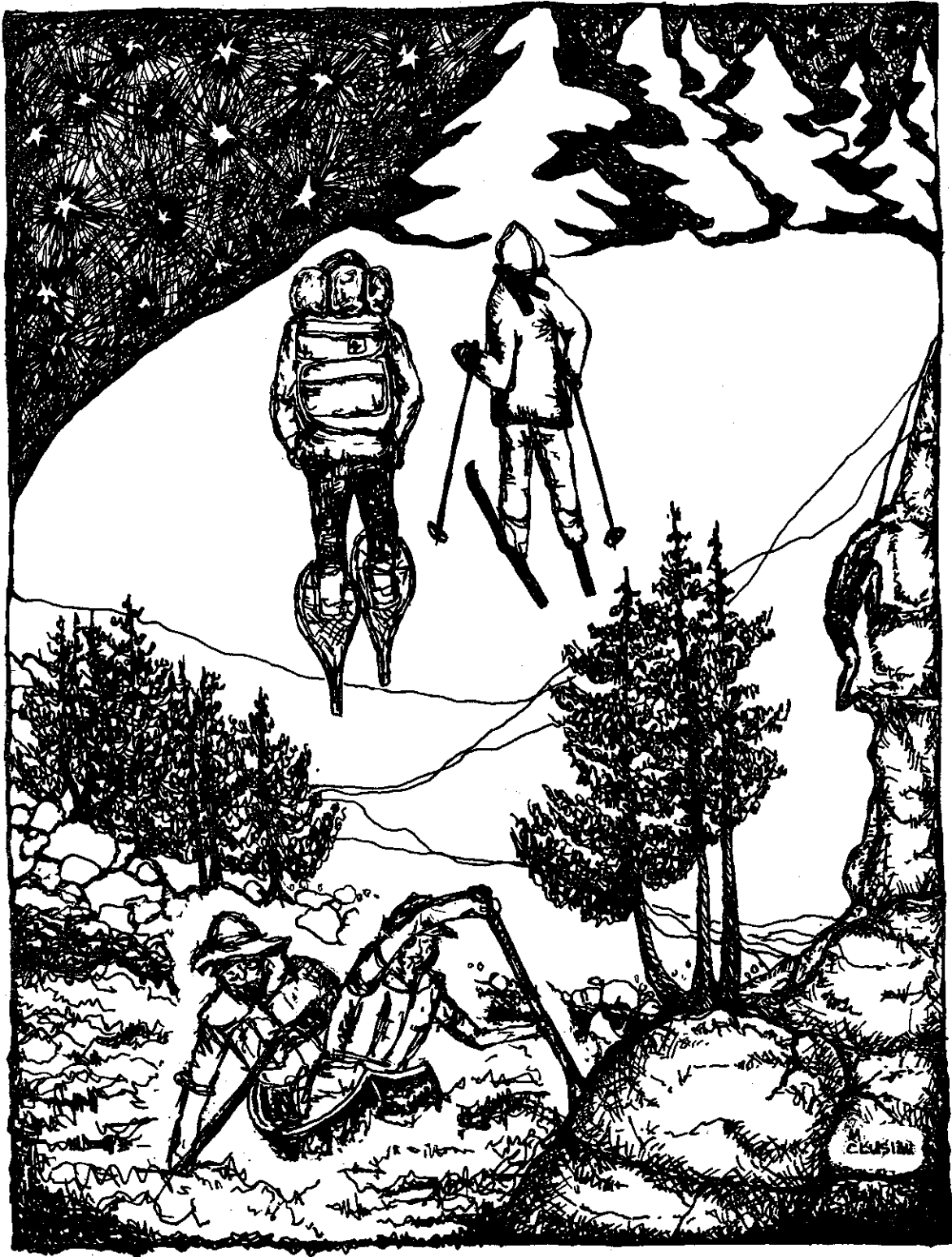


ANEE NEWS-JOURNAL



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The Council Of Outdoor Educators Of Ontario

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SAFETY IN THE OUTDOORS

...the Outdoor Educators Perspective

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Michelle A. Clusiau

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NOBODY EVER SAID DREAMS ARE FREE

[I Have a Dream - Part 11]

[This is the second of a 4-part series. The first segment was printed in the last issue of Anee, on page 3. If you missed it, please go back and read it, as your personal response is requested!]

NOBODY EVER SAID DREAMS ARE FREE.

What they might have said, or perhaps they meant to say, was "Dreaming's free". Although even that is debatable. Even dreaming costs you time and energy --- the time and energy you could have spent doing other things

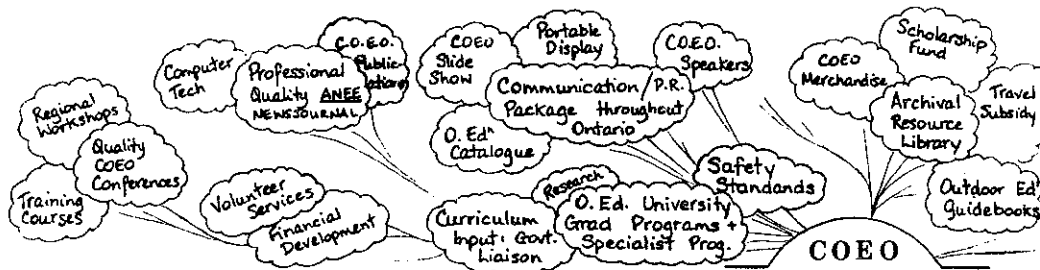
Still, dreaming's important; it isn't a complete waste of time. It's just that it takes a whole lot more to actually to reach your goals, and to make those dreams come true.

ONLY PEOPLE MAKE DREAMS COME TRUE.

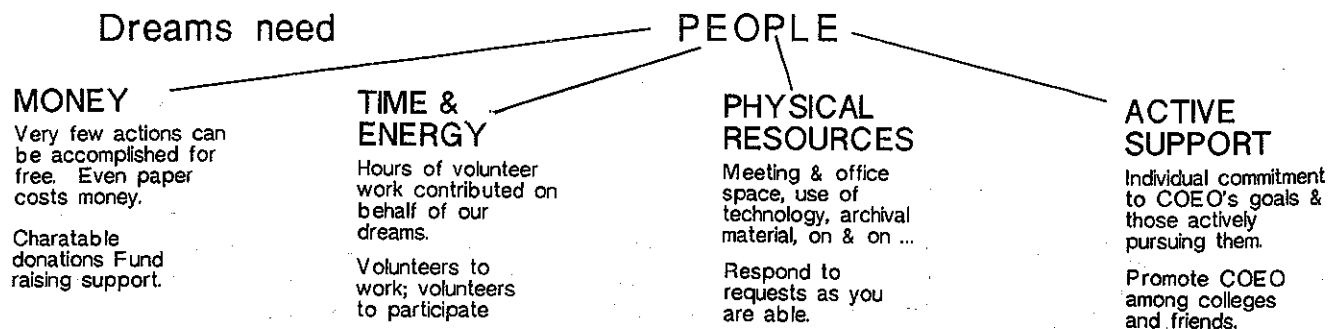
People to dream the dreams and to see the nightmares and the mountaintops of the future ahead. People to gather the resources, and to collect all that will be needed along the way... and people who are willing to **give** them. And dreams need people to make fantasy into reality, to take the actions, risk the first steps, lead the way.

We have those people working within COEO right now. We have some dreamers and we have the doers too. People who are willing to use their own time and energy and resources working on behalf of the goals of this organization. "COEO IS A PROFESSIONAL ORGANIZATION OF PEOPLE DEDICATED TO THE PROMOTION & DEVELOPMENT OF OUTDOOR EDUCATION IN THE PROVINCE OF ONTARIO." We have people doing that right now.

And I have faith in them. Your leadership is a good one. Not perfect, not the 'very' best. But it is solid, and it is functional. A team of dreamers and doers with individual talents and skills. They know their jobs. They know how to get things done. And they have developed a whole host of ideas and plans for goals they'd like to achieve on behalf of COEO, and outdoor education in the province of Ontario, and on behalf of **YOU**.



There are so many 'great' ideas of wonderful things to do for Outdoor Educators and Outdoor Education in Ontario (and the ideas still keep coming!), that we've had to tie ourselves up and chain our imaginations to the proverbial floor! Because we don't have the resources needed to make these dream plans come true



ONLY YOU CAN MAKE DREAMS COME TRUE.

C.O.E.O.'S DREAM CAMPAIGN

1987 FUND-RAISING OBJECTIVE: \$10,000

(\$50,000 in the next 5 years)

In order to set COEO on the path to accomplishing some of its current and future dreams for Outdoor Education in Ontario, we need to build a firm and stable financial base from which to operate. We need funds to bring COEO into the 1990's, and to project us into the future.

In the immediate sense, we need to raise a minimum of \$5,000 to meet the commitments of this year's operation plan as well as a bare minimum of new incentives (such as the Financial Development Committee and the new Merchandising Committee) which we feel are absolutely necessary to the health and development of the organization. Rather than eating away at our diminishing financial reserves, we have chosen to put all other projects and new initiatives "on-hold" with the allocation of a zero budget for each one.

Funds generated above the \$5,000 will untie the locks and chains on these already existing projects and plans. And COEO can really start to move towards accomplishing some of our long-term goals.

We are now making a direct appeal to you the membership, for financial contributions to this "Dream Campaign". **Nobody ever said dreams are free.** We have never made this kind of direct appeal before, and we do so now with hesitation.

COEO needs to build a firm financial base not only from which to operate on a one year plan but as a secure foundation for the future.

But we also do so with firm conviction --- not only that the time has come and the need is genuine, but that you will see the value of your investment at this time. For an organization, we are in a healthy position to 'deliver'.

COEO has now been officially reinstated as a Charitable organization, so that all donations to COEO are now fully tax-deductible under the Charitable Status Act of Canada. An official receipt will be issued to you upon request for income tax purposes.

PLEASE INVEST IN OUR FUTURE:

HELP SUPPORT COEO PROMOTE OUTDOOR EDUCATION ACROSS ONTARIO

CHARITABLE DONATION FORM

NAME: _____

AMOUNT: \$ _____

ADDRESS: _____

Official tax receipt
requested: ☐ YES ☐ NO

Individual and corporate donations will be acknowledged in COEO publications.
Please indicate if you would not like to be recognized in this way. ☐ NO

Please make cheques payable to C.O.E.O
and send to:

Mr. Grant Linney, Treasurer
Box 473,
BOLTON, Ontario. L0P 1A0

PLEASE HELP REALIZE COEO'S DREAMS BY SENDING A DONATION TODAY.

Barbara Anne Hopkins



Barbara Hopkins died after a short illness last New Years Eve. Many, many people have lost a warm friend, an enthusiastic colleague and a fine model of professional teaching.

My contact with Barb was mainly after the opening of the Boyne River National Science School. Before devoting her professional time almost entirely to the Boyne, she was a teacher and then Physical Education Consultant for the City of Toronto. She maintained that consultants should be appointed for short periods of time so as not to lose contact with children and she proved her prediction by putting herself back into the classroom after two years. She was the first teacher involved in the new Family Life Education programme for Grade 7, later extended to younger students.

With the opening of the Boyne, early staff meetings were in her home, a

tradition that continued each September to this day. Her home was always a welcoming nexus to visiting educationalists world wide. In the early days of the Boyne, Barb taught half time with another teacher, carrying her daughter in her backpack when necessary. On one occasion the weather had been so wet that students were unable to start a fire. Barb walked the two kilometers back to school to fetch the stoves, so the students could have their cook-out lunch.

Barb's organizing ability was renowned. She took part in organizing the international course before the Hamilton, Man and Environment Conference of 1982. She was the main instigator of our staff professional development tour of outdoor centres all through 1985. In recent years Barb's organizing ability and sensitivity were largely devoted to the unglamorous but essential job of pre-visiting - meeting

with teachers, students and parents in the city before their visit to the Boyne.

This involved consultation with the teacher to design a suitable program, meeting the students to set the scene and talking to parents who, to start with, are unsure of how well the children will be cared for.

Most weeks it was necessary to mesh the programmes from two or more schools so as to use staff, transport and special facilities in a workable manner.

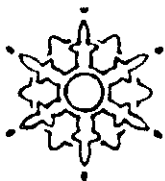
Formally, most visiting groups were Grade 5 and 8 but recently half the programmes have been for secondary students. In all cases, Barb's attention to detail, her sensitivity to visitor's concerns about an unknown place and her encouragement of teacher's who were making their first visit, gave each weeks programme the best chance of success.

She even added follow-up visits to her work load. What was supposed to be a half time position took most of the week!

To finish with two personal recollections: In 1975 Barb demonstrated to me how to run an archery lesson. I have used the system in safety and with pleasure ever since; it was masterly (though Barb might have insisted on mistressly!).

Again, in my first year in working with Barb, the staff as a group, attended a conference in Northern Ontario. One teacher was in great pain from toothache. Barb was very sympathetic and supportive and did everything she could to ease his problem. I thought he must be a special friend. It did not take many months to find I was wrong. He was a friend who, at that time, had a special need and Barb would always give her every effort to help in such a case.

We miss her humour, enthusiasm, knowledge of the job, and her wisdom in always seeing what was done in Outdoor Education in the wider setting of Education and with the best interests of the students always in mind.



central region



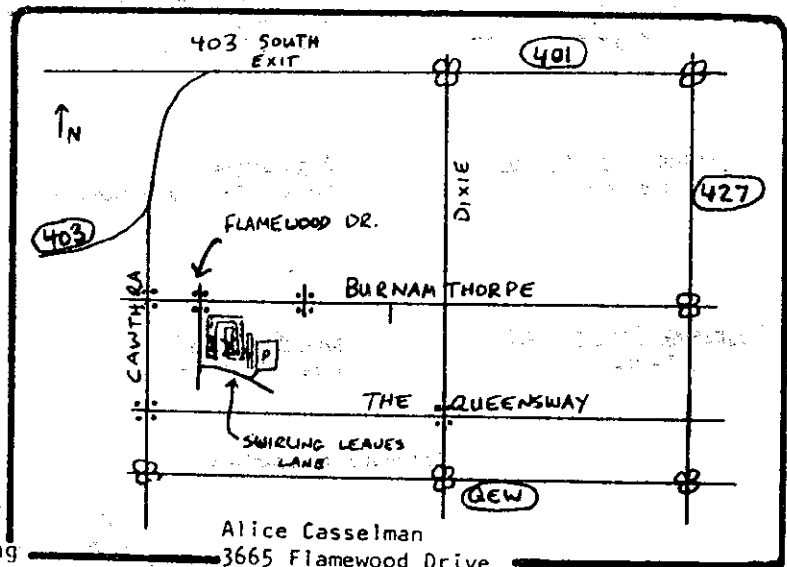
"Contemporary Music for the Big Question Linked to Outdoor Education and Academia"

Bob Henderson McMaster Univ.

Wednesday, February 18, 1987
7:00 to 10:00 pm



Bob Henderson combines his love for music and his quest for knowledge and good discussion in a thought provoking evening at Alice Casselman's. Come and bring a friend and be ready to try and answer all those questions that keep you up at night!



- follow the arches directly west of the parking lot.

- if lost -- call Alice at 275-7685

"A TASTE OF SPRING" or "WHAT'S SAPPENING IN TERRA COTTA"

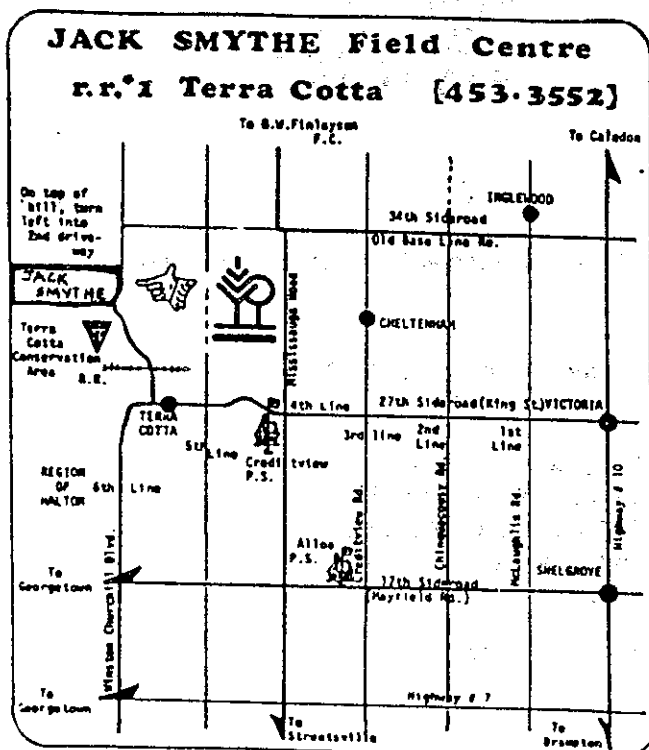
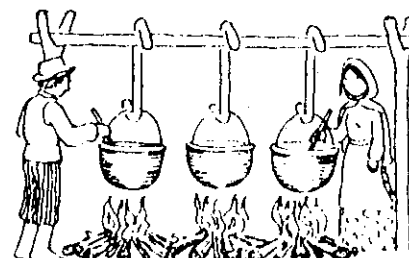
Sunday, March 29, 1987
1:00 to 4:00 pm

The Jack Smythe Field Centre Staff - Alan Hunter, Bill Cook and Grant Linney invite COEO members, family and friends, for a TASTY afternoon in their sugar bush.

Come and enjoy a hay ride, unravel the mystery of "Maple Roo", see a puppet play and observe the Indian, Pioneer and Modern methods of Maple Syrup making. Ice cream and fresh maple syrup will be served!!!

IF YOU PLAN TO ATTEND PLEASE CALL :
THE PEEL FIELD CENTRES AT 457-4197
BY FRIDAY MARCH 27th.

(so we know how much ice cream to buy!!)



COEO CENTRAL - DATES TO REMEMBER !!

Saturday, April 25 to Sunday,
April 26, 1987

1:00 pm to 1:00 pm

Crawford Lake Conserva-
tion Area

Campbellville, Ontario

Down Tremblay invites us to experience the past. Stay the night in a longhouse and learn the value system of the Indians.

Saturday, May 30, 1987

10:00 am

Pond Study

Terra Cotta Conservation Area

Dr. Phil Pointing is here once more!! If you missed last year, be sure to attend. A trout pond will be compared to a eutrophic pond.

Thursday, June 4, 1987

5:30 pm

End of Year BBQ

Forest Valley O.E.C.

Don't miss a super outdoor barbeque and surprise entertainment.

For more information:

Sue Brown 416-630-6263
Mark Whitcombe 705-435-4266
Nancy Payne 416-859-0220

PROJECT WILD WORKSHOP



Date: March 28, 1987
Place: Camp Kawartha
(15 miles north of Peterborough,
on Clear Lake)
Time: 10 AM to 5 PM
Fee: \$20 (registration, material, meal)

"Project Wild is an interdisciplinary, supplementary environmental and conservation program emphasizing wildlife."

Overnight accomodation is possible for anyone requiring it. Just contact Kathy Reid or Cathy Beach for workshop details.

Make the cheque, payable to:
"COEO-Eastern Region",
Kathy Reid
c/o Otonabee Region
Conservation Authority
727 Lansdown Street West
Peterborough, Ontario
K9J 1Z2

(705) 745-5791

SPRING SYMPHONY


at

Camp Cameron Outdoor Learning Centre

(near Perth, Ontario)

FOR CLASSROOM TEACHERS AND OUTDOOR ENTHUSIASTS . . .

Come enjoy a weekend of professional and personal development ...

- Project Wild: Wildlife and conservation activities designed for elementary school teachers.
 - Print making
 - Edible Wilds
 - Latest in Outdoor Equipment
 - Spring Flowers and Bird Migration
 - Storytelling
 - Night Walks
 - Star Gazing
 - Bush Proofing your Kids
 - Maple Syrup
 - Organizing an Outers Club
 - And more ...
- 
- Yahoo!

Yq hoo.

WHAT TO BRING

- sleeping bag, warm clothes, rubber boots
- guitars, harmonicas, any musical instrument
- enthusiasm and ideas to share
- bring your "woodsiest" best in trapper wear to the Trapper's Ball.

-IMMEDIATE REGISTRATION - SPACE IS LIMITED

Name : _____

Address: _____

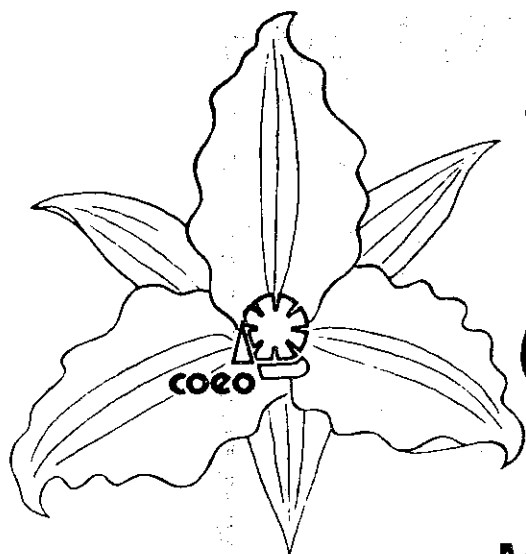
Phone :

FEEs: STANDARD \$70 includes all
STUDENTS \$50 meals, sessions,
accommodation,
hospitality,
and wine and
cheese Friday.

Please make payment to: Irish Sullivan, Registrar
238 5th Avenue,
Ottawa, Ontario. K1S 2N3

For more information: Call Irish at 238-0943 (h)
224-7881 (w)

*** RETURN ENTIRE PAGE AND CHECK AREAS OF INTEREST ABOVE ***



SPRING CELEBRATION

MAY 8, 9, 10, 1987

AT

LESLIE M. FROST NATURAL RESOURCES CENTER

SPONSORED BY COEO NORTHERN REGION



A weekend workshop designed to develop outdoor education skills and knowledge.



Register by April 17, 1987 and qualify for a special Draw Prize. COEO members will be entered in a members only draw.



For more information call Susan Devaux at (705) 474-5420 (W) or (705) 892-2252 (H)



COST: \$105.00 per person - includes registration, meals, accommodation, programme and social activities.

REGISTER NOW! Limited to 160 participants.

NAME _____ COEO # _____

ADDRESS _____ CITY _____ POSTAL CODE _____

PHONE () _____ OR () _____

OCCUPATION/AFFILIATION _____

PREFERRED ROOM MATE _____ SMOKER ☐ NON SMOKER ☐

* Make cheque payable to "COEO SPRING CELEBRATION" and mail to:
REGISTRATION (SPRING CELEBRATION) c/o Jan Heinonen
Box 517, South River, Ontario P0A 1X0

YOU'VE BEEN TO MAKE PEACE WITH WINTER!
YOU'VE BEEN TO SPRING CELEBRATION!
AREN'T YOU TIRED OF DRIVING NORTH?
THEN COME TO THE SUNNY SOUTH!!!

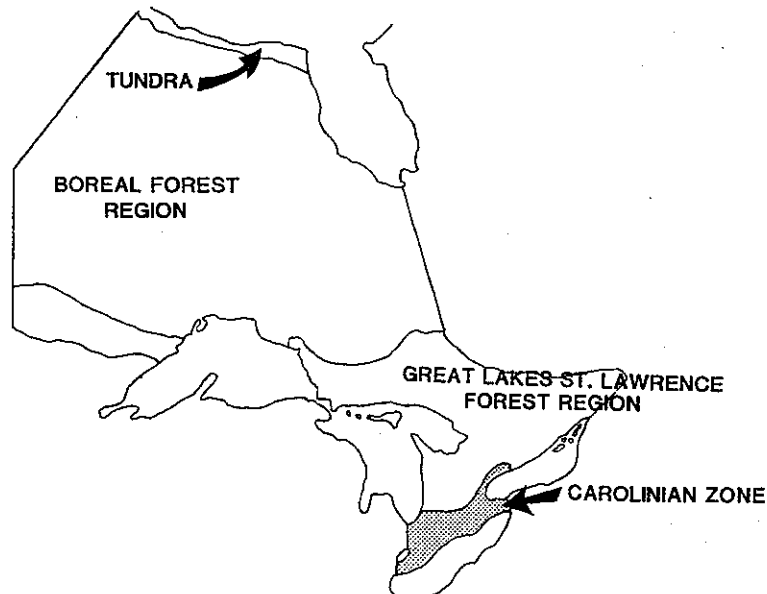
COEO WESTERN REGION PRESENTS:

COEO GOES SOUTH

.....A Weekend Conference on CAROLINIAN CANADA

Discover the wonders of the Carolinian zone such as Tulip Trees, Southern Flying Squirrels, Cucumber Trees, Opossums, Kentucky Coffee Trees and Tupelo.

The Carolinian Zone, located in extreme southern Ontario, is one of the richest areas in the country with habitats ranging from luxuriant marshes to windswept sand dunes. Testimony to this fascinating world are secluded deciduous forests which abound with species more typical of the Carolinas, hence the term Carolinian Canada.



You will visit Backus Woods, one of the finest Carolinian sites in the country, hear from experts in all facets of the programme and discover how we as educators can instill an enthusiasm for this crucial region of Canada.

The conference will begin on Saturday May 2, 1987 with presentations by government agencies, F.O.N., World Wildlife Fund and teachers. In the evening go for a night walk into the ghostly sounds of Backus Woods and get over the chills with an old fashioned square dance. Sunday is field trips with local naturalists who will help us explore some of the extraordinary sites of this Carolinian Zone.

For more details on COEO GOES SOUTH, watch for the next issue of ANEE.

C.O.E.O. WESTERN REGION
REGISTRATION FORM

"CAROLINIAN CANADA" CONFERENCE
MAY 2-3, 1987

BACKUS CONSERVATION AREA

(SURNAME) (FIRST NAME) M or F ()
(CIRCLE) (AREA (HOME PHONE)
CODE)

(ADDRESS) (CITY) (POSTAL (AREA (BUSINESS PHONE)
CODE) CODE)

C.O.E.O. Membership No _____

Non-Member ☐

Occupation:

Conservation Authority Employee ☐

Teacher - Elementary ☐

Teacher - secondary ☐

Other _____
(Please Indicate) ☐

ACCOMMODATION

A. Minden Inn, in Simcoe, Ontario

Deluxe:

Single Room - \$46.00

Double Room - Two in a room

- \$26.00 per person

Basic:

Single Room - \$37.00

Double Room - Two in a room

- \$21.50 per person

*** All rates are payable (Plus Tax) to
Minden directly.

I am willing to share a room with

I am willing to share a room with anyone
☐ (check)

B. Camping at Backus Conservation Area

\$8.50 per site (one tent per site)

Hot showers available.

*** Payable directly to the Longpoint
Region Conservation Authority

REGISTRATION COSTS

Conference Fee

(Includes Sat. Lunch & Dinner and Sun.
Lunch. You are responsible for own Sun.
Breakfast)

_____ \$64.00

Please mail completed registration for with a
deposit of \$30.00 to:

Bill Savage
174 Laurentian Dr. N.
London, Ontario N5W 1P2

*** For registrations received after April 18,
1987, add a late fee of \$10.00

(for office use only)

Checked in _____

Total Fee \$ _____

Deposit \$ _____

Owing \$ _____

Paid in Full \$ _____



NORTHERN REGION

COEO COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO

**invites you to a winter live-in at
Sainte-Marie among the Hurons**

FEBRUARY 21 & 22

AN OPPORTUNITY TO LEARN & LIVE THE LIFE OF 17TH CENTURY NEW FRANCE

ACQUIRE SKILLS, KNOWLEDGE &/OR INSTRUCTIONAL METHODS IN:

- | | |
|--|----------------------------|
| -NATIVE CRAFTS | -CARPENTRY |
| -TRADITIONAL TANNING | -BLACKSMITH TECHNIQUES |
| -WINTER SURVIVAL | -FIRE STARTING |
| -SNOWSHOEING | -RELIGION(NATIVE & FRENCH) |
| -17 TH CENTURY MEDICINE | -FOOD PREPARATION |
| -DRAMATIZATION OF NATIVE/FRENCH CULTURE CONTACT | |
| -INTERPRETIVE TOUR OF RECONSTRUCTED MISSION HEADQUARTERS | |

COST OF \$30.00 INCLUDES: REGISTRATION
4 MEALS(SAT, LUNCH/DINNER, SUN, BREAKFAST/LUNCH)
SLEEPING ACCOMMODATION ON SITE

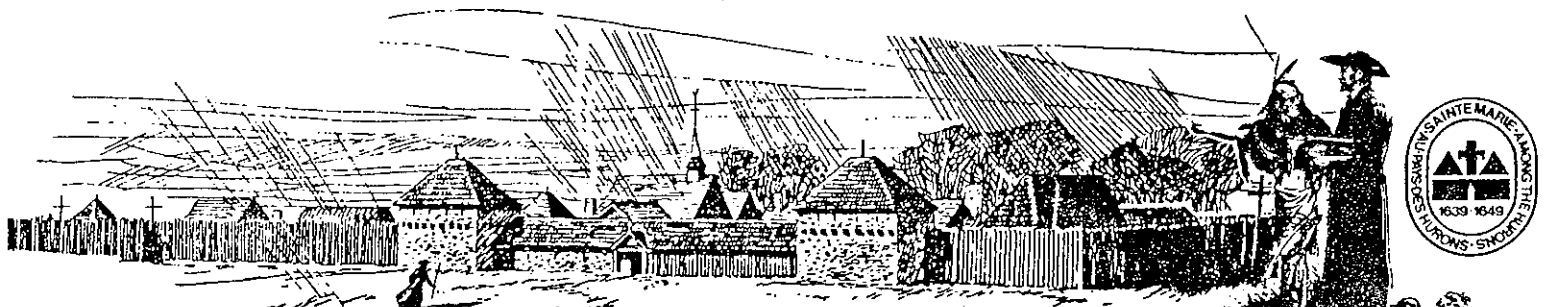
* FOR FURTHER INFORMATION CONTACT SUSAN DEVAUX AT (705)474-5420(w)
(705)892-2252(h)

REGISTRATION OPEN TO ALL COEO MEMBERS
LIMIT OF 25 PARTICIPANTS - REGISTER NOW

NAME: _____ COEO #: _____
ADDRESS: _____ CITY: _____ POSTAL CODE: _____
PHONE: () _____ OR () _____

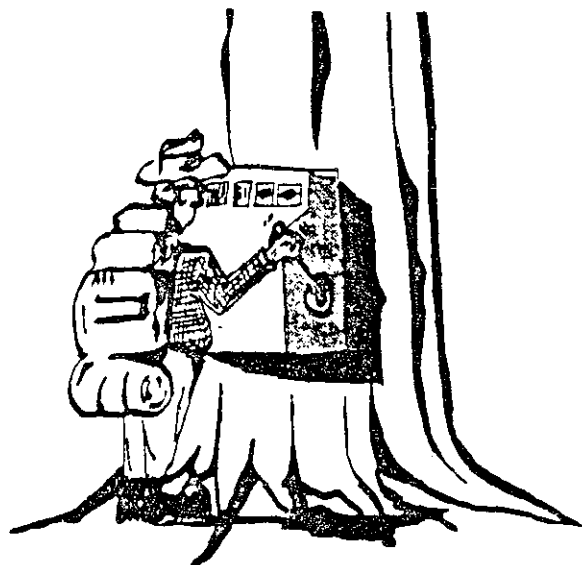
INCLUDE ON THE REVERSE SIDE 6 PREFERRED SESSIONS FROM ABOVE LIST
MAKE CHEQUE PAYABLE TO "COEO-NORTHERN REGION" & MAIL TO

SUSAN DEVAUX,
C/O NORTH BAY-MATTAWA CONSERVATION AUTHORITY,
P.O. BOX 1215,
NORTH BAY, ONTARIO, P1B-8K4



Assimilating Safety Information: Problems and Solutions

by James Raffan



After ten years of Conducting wilderness crisis management seminars and courses for school boards, community colleges, clubs and commercial guiding operations, I've come to the conclusion that there are four impediments to effective outdoor safety training. These problems are all outgrowths of the "it can't happen to me" attitude. Solutions, or ways to get around these barriers to safe practice, have changed my perspective on safety and risk management. Perhaps they'll do the same for you.

Problem #1

We Don't Learn From Other People's Mistakes.

Explanation: A Globe and Mail headline reads "Eleven Youths Perish in Lake: Only Four of Fifteen Survive Terrible 17 Hours' Experience When War Canoe is Capsized."

Thinking of Temiskaming? Think again. This news item is from the 22 July, 1926 edition of the paper that described a multi-death fiasco on Balsam Lake, near Fenlon Falls, almost identical to the more recent tragedy. You'll recall on 13 July 1978, the Globe headline read, "12 Boys, Teacher Drown on Canoe Trip."

We're not very good at separating facts from emotion. Good newspaper writing combines facts with the feelings of the people involved. It is almost impossible to think clinically about a newspaper account of an accident, with its attendant quotes and photographs. We tend to read the paper and put its contents out of mind by saying, "Ah, that won't happen to me."

Solution #1: We need a way to systemize and depersonalize accidents. The River Safety Task Force Newsletter is a good example of accident analysis from which paddlers can learn without the burden of emotion. The National Safety Network's data base of accident statistics, and annual

reporting system is an invaluable tool to help adventure educators make productive use, non-judgementally, of our colleagues' accidents.

Problem #2

The Best Safety Lesson is Personal Involvement in an Accident.

Explanation: You have to have an accident to prevent others from happening. We only seem to be able to learn from our own mistakes. One of the most safety-conscious institutions in North America is St. John's School. The most safety wise practitioner I know is a fellow who had a death in the field. It seems that personal involvement in a mishap is necessary to provide the motivation to concentrate on safety details and to break the it-can't-happen-to-me barrier.

Solution #2: Do more than talk about risk management. The closest we can get to the real thing is to participate in simulations. There is no substitute for participation in a real accident, but well-planned, skillfully executed and sensitively debriefed simulations are as close as we can get.

Problem #3

You Can't Possibly Learn All There is to Know About Safety.

Explanation: Faced with a mass of information, it's often tempting to buy the book and ignore the contents because it is difficult to know where to begin. Publications about these matters tend to dwell on technical matters or on the grisely details of other people's misfortunes and not on simpler and perhaps more essential issues, like why accidents happen in the first place.

Solution #3: Use imagery to package information into manageable chunks. For example, to develop an attitude of preventative awareness, imagine a slot machine on the tree that document your decision making and safety consciousness.

Every time you overlook a possible hazard a lemon appears on the machine. Sometimes you like to travel with a couple of lemons already on the machine because that's what puts the attractive element of risk in your program. But when you've overlooked a number of hazards and combine that with a bad judgment or two, you have a whole row of lemons on the machine and bingo! You hit the jackpot. Someone's life hangs in the balance. The slot machine analogy is one of many images that can frame complicated ideas into a simple picture in your mind.

Problem #4

Safe Practice Breeds a Sense of Invincibility.

Explanation: Two or three or more years of accident free practice tends to lull us into thinking that our safety net is impenetrable.

Solution #4: The trick is to communicate in publications like Anee and to analyze accidents that happen in settings similar to yours, to support the notion that "it can happen to me." The key, however, is to focus not on why things turned sour in these case studies but under what circumstances the accident happened. This is less personal, more effective.

James Raffin teaches in the Outdoor and Experiential Education Program at Queen's Faculty of Education.



An Opinion: The 'You Can Die in the Bush' Thinking Runs Rampant

by B. Henderson

Okay, I suppose I have to admit it, "you can die in the bush". I first used this phrase facetiously almost ten years ago now, when safety rules and the general attitude of our leaders interfered with a quality learning experience and perhaps unwittingly taught an overdeveloped sense of fear of the bush. These should hardly be objectives for Outdoor Educators. But doesn't it seem we are being forced into this position? I'm saddened to think that these former leaders were ahead of their time.

Today in this age of litigation, insurance and void of personal accountability run rampant, Outdoor Educators work in a constant state of jeopardy. Programs are being cut and diluted of their adventure and risk. Particularly, the Adventure/Risk Recreators among us must question the business we are in. Not in terms of a sense of worth, for this worth increases proportional with the societal protectionist drive, but from a purely practical "save your skin" point of view, one is left to question involvement in this career threatening educational programming. You know you are facilitating the real basics, the true three R's - Risk, Reality and Responsibility. Your work is inspired by your understanding of its value as a cultural imperative; to foster generic skills of personal competency through guided self awareness strategies. Risk taking, assessing limits and potentials, teamwork, orientations to action, leadership/followship, are among the inherent learned skills behind seemingly simple activities such as trust stunts, initiatives tasks, co-operative games and wilderness travel. It's also a whole lot of fun, (hardly a minor added bonus).

However, now our cultural system seems against you. Your clients appear to be enjoying your service and talents but at the same time, are they or their parents just waiting for you to screw up and your colleagues seem keen to access every aspect of your particular tragedy to find your mistakes so they can safely announce that, "Well here's his mistakes. I would never do this". Worst of all, your administrators are starting to question your long running successful adventure program based on insurance and litigation, seemingly with little or no regard for educational, lifeskills merit, let alone your past safety record.

We are all going to die anyway!



When we meet in professional groups we talk insurance, the National Safety Network, and the latest trends in safety equipment technology (more and more technology). We talk certification, though this is now focused on its possible insurance merit rather than the actual course content and societal value and we talk Timiskaming drownings and Mt. Hood exposures and hypothermia.

Quite a gloomy depressing picture. Why bother with the risk? Perhaps it's okay to perpetuate the experience poor, information rich society with individuals striving for, as French climber Gaston Rebuffat has said, "adding years to their life without adding life to their years".

We, in the pursuit of pursuits, can find solace in two points.

1. We are all going to die anyway - we all have that terminal disease known as LIFE (perhaps that's not much solace, but it is reality). The real point here is that very few people do die or incur serious injury while involved in outdoor education lead experiences, relative to many of the activities more standard to our daily lives, ie. driving a car. Also consider that if you can't afford new insurance premiums for your quality adventure program with a long established safety record, neither can any nuclear power plant. In fact, in every country where this would be an issue, governments have passed legislation limiting the liability for the nuclear industry. This actuarial science - calculating the odds, is a confused mess when concerned with outdoor adventure. Are our programs as dangerous or as safe (do these plants not talk about billion to one odds against any accident) as our nuclear plants? Confusing, eh!

2. While litigation, insurance and the void of accountability flourish like a strangling social disease, "the bush" remains constant. It is neither benign or adversary. It is HOME. Not an easy one to teach, this one. But it is reality - a constant. Ian Young wrote in verse, "Have I been too long in the cities that I have such fear of the landscape". Home is not just the cities. Home is nature, the planet.

It is this ancient enlightenment, or as Theodore Roszak calls it, this "religious Impulse" we have lost or have put on exile. No one has put it better than Paul Shepherd who simply suggests when told, "You're just another back-to-nature freak", responds with, "how can you get back to what you've never left?".

Perhaps it seems that I have wandered into the philosophical with this highly practical issue. But empowerment learned through adventure and the ancient insight of the planet as home are bound to suffer under the weight of all the litigation seriousness. It is a philosophical pre-supposition that offers a needed balance between adventure and overly managed risk;

My point is: don't forget the adventure.
Seek a healthy balance.

"you can die in the bush" and the "bush-is-home". It is empowerment through outdoor adventure, and understanding of, and appreciation for nature as home through engagement with nature that we are in the business of facilitating. That's what we do. Managed risk and the "you can die in the bush" view when overdeveloped is counter to our prime directives.

As risk becomes more and more managed, so too does adventure dissipate. It can lose all spontaneity and naturalness. It can lose any sense of being real. This does not have to happen, but it is wise to consider the possibility when organizing management strategies to appease administrators, insurance companies or even participants. My point is: don't forget the adventure. Seek a healthy balance.

When I first used the "you can die in the bush" line in jest, it was because I knew the bush was not the enemy/monster that it was presented to be. Our leaders created rules that separated us from the enjoyment of nature. "Fear of" rather than "blend in" seemed to be the cultural ambience that we were indirectly being taught. Having participants sign three waivers before they can hike or canoe is a reflection of a sick society, not a sick bush. This is what I mean by the bush constant. What sort of thinking do these forms generate in the minds of the participants?

I heard a story from a friend who spent some time in the native community of Attawapiskat. Her host, an elderly Cree woman said one day, "she was going for a walk and don't expect her back at a given time". My friend didn't know what this meant and the Cree woman returned two days and two nights later from her walk. No one thought anything of it. Today, as

Holy Manitou is it confused down there!!"

urbanites such a venture might be called a solo expedition.

In Eskimo Point along Hudson Bay I once told an Inuit hunter that I teach Outdoor Education. First I felt proud to be able to link myself to the outdoors. We had a common ground between us, I thought. Then I noticed his confusion and embarrassment. I realized he was wondering, "what could I possibly be teaching? Is so much time spent indoors that outdoors has to be taught? Holy Manitou is it confused down there!!"

It's not with pride one should teach Outdoor/Adventure Education, it is with conviction that we teach responsibility, risk taking and reality based thinking and a comforting wise regard for Nature as home. It is all quite embarrassing that this need be taught in the first place.

Current trends make me particularly embarrassed to think explaining outdoor/adventure education to the Cree woman or Inuit hunter.

Bob Henderson teaches Outdoor Education at McMaster University.



Good Luck, Bad Luck:

Being Systematic About Safety

by Bert Horwood

Safety problems in outdoor education are dilemmas. It is the nature of dilemmas that they do not easily go away. This article describes how a systematic approach to safety dilemmas can lead to increased awareness and control.

The primary dilemma has been well described by James¹. It is not possible to obtain the benefits of outdoor education without putting staff and students at some risk. Risk is inescapable. Indeed, within limits, the gains are proportional to the risk. Therefore there is no point in seeking the infallible, risk-free program. The absolutely safe program is either an exercise in self-deception or valueless.

A second problem lies in the difficulty of thinking publicly and critically about safety practices. To oppose a safety practice is to appear to be opposed to safety and that is a very dangerous impression to give in these litigious times. But it is essential that we should be able to debate publicly and fearlessly the relative merits of our practices, policies and attitudes. To take an example, I refuse to consider a first-aid kit to be part of safety equipment. It is the thing to which I appeal when safety has failed. First-aid kits, stretchers and other paraphernalia for treating accidents belong to the 'unsafety' equipment. My point is that the general public understanding of safety does not coincide with this view and it is somewhat dangerous not to conform to the common understanding.

A third dilemma confronted by the field is that participants and observers have entirely internal or subjective feelings about the degree of risk to which they are exposed. These feelings are vitally important to the learning which is to emerge in the educational process. But a

I refuse to consider a first-aid kit to be part of safety equipment.

person clinging to a narrow perch on a rock-face does not know, and is not able to assess the actuarial, objectively measured risk of the activity. City children about to go orienteering at a forested Outdoor Education Centre are not much impressed with soothing assurances that they won't get lost and that staff know where they are. First time observers at a ropes course are often shocked at the obstacles and totally unable to believe the safety record. It is essential to honour both measures of risk. The perception of high risk is a key ingredient in the experiential learning process. The measure of actual risk gives the hard data that enables one to escape discussions of good or bad luck and put the matter onto a sound statistical base².

The final dilemma to be mentioned relates to different levels of social acceptance for different accidental rates. Athletic injuries are tolerated at a much higher level than are educational accidents, for example. Karl Rohnke³ claims that there were 40 000 "paralyzing-type injuries" in United States amateur football in the last five years. Football continues to be an acceptable, popular activity. But such an accident record would not be tolerated in the field of outdoor education and none of us would want to have to justify such a rate. All the same, Divergent societal expectations put a special burden on outdoor educators.



In the Outdoor and Experiential Education courses at Queen's we have been able to live more comfortably with these dilemmas by being more systematic about the way we think about and practice safety. I would not claim that we have been more safe because that claim must await more data. But we are much more aware of hazards which can be reduced without loss of programme integrity and we have a much improved practice of safety management, especially in collecting hard data.

The system used at Queen's is that of the National Safety Network developed by Alan Hale⁴. During the course of one year we systematized a number of practices which had previously been scattered or non-existent. A single, simple safety policy was written⁵ drawing on practices common in the field⁶. We reserved the use of "rules" for the context defined by The National Safety Network and as a consequence placed our reliance on the proven good judgment of instructors to act properly in highly variable circumstances for which detailed regulations could not possibly be written wisely.

An outline of the safety practices for each activity in our programme repertoire was confined to one sheet of paper. Key instructors were trained at a National Safety Network seminar. Considerable attention was given to the "environmental briefing" used to introduce each activity because we found that not only must information about risks be given to participants but also the tone set in the introduction had a powerful influence on the degree of care, tension or recklessness displayed by participants. Finally, we defined a reportable accident as any injury which required a first-aid kit to be opened or damage to property requiring repairs. Instructors are required to report all accidents, however minor, and also to report close-calls in the form of a one paragraph anecdote. Each activity is entered in the safety record log book regardless of whether or not there was an accident.

This system requires regular maintenance. The safety policy is reviewed annually and revised in the light of experience and the annual report of the National Safety Network database. The accident and close-call reports are assembled and analyzed annually, collated and submitted to the National Safety Network database as well. Staff debriefings after activities (often relaxed, informal conversations) and formal participant debriefings after serious accidents (those requiring medical attention) provide continual corrections and adjustments to the system.

The effect of the systematic approach has been to increase the number of reported accidents and to make us much more aware of what counts as an unsafe event. The database shows us the statistical accident rate for ourselves and for all of those across the continent who report data. The systematic approach provides the kinds of records and information which administrators find useful and comforting. Most importantly, we have come to learn that there are no prizes for having no accidents and there need not be a sense of shame for having accidents. Having taken care, the accidents that happen count as part of the inescapable consequence of intrinsically risky activities and serve as blazes on the trail to programme operation with the maximum of safety compatible with programme integrity.

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CLOSE-CALLS, IGNORE THEM AT YOUR OWN PERIL

by Alan N. Hale

"While cooking the evening meal two campers knocked over a backpacking stove and messkit containing boiling water. After restarting the stove and bringing the water to boil, a participant from another food group knocked it over again."

This incident is a close-call. No injuries occurred, no property was damaged; but certainly, there was the potential for serious injury. You and I have the opportunity to know about this incident and examine its circumstances because the field instructor leading this group was alert enough to identify the incident as a close-call and energetic and diligent enough to describe it in writing for his or her program leader.

This article focuses on the importance and value of documenting close-call situations in outdoor adventure and camping programmes. It further explores the utility of networking such information with other program leaders.

WHAT IS A CLOSE-CALL?

What is the relationship between an accident and a close-call? The research and documentation of the National Safety Network suggests that a precise definition of the term "accident" helps identify close-calls and helps us understand why they must be included in accident reporting procedures. The following working definition of the word "accident" is recommended by the National Safety Network. An accident is a dangerous, unplanned occurrence resulting in an injury, a close-call, or property damage.

This definition suggests two things; one, the word accident and the word injury are not synonymous and should never be mistakenly interchanged. Second, there is a connection between close-calls and injuries. An example will clarify the connection and also shed further light on the phenomenon of the close-call.

"Soon after beginning an outdoor adventure program called Hawaii Bound a canoeing expedition group returned to basecamp telling stories about how one of the group's four-person, outrigger canoes had been blown away from the landing site by a strong gusty wind coming suddenly down the mountain. Several local fishermen aided the paddlers with a power boat and towed them back to shore with a handline. The paddlers had been blown about 300 feet from the landing site.

Within the group there was obvious excitement about this experience there had been a few anxious moments while the paddlers struggled against the wind, but now safe at basecamp there was much laughter and bravado about the incident. Neither the participants or instructors wrote a description of the experience, awareness spread by word-of-mouth.

Over the course of the next year, several instructors returned to the basecamp after canoeing and talked about how careful they had to be near the take-out location because of frequent off-shore winds.

During the second summer season I was leading a canoeing expedition north along this coast. On a calm morning we decided to paddle across a long narrow bay, at times up to a half-mile off shore. I gave instructions to all participants to stay very close together and follow my lead at all times.

As we progressed across the bay I continually eyed the mountains looking for any sign of wind development. At a point half way across the bay and a quarter mile from land I saw a whirlwind and dust cloud develop at the 10,000 ft. level on the mountain. It began descending the slope. I called to all paddlers to immediately alter direction, to head for shore, and to paddle as if this was a race. The students were surprised, since the immediate shore was not our destination and the sea was a glassy calm. However, they noted my vocal tone and the energy I was demanding of the other three paddlers in my canoe.

The three canoes were instantly in a race to the shore. Within seconds a wind developed in our faces. Soon a sun visor blew off someone's head and they asked to turn the canoe around to retrieve it. I instructed them to leave the cap. Within one hundred feet of shore full white caps developed and the paddlers lungs and arms were burning with the flush of such a sudden burst of paddling energy.

From this isolated beach it took hours to raise help, but help finally arrived.

We landed, pulled the canoes up the beach and within a minute the palm tree tops were bent parallel to the ground, a dust cloud enveloped us and the sea was a maelstrom of wind whipped water. This wind blew unabated for three days. This was a close-call!!!!

Program leaders altered the program immediately. We contained our canoeing to protected bays while we searched elsewhere on the island for a coast line more hospitable. We located a coast line far to the south that was never known to experience high winds, but it would require a year's work to find launch and landing sites and obtain land permissions to use the isolated beaches.

Late that summer the staff organized a two-day instructor's training trip to the ocean. Our plan was to launch at a public

beach and paddle half-mile around a point to an isolated beach and remain there for training. The entire trip could be paddled while remaining a few feet from shore.

The launch site was a long gleaming, white sand beach backed by a thick growth of palm trees with several miles of barren black lava behind the trees. The three canoes were launched, mine being last in the water. As I entered the canoe a wind blasted through the palms blowing toward the ocean and instantly the three canoes were drifting quickly away from land. I managed to steer my canoe, going with the wind, to a reef where we were able to beach it. The others, paddling as strongly as possible were being steadily swept to sea. From this isolated beach it took hours to raise help, but help finally arrived. Both canoes were located at dusk by helicopter five miles to sea. The paddlers were picked up by a power boat, but the sea was too turbulent to save the canoes. All equipment and canoes were set adrift. No piece of the equipment has ever been found."

This was an accident with property loss and a very sobering experience for instructors. This example demonstrates several common themes that are found in close-call situations and further demonstrates how close-calls are typically treated in adventure programs.

First, recall in this example the laughter surrounding the participant's description of first being swept away from the landing site. When especially frightening experiences end without harm, laughter and light hearted joking usually occur. This seems a natural emotional outlet and reaction to the potentially disastrous results that were apparent, yet too unpleasant to dwell upon. This avoidance of a serious consideration of the potential danger, I believe, is responsible for the second common theme in close-call situations, namely failure to report them.

Amid the laughter, stories, and good feelings it is quite easy to ignore, or forget the writing of a close-call report. The reluctance, or inability, to identify and

report close-calls is certainly not true with injuries.

A third theme that accompanies close-calls is the lack of analysis they receive. A careful and probing analysis can reveal underlying themes in accident situations that portend further accidents. Analysis often can uncover ways to reduce this accident potential creating safer activities.

The fourth theme accompanying close-calls is that without identification, description, and analysis, they tend to reoccur, often as accidents with injuries. I can predict with confidence that in any program where close-calls are unappreciated or ignored, close-call situations escalate in number and lead to injuries, and occasionally to accidents with fatalities.

These four themes are the important indices of a close-call:

1. Those involved express relief when a potential accident situation ends without harm to anyone. The individuals and the group often express this relief through exaggeration and humour.
2. Those involved often do not identify the situation as a true accident and do not report it in a formal way.
3. There being no description of the event, no analysis is made.
4. Without analysis there is frequently no intervention to stop or alter the close-call circumstance. This tends to promote a reoccurrence, often with escalating seriousness.

After the loss of the canoes in Hawaii the program leaders shifted its entire water program to another area of the islands. This required major logistical and financial support, but there were no further accidents in the ocean program involving wind or accidents with any serious consequences.

HOW SHOULD CLOSE-CALLS BE DOCUMENTED

Because a close-call is an accident, some type of accident report form can be used. In practice, however, many of the questions asked on injury forms are not relevant to close-calls. The best practice is to provide instructional staff two types of accident report forms. I use small forms made of card stock, either 3" x 5" or a size slightly larger. It helps to color code the forms by having them printed on different color paper stock. Injuries then can be reported on the Injury Report Form (which I colour bright yellow) and close-calls can be reported on a separate Close Call Report Form (which I colour bright blue). On the Close Call Report Form a few questions can guide the field instructor, teacher, or counselor, in gathering important information that will assist analysis. Provide ample space for descriptive writing, including the back side of the form. Information to gather includes: date, time of day of the close-call, location of the close-call. Ask for a description of the activity of individuals and the group, a description of the accident, and a listing of the factors contributing to the close-call situation. These factors include objective hazards, attitudes, and behaviours that proved dangerous in this situation. Have the person completing the close-call form sign and date it, and have the reviewing supervisor sign and date their review.

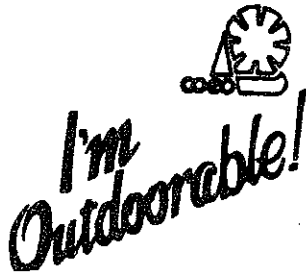
It is a good practice to gather and read close-call and injury reports as soon as possible after the incident.

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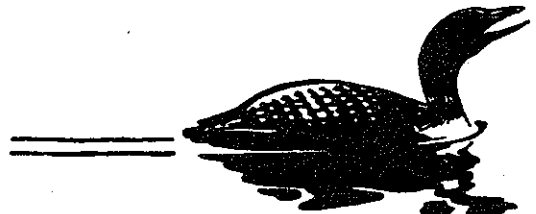
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ANALYSIS OF CLOSE-CALLS

One very great advantage of analyzing close-call situations with staff is that defensiveness rarely develops in discussing the incident since no one was hurt. Instructors soon learn that reporting these situations helps everyone understand the dynamics of close-calls, thus increasing the chance of avoiding a future injury. Most staff groups discuss close-calls openly.

The discussing, or description, best begins with identification of the important elements interacting in the close-call situation. Was there a danger in the environment? Was there a danger in the environment only because of the behaviour or attitudes of the participants? How serious could the incident have become? How frequently are participants or staff exposed to a like situation?

Once a thorough description of the incident and circumstances there is a tendency to seek solutions. This is natural, but should not be rushed. There may be many ways to alter or avoid similar close-call situations; provide a set procedure; provide additional information, provide extra training, relieve the instructor of the need to make a critical safety decision frequently, etc.

"In Hawaii participants were reported to be narrowly missed by small falling rocks while backpacking along a narrow mountain trail. Several close-call reports described these situations. The instructors suggested in a discussion that hard hats ought to be worn by everyone while walking through this area. We bought the hard hats and everyone dutifully wore them, avoiding any injury.

We could have waited until someone was hit in the head with a rock before donning the helmets, but the instructors realized the hazard involved and felt there was no other reasonable step that could be taken to avoid injuries."

NETWORKING YOUR CLOSE-CALL DATA

Keeping track of close-calls in an individual program is an excellent way to reduce the risk of injury and also an excellent training device for instructors. More can be learned collectively, however, if information is shared with other programmes.

Such a program is underway directed by the National Safety Network. Both accident and close-call information is voluntarily submitted to the Network by dozens of adventure programme leaders each year representing many types of outdoor and camping programmes. The Network analyzes the injuries and close-call situations looking for trends that may not be apparent to an investigator with access to the small data base of just one program. Several examples of the kind of information that has been developed through networking will convince the reader of the value of the effort.

"In the 1985 Network REVIEW both injuries and close-call situations are described and analyzed. In the close-call section all incidents involving ropes courses were grouped. Number 38 states: "Including all programmes there were thirty-two (32) reports of persons being unclipped from their belays while on high ropes course elements. Most of these were in programmes that utilize "rabbit ears", or "claws" systems of two belay ropes on one individual allowing them to change belays when transferring from one ropes course element to another. Most of the incidents involved persons unknowingly unclipping themselves from both belays at the same time. Some incidents occurred where persons in confusion unclipped someone else's belay lines at transfer points. On one occasion a teacher who was being a participant unclipped a student completely and sent him out four to five feet on a element before staff noticed the participant was unbelayed. Note: Every incident of a participant being unclipped from a belay resulted from unclear communications of commands."

In the "Initiatives" section this was reported. "The Trust fall is the most frequently mentioned initiative game in the close call reports. In one instance inattentive spotters caught a faller just as her head hit the ground. In another report, a faller went into the pike (butt fall) position and went right through the spotters hitting the ground. In five separate incidents, spotters were hit in the head by a faller's head, twice hit in the nose by a faller's arm, hit in the lip by a faller's hand, and hit in the cheek bone with an elbow. Where spotters are hit the fault is inattention and the flailing arm of the person doing the trust fall."

As the database program of the National Safety Network expands more information will become available and more detailed analysis will be possible. Any outdoor program leader can become involved in the information exchange and networking function of the Network simply by writing and requesting information and the needed forms. There is no charge for submitting data to the National Safety Network.

CONCLUSION

One of the greatest ways to improve the quality and safety of programming in the out-of-doors is through gathering detailed information about programming situations that expose people to accident potential. This is best gathered through detailed close-call reports and injury reports. When followed by thoughtful analysis and discussion with instructors, creative and effective ways will develop to reduce accident potential and raise the safety consciousness of the instructional personnel.

For further information, please write to:

National Safety Network
P.O. Box 186
Bellefontaine, Ohio 43311

Alan N. Hale is the founder and Director of the National Safety Network. For 25 years he has created, supervised and advised adventure programmes. He is currently Activity Therapist Supervisor for Family Resource Centres, an eight county voluntary mental health programme for children and their families, located in Lima, Ohio.

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MINISTRY OF NATURAL RESOURCES
FISHERIES EDUCATION QUESTIONNAIRE

The Ontario Ministry of Natural Resources, Fisheries Branch is presently considering an educational strategy for school age children. As mentioned in the Environmental Science Curriculum Guidelines, a fisheries educational approach would include topics such as sport and commercial fishing, the role of fish in natural environments, fish ecology and biology, folklore and history. Educators with an interest in fisheries education have an opportunity to shape the details of our program by answering the following questions:

1. Do you think there is a need for fisheries education in Ontario's school system? YES ____ NO ____
2. Do you teach fisheries education concepts in your class? YES ____ NO ____
3. Do you have access to instructional or resource materials on fisheries education? YES ____ NO ____
4. What kind of resources do you require to get involved in fisheries education? Rate on a scale of 1-3: 1) Not needed 2) Somewhat useful and needed 3) Definitely required

Rating

 - audio-visual materials, i.e. videos, slide shows _____
 - curriculum assistance: lesson and activity plans _____
 - teaching aids such as posters, information bulletins _____
 - training workshops or courses _____
 - access to field facilities where fisheries programs could be taught _____
 - follow-up enrichment activities, i.e. field trips, (classroom demonstrations) _____
5. What area(s) in fisheries education would you like to see emphasis placed?
 - _____ Ontario's commercial fishery
 - _____ the role of fisheries in the lives of aboriginal people
 - _____ fish behaviour, ecology and habitat requirements
 - _____ fisheries regulations
 - _____ "hands on learning", Community Fisheries Involvement Program (CFIP)
 - _____ fish identification
 - _____ fish folklore: music, songs and literature
 - _____ fisheries management concepts
 - _____ historical perspective
 - _____ how to become a better angler
 - _____ fish farming
 - _____ other _____

6. Would you be interested in participating in a "hands on learning" (CFIP) school project designed to help Ontario's fisheries resource? YES ____ NO ____

7. You are a teacher of _____ primary level _____ high school level _____ other

The results of this survey will be published in a future ANEE issue.

PLEASE MAIL THIS QUESTIONNAIRE TO: Ministry of Natural Resources, Fisheries Branch, Room 2347, Whitney Block, Queen's Park, Toronto, Ont. M7A 1W3

- THANK YOU -

The Co-op Connection

Lori Jarvis - Far Northern Rep.

The Kingfisher Lake Outdoor Education Centre offers residential and day programs for schools of the Lakehead Board of Education in Thunder Bay. In the spring and fall sessions of the school year the four full-time staff operate three separate camps - two residential camps at opposite ends of a small lake and a Day Centre. Needless to say, with 120 students on site each day the staff is stretched quite thinly.

To augment the staff and allow a greater staff/student ratio for the Junior grade trips we have come up with an innovative co-operative program with the Outdoor Recreation Department at Lakehead University. Third year students in the program spend two full days at our centre as part of their course work in Interpretation. The whole class is on site for an Orientation session early in the fall and then teams of three students are booked on days when a junior grade is coming to the Centre for a first-time visit. The Outdoor Recreation students are in charge of the total day - from welcome, to an interpretive hike, lunch and afternoon activities. At the end of the day their efforts are critiqued and evaluated by our staff.

This co-op program has been operating successfully for the past three years and may be incorporated into other situations. The following articles provide three perspectives on the values and benefits of such a program.

The University Student's Perspective

by Ian Tufts

Imagine waking on a Friday morning, normally reserved for rest and relaxation, to the sound of a voice saying, "Today, you have traded your school for our school. Welcome to Kingfisher Lake Outdoor Education Centre." These words started a process that would take the third year class of the Lakehead University Outdoor Recreation Programme to a new point in our education. We would no longer simply imagine what it would be like to apply our knowledge of interpretation in an educational setting; for it would be our voices welcoming other, somewhat younger, students to the mysteries of Kingfisher Lake.

The Kingfisher staff masterfully oriented us to the programme. We worked through a one day orientation session that enabled us to appreciate the experience from a student's perspective. As 'soon-to-be' leaders of the programme we had the opportunity to relate our past education in interpretation and natural history to the Kingfisher site. This is not to say, however, that all of the anxieties felt by the students were relieved. We, as a class, had never actually addressed an audience other than our peers.

CONT'D

The Outdoor Centre Staff Perspective

by Jim Leggett

Where are they? Did they take the high trail? He said he was going on the spruce bog trail? Oh well it's always easier to find a group of lost people than an individual. A group makes more noise. No, we don't normally lose 10 kids and an instructor. The co-op programme has, however, occasionally provided us with situations outside our normal routine. In fact the one or two days a week the programme currently runs are normally anything but routine. Driving to work on a "L.U. day" a dozen different concerns, even anxieties flip through my mind. Can they find the school? If someone has slept in, do I have his/her phone number? Will this group have hiked the trails independently? If one doesn't show up can I get one of our staff to cover? I wonder if there will be any whizz kids in this group - any duds? I hope none have arrived earlier than me.

The next half hour is usually spent trying to assess the degree of readiness - keenness and especially trepidation on the part of the students - instructors, then it's off to Kingfisher and a short but seemingly interminable wait for the class to arrive.

CONT'D

The University Perspective

by Dr. Robert M. Christie

The Outdoor Recreation students participating in the programme are from the third year class in interpretation. It is the third course in a series of four courses and it's emphasis is upon outdoor education - interpretive techniques. In the other three courses students are introduced to principles and practices, natural history, environmental problems and planning. Within the Outdoor Recreation Programme opportunities are provided for students to teach peers in a variety of situations, but the students feel that peer experience cannot compare with the outcomes of teaching children in the field. The full day with the children is the first of such experiences for many of the students. Almost without exception, the students have had a memorable experience. The interest and enthusiasm of the children provided the basis for a stimulating experience.

After an orientation day at the Centre and prior to the teaching experience students are required to write a comprehensive lesson plan for the day. The plan includes a theme, teaching objectives, a list of major concepts to be presented, a list of key vocabulary words and a brief description of each of the activities that will be included in the day. It is important for the students to

CONT'D

STUDENT'S

Each of us had our own reservations and anxieties relative to our past experiences in leading interpretive activities. We all had and a solid theoretical base, as interpretation is one of the areas of concentration within the Outdoor Recreation Programme. We had even seen how outdoor education is delivered in nine different states and two provinces during our interpretive field school in 1985. But, we were all aware that the business of interpretation is one characterized by experiential, hands-on learning. Within the group, there was a great range of experience from those who had been exposed to interpretation through school to those who had gone on to work in the field. Despite this gap, we all had a sense of our personal weaknesses and areas of improvement.

The benefit of this programme can probably be captured in one word: confidence. We all realized that we really do know more than the average grade three students but also that our observations are, by no means, of paramount importance to those of the grade three students. Realistic lesson planning and group control were among the skills that substantiated this general sense of confidence.

From a larger perspective, the programme was beneficial in three areas:

1. Exposure of the students to the real world of outdoor education and exposure of a staff to students of a unique Canadian Programme.
2. Community co-operation between the University and a local school board.
3. Development of outdoor education as a profession.

And besides, it wasn't such a bad trade for a day after all.

Ian Tufts is a third-year student in the Outdoor Recreation Program at Lakehead University.



STAFF

The distant twitter of child-type voices climaxes in a din of hoots, hollers and foot stomping as our group arrives. Then silence (hopefully) reins as our neophyte interpreters launch into their (hopefully) well rehearsed orientation.

The next 2.5 hours fly by for me as I frantically try to keep tabs on the whereabouts of 3 different groups, making sure that I visit each group at least four times to evaluate the novice pedagogues. Sneaking up on a group and filling a page of notes without being seen becomes more of a challenge as fall progresses and the leaves drop. This particular evaluation process has its own frustrations! It's never fun watching someone doing something you think you can do better or enjoy doing immensely. On the other hand, what a beautiful opportunity to observe the fresh unjaded enthusiasm of a beginner instructor, to catch a novel approach or to learn a new bit of information. Then it's a mad scramble back to the day centre to set up post hike activities, look after lunch details and write up evaluation forms.

The pace of the day usually evens out after the requisite numbers of roasted hotdogs and marshmallows are gobbled down and the kiddies are off again on the afternoon's activities.

Probably the most satisfying and most enjoyable part of the day for me is the post session evaluation and debriefing. It's always nice to have your thoughts and comments appreciated or maybe the twenty marks evokes attentiveness.

Compared to leading a day programme myself I find our "LU. days" to be considerably more demanding. Why do we do it? Frankly we are able to staff 13 to 18 more day programmes per school year for our Grade 1 to 4 classes. From a personal point of view it's an excellent opportunity for a veteran interpreter to experience fresh new concepts, people and approaches. As a wise man reportedly once said - "It's what you learn when you think you know it all, that really counts."

Jim Leggett is the Teacher-Manager of the Kingfisher Lake Outdoor Education Centre.



UNIVERSITY

realise the importance of planning for field experiences.

Additional programme outcomes for the university students include:

1. The chance to use knowledge and techniques acquired in the programme.
2. It helps build self-confidence when they realise that they do know something and can do something with children.
3. Students have a positive, well supervised experience in planning, organising and conducting field experiences.
4. It provides a better perception of student effectiveness in working with groups of children. This is especially important for some of the more inexperienced students in the class.
5. It provides an opportunity to relate course work with professional requirements.
6. It increases motivation within the courses in the programme. Skills used during the teaching experience are incorporated from several courses, including interpretation, group dynamics and leadership.
7. It is an experiential learning component that is a class "highlight".

The value of the experience to students is expressed by enthusiastic sharing of the experience with the instructor and class members. It is unfortunate that more time cannot be devoted to such projects. The students currently spend one day in orientation at Kingfisher with the staff, going through an introduction to the programme and becoming familiar with the Centre. Another full day is spent teaching the children. It requires two full days away from campus, which means missing several university classes on both days. Fortunately, other instructors have been cooperative. Such experiences should be encouraged at other universities for related programmes in outdoor education and outdoor recreation.

Dr. Robert M. Christie is a Professor in the Outdoor Recreation Department at Lakehead University.



1987 SPRING COLLOQUIUM - RESTORATIVE ECOLOGY

Colloquium '87 will be held on the weekend of May 8-10, 1987 from 7 P.M. Friday through 11:30 A.M. Sunday. This year's program will focus on the developing field of restoration ecology - restoring degraded areas to the condition in which they had been naturally. Friday night's keynote speaker will be a noted ecologist actively involved in restoring lands. Saturday field activities will include concepts of restoration ecology, the inventory process, examples of successful efforts, and means of linking restoration ecology to the curriculum.

One semester hour of college credit may be earned if desired, graduate or undergraduate, in CIOE 590 or 490. Tuition rates for one credit are, \$46.50 for in-state undergraduates; \$139.50 for out-of-state undergraduates; \$47.50 for in-state graduates; \$142.50 for out-of-state graduates. All tuition charges may be paid at Taft on the evening of Friday, May 8, during registration for course credit. Tuition and conference fees are separate fees and must be paid by separate checks. Do not send tuition monies in advance. Course requirements will be mailed upon request.

To reserve your space at Taft Campus, fill in and return the Pre-registration form, along with a check, payable to NIU, to Lorado Taft Field Campus, Box 299, Oregon, IL 61061. Refund Policy: only partial refunds (payment less \$5.00) will be made after April 24.

Pre-registration Form

Yes, I will attend as a commuter with meals: _____ Friday buffet, Sat. lunch, dinner, Sunday lunch and Conference: \$35.35

Resident at Taft: _____ Two nights lodging, Friday buffet through Sunday lunch, and Conference (bedding not included): \$50.00

NAME _____ SSN _____

ADDRESS _____ Phone() _____

_____ Zip _____

Please send further information on: _____ Graduate Credit
_____ Undergraduate Credit

To receive graduate credit, students must be accepted by the Graduate School as graduate students or Students-at-large.

NOTE: Refund Policy - only partial refunds (payment less \$5.00) will be made after April 24, 1987.

1987 SPRING COLLOQUIUM - RESTORATIVE ECOLOGY

KAYACLIMSKI

presents

EMT-W

What is it?

This is an 80 hour programme in wilderness emergency care offered at the EMT level. It is oriented to the outdoor environment where the resources are limited and help is several days away. This course is designed for rescue personnel, guides, teachers, isolated camps personnel or any recreationists who travel or take others into the outdoors. The format will be two five-day blocks broken up by a week-end in order to enable time to digest material. Lectures, simulations and practical sessions will fill your days from 9 a.m. to 5 p.m.

Where?

Sedbergh School,
Montebello, Quebec

Cost: \$250.00

Dates: June 22-26, June 29-July 3

Texts:

As with all EMT courses our text will be Emergency Care of the Sick and Injured, 3rd Edition; published by the American Academy of Orthopaedic Surgeons. We can supply this text plus workbook if you wish (Cost \$30.00).

Instructors:

Erick Rast from Alberta will be the course instructor. Erick has been involved in emergency care for many years and is one of North America's finest instructors.

The assistant instructor is Jim Ongena. Jim is a five time veteran of this course and currently teaches rock-climbing, kayaking, mountaineering and ski touring at John Abbott College.

Prerequisites:

Candidates for the course must be 18 years of age and hold a current CPR ticket.

Prior first aid knowledge is recommended.

Course Content:

- body surveys
- bleeding
- fractures/dislocations/sprains
- head injury
- chest trauma
- hypothermia/frostbite
- drowning
- medical emergencies
- shock
- legal considerations
- evacuations/carries
- first-aid kits
- drug therapy
- altitude problems
- gastro-intestinal problems
- spinal injury

Registration Form

NAME: _____

ADDRESS: _____

PHONE: _____

I am interested in the following:

EMT-W	—	\$250.00
Text and Workbook	—	30.00
Room and Board	—	225.00
Total	_____	

Make cheques payable to : Bob McCutcheon / EMT-W
Sedbergh School
Montebello, Quebec
J0V 1L0





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- Canoe tripping and campcraft practise
- Tours of local resource industries (i.e. mining and lumbering)
- Initiatives course, new games, group dynamics exercises
- Nature hikes and cookouts, nature studies

WINTER

- Winter camping, survival skills
- Ski touring and instruction
- Snowshoe touring, trapping lecture and demonstration
- Ice fishing, outdoor initiative games
- Orienteering, Astronomy
- Dog sledding Workshops

FOR MORE
INFORMATION
CONCERNING
RATES AND DATES
PLEASE CONTACT:

**Temagami
Wilderness
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R. R. No. 1 (J)
Temagami, Ontario
POH 2H0

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Membership Application Form

PLEASE PRINT COMPLETE AND SEND WITH REMITTANCE TO ADDRESS BELOW

NAME (mr.) (mrs.) (miss) (ms) _____

HOME ADDRESS _____ MAILING ADDRESS IF DIFFERENT FROM HOME _____

POSTAL CODE _____

POSTAL CODE _____

TELEPHONE HOME _____ WORK _____

If you are applying for Family Membership, please list persons who will be using the membership. _____

POSITION _____ EMPLOYER _____

UNIVERSITY/COLLEGE attending full time if a student _____

I am in the _____ Region of COEO (see listing below)

FAR NORTH Patricia, Kenora, Thunder Bay, Algoma, Cochrane, Sudbury, Rainy River, Timiskaming.

NORTHERN Parry Sound, Nipissing, Muskoka, Haliburton, North Bay, Simcoe County.

WESTERN Essex, Kent, Elgin, Middlesex, Huron, Bruce, Grey, Perth, Wellington, Waterloo, Oxford, Brant, Haldimand-Norfolk, Dufferin, Lambton.

CENTRAL Niagara South, Lincoln, Hamilton-Wentworth, Halton, Peel, York, Ontario, Metro Toronto.

EASTERN Victoria, Durham, Peterborough, Northumberland, Hastings, Prince Edward, Lennox and Addington, Renfrew, Frontenac, Leeds, Grenville, Ottawa-Carlton, Dundas, Russell, Stormont, Prescott, Glengarry, Lanark.

OUT OF PROVINCE Any area in Canada except Ontario

OUTSIDE CANADA

Please note: THE COEO MEMBERSHIP YEAR IS FROM SEPTEMBER 1 TO AUGUST 31. ANY MEMBERSHIP APPLICATIONS RECEIVED AFTER MAY 1 WILL BE APPLIED TO THE FOLLOWING YEAR.

Please check: NEW _____ RENEWAL _____ CURRENT MEMBERSHIP NO. _____

FEES: REGULAR \$25.00 _____ STUDENT \$18.00 _____

FAMILY \$35.00 _____ Subscription \$22.00 _____

Make your cheque or money order payable to the COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO and mail with this form to

JOHN AIKMAN

MEMBERSHIP SECRETARY

47 RAMA COURT,

HAMILTON, ONTARIO L8W 2B3

Return to:

John Aikman
Membership Secretary
47 Rama Court
HAMILTON, Ontario
L8W 2B3

